Introduction to the MYP/DP/CP

FAIRGREEN INTERNATIONAL SCHOOL

If we teach today's students as we taught yesterday, we rob them of tomorrow.
- John Dewey

Introductions

Shannon Johnson
MYP Coordinator

Jon Howarth
DP Coordinator

Lisa Murphy
CP Coordinator

Alignment across the continuum

Curriculum Model of the MYP

The MYP is a framework for international learning and teaching

Our curriculum is benchmarked to the UK National Curriculum.

FIS curriculum is enhanced with connections to our pillars

Why we teach the MYP

1. Concept based
   a. Real world applications
   b. International Mindedness (LP)

2. Transferable skills (ATLs)
   a. Emphasis on inquiry
   b. Interdisciplinary learning

3. Rigorous and Critical

MYP Academics
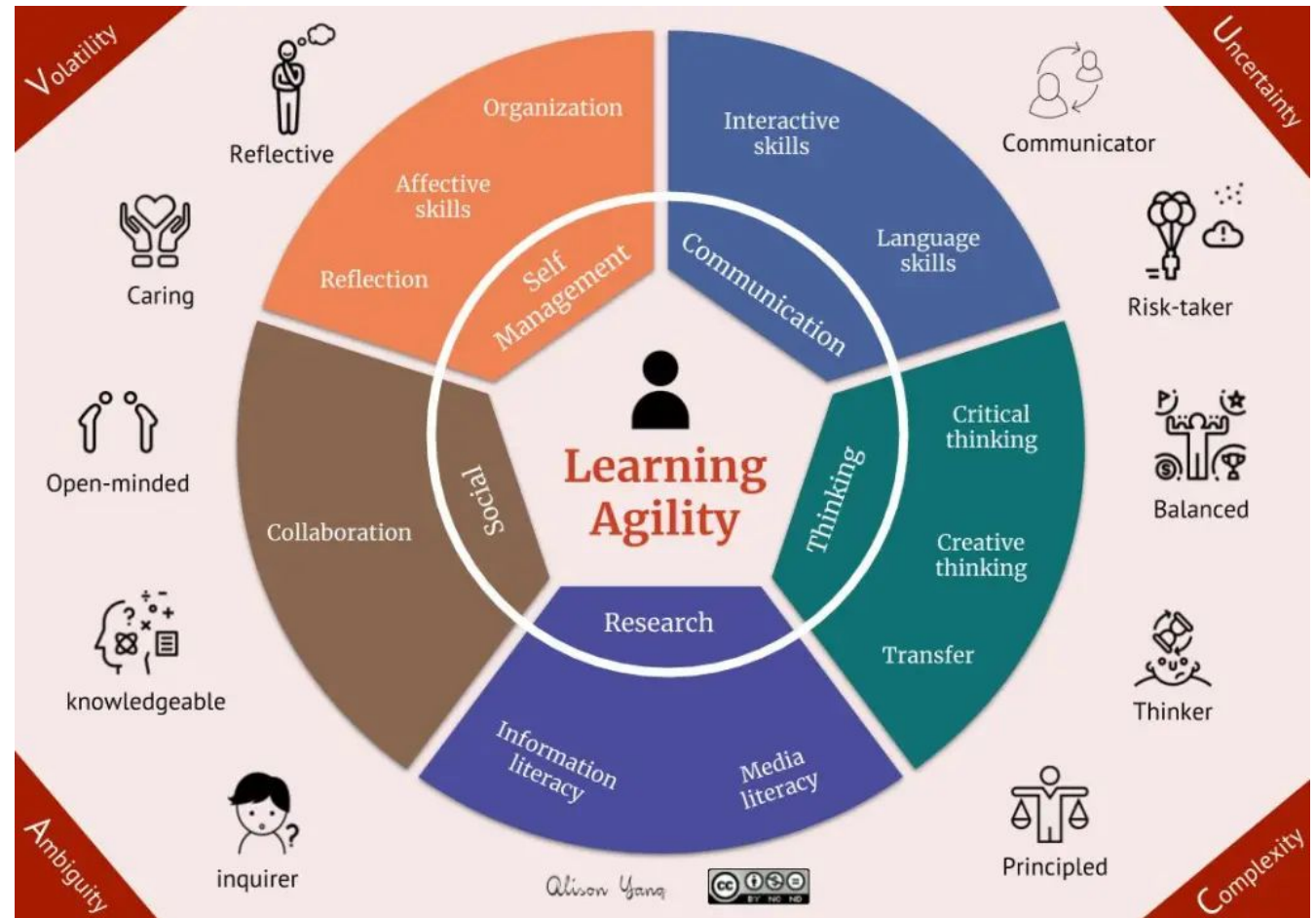
Required Courses

- Language and Literature
- Language Acquisition (French/Arabic)
- Individuals and Societies
- Sciences
- Maths - Standard/Extended G8/9/10

Grade 9/10 Elective Courses:

