

THE MIDDLE YEARS PROGRAMME (MYP)

CURRICULUM HANDBOOK 2020-2021



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Who we are

Vision

Reimagining excellence in education in a changing India.

Mission

Building knowledge, self-awareness and relationships with people and the environment, to lead happy, healthy, impactful lives.

Core Values

GRIT, HONOR & GRACE



Grit

Passion and perseverance in pursuit of clear and balanced goals

Honor

Ethical choices reflecting integrity, strong traditions and respectful beliefs

Grace

Relationships based on mutual respect-treating people well

Founder's Note



Building knowledge, self-awareness and relationships with people and the environment to seek happy, healthy, impactful lives. I believe in equality of opportunity – and the only route to it is finally through great education. When Gandhi came back from South Africa in 1915, Gokhale told him to “Make India proud of herself”. I find solace in the thought that Neev students will complete what Gokhale and Gandhi started. I hope to create academic institutions that remain true to our mission and values and outlast me, my generation, and many others; schools where Neev alumni are proud to send their great grandchildren to, for an education that continues to stand for excellence forever. Neev Academy is an intellectually challenging, creatively vibrant, and diverse community of children and teachers set up to meet the needs

of a changing India with the return of city center schools where children don't have long commutes. It is a school that moves beyond either/ or, achieving academic excellence through building critical thinking skills and nurturing socio-emotional development, developing engaged learners who aim to be thought leaders. We recognize that what has helped some of us succeed, will not meet the needs of our children in a rapidly globalizing world, where value moves from resources to knowledge to ideas; a world where joining the dots is as essential as the strength of those dots. Our mission is a living statement that we embed into practice through curriculum, learning culture, travel, sports, the arts, the sciences and much else, learning from the world around and building towards the world we want to live in, building the core values of Grit, Honor and Grace. Our goals come alive in best practices, contemporary educational experience, which is fun, challenging, creative and collaborative while making space for individual excellence. Do join us on this learning journey.

Kavita Gupta Sabharwal

Founder & Head of School

“Be the change you wish to see in the world” – Mahatma Gandhi

From the Desk of the Head of Middle School



Dear Parents,

As a 20th century learner, classrooms and libraries were the only source of knowledge for me; and teachers were bearers of that knowledge who could demystify the heavy concepts of our course content. In our University's Tagore Library, I experienced the joy of self-directed learning, to explore a topic under study and go in depth with no pressure of teachers or time. I was yet to be hit by the revolution that changed the way we interacted with knowledge and people. As I entered into the education world at the turn of the century, my high school students were still getting the same type of education that I had about half a decade back. But I found my calling, my profession! Things changed by the time I moved to Bangalore and was hit by a

revolution so intense that it made me question the longevity of my profession. Digital Revolution has since then taken over my life and the life of my learners. In this highly digitized world, the significance of a teacher in a child's life is changing. Educators are no longer dealing with information starved learners; they are smart and knowledgeable. My role now is to make my students be aware of the progressive world they are growing up in, where experiences are rich and possibilities are plenty. Twenty first century learning is about adopting a framework that synergizes content and skill. Without skills, learners regurgitate facts, figures and events, which degrade their educational experience to passivity. Without content, students may engage in problem-solving or team-working experiences that fall into triviality with little or no rigour.

For Kurt Hahn, considered to be one of the foremost educators of the twentieth century who is credited for establishing the Duke of Edinburgh Award, 'The entire school day—including curricula, daily routines, social life, and extracurricular activities—could be used to help young people develop social responsibility and high aspirations'. At Neev our endeavour is to create learners who take intellectual risks, fostering learning dispositions, and nurturing school communities where everyone is a learner.

Gouri Kar

Head of Middle School - Yemalur Campus

Our Leadership and Administration team



"I believe in an education that will create intrinsic motivation to all students by providing opportunities to stimulate their passion for learning. I should be able to provide students with a nurturing and enriching environment."

Gouri Kar - Head of Middle School - Yemalur Campus



"Currently, at the junction at which we (at Neev) are, there are limitless possibilities that we have to ace to truly become the excellence in reimagining education in a changing India. We have to stay hungry and stay foolish as an ecology of learners, with a big craving for new learning journeys, sound, and sustainable practice".

Vineet Singh – MYP Coordinator - Yemalur Campus



"As a School Administrator I am committed to maintaining a clean and green environment in the School Campus to bring in social consciousness that promote healthy and safety of students, teachers and the whole school community".

Hari Krishna Paidi Lakshmaiah – Head of Administration



"The role of the admissions team is to give you the information you need to decide if Neev Academy is the right school for your child and, if so, to help you through the enrolment process. We hope you will want to visit our school with your child and there is no substitute for seeing the school in action. We understand that any transition can be challenging and we are here to help and support the student and the family to be a part of the Neev ecosystem.

Being a full continuum IB School, we offer the PYP (Primary Years programme), MYP (Middle Years programme), and the Diploma Programme. In the middle school (G6 to G10), we also offer ICSE curriculum as an alternate curriculum. It is our endeavour to admit all students who show the readiness required for the grade level applying for, can meet the demands of the curriculum and possess the right attitude towards learning, based on the availability of seats.

The success of our students is due to the culture of mutual respect, collaborative and supportive outlook within their group and from the faculty. The learning experiences at Neev empower students to make choices that help them become healthy, happy individuals who will work towards making an impact in society and the world at large, going forward".

Aparna Singh - Head of Admissions and Student Support

International Baccalaureate Education

IB Mission statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

International Mindedness at Neev Academy

International mindedness and intercultural understanding holds a prominent place in the MYP. This learner profile is meant to create international minded individuals who, through their knowledge and understanding of concepts, ideas and issues of local and global significance, recognise “our common humanity and shared guardianship of the planet”. This entails understanding and appreciating one’s own culture and personal histories and being open to the perspectives, values and traditions of other individuals and communities. At Neev Academy, this finds expression not only in the general ethos of the school environment, but also in its concentrated exploration in academic studies and discussions. School-wide reading programs, literature festivals, language day celebrations and a carefully curated CAS program help widen the Neev child’s worldview so that they become true connoisseurs of variety and diversity.



Learner Profile

IB learners strive to be :

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness, justice and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

An IB Education: Welcome to the IB Continuum (PYP, MYP and DP)

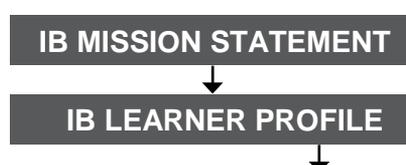
The IB continuum of international education for 3-19 year olds is unique because of its academic and personal rigour. It challenges students to excel in their studies and in their personal growth. They aim to inspire a quest for learning throughout life that is marked by enthusiasm and empathy. The IB aspires to help schools develop well rounded students with character: students who can respond to challenges with optimism and an open-mind; student's confident in their own identities; students who make ethical decisions; students who join with others in celebrating our common humanity; students who are prepared to apply what they learn in real world, complex and unpredictable situations. The IB offers high-quality programmes of international education that share a powerful vision.

Neev Academy is authorised by the IB to offer the Primary Years, Middle Years and Diploma Programme.

