

## MIDDLE YEARS (Y9)



HANDBOOK 22 / 23

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# WELCOME

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Welcome to the Middle Years at St. Peter's. We look forward to working together as part of an international learning community.

This handbook provides you with information on our IB framework for the Middle Years and our daily life at St. Peter's. It outlines your child's goals and explains how the IB Programme is implemented in their class.

Within the supportive and trustful environment of the Middle Years School, your child will be encouraged to become actively involved in various activities, and make the most of all the opportunities presented to them throughout the year. Our approach is learning through inquiry, reflection and connection to the real world. Our curriculum is organised around a set of objectives that promote student agency.

We are always available to answer any questions or give you further information at any time. We encourage you to share your feedback and ideas with us.

We are delighted to be able to work with your children. It is our mission to take on their ideas and interests and use these to build an enriching and engaging curriculum.



**Róisín Barbeito**  
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Y6-Y9  
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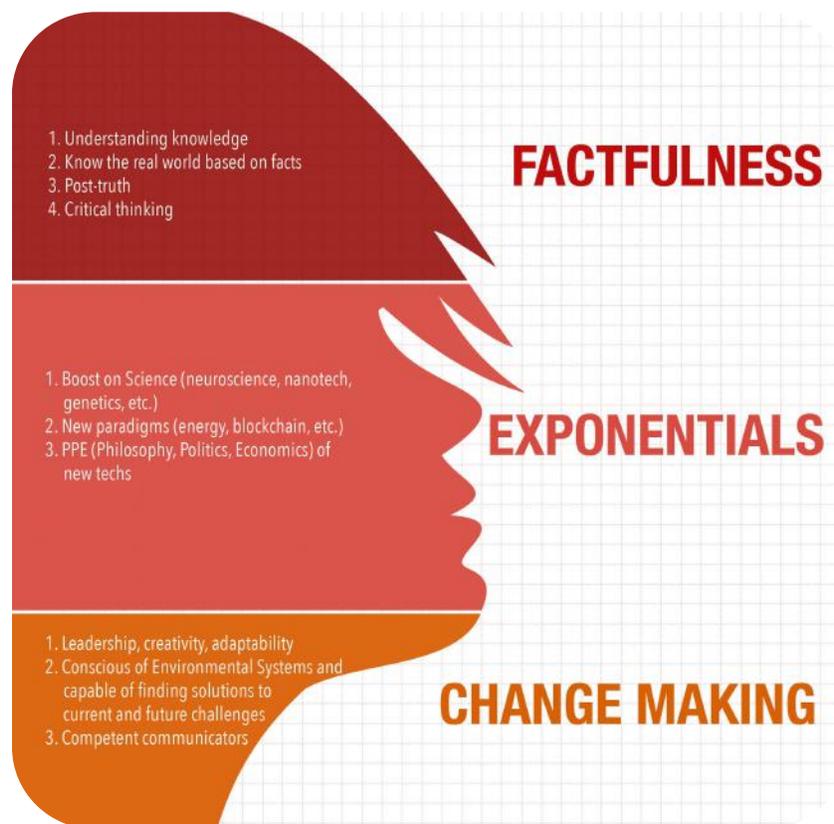
# About our School

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St. Peter's School was founded in 1964 and is an independent, private, secular, co-educational school located in Barcelona. Our school follows the International Baccalaureate framework in Middle Years, and the Diploma Programme, and is currently a candidate school for Foundation and Primary Years.

Our ambition is to build a hub of knowledge that leads education in the direction of a new paradigm. Each member of our community equally understands that they have the opportunity to create a future where we can achieve success. We are aware that this also involves risks and uncertainty, and yet we still choose to take an active part in making it happen.

The school project focuses on three fundamental pillars: Factfulness (critical thinking based on evidence), Exponentials (the latest innovations in science and tech), and Change Making.



## MIDDLE YEARS AND DP PROGRAMME STRUCTURE

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Year group	Year of birth
Year 6	2011
Year 7	2010
Year 8	2009
Year 9	2008
Year 10	2007
DIPLOMA- Year 11	2006
DIPLOMA - Y12	2005

## SCHOOL HOURS

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Year group	Drop off time	Regular class time	After School activities (extra fee)
Year 6 - Year 8	8-9	8:15-16:00	16:00-17:00
Year 9 - Year 12	8-9	8:00-16:00	16:00-17:00

To view the School calendar for 22/23 please click [here](#).

# IB Programme for Middle Years

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St. Peter's School is a validated IB world school in both Middle Years and the Diploma Programme. The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world.

The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme. The IB framework offers a student-led approach to learning that allows for solid connections to be made between the school environment and the real world that the students live in, ensuring they are able to apply their knowledge, understanding and skills in a valuable and purposeful way. Our goal is to support students in taking this purposeful action out into their communities and becoming responsible global citizens.



# INQUIRY AND CONCEPT-BASED LEARNING

Your child's teacher may refer to "statement of inquiry" as part of their class programme. In each unit, the students are given a "statement of inquiry" that triggers and guides their research, and help them connect their investigation to global contexts, and transferable concepts

An IB Statement of Inquiry provides your child with a curriculum of essential elements: the knowledge, concepts, skills, attitudes, and action required to equip them for successful lives, both now and in the future.

Each unit has been designed and planned by the teachers in order to guide your student through an investigation that starts with this statement. They are always connected to **Global Contexts**, to make sure they connect their knowledge to the world in which we live. They always use **transferable concepts** that help them develop higher **cognitive skills** and connect their learning across all subjects and **areas of knowledge**.



WHY SHOULD MY CHILD LEARN IN THIS WAY?

Think of modern work. It demands knowledge transfer: every day you have to apply knowledge to new situations and different domains. In a wicked world, relying upon experience from a single domain is not only limiting, it can be disastrous.

*So the key is?*

**CONCEPTS + SKILLS**

*That's the creative joy of learning!*

Through "**statements of inquiry**", the students come to appreciate that there are big concepts and skills they can draw upon in order to engage with challenges and opportunities.

They learn that school knowledge is relevant and useful beyond and across subject.



# Let's unpack an example!

Let's unpack an example of a statement of inquiry to help you understand this IB learning method

**SAMPLE**

Subject

Global Perspective, MYP4- Year 9



## STATEMENT OF INQUIRY

The development of universal human rights has led to significant changes in the fairness and equality of societies

*This is the big idea that your child will investigate in this unit. As you can see it is not restricted to one subject.*



## GLOBAL CONTEXT

Fairness and development

*Each inquiry is linked to six global contexts. Students learn best when their learning experiences have context and are connected to their lives and their experience of the world*



## KEY & RELATED CONCEPTS

Key Concept: Global interactions

Related concept: Rights

*Concepts that the teachers pick for each unit are timeless, universal and abstract. IB uses concepts so that in the future children can apply their learning to any new situation or domain.*



## APPROACHES TO LEARNING

Communication skills. Research skills

Thinking skills. Self-management skills

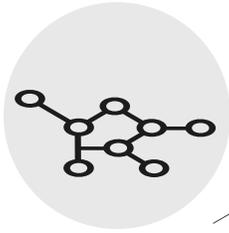
Social skills

*These are the skills that your child uses when involved in learning. For each unit, the teachers picks some specific skills to practice and focus on. Your child can later utilise these skills in any new learning domain.*

**SAMPLE**

Subject

Global Perspective, MYP4- Year 9



### INQUIRY QUESTIONS

- What are human rights?
- What events led to the establishment of the Universal Declaration of Human Rights?
- How, and how effectively, have international human rights been protected?
- What are some of the human rights issues facing children?

*Teachers and students use statements of inquiry to help them identify factual, conceptual, and debatable inquiry questions. Inquiry questions give direction to teaching and learning, and they help to organize and sequence learning experiences.*



### CONCEPTUAL QUESTIONS

- How have human rights evolved since the initial declaration?
- Why did humanitarian interventions increase so markedly in the 1990s?

*Conceptual questions widen the way in which the students address their learning. They help connect their investigation to the real world, also considering time, space and transferences between subjects.*



### DEBATABLE QUESTIONS

- Is humanitarian intervention justified?
- Is it ever justified to restrict human rights?
- Are There Limits to Freedom of Speech?
- How Should Human Rights Violators Be Held Accountable?

*Debatable questions trigger understanding of different perspectives and open conversation and reflection as a way of go deeper into the topic*



### 4 ASSESSMENT CRITERIA

- Criterion A: Knowing and understanding
- Criterion B: Investigating
- Criterion C: Communicating
- Criterion D: Thinking critically

Grade range: 1-7

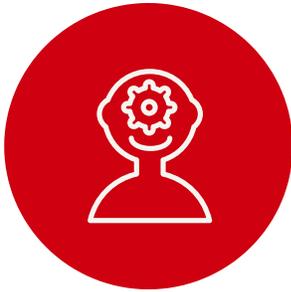
*Assessment is never focused on a grade. Its goal is to help the student improve from a rounded approach*

**SAMPLE**

## CONNECTING OUR STATEMENT OF INQUIRY TO OUR SCHOOL PROJECT

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How will we connect this statements of inquiry to the 3 pillars of our School Project: Exponentials, Factfulness, Change Makers



### **FACTFULNESS**

As teachers we always encourage students to follow a rigorous methodology based on facts and a critical approach, connecting it to the Factfulness pillar. Global Perspectives is always widening the angles from which we analyze our investigations and our understanding of the world. Human rights must be explored from a critical and open-minded perspective.



### **EXPONENTIALS**

"Human Rights" are affected by the exponential changes in science and technology that humanity has experienced through time and space. These breakthroughs open ethical debates and questions that the students will face during their inquiry.



### **CHANGE MAKING**

The students are invited to take part in the change and make a positive difference with their ideas and future careers. Reflective activities and debates are designed with this purpose in mind.

# GROUPS AND SUBJECT BRIEFS IN MIDDLE YEARS

The MYP requires at least 50 hours of teaching time for each subject group in each year of the programme.

Each year, students in the MYP also engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups.

MYP students also complete a long-term project, where they decide what they want to learn about, identify what they already know, discovering what they will need to know to complete the project, and create a proposal or criteria for completing it.



# LANGUAGE AND LITERATURE

Language is fundamental to learning, thinking, and communicating, as well as providing an intellectual framework to support conceptual development. It plays a central role in developing critical thinking, cultivating international mindedness, exploring and sustaining personal development and cultural identity, and responsibly participating in local, national, and global communities.

MYP Language and literature courses equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains—listening, speaking, reading, writing, viewing and presenting—both independently and with others.

MYP Language and literature courses include a balanced study of genres and literary texts, including a world literature component. Students' interactions with texts generate moral, social, economic, political, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning.

## ASSESSMENT CRITERIA

### **Criterion A: Analysing**

Students demonstrate an understanding of the creator's choices, the relationship between the various components of a text and between texts, and make inferences about audience responses and creators' purposes. Students use the text to support their own responses and reflect on different perspectives and interpretations.

### **Criterion B: Organizing**

Students understand and organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students recognize the importance of maintaining academic honesty, respecting intellectual property rights and referencing all sources accurately.

### **Criterion C: Producing text**

Students produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. Students make choices aimed at producing texts that affect both the creator and the audience.

### **Criterion D: Using language**

Students develop, organize and express themselves and communicate thoughts, ideas and information. They use accurate and varied language that is appropriate to the context and intention.

# ENGLISH LANGUAGE AND LITERATURE IN YEAR 9

## ENGLISH LANGUAGE AND LITERATURE

Teachers: Mark Lockwood, mlockwood@stpeters.es / Janet Chandler, jchandler@stpeters.es  
Language acquisition will be taught by Tommer Wallace, twallace@stpeters.es

In Year 9, students will be studying a wide array of classical and contemporary poetry; they will then analyse some of and will be asked to write poems to express their identities and relationships. Students will read an analogical novella and will be exposed to writing theme analysis essays, brochures and short stories. Students will read *Exit West* and non-literary articles revolving around immigration, then students will be taught how to write speeches and comparative essays. The following are some units covered in Year 9 (changes could be made during the year).