Programme by IB	Year of inception	Offered at Neev Academy
	1997	Yes
	1994	Yes
	1968	Yes

Facilitating the Transition Among IB Programmes

The diagram below is taken from Towards a Continuum of International Education (September 2008). This diagram outlines the key features of the three IB programmes.



	PYP	MYP	DP
Nature	Framework Inclusive	Framework Inclusive	Prescribed curriculum Aimed at preparing students for higher education
Structure	Transdisciplinary units of Inquiry	Organised around disciplines and interdisciplinary global contexts	Organised around disciplines with theory of knowledge connecting the disciplines
How is the programme assessed	Internal assessments of all aspects of students learning	Internal assessment based on subject specific criteria, school can opt for e Assessments	External moderation of internally assessed work and external examinations
Learning to learn	Transdisciplinary concepts and skills	Approaches to learning	Theory of knowledge
Learning through experience	Action	Service as action	Creativity, activity and service
Language learning	Support for mother tongue development (School's additional language from age 5)	Support for Mother tongue/best language development (students additional Acquisition)	Support for Mother tongue/best language development, school supported, self taught language A courses (students additional language B)
Culminating experience that synthesizes learning	Exhibition	Personal project	Extended essay

The IB Middle Years Programme

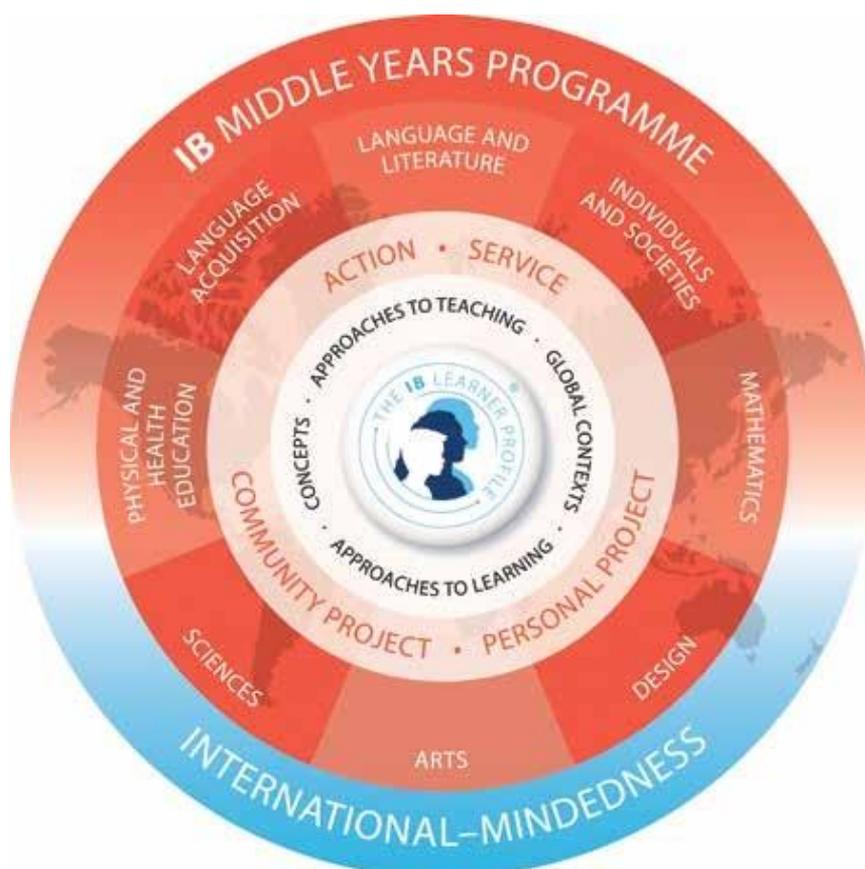
The IB goal is to provide students with the values and opportunities that will enable them to develop sound judgments, make wise choices and respect others in the global community. The International Baccalaureate (IB) Middle Years Programme (IB MYP) was originally developed by the International Schools Association and then further developed by schools during the early 1990s. It is a purpose-built five-year program (Grades 6-10, ages 11-16) for international schools and is now being taught and implemented worldwide, with considerable growth in Europe, Asia and the Americas.

The IB MYP started at Neev Academy since 2014 and we were authorised in October 2016. It builds upon the skills and learning developed in the IB Primary Years Programme (IB PYP) and aligns itself with the skills required in the Diploma Programme.

The Middle Years Programme at Neev aims to develop active lifelong learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning. In addition, the IB MYP completely bridges the gap between the Primary years programme (1-5) and the Diploma programme (11&12). MYP is a framework provided by the IB but Neev academy has gone backward by design to develop the many elements of the IB MYP that are common to the skills required by the Diploma and developed in the PYP.

The IB MYP curriculum model

Below is a diagram which explains the curriculum of an IB MYP learner. Students are required to study all subjects concurrently in a year: Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, Arts, Design, Physical and Health Education.



Teaching & learning in Context

The MYP Global Contexts recognize that we all have a shared responsibility and individual roles to play as stewards of our planet. They guide skills and tasks by ensuring that these relate to the global challenges and issues we face, whether those be personal, local, national or international. At Neev academy, all teaching and learning experiences, both in class, out of class as well as projects are framed through the Global Contexts.

1. **IDENTITIES & RELATIONSHIPS:** -- Students will explore identity; beliefs & values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.
2. **ORIENTATION IN TIME & SPACE:** -- Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.
3. **PERSONAL & CULTURAL EXPRESSION:** -- Student will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
4. **SCIENTIFIC & TECHNICAL INNOVATION:** -- Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.
5. **GLOBALIZATION & SUSTAINABILITY:** -- Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.
6. **FAIRNESS & DEVELOPMENT:** -- Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; equal access to opportunities; peace and conflict resolution.

A Concept-driven Curriculum

The MYP identifies prescribed key concepts and related concepts. These concepts ensure the development of a rigorous curriculum and promote a shared community of practice among IB World Schools offering the MYP.

The model allows teachers to group together issues or topics in a wide-ranging curriculum under the critical concepts and understandings in each subject group. In a concept-based teaching model, teachers use knowledge as a tool to help students grasp transferable concepts and understandings. Knowledge provides the foundation and support for deeper, conceptual thinking. All the units at Neev are planned with a concept based learning focus embedding the prescribed MYP Key and related concepts.

Key concepts: contributed from each subject group, provide interdisciplinary breadth to the programme. Key concepts are broad, organizing, powerful ideas that have relevance within and across subjects and disciplines, providing connections that can transfer across time and culture.

Related concepts: are grounded in specific disciplines, and explore key concepts in greater detail, providing depth to the programme. They emerge from reflection on the nature of specific subjects and disciplines, providing a focus for inquiry into subject-specific content.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global Interactions	Identity	Logic
Perspective	Relationships	Systems	Time,Place and space

Approaches to Learning (ATL)

It is widely known that the development of transdisciplinary skills are just as important in education as learning in specific subjects. The transdisciplinary skills that empower students to be successful in school, education and beyond, are known as Approaches to Learning (ATL). There are five broad categories of skills, which can be broken down into ten more specific categories of ATL skills. Through subject lessons , students will learn and practice different strategies for developing these skills at Neev Academy.