### UNIT 1. Accountable Freedom

SOI: "Authors purposefully select a form of writing to document happenings in a certain period of time that can provide context to coming generations."

Reading: *Animal Farm*, by George Orwell.

### UNIT 2: Perspective and Persuasion

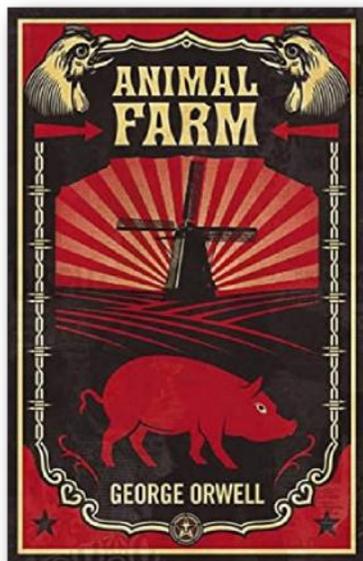
SOI: "The immortality of poetry comes from the need for a creative platform of self-expression, which evolves with an individual's identity in style and structure."

Reading: *Illegal*, by Bettina Restrepo.

### Unit 3. Emotion in Motion

SOI: "The immortality of poetry comes from the need for a creative platform of self-expression, which evolves with an individual's identity in style and structure."

Reading: A selection of classic and modern poetry.



# SPANISH LANGUAGE AND LITERATURE IN YEAR 9

Teachers: Gloria Delgado, gdelgado@stpeters.es / Patricia Soria, psoria@stpeters.es  
Adquisición de lengua: José Antonio Merin, jamerin@stpeters.es

En Year 9, al inicio de este curso, visualizaremos diferentes textos argumentativos y de ellos, extraeremos las diferentes particularidades de esta modalidad para saber cómo crearlos. Para profundizar más en este tema, estamos leyendo *La isla de los cinco faros*, de Ferrán-Ramón Cortés. Todo ello, nos servirá para aplicarlos en un debate. Seguidamente, en el segundo semestre, nos adentraremos en el maravilloso mundo de la lectura *Como agua para chocolate*, de Laura Esquivel y así conoceremos el Realismo mágico.

## UNIDAD 1: Persuadimos a nuestro público

SOI: "Al estudiar el propósito y la estructura del texto argumentativo, podremos comunicarnos, expresarnos y defender nuestra opinión personal."

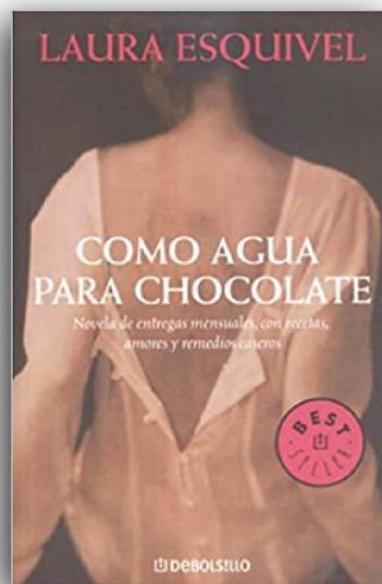
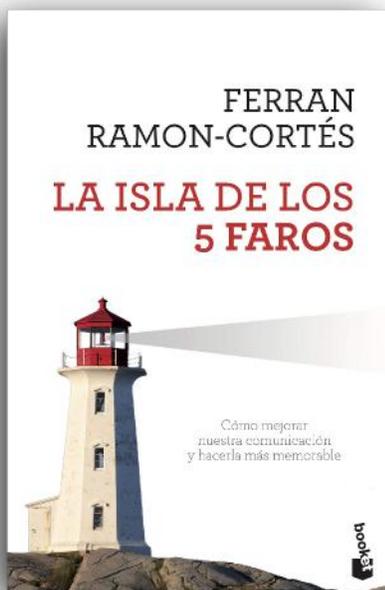
Lectura: *La isla de los cinco faros*, de Ferrán-Ramón Cortés.

Proyecto: Liga de debate y Padrinos de Lectura, en colaboración con los alumnos de Y4.

## UNIDAD 2. No me puedo casar

SOI: "El contexto ayuda a los caracteres a explorar y a identificar sus identidades, así como a relacionarse con otros personajes"

Lectura: *Como agua para chocolate*, de Laura Esquivel



# 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.

These courses help students 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.

## ASSESSMENT CRITERIA

### Criterion A: Knowing and understanding

Students develop factual and conceptual knowledge about individuals and societies.

### Criterion B: Investigating

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

### Criterion C: Communicating

Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.

### Criterion D: Thinking critically

Students use critical-thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.



# INDIVIDUALS AND SOCIETIES COURSES IN YEAR 9

## GLOBAL PERSPECTIVES

Teacher: Christopher Pache, cpache@stpeters.es

The subject "Global Perspectives" encourages learners to respect and understand the world around them. The focus lies on time, place and space, and global interactions. This year we will be emphasizing the consequences of absolute and relative location in time and place for human culture and development. Furthermore, the students will investigate significant changes in the fairness and equality of societies due to the development of universal human rights. Lastly, the students will investigate and evaluate the concept of a smart city from the scientific, technical and social perspectives. The following are the Units of Inquiry covered in Year 9.

**UNIT 1. Education is the most powerful weapon which you can choose to change the world (Nelson Mandela)**

SOI: "Absolute and relative location in time and place have consequences for human culture and development."

**UNIT 2. Get up, stand up. Stand up for your rights! (Bob Marley) - On human rights**

SOI: "The development of universal human rights has led to significant changes in the fairness and equality of societies.". Project: SMUN Barcelona

**UNIT 3. Our ability to reach unity by diversity will be the beauty and the test of our civilization (M. Gandhi)**

SOI: "Culture forms a part of our shared identity with others, is often dependent on time, place and space, and can be expressed in many ways."

**UNIT 4. Interdisciplinary Unit: Smart Cities**

SOI: "In order to meet growing demands for food, energy, and housing societies use new technologies to minimize their environmental impact."

## STARTUP VENTURES II

Teacher: Noelle Rocés, nroces@stpeters.es

Startup Ventures is a business startup program built around case studies, business simulation, and experiential learning exercises. The course opens with understanding the economic environment particularly the role of entrepreneurs in society. Students will then develop their own definition of entrepreneurship and come to understand how to predict an opportunity, the value creation process, and to successfully create value-based business ventures.

**Unit 1: Economic Principles - Unit 2: Business & Personal Finance**

SOI: "Economics involves analysing the behavior of individuals, firms, and social and political institutions so that we can understand how we convert our limited resources into goods and services that best satisfy human needs and wants."

**Unit 3: Entrepreneurial Research Methods - Unit 4: Entrepreneurship - Unit 5: Business Communications**

SOI: "Entrepreneurship is a mindset and process that creates and develops economic activity by blending risk-taking, creativity, and innovation. Entrepreneurs act as an engine for growth and innovation in today's complex and volatile economic environment?"

# MATHEMATICS

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

1. Number
2. Algebra
3. Geometry and trigonometry
4. 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.

## ASSESSMENT CRITERIA

### Criterion A: Knowing and understanding

Students select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts, demonstrating knowledge and understanding of the framework's branches (number, algebra, geometry and trigonometry, statistics and probability).

### Criterion B: Investigating patterns

Students work through investigations to become risk-takers, inquirers, and critical thinkers.

### Criterion C: Communicating

Students use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

### Criterion D: Applying mathematics in real-life contexts

Students transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

# MATHS COURSES IN YEAR 9

Teachers: Andreu Ferré, aferre@stpeters.es - Catherine Delaney, cdelaney@stpeters.es

Students extend ideas from the previous year to increasing complexity to use trigonometry in 3D, rearranging complex equations including algebraic fractions, equations of lines, and their links to sequences, representing data in new ways such as box plots and cumulative frequency curves. New topics are also introduced such as constructions and loci. All this is done whilst trying to apply each area to real-life applications, such as finding the height of the school building and designing probability games.

## UNIT 1. Primes & Standard Form

SOI: "Are all codes breakable? How do scientists and cryptologists use the equivalence of numerical forms to their advantage?"

## UNIT 2. Pythagoras & Trigonometry

SOI: "How tall is our school? How can relationships between sides and angles in triangles be useful in modelling real world phenomena?"

## UNIT 3. Sequences & Patterns

SOI: "How do patterns help us to plan for the future?"

## UNIT 4. Constructions & Loci

SOI: "Where is the best place to build a new hospital? Use logic, construction, and measurements to decide the fairest location, so that everyone in the community has access."

## UNIT 4. Probability Diagrams

SOI: "How can we develop a game of chance that is both viable and fair? Using probability diagrams and equivalent fractions to represent relationships in the world."

## UNIT 5. Coordinate Geometry & Lines

SOI: "How can algebra help us to orient in the real world to land planes or build slides?"

## UNIT 6. Rearranging Formulae

SOI: "How can you measure a length using water capacity? Relationships between equivalent forms allow scientists to find things out easier or faster."

## UNIT 7. Fractions & Percentages

## UNIT 8. Representing Data

SOI: "How can graphs be used to tell us about the world in which we live?"

# DESIGN

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.

## ASSESSMENT CRITERIA

### Criterion A: Inquiring and analysing

Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem.

### Criterion B: Developing ideas

Students write a detailed specification, which drives the development of a solution. They present the solution.

### Criterion C: Creating the solution

Students plan the creation of the chosen solution, then follow the plan to create a prototype sufficient for testing and evaluation.

### Criterion D: Evaluating

Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience

# DESIGN COURSES IN YEAR 9

## Teachers:

Joan Mauri, [jmauri@stpeters.es](mailto:jmauri@stpeters.es)

The students will face an amazing challenge throughout the school year, they will first try to understand how to develop a technological project that involves mechanics, electronics and programming and then they will develop products to upgrade the microsatellite functions and improve safety and ergonomics.

## UNIT 1. Cansat: designing and building a microsatellite

SOI: "The form of the Systems Engineering shapes their ability to function within rockets."

Key concepts: Development, Resources, Function



# THE ARTS

In MYP arts, students function as artists as well as learners of the arts. Artists have to be curious. 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. 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 worldview. 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: investigating; developing; creating/performing; evaluating. Although the objectives can be addressed separately to scaffold learning, collectively they enrich teaching and learning of the arts.

## ASSESSMENT CRITERIA

### Criterion A: Investigating

Students should be able to:

- i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry
- ii. analyse an artwork or performance from the chosen movement or genre.

### Criterion B: Developing

students should be able to:

- i. practically explore ideas to inform development of a final artwork or performance
- ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

### Criterion C: Creating/Performing

Students students should be able to create or perform an artwork.

### Criterion D: Evaluating

Students should be able to:

- i. appraise their own artwork or performance
- ii. reflect on their development as an artist.

# ARTS IN YEAR 9

In the MYP Visual Arts, students develop through creating, performing and presenting art in way that engage and conveys feelings, experiences and ideas. It is through this practice that students acquire new skills and master those skills developed in prior learning. Students have opportunities to function as artists as well as learners of the arts. The following are some of the units of inquiry covered in Year 9 (changes could be made during the year).

## VISUAL ARTS

Teacher: Reeta Kivirinne, rkivirinne@stpeters.es

In Year 9 the student will learn about the role of identity and symbolism within portraiture during the Surrealist art movement. The students will experiment with a variety of visual media such as painting, photography, photogram, collage, and montage.

### UNIT 1: Surrealism is Me

SOI: Past artists can inform contemporary art practice.