ATL SKILL CATEGORIES	MYP SKILL CATEGORIES
Communication	i. Communication
Social	ii. Collaboration
Self Management	iii. Organisation
	iv. Affective
	v. Reflection
Research	vi. Information literacy
	vii. Media Literacy
Thinking	viii. Critical
	ix. Creative
	x. Transfer

Service as action in Neev

SAA at Neev is not just an integral part of the curriculum, but also a key part of the culture of learning and sharing, aimed at encouraging students to lead campaigns/ projects/ initiatives which helps themselves as an great individuals and contribute to the welfare of the society and plays a pivotal role in developing mindfulness, responsibility, ethics, gratitude and the right attitude to be a responsible global citizen.

Service as action is a subset of action. The IB defines and we strongly practice that service as action as, “to act to make a positive difference to the lives of others, to the environment and also our own growth”.

Action (learning by doing and experiencing) is an important part of the IB MYP. Service is how you engage yourself to the action. Service as action is a required activity or project in each year of the program. Service as Action is about raising awareness of the world around you.

Service involves the following elements:

- Awareness and understanding of an issue be it local or global.
- Commitment to help others who are in need.
- Ability to show empathy.

At Neev, students are provided with numerous opportunities for service involvement in each year of the programme, which are in turn aligned with the MYP learning outcomes. Action becomes part of the MYP unit plans, which demonstrate appropriate opportunities, through inquiry, to participate in service as action. Students will also get the chance to engage with service and action activities, at a local and global level.

In DP through CAS, students continue to strengthen the approaches to learning they encounter and develop in the PYP and MYP. In approaches to learning, students are encouraged to grow both personally and socially, developing skills such as cooperation, problem-solving, conflict resolution and creative and critical thinking, as well as developing their own identities.

Grade 6 and 7 are exposed to service activities within the school community and engages in collection drives throughout the year for organisations across the city.

Grade 8 will engage with the local community schools and plan school events like sports days and Christmas. The students of final years of MYP will engage to independently identify, plan and carry out Service Learning projects outside of the Neev community, in preparation for the Service Learning requirements of the IB diploma.

The students of MYP will also be exposed to service learning through their field trips and will also need to complete a curriculum-linked project, planned and organised collaboratively as part of a curriculum topic..

Personal Project

The MYP Personal Project is an opportunity for you to develop an area of personal interest, revolving around a challenge that motivates and interests you. The Personal Project is student-centered and age-appropriate, and it enables you to engage in practical explorations through a cycle of inquiry, action and reflection.

The MYP personal project consists of three components:

Personal project component	How it is assessed
Focus on topic leading towards a product/outcome	Evident in the presentation/report
Process journal	A selection of extracts in appendices of the report
Report	The content of the report assessed using all four criteria

The students are expected to spend 25 hours on the personal project over a period of one year.

The Personal Project that you complete at the end of the year 5, reflects your experiences of the MYP, applies the skills you have developed in Approaches to Learning (ATL) and shows your understanding of the Global Contexts. The Personal Project will also prepare you for IB Diploma Programme's core component of Extended Essay.

As per the IBO, all MYP Year 5 (Grade 10 at Neev Academy) students have to complete the Personal Project and must be registered for external moderation of the project.

ACADEMICS



MYP Subject Group

Group 1- Language and literature

Course description and aims

MYP language and literature builds on experiences in language learning that students have gained during their time in the IB Primary Years Programme or other primary education. Knowledge, conceptual understanding and skills will have been developed through transdisciplinary units of inquiry or independent language inquiry.

The six skill areas in PYP language—listening, speaking, reading, writing, viewing and presenting — are further developed through the MYP years.

An MYP language and literature course starts with the skills that students have mastered during the PYP.

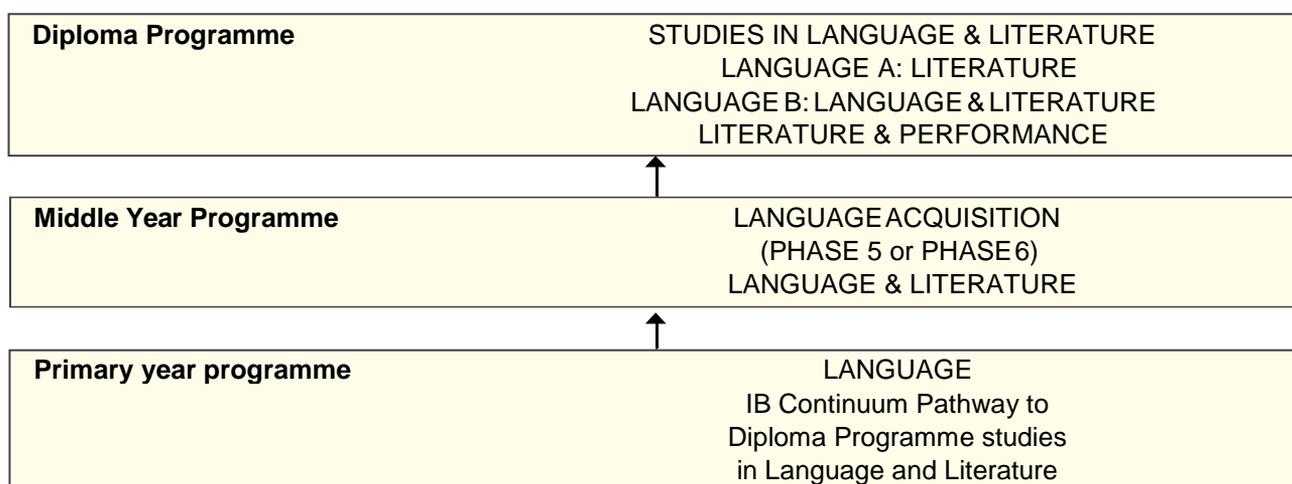
It will include:

- the approaches to learning (ATL) skills, at increasing levels of complexity, throughout the programme
- the MYP command terms that are relevant to language development.

The course will be inquiry-driven and the teaching strategies and learning experiences (both disciplinary and interdisciplinary) will build upon the units students may have experienced in their primary education.

Students continuing on to the DP will have a grounding in at least one language that will enable them to undertake the DP course options, particularly those in studies in language and literature, but also in the core and other academic areas. They will also have developed an inquiring, reflective approach to the study of language and literature. If students have become proficient in two (or more) languages in the MYP, they may be eligible for a bilingual diploma in the DP.

Figure 2 shows the IB continuum pathways to DP studies in language and literature.



The aims of MYP language and literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

Language & Literature at Neev

At Neev Academy, students take Language and Literature in English. It forms the central section between language acquisition in the primary years programme and Language A in the diploma programme.

Students who are admitted to Language and Literature in English are expected to have completed the primary years programme at phase 4 or phase 5 according to the primary years scope and sequence.

The Language and Literature course at Neev consists of a careful balance of language texts with literary texts, including introductory survey units in poetry, fiction and drama. Students will experience an appreciation for extracts and whole texts, originally written in English and in translation. Students are exposed to all major literary genres across time and place as a part of practice in international mindedness. The course as designed and executed at Neev gives students more than sufficient preparation for MYP eAssessment as well as for the diploma programme.

Group 2: Language Acquisition

Course description and aims

The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding, and is central to the IB's mission. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

Acquiring an additional language and exploring and reflecting on the cultural perspectives of our own and other communities:

is central to developing critical thinking and international-mindedness

provides an intellectual framework to support personal development, cultural identity and conceptual understanding

greatly contributes to the holistic development of students and to the strengthening of lifelong learning skills

equips students with the necessary multiliteracy skills and attitudes to communicate successfully in various global contexts.

The aims of MYP language acquisition are to encourage and enable students to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage.
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the communication skills necessary for further language learning, and for study, work and leisure in a range of contexts.
- develop multi literacy skills through the use of a range of learning tools
- develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- recognize and use language as a vehicle of thought, reflection, self expression and learning in other subjects
- understand the nature of language and the process of language learning
- gain insight into the cultural characteristics of the communities where the language is spoken
- gain an awareness and understanding of the perspectives of people from own and other cultures
- develop curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

At Neev Language learning in the PYP and the MYP is phase-wise.

When the students enter the MYP, students are administered a placement test (which includes both receptive and productive skills, both oral and written). Following this, the student is placed in the most appropriate phase in the MYP Language Learning continuum.

The curriculum in the MYP focuses on speaking, listening, reading, writing and presentation skills. Teaching is interactive, using audio visual material, printed material and games.

The expected outcome at the end of each phase is defined in the Language Acquisition guide (pages 28 to 35) and is used to assess the student's performance. Each language has created its own phase-wise curriculum vertical, which is followed in class.

Depending on the student's performance, students will exit the MYP from any phase. In general, if a student starts in Phase 1 in the MYP, we expect the student to attain phase 4 at the end of 5 years. The continuum from the MYP to the DP is also defined in the MYP Language Acquisition Guide.

Language options at Neev

At Neev, we are promoting bilingualism to be a common thread through the school - Primary Years Programme (PYP), Middle School (MYP/ICSE) and Diploma Programme (DP). Towards that end, we have created language pathways to ensure that all our students have immersion in at least one other language than English. For all the children this requires a clear choice of a second language and for some also a choice of an additional third language.

The Language offered presently at Neev are –

LANGUAGE OPTIONS	PYP	MYP	DP
English	Acquisition stage Grades 1 to 5	Language and Literature	Language A: Language and Literature HL and SL Language A: Literature HL and SL
Hindi	Acquisition stage Grades 1 to 5	Language Acquisition Language and Literature	Language A: 3 Literature HL and SL Language B: HL and SL
French	Acquisition stage Grades 3 to 5	Language Acquisition	Language B: HL and SL Ab Initio
Spanish	Acquisition stage Grades 3 to 5	Language Acquisition	Language B: HL and SL Ab Initio
Tamil	Acquisition stage Grades 1 to 5	Not available	Language B: SL

Group 3: Individuals and Societies

The MYP individuals and societies subject group incorporates disciplines traditionally studied under humanities and social sciences. This subject group encourages learners to respect and understand the world around them, and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments.

The study of individuals and societies helps students to appreciate critically the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognize that both content and methodology can be debatable and controversial, and for practising the tolerance of uncertainty.

The IB's approach to this subject area includes a strong focus on inquiry and investigation. Students collect, describe and analyse data; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group.

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the wellbeing of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

Individual & societies at Neev

Individual & Societies is an integral part of the Neev Curriculum. It is not only taught but experienced through various classroom activities and field trips that happens during their journey in the Middle years. The curriculum is designed in a manner that they are connected from local to global context. At Neev, we have planned our units backward by design so that the progression from MYP Year 1 to MYP year 5 is easier. The skills learnt in the PYP curriculum translates into their journey in MYP which acts as transition towards the rigour that is required for the Diploma Programme.

Group 4: Science

Course description and aims

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment. Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

The MYP sciences group aims to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and nonliving environments
- reflect on learning experiences and make informed choices

Each science's objective corresponds to one of four equally weighted assessment criteria.

Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Sciences at Neev

The attempt in the Science departments at Neev Academy has been to constantly make Science more hands-on and completely engaging and enjoyable to the students without watering down the important principles behind the topic. We, at Neev, have been able to move beyond the dull textbooks and abstract approaches to concepts in the scientific subjects and make the subject come alive in our classrooms. The learning engagements have led to a wellspring of enthusiasm and participation among the students of MYP. We, at Neev have realised that the only way by which students can connect with STEM subjects is through real-life experiences and hence all our classes revolve around the experimentation, in the fields and in the laboratories. Many of the topics involve students taking up mini projects, which help students to develop inquiring minds, as they have the chance to be curious and explore a subject in detail.

Neev has been working towards an integrated approach to the Sciences from Grade 1 onwards, developing a seamless continuum from PYP through MYP and DP. At the heart of it all is the collaborative nature of the effort. Science and the scientific method offer a way of learning that contributes to the development of analytical and critical thinking skills.

Group 5: Mathematics

Extended Mathematics, Standard Mathematics

Objectives and Aims

The framework for MYP mathematics outlines four branches of mathematical study.

- Number
- Algebra
- Geometry and trigonometry
- Statistics and probability

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. The MYP mathematics and extended mathematics courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school. Mathematics in the MYP is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students should see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations.

The aims of MYP mathematics courses are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other; the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics; the international dimension in mathematics; and the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

The mathematics programme at Neev Academy is built on the belief that all students are capable of studying math at a standard level. Students in the IB Diploma Program pursue a course of study in mathematics that is of their choice and which lends them to a career of their choice. In order to prepare students for this level of rigour, all mathematics courses in Grades 8-10 are standard and cover material more deeply. Students who are willing and able to learn math at a faster pace can cover extended content in Grades 9 and 10, making Math HL a more feasible option in their Diploma Programme. Students who are more successful when studying at a slower pace

will be grouped together so that instruction is tailored to suit their needs. We believe that all students will be able to realize their full potential when studying math at the pace which best suits their learning style - flexibility is key here. That said, our program has been redesigned to allow for students in Grade 9 and 10 to be placed in a math class based on their previous performance. This is based off of both summative work and the skills demonstrated throughout the year. At Neev smaller classes gives more room for individualized attention.

Overall at Neev the MYP Mathematics curriculum is both fun and rigorous. Fun comes from the investigations and inquiry based activities that we have and rigour comes from the concept based problems challenging problems that we have done through team work.

Group 6: The Arts

Course description and aims

In MYP arts, students function as artists as well as learners of the arts. Artists have to be curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem-solvers. Students create, perform and present arts in ways that engage and convey feelings, experiences and ideas. Through this practice, students acquire new skills and master those developed in prior learning.

Development in the arts is a dynamic process, and not necessarily linear. Students move freely through a creative process towards a deeper understanding of the arts. The process of creating artwork, as well as the product, demonstrates what students have experienced, learned and attempted to convey.