## PERFORMING ARTS

Teacher: Sam Kane, skane@stpeters.es

Music in the MYP gives students access to musical experiences that allow for the development of thinking skills, intuitive skills, practical abilities, communication and the ability to relate to others. Students will understand the significance of music to the cultures of the world and, by engaging in practical work, to develop understanding of how the act of making music is a significant and universal aspect of human expression. This year students will focus on Chords in Jazz music and music used for specific occasions.

### UNIT 1. Chords in Jazz

SOI: "Genres created with Specific Chords and harmony can help us create expressive music, which communicates specific feeling and understand culture."

### UNIT 2: Music for special occasions

SOI: "Structure provides a base for composition and creation"



# PHYSICAL AND HEALTH EDUCATION

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes contributing to a balanced and healthy lifestyle.

In Year 6, we will focus on knowing, developing and practising volleyball, handball, badminton and judo.

We also offer a wide range of after school activities for those students who are interested in extending their practise of sport, as well as getting started in other activities.

## ASSESSMENT CRITERIA

### Criterion A: Knowing and understanding

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

### Criterion B: Planning for performance

Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

### Criterion C: Applying and performing

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

### Criterion D: Reflecting and improving performance

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others



# SCIENCES

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.

## ASSESSMENT CRITERIA

### Criterion A: Knowing and understanding

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.

### Criterion B: Inquiring and designing

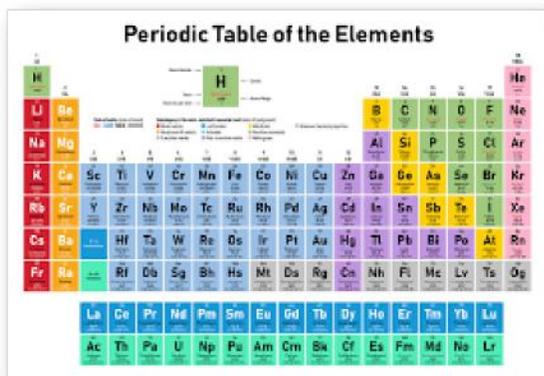
Students develop intellectual and practical skills through designing, analysing and performing scientific investigations.

### Criterion C: Processing and evaluating

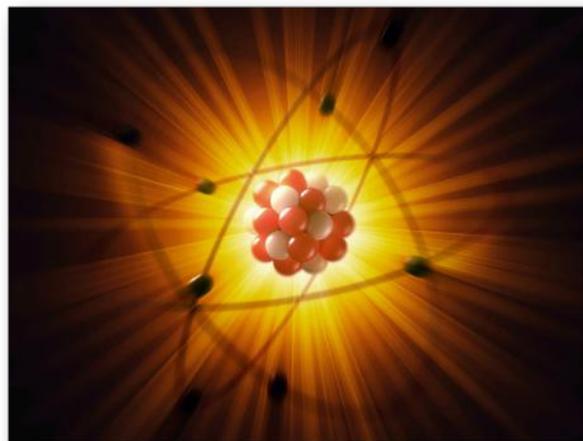
Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached.

### Criterion D: Reflecting on the impacts of science

Students evaluate the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language is applied to demonstrate understanding. Students should become aware of the importance of documenting the work of others when communicating in science.



The image shows a standard periodic table of elements, color-coded by groups. The title "Periodic Table of the Elements" is centered at the top. The table includes all elements from Hydrogen (H) to Oganesson (Og), with the Lanthanide and Actinide series shown below the main table.



# SCIENCES

## CHEMISTRY, YEAR 9

Teacher: Raul Plana, rplana@stpeters.es (Mr. Pache's class)

Tsoek Pang, tpang@stpeters.es (Ms. Delgado's class)

Year 9 Chemistry focuses on material science, new materials, building blocks of matter, the impacts of the chemical industry and superconductivity. The following are the units of inquiry covered in Year 9:

### UNIT 1. Elements and compounds. The periodic table

SOI: "Scientific and technological innovation has allowed us to identify patterns in the properties of chemical elements and to build systems to classify them."

### UNIT 2. Structure of matter. New Materials

SOI: "Changing conditions for matter has allowed us to make attractive products that express who we are and our backgrounds."

### UNIT 3. What are the impacts of the chemical industry?

SOI: "Chemical industry has brought change that affects global interactions with positive and negative environmental impacts"

### UNIT 4. Fields. Isolators, conductors and superconductivity

SOI: "Communication on earth started to change radically since the discovery of the electric and magnetic fields. Nowadays magnetic and electric fields are used in any electronic object around us."

### UNIT 5. Energies

SOI: "Human life has been completely changed and developed through the use of machines that are created to transform energy and do useful work."

# LANGUAGE ACQUISITION

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 Language acquisition courses are splitted into four different phases to offer the students the appropriate level for their learning. As a plurilingual school, the students learn the following languages: **English, Spanish, Catalan and French**. We also offer Chinese as an after school activity.

## ASSESSMENT CRITERIA

**Criterion A: Listening**

**Criterion B: Reading**

**Criterion C: Speaking**

**Criterion D: Writing**

The teacher for the Spanish Language Acquisition in Year 9 will be Sr. Merín, [jamerin@stpeters.es](mailto:jamerin@stpeters.es)

The teacher for the English Language Acquisition in Year 9 will Mr. Tommer Wallace, [twallace@stpeters.es](mailto:twallace@stpeters.es)

In Catalan, Srta. Llorca ([nllorcap@stpeters.es](mailto:nllorcap@stpeters.es)), Srta. Ricart ([rricart@stpeters.es](mailto:rricart@stpeters.es)) and Sr. Alcobé ([ialcobe@stpeters.es](mailto:ialcobe@stpeters.es)) will be teaching Language acquisition.

In French, Mme Laurance ([lramage@stpeters.es](mailto:lramage@stpeters.es)) will be teaching Language Acquisition.