Arts in the MYP stimulate young imaginations, challenge perceptions, and develop creative and analytical skills. The course encourages students to understand the context and cultural histories of artworks, supporting the development of an inquiring and empathetic world view. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.

MYP arts has four objectives of equal importance and value: knowing and understanding; developing skills; thinking creatively; responding. Although the objectives can be addressed separately to scaffold learning, collectively they enrich teaching and learning of the arts.

The aims of MYP arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-) discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

Visual Art MYP Visual art at neev academy practices a curriculum which has strong philosophy as a building blocks as joy, exploration, expression and discovery. From PYP to MYP it is a continuum process that caters to all aspect of visual skills along with the process of art making.

Students from PYP (Grade 5) will be exposed to different styles, media and materials so that it will help them to understand the key aspects of visual art. The same skills will be transferred and groomed rigorously in MYP Visual art through experimenting and developing a greater understanding on art making and responding. In MYP studio practice students will develop deeper understanding and demonstrate the same on art forms/styles and develop their process portfolio to record their experience and individual growth. The right studio practice and art making will be assessed based on MYP criteria in Grade 10 based on their e-portfolio task.

Performing Arts

Neev Theatre and Performing Arts curriculum is for a young learner to develop the personality and skills required to be able to handle public presence through various life skills.

Art Standards (PYP Exit Standards)	Grade 5 (MYP Exit Standards)	Grade 10
Create and present art (Independently and collaboratively)	Students will apply specific conventions and techniques in the presentation of art	Initiate, develop and refine ideas individually and collectively in range of dramatic forms
Develop skills specific to the discipline	Students will apply performance skills in various theatre practices Students will be able to develop a character based on text Students will understand how sets enhances theatre performances. Students will be able to assume various production role to work as an ensemble	Students will work as an ensemble and independently take responsibility for production roles to develop and present art. Students will select appropriate dramatic practices to develop theatre with specific purpose and intention.
Engage in a process of creative exploration and (self-)discovery	Students will use the creative cycle to extend the understanding of character and theatre conventions in performance Students will realize that theatre can have diverse forms and purpose and they have a unique way of creating and responding within the art.	Students will work independently and collaboratively to use the creative process and theory to develop theatre Student will realise how their unique way of creating and responding in art can impact the world around them.
Students will make purposeful connections between investigation and practice	Students will understand how drama is a combination of elements and techniques and a range of conventions. Students will begin to use these combinations in their own work.	Students will investigate how to select and integrate elements, techniques, conventions and technologies in specific dramatic forms Students will apply these investigations to theatre with specific artist intention and desired audience impact.
Students will respond to and reflect on how art deepens their understand of the world	Students will explore and understand how theatre around the world is structured to express cultural beliefs.	Students will respond to and make critical judgements about productions and theatrical processes (devising, production, performance) Students will make choices based on a response to audience, environment and intended impact to create form and meaning.
Students will understand the relationship between art and its contexts historical context cultural/social context theoretical context theatrical context (audience/ performance space) artistic context	Students will investigate how historical context impacts theatre Students will understand how historical, cultural and theatrical context created in drama	Student will be able to research and analyse theatre in context to develop and shape their artistic response



A great theatre artist once said “Stage should not be a part of theatre, it should be a part of your body, only then will you feel at home”. So here at Neev, we encourage our students to make stage a part of their body and theatre a part of their life.

Every learning engagement is focused toward making performing not just a hobby, but a passion to be someone different every day. It’s not important that they simply act, but it’s important that they express, discuss and develop their imagination, sensitivity and, creativity to finally develop their own personal voice and viewpoints.

Neev MYP Drama curriculum acts as a bridge between PYP Drama and DP Drama and it will cover four areas for each grade of MYP through 4 units

1. **Theatre in Making** focuses on Knowledge & Skills for process and product
2. **Theatre in Performance** focuses on practical and technical production skills
3. **Theatre in the World**, gives opportunities for learning about History & relevant theatre Skills as global practitioners
4. **Independent Project** helps our students to Apply Theatrical learning to understand and solve real life issue and concerns

In MYP drama, we focus upon understanding of characters, by varying voice and movement to create and project ideas to shape and sustain various perspectives for our audience. Our units are designed to strengthen student’s response in a much focused way for each of these tasks in the e-portfolio.

Group 7: Integrated Design

Course description and aims

Design, and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, adapt our environment, communicate with others, solve problems, work and live. MYP design challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

Inquiry and problem-solving are at the heart of design. MYP design requires the use of the design cycle as a tool, which provides: the methodology to structure the inquiry and analyse problems; the development of feasible solutions; the creation of solutions; and the testing and evaluation of the solution. In MYP design, a solution can be a model, prototype, product or system independently created and developed by students. MYP design enables students to develop not only practical skills but also strategies for creative and critical thinking.

The aims of MYP design are to encourage and enable students to:

- enjoy the design process, and develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems

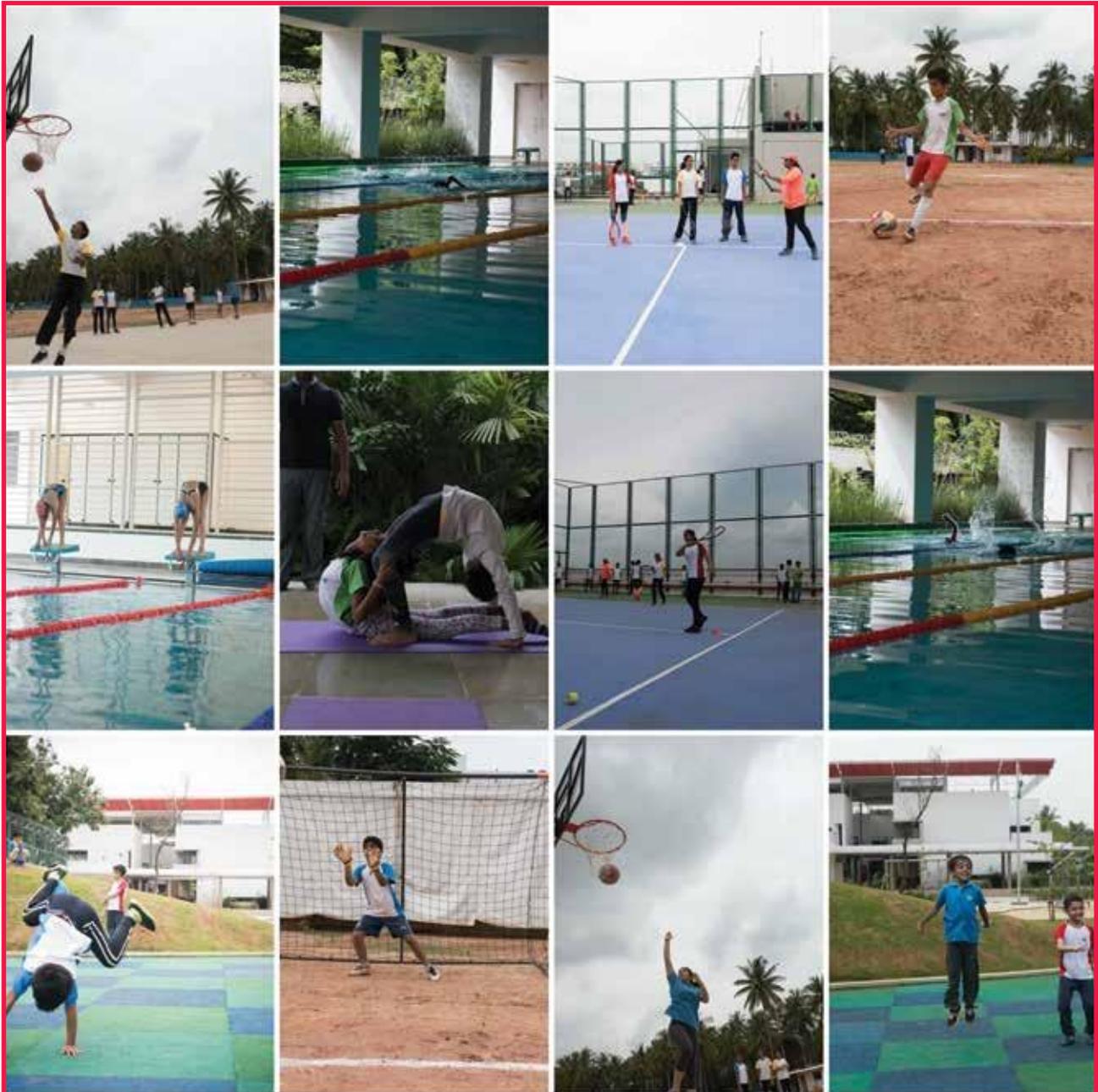
Design at Neev

MYP intends to make imaginative problem-solving, practical designing along with critical thinking an acquired skill-set. We maintain inquiry at the core of our learning, and believe that as designers it is as much about finding problems, as it is creatively solving problems. Through MYP Design, students create various prototypes of products/solutions that are digitally as well as physically driven of real-life challenges that students love to engage with. Our course structuring is such that students are prepared to take up computer science, design technology and information technology in a global society (ITGS) in the Diploma Programme (DP).

We as a department embrace the value of design through the careful understanding of the MYP design cycle that forms a solid foundation to the student's next steps. Our aim is to provide them with a fun-filled environment rich with curiosity and experimentation. We believe 'Design is in Making' and thus students research-plan-make –evaluate in order to make and envision better and better products/solutions.

Above all, Design MYP at Neev offers a free-thinking environment that helps to mould each child's individual potential to harness the limitless possibilities of future.

SPORTS



Group 8: Physical and Health Education (also known as PHE)

Physical & Health Education IB MYP offers students a balanced Physical and Health Education curriculum with opportunities to become multi-skilled by experimenting with the main sports groups of cultures around the world.

Main objectives The social aspect of collective sports activities allows students to develop autonomy and responsibility. Students also learn about safety and first aid. Individual sports activities offer students opportunities to strive for their personal best through a thorough understanding of their own limits. Partnered sports activities help students learn to manage their stress and emotions with respect to their physical effort that must be adapted to the environment and sports material.

Student learning experiences in the PHE program are diverse and comprehensive, allowing students to attain knowledge and experience within a maximum of environments and situations. The PHE curriculum aims to guide students with their development of self- and group-confidence as well as emotional and physical competency, which are ATL skills that will serve students with fitness management and lifelong learning across the curriculum.

Physical health education at Neev-

At Neev, We all believe that Physical and Health Education is an integral part of a student's life. Neev provides opportunity to our students to play every day at school and gain knowledge about different games & sports. In MYP, we are offering various sports and physical activities for the all round development of the students like team sports- football and basketball, individual sports like athletics and tennis, swimming as life skill, yoga etc.

We realized at Neev that Sports and games are very beneficial to our students as they teach them punctuality, patient, discipline, teamwork and dedication. Playing sports every day at school help students to be more active and healthy and also facilitate in building and improving confidence level. We have also introduced inter group/house competition at school to teach our students how to behave properly and at the same time the sportsmanship is also being promoted. The student enables himself to strive for hard work and to have the hunger of the win and at the same time will able to cope up with the defeat and how to drive positives out of the loss and giving him or her the proper attitude of dealing with the winning and losing situations, which plays the vital role in the personality development and grooming of the student.

Purpose of Sports

- Instinct/Life skill
- Social Adaptability
- Integrity: Core Component
- Time Management
- Creativity in Overcoming Challenges
- Handling Pressure
- Risk Taking Ability
- Taking Individual Responsibility
- Team work & Cooperation
- Major takeaway - “Everybody Wins”

Sports Offerings at Neev are-

THE MAJOR SPORTS	THE MINOR SPORTS
ATHLETICS FOOTBALL BASKETBALL TENNIS	SWIMMING FITNESS BADMINTON VOLLEYBALL TABLE TENNIS

FIELD TRIPS



Field Trips at Neev

Purpose of Field trips

- 1) Research shows that people are 3 types of learners: visual, auditory and kinesthetic-Learning by seeing, hearing and doing. Non-classroom experiences allow for more flexible approaches to learning & building on what kids have already learnt in the classroom.
- 2) Neev prides itself in providing a best in class educational experience that is not just “book smart” but allows our students to explore practical applications of what they have learnt in real life settings
- 3) Neev students see real life practical examples of careers with visits from experts, thru which our students gain exposure to diverse interests & career paths.
- 4) In order to provide holistic & quality learning opportunities, we engage with vendors who are experts in their field. They are thorough professionals with the necessary background for interactions with groups like ours & to ensure safety

Field trips in MYP are planned to enhance the skills which the child gets outside the boundaries of a classroom that will make him a lifelong learner. The field trips for MYP are as follows-

Grade 6

VIT Museum - The purpose of the trip is to provide an experiential, first-hand understanding of different types of forces, ranging from magnetism, buoyancy, friction, air resistance and their application in every-day life. The fundamental principle of conservation of energy with respect to mechanical systems and machines will be explained through the exhibits. The students will delve deep into the workings of machines with their sound understanding of type of forces involved in them, which they have learnt in the course of the unit.

Government Museum - This visit is to identify and analyse artifacts from different time periods. This would allow students to have an insight into how Historians use Primary sources as evidence to answer questions about what happened in the past and why.

Gujarat - We begin the trip with a visit to the city of Ahmedabad. Students will explore the poles of old Ahmedabad which bear testimony to a rich cultural heritage molded by the constant influx of people who settled in the city through the ages. The students will also see evidence of the rapid urbanisation of the city and its impact on the people and landscape. The concept of urbanisation will be further explored with a visit to the Mundra Port where students will identify the functions of a port and the concept of SEZ (Special Economic Zone). They would be visiting the city of Anand which is the ‘Milk Capital of India’ and hosts the Head Office of Gujarat Cooperative Milk Marketing Federation Ltd (AMUL).