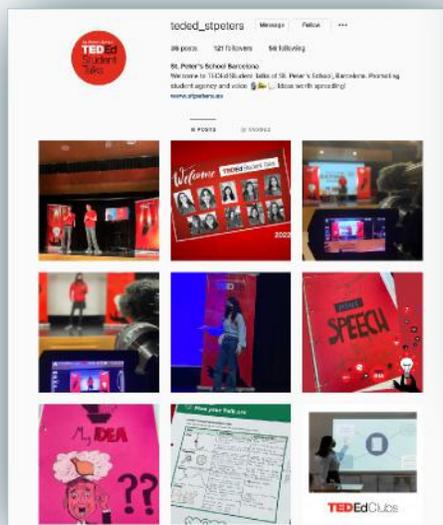


# Community Project: TEDEd CLUB

MYP projects encourage students to reflect on their learning and the outcomes of their work – key skills that prepare them for success in further study, the workplace and the community. These projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection.

Students in Year 9 need to complete the community project. At St PETER'S, they do it by becoming TEDEd speakers. It provides an important opportunity to collaborate and pursue service learning.

TED-Ed Students Talks aim to help our students discover, explore, and present big ideas in short, TED-style talks. Our school is validated by the organisation TED.





# INTERDISCIPLINARY UNITS

In the Middle Years Programme (MYP), interdisciplinary learning supports students to understand bodies of knowledge from two or more disciplines or subject groups, in order to integrate them and create new understanding.

Students demonstrate interdisciplinary understanding when they bring together concepts, methods, or forms of communication from two or more disciplines or established areas of expertise so that they can explain a phenomenon, solve a problem, create a product, or raise a new question in ways that would have been unlikely through a single discipline.

Here are examples of Interdisciplinary inquiries:

Year	Unit	Subjects involved	Statement of inquiry
Year 6	ARTIFICIAL INTELLIGENCE	All subjects	Artificial intelligence (AI) is changing the world as we know it. AI implies a revolution in science, culture, the arts, communication, sports or geopolitics. AI is conditioning the life systems of human beings and probably is changing their own nature as well as access to knowledge of the world.
Year 7	ART AND CULTURE	French . Visual Arts	Each culture has its own artistic expression and representation.
Year 8	DESIGN THINKING CHALLENGE Students will design a solution for a complex problem using Design Thinking.	Design - Startup Ventures	Human-centred design inspires creative multidisciplinary teamwork that delivers learning in action. How might we create innovative models and examine complex problems by leveraging empathy? What is the impact on technology, business, and human experience when design thinking is practiced?
Year 9	SMART CITIES Students will be able to understand the concept of a smart city from the scientific, technical and social perspective cities and groups of resources, people, and buildings	Global Perspectives - Science	In order to meet the growing demands for food, energy and housing, all aspects of societies will need to use new technologies to minimize their environmental impact and social inequalities.
Year 10	CIRCULAR ECONOMY Students will be faced with a challenge of designing a circular economy product from the science and business management perspectives	ESS and Business Management	The creation of an environmentally friendly circular system contributes to building a sustainable and regenerative global future

# ASSESSMENT IN MIDDLE YEARS

## FORMATIVE ASSESSMENT VERSUS SUMMATIVE ASSESSMENT

In our school project, **Assessment is an aid for learning, not a measuring tool.**

In Middle Years, we differentiate **Formative Assessment** from **Summative Assessment**. Here are some key differences.

You will notice that each subject have 4 Assessment criteria that are link to the learning objectives. 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.

The final grade will be infered from these criteria, being ranged 1-7, following the official grade boundaries provided by the IB.

Formative assessments occur during a learning activity

Aim to monitor student learning

Provide students with feedback

May occur several times during a course unit

Can use a wide range of question formats

Summative assessments occur at the end of a learning activity

Aim to evaluate student learning

Yield a specific score or result

May occur few times over the course of the academic year

Can only use a limited number of question formats

# LEARNER PROFILE



## Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate and listen to the perspectives of others.



## Inquirers

We nurture our curiosity. We know how to learn independently and with others. We learn with enthusiasm.



## Open-minded

We critically appreciate our own culture and personal histories, as well as the values and traditions of others. We are willing to grow from experience.



## Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We take initiative to make reasoned, ethical decisions.



## Caring

We show empathy, compassion and respect. We act to make a positive difference in the lives of others and in the world around us.



## Balanced

We balance different aspects of our lives - intellectual, physical and emotional - to achieve wellbeing.





## Principled

We act with integrity, fairness and honesty. We take responsibility for our actions and their consequences.



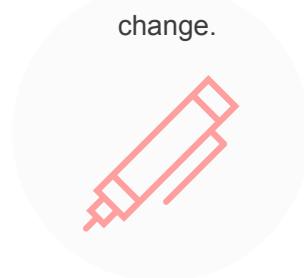
## Risk takers

We respond to uncertainty with determination. We explore new ideas and innovative strategies. We are resourceful and resilient in the face of change.