From modern day urban centers to the cradles of human civilisation, students will visit the Indus Valley town of Dholavira in the Kutch District of Gujarat which is one of the most prominent archaeological sites in India belonging to the civilisation. Students will then explore the town of Bhuj, known not only for its rich and vibrant history but also for the major natural calamities that engulfed the city in the last few decades. The students will also experience salt harvesting in the Rann of Kutch along with a multitude of traditional art forms when they visit places like the Hunarshala and Ajrakpur.

We have worked on the design of this field trip in special consultation with the INTACH, Bangalore, for Dholavira. We wanted to ensure the accuracy of information shared with the students and also wanted get access to various special resources of maps, photographs and areas which are not open to public. These are necessary for understanding the history and philosophy of art and architecture. The INTACH facilitators are passionate about sharing their knowledge with our young students. We as educators ourselves, are much excited, as so much of this is learning for us as well.

Grade 7

VIT Museum - The purpose of the trip is to provide an experiential, first-hand understanding of the role of different forms of energy in the working of systems which use energy and their applications in the modern world of technology. The fundamental principle of Conservation of Energy with respect to mechanical systems and machines will be explained through the exhibits. They will get the insight of energy transformation occurring in the workings of various machines.

Aurangabad and Dhule - The objective of the visit is to understand the religious expressions through art and architecture and to appreciate the coexistence of different religious faith in ancient India, as reflected in the caves of Ajanta and Ellora. The students will also explore the Islamic influence in Medieval India, as they visit the Daulatabad Fort, Bibi ka Makbara and Aurangzeb's Tomb. The history of a place is inextricably linked to its geographic settings. This trip will therefore encompass a visit to the impressive Lonar Crater Lake where students will study the physicochemical characteristics and biodiversity of the surrounding region. Our students will also have an opportunity to visit the Lupin Plant to experience high end manufacturing facilities in one of India's premier pharmaceutical company.

The students will be working on empowering the rural people through Community service at Dhule near Aurangabad. They will be working closely with DGMG (Deshbandhu Gupta and Manju Gupta) foundation and learn about their various endeavours since 2005 in making Dhule a poverty free zone. We are sure that on this field trip, our middle school students will have an enriching experience.

Grade 8

Rajasthan - The Rajasthan trip is planned to inquire into the topic, 'Governance in India through Time'. This will be done through the study of known histories, and understanding the concept of government (right from its origin to our current governance) and citizenship models. They will make connections to the state and central government during their stay in Rajasthan (the land of the Rajas). By inquiring into the past and present, they will emerge better equipped to understand and appreciate the future of governance.

Besides being exposed to the diversity of our country's terrain (the Great Indian Desert, lakes, open forests and barren fields), this journey will also bring with it an enriching experience of interacting with locals. They will also learn to appreciate the architecture, culture and art around them, making the entire journey unforgettable.

Grade 9

Ladakh

The majestic natural beauty of the Himalaya Mountains has inspired awe and admiration in people around the world for centuries together. The seemingly timeless Himalayas is anything but unchanging. This trip is planned to understand the complex geography, history and social landscape of the Himalayas in general and Ladakh in particular. The jagged terrains, the rocky outcrop and the enchanted lakes enfold the magical Ladakh.

The history of a place is inextricably linked to its geographic settings. This trip will allow our students to make connections between History and Geography. Innumerable cultural differences are an outcome of Geographic diversity. Foundation batch students will get an opportunity to interact with the students of a local school to analyse how physical environment shapes the culture of a region.

Learning Support

Our curriculum has been developed keeping in mind the whole child with his unique learning styles. Much research and planning has gone into this curriculum and the Learning Support is here to ensure that every child here develops to his or her optimum potential. What we mean by 'optimum potential' is the innate ability inherent in every child. Through formal and informal interactions with our students, across all environments in school, we discover each child's innate abilities. We get opportunities to hear brilliant ideas and see amazing pieces of work.

At any point during the year if you, parents, a class teacher or the learning support teacher is concerned that a child is not performing to the best of his ability, the Learning Support team, as the name suggests, is here to support the child. Based on information provided by parents, feedback received from class teachers and other specialist teachers in school and the Learning support teacher's observation of the child over a period of time, we assess the way forward.

Degrees of Support

Sometimes accommodations in the classroom environment are able to address the concerns that had been observed. For example - Changing the seating arrangement to block distractions, repeated instructions by the teacher, visual clues and reminders on the classroom walls, etc.

But there are also times when we may need to address the gap with in-class support during specific class periods. The LS teacher would support the child in class at the most impactful periods. Certain skill areas a child may need some support with will be revisited to help the student bridge the gap. The LS teacher would aim at ensuring that the student slowly learns to work independent of the support.

If a child needs more focused attention on improving a specific skill set we would incorporate one-on-one sessions with the child during the day, to build on the same. We would also share with you what you could do to support the process at home as well, through an Individualized Education Plan made for the child, which will be shared with you.

Neev intends to continue to be an Inclusive learning community. We will continue to work towards ensuring every student benefits from the curriculum and performs at their best. We succeed when we all work together towards this common goal.

MYP Assessments

We at Neev believe assessments play a seminal role in attaining our mission and strengthening our pillars. Fostering creativity is vital in all spheres of life and critical in the middle years and needs to be sustained with rigour and discipline. This is where assessments become pivotal in promoting lifelong education and learning for our global citizens in the making. Assessments are a continuous process of documenting knowledge, skills, attitudes and beliefs, in measurable terms to promote an inclusive approach in the development of a child. It is meant to provide information about students' performance in areas of both strength and challenges. Assessment should also provide information on the efficacy of the programme. Assessments will focus on the knowledge and cognitive understanding of the children, their ability to analyse and assimilate information and instructions and express their opinions and feelings at different stages of the learning process. The essential aim of assessment is to augment the potential of each student. At Neev assessments are reckoned to be a positive mechanism, which act as a record of appraisal to enhance the learning of the student, upgrade and moderate teaching methodologies and encourage parent involvement to achieve overall development of an individual learner.

Assessments at MYP & DP level strive to build a platform for young impressionable minds, which are constantly motivated to think beyond the ordinary and the commonplace, to be creative aspirants of a new tomorrow and to emerge as the international citizen striding confidently towards representing our nation in the constantly evolving global arena

The MYP assessment system used in years 6-10 is criterion-based model and it is vital that both students and parents understand the methods of assessment and play an active role in the process. Assessing students against criteria is very helpful because the students knows attempting the work what needs to be done to reach a high level. It also helps teachers clarify and express their expectations about assignments in a way that students can understand. The strength of this model is that students are assessed for what they can do ,rather than being ranked against each other. Students receive feedback on their performance based on the criteria level descriptors

Assessment in action in Neev

- Step 1** - An assessment is given which contains a task sheet and assessment criteria
- Step 2**- The teacher grades the assignment and students receives feedback based on the assessment criteria.
- Step 3**- This process is repeated throughout the term so that all the criterion in every subject are covered at least twice.
- Step 4**- At the end of each term the teacher analyses student's grades and uses their professional judgement to award a level of achievement for each individual criterion.
- Step 5**- The criterion levels in each subject are then added together to give a criterion levels for that subject.This total is then converted to an overall grade out of 7 using the grade boundary tables from the IB.
- Step 6**- The end of term reports include individual criteria and an overall grade for each subject as well as a comment regarding the student's ATL skills and work behaviour.