## Knowledgeable

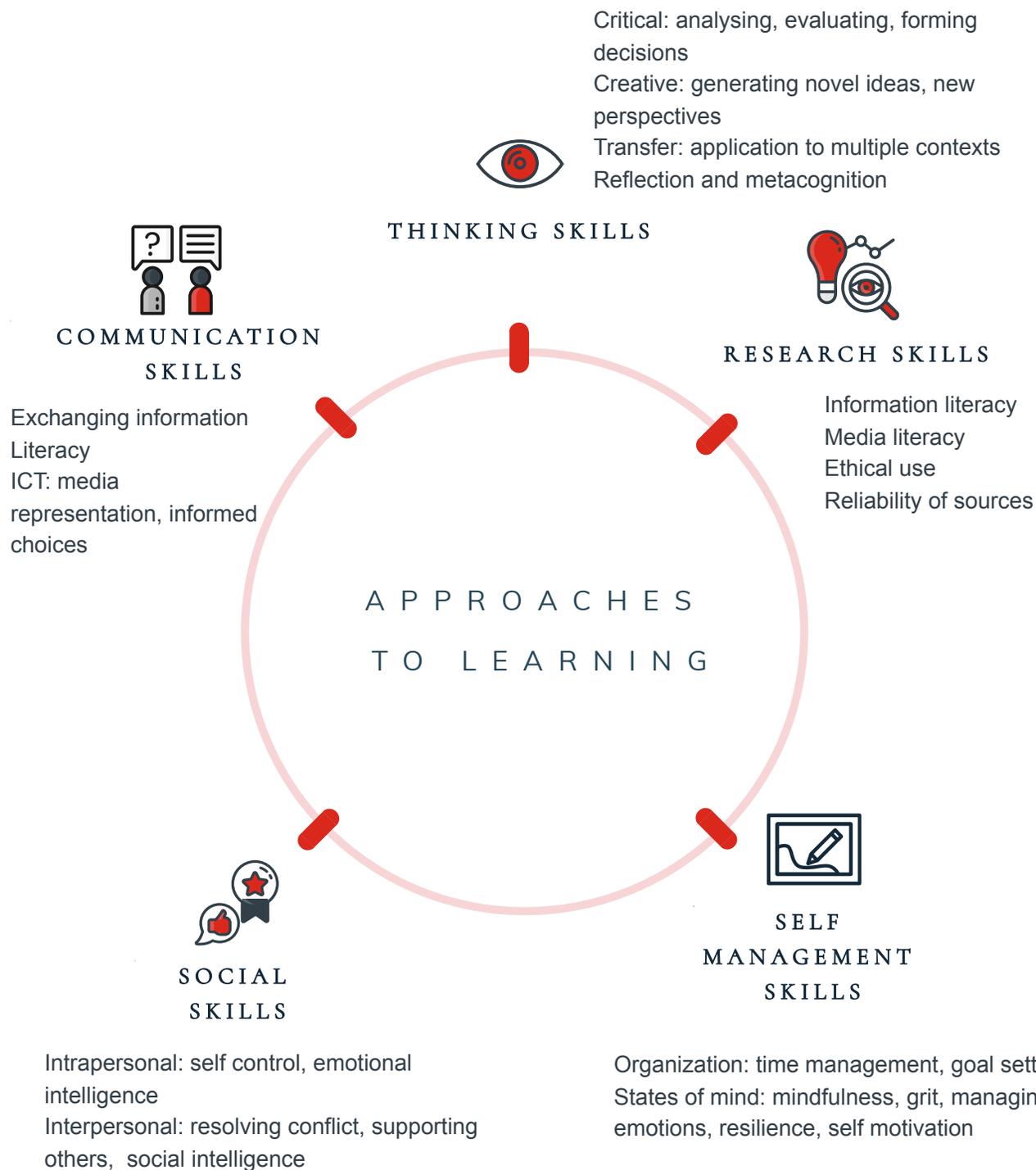
We develop and use broad understanding. We use knowledge across a range of domains. We engage with local and global issues.



## Reflective

We pause to think about the world, our own ideas, and experiences. We work to understand our strengths and weaknesses to develop ourselves.

# APPROACHES TO LEARNING



**These skills are grounded in the belief that learning how to learn is fundamental to a child's education. These skills aim to support your child to become a self-regulated learner who knows how to ask good questions, set effective goals and pursue their aspirations with the determination to achieve them.**

# LINGUISTIC POLICY

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St Peter's is a very complex linguistic environment. At the last count, our students spoke at least 25 different languages and our teachers at least 12. And while that has its own challenges, it also provides us with a wealth of learning opportunities.

Over the years we have had the chance to observe how our students use their linguistic competences from a very early age, showing us how at ease they are as plurilingual speakers.

Being plurilingual doesn't simply mean that they speak more than one language. It is much more than that. It means that they have many languages in their heads which they use as a combined competence. At any given time, one or other language may be more or less dominant, depending upon who we are with, where we are living and what we need to do. It refers to the fact that an individual can draw upon all of their languages to communicate effectively and this may mean switching competently and effectively from one to another if the situation requires it.

Through their daily classes, students will encounter English, Spanish, Catalan and French as they progress through the Foundation and Primary Years amongst the countless languages and cultures they will meet through their peers each and every day.

For us it is important that the students are encouraged to take a risk with their language learning and to ensure that they are supported appropriately to build their understanding. We have developed a dedicated Language Support Programme that spans across all the languages delivered at St Peter's and ensures students can work at a pace and a level that is catered to their needs.



**Jane Mitchell**  
Head of Languages  
[janemitchell@stpeters.es](mailto:janemitchell@stpeters.es)

# BEHAVIOUR GUIDANCE

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Kindness and firmness; connection before correction; empathy, affection, respect and a sense of belonging.

These are the fundamental pillars on which our education is based, our way of generating self-confidence in the student, establishing relationships between teachers and students, without exercising control based on punishment.

St. Peter's is a cheerful and calm institution, with the natural noise of school life, where teachers work firmly and kindly at the same time, fostering mutual respect and self-confidence. In the end, it is about applying valid strategies in any area of daily life, beyond the school.

Our teachers understand neuroscientific research that tells us how your child's brain is changing. The brain's complexity reminds us that when our students are upset, or when they're acting in ways unhelpful to them/their friends, we can appeal to different "parts" of their brains - to different regions and ways the brain functions, with different teachers' responses activating different circuitry. We know that when children are calm and in a receptive state of mind, they're capable of absorbing the life-skills lessons we're trying to teach. And when they're upset, their primitive brain takes control, shifting their focus to defending themselves from the threat of attack. When they're in a reactive state like this, they can't learn.

Therefore, we recognise that the students are upset or distressed or angry, before attempting to discipline their behaviour. We always connect to your child emotionally first: we emphasise, before setting the boundary. We make it a habit to acknowledge and name feelings.

Finally, we focus on an appropriate behaviour alternative. We ask the children: What happened? What were you thinking of at the time? What have you thought about since? Who has been affected by what you have done? What do you think you need to do to make things right? This is a process we call restorative justice: making amends with their learning community.

# AFTERSCHOOL ACTIVITIES

These activities take place from 16:00 to 17:00. If you would like to sign your child up for our Afterschool Activities, please [click here](#).



## Y6 to Y12

### LANGUAGE HUB

CHINESE

### SPORTS HUB

BASKET

FOOTBALL

VOLLEY

SELF  
DEFENSE

TRAIL  
RUNNING

YOGA

### THINKERS HUB

DESIGNING  
VIDEOGAMES



BOARD  
GAMES CLUB



INTRO TO  
FILMMAKING



YOUTUBE  
CREATORS

CHESS  
CLUB

### CREATIVE HUB

INSTRUMENTS CLASSES

Any doubt? Please contact our After-school Activities Coordinator



Verónica Guerra  
afterschool@stpeters.es

# ONLINE TOOLS

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At St. Peter's we regularly use the following classroom management technology tools to record your child's progress, propose fun activities for learning at home, carry out virtual classes (if needed) and include you in our international learning community. For any direct communication with your child's teacher, you can speak to them daily at the gate during drop off and pick up, e-mail or call the school.



Google Classroom

**SIGN UP TO "GOOGLE CLASSROOM"**



**Classlist**

**JOIN "CLASSLIST" PARENT SOCIAL NETWORK**

If you have trouble joining or using any of these apps, please let your teacher know to receive individual assistance.

# Classlist Quick Start Guide

Classlist is the parent app that brings you into the heart of your school community.

Here are 9 things you can do on the Classlist app to get you started!

1

Write a **post** to ask the parents in your child's class a question, share information or start a conversation

2

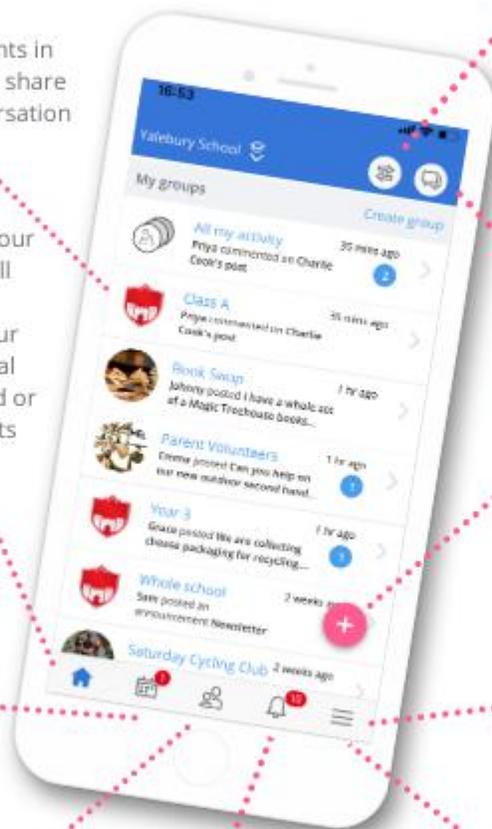
Your Home Page shows all your **groups** for easy access. You'll see relevant posts for you in your **Activity Feed**: from your class, your year group, special interest groups you've joined or whole school announcements

3

See what school, PTA and social **Events** are coming up for you and your child. Arrange **parties**, buy tickets, volunteer to help

4

View up-to-date class lists & **contact details** here. See who's who in your child's class. Put a face to a name! See who lives near you on the **Parent Map**. Find a lift or car-share



5

See your a list of all your **notifications** here

6

Find items for sale, wanted items and Lost & Found in the **Marketplace**

7

View and update your details in your **Profile**. Add or change your photo, edit your child's details & add family contacts. Adjust your privacy. Select app & email notification **settings**

8

Here's your **Create** shortcut menu. Post to your class group, organise a meet-up, set up a new interest group, message a parent or sell outgrown items

9

Send a direct **message** to other parents to make friends & arrangements

Reps & Admins: click **Switch to Admin** here to go to your Admin screens: Create an **Announcement** to send a message of any length. Post to multiple groups. Manage members. Admins should create events here to benefit from extra **Event** features

#### Is Classlist moderated?

Yes! This keeps our community friendly, welcoming and useful.

#### How much information do I need to share?

You're in control! You decide how much information to share and what notifications you want.

#### Is Classlist safe?

Yes! It's fully GDPR-compliant, private and secure.



**Classlist**

Smarter together.



www.classlist.com

# COMMUNITY ENGAGEMENT

At St. Peter's we have defined our learning community as students, teachers, pedagogical leadership team, mentors, domain experts, families and carers.

Our learning community involvement encompasses six areas:



## Parenting

We want to inspire and empower parents and carers to provide healthy home environments, in which children can continue to thrive outside of school. We offer parents workshops and webinars throughout the year on topics such as early literacy, inquiry skills, positive behaviour guidance. When needed, our Support Centre can help families find specialist support and assistance.

## After School

Our After School activities is a relaxed community hub where your children can spend time with their friends playing, doing homework, practising sport, learning languages and music. At the same time parents can attend Spanish beginner lessons.



## Relocating

Have you just moved to Barcelona? We understand that in addition to choosing our school, your family might need support in getting to know your new city/country. Our Director of Admissions can recommend Relocation and Real Estate Agents to help with any formal arrangements related to your move.

## Social events

Starting with the Welcome Day on the 2nd September, we invite families to join our social and cultural events. These gatherings will take place in and outside of school and will include options to socialise with or without your children. We are planning beach days, picnics, city tours and gala parties.



## Volunteering

We invite parents and carers into our classrooms to enrich our units of inquiry. Parents can arrange with the teacher to hold a presentation about a topic of interest or an area of expertise. You can join us for afternoon story time or participate in other special projects such as International Day.

## Class Hosts

New to our School Community? No problem! Our Class Host will help your family settle into the new school routines, help you connect with other families from similar language backgrounds and suggest the first playdates or informal weekend meet ups.

# YEAR 9 TEACHERS



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# YEAR 9 TEACHERS



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