Throughout the year teachers will collect evidence of student achievement from many different types of assessment including formative and summative assessments. Sometimes all criteria in the subject are applied to an assessment, but more often 1 or 2 criteria are assessed per task. Only assessments that are criterion-related (that are assessed against criteria are assessed per task. Only assessments that are criterion-related (that are assessed against criteria provided by the teacher for that specific assessment task)count towards the overall grade.

Subject Groups	ASSESSMENT CRITERIA FOR ALL MYP SUBJECTS			
	A	B	C	D
Language and Literature	Analysing	Organising	Producing text	Using languages
Language Acquisition	Comprehending spoken and visual text	Comprehending spoken and visual text	Communicating in response to spoken, written and visual text.	Using language in spoken and written form.
Individual & Societies	Knowledge & Understanding	Investigating	Communication	Thinking critically
Sciences	Knowledge & Understanding	Inquiring and designing	Processing & Evaluating	Reflecting on the impact of science
Mathematics	Knowledge & Understanding	Investigating Patterns	Communicating	Applying Mathematics in real-life contexts
Arts	Knowledge & Understanding	Developing skills	Thinking creatively	Responding
Physical Health Education	Knowledge & Understanding	Planning for Performance	Applying and performing	Reflecting and improving performance.
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Personal Project	Investigating	Planning	Taking action	Reflecting

MYP eAssessment is a reliable, globally consistent and highly innovative assessment model that helps achieve greater student outcomes and provides greater quality assurance and recognition for International Baccalaureate® (IB) World Schools.

How eAssessment works-

Once a school registers for e Assessment in the MYP, the IB will be able to assess students' work in two ways:

- ePortfolios of course work, including a compulsory ePortfolio for the personal project.
- on-screen examinations , with each exam lasting two hours.

MYP certificate and promotion requirements-

Candidates may study one subject from each of a minimum of six subject groups in years 4 and 5. The choice must be from:

- Language and Literature
- Language Acquisition (Or A Second Language and Literature)
- Individuals and Societies
- Mathematics
- Science
- One Subject from Art, Physical and Health Education or Design.

Meeting the requirements of the core

In addition to completing the assessment requirements of six subjects, to be eligible for the award of the IB MYP certificate a candidate must also meet the requirements of the following.

• Interdisciplinary on-screen examination-

The aims of interdisciplinary learning in the MYP are to:

- ◆ develop a deeper understanding of learning skills and apply them in meaningful contexts
- ◆ integrate conceptual learning, ways of knowing and methods of inquiring from multiple disciplines
- ◆ inquire into compelling issues, ideas and challenges by creating products or explaining phenomena
- ◆ reflect on and communicate understanding of the interdisciplinary learning process
- ◆ experience the excitement of intellectual discovery—including insights into how disciplines complement and challenge one another.

• Personal project

The aims of the MYP projects are to encourage and enable students to:

- ◆ participate in a sustained, self-directed inquiry within a global context
- ◆ generate creative new insights and develop deeper understandings through in-depth investigation
- ◆ demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- ◆ communicate effectively in a variety of situations
- ◆ demonstrate responsible action through, or as a result of, learning
- ◆ appreciate the process of learning and take pride in their accomplishment

- **The school's requirements for community service**

With appropriate guidance and support, MYP students should, through their engagement with service as action:

- ◆ become more aware of their own strengths and areas for growth
- ◆ undertake challenges that develop new skills
- ◆ discuss, evaluate and plan student-initiated activities
- ◆ persevere in action
- ◆ work collaboratively with others
- ◆ develop international-mindedness through global engagement, multilingualism and intercultural understanding
- ◆ consider the ethical implications of their actions.

AFTER SCHOOL ACTIVITIES



Neev After School Activities

Neev Academy offers a variety of stay back programme activities that complement the curriculum. Stay back activities happen after school. Activities are varied ranging from sports, arts ,music to school newsletter and Model United Nations. Students can choose to participate in activities they are interested in or self-initiate and lead their own activity. These activities operate throughout the year and require students to be committed to their choice.

MUN at Neev is the simulation of the United Nations at Neev Academy. It is offered as an after-school activity and is organised by the MUN at Neev team. The team consists of teachers who supervise the activity and students from Grade 7 upwards. The broad aim of the activity is to help students develop into knowledgeable, open-minded and courageous individuals, with a keen sense for analysing problems and logical thinking. The activity focuses on building skills, such as research and knowledge Skills, writing and speaking Skills, conflict resolution and problem-solving skills.

MUN at Neev believes in mentoring and consistent skill building: new students are nurtured by more experienced students. Skills are built through support from peers and teachers, and workshops organised within school by internal or external facilitators. Student performance is continuous and evaluated against rubrics consisting of several strands, and is followed by feedback.

Sports at Neev There are a large range of physical fitness and sports options at Neev Academy. Students can engage in sports for fun or commit to a team sport or represent the school at tournaments. Once a year an annual event called Sarvajeet diwas happens as a whole school event. Coaching takes place after school to gear up student teams to participate in sports such as Football, Basketball, Swimming and Athletics.

Neev Newsletter Neev Times, the school newsletter, is aimed at fostering one's sense of pride and belonging to the institution by presenting the alma mater to the outside community in all its glory and splendor. This will hone a child's literary abilities, editing skills and discretion in choosing appropriate literature that will speak for the Neev community. Added to these, this will educate children in the skills of communication, presentation and marketing of all that they stand for. With quarterly publications planned to be scaled up to monthly issues, the newsletter will give Neev students an independent voice.

Theatre/Orchestra & Choir-

The stay-back initiatives in Performing Arts(PA) at Neev Academy is a platform for excellence and all students can work towards being part of the school team, namely theatre, choir, and orchestra. PA stay back sessions inspire perseverance and a positive attitude towards learning and practising their artistry with vigour and enthusiasm towards creating and develop their personal artistic intention. The sessions are designed to allow the learning opportunities in performing arts from the perspective of creators, designers, directors, composers, performers, choreographers and spectators of the art. Students will work towards creating their own interpretation of a real-life theme to devise and create a yearly theatrical and musical ensemble and production for the larger school community.

Academic Honesty at Neev

“Knowledge without integrity is dangerous and dreadful” - Samuel Johnson

Students of Neev Academy are expected to know the appropriate methods to knowledge to a source. Students are taught to acknowledge their sources in an age-appropriate manner through information literacy skill-based activities .

The school has adopted the Modern Language Association (MLA) 8th edition referencing guide in all the subject areas. These guidelines are clearly defined and communicated to students.

The Librarians in collaboration with the form tutors and subject tutors to develop the research and referencing skills that are identified in the PYP transdisciplinary skills and the MYP/DP approaches to Learning. In addition, the Librarians ensure that MYP and DP students follow the Modern Language Association (MLA) style 8th edition slides as displayed in the library and all classrooms and to include the MLA handout with guidelines in the research journal with the collaboration of the teachers. Sessions on plagiarism, paraphrasing and note taking, etc conducted during the school hours.

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