- Visual Arts / Music
- Design
- Physical and Health Education

- Moral Education
- Islamic Education
- Dreams

IB CORE:
- **Service as Action (G6-10)**
- **Personal Project (G10)**
- **Community Project (G8)**

Other enhancements:
- **Week Without Walls**
- **Eco Council**
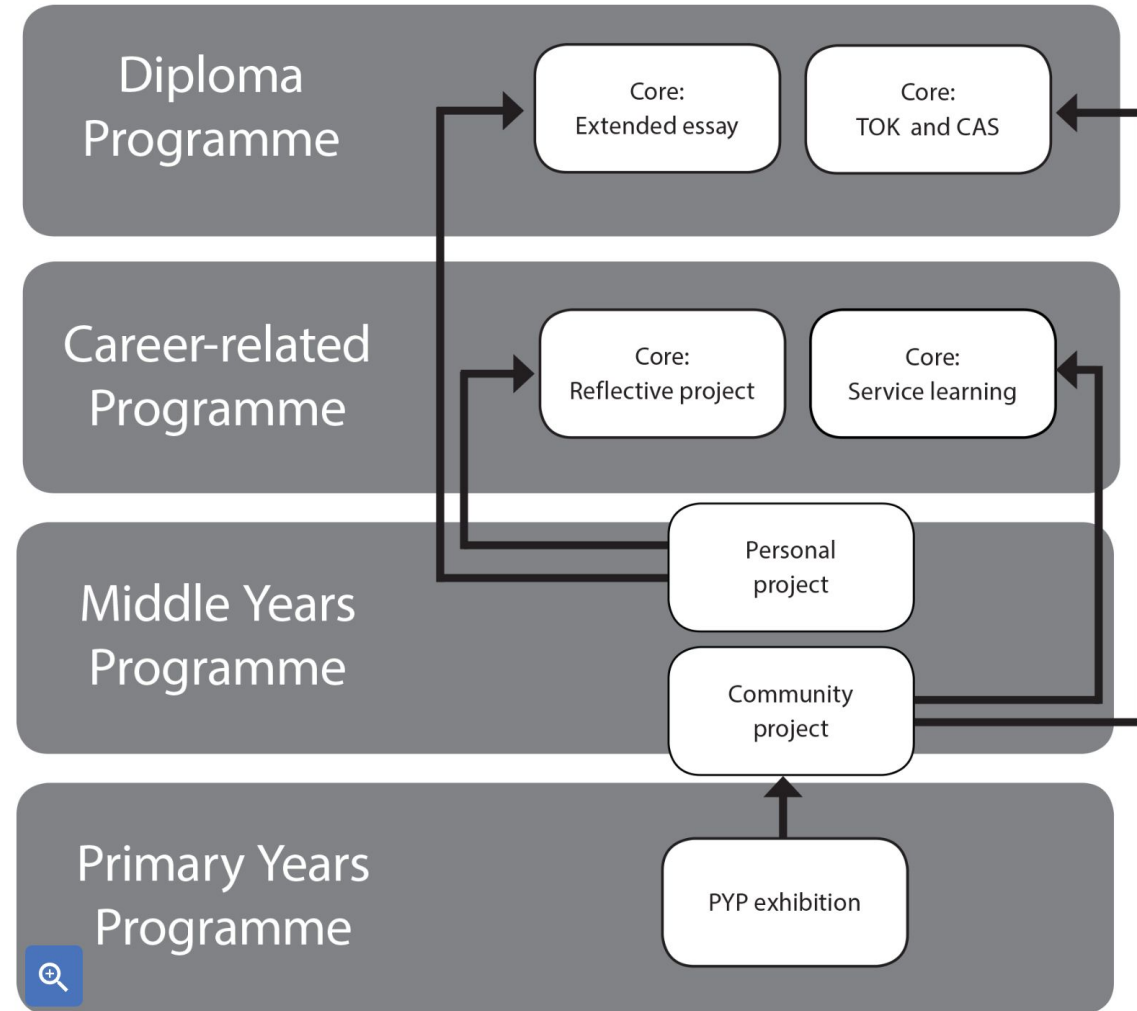- **Drama Production**
- **House competitions (Captains)**

Figure 2 IB continuum pathway to projects in the IB

APPROACHES TO LEARNING

How can I be an effective learner?

COMMUNICATION

INTERACTION
I can exchange thoughts, messages and information effectively through interaction.

LANGUAGE
I can read, write and use languages to communicate information effectively.

SOCIAL

COLLABORATION
I can work effectively with others.

RESEARCH

INFORMATION LITERACY
I can find, interpret, judge and create information.

MEDIA LITERACY
I can interact with media to use and create ideas and information.

SELF-MANAGEMENT

AFFECTIVE SKILLS
I can manage my own state of mind, concentrate and be focused. I can learn from mistakes and problems.

ORGANIZATION SKILLS
I can manage my time and tasks effectively. I use technology well.

REFLECTION
I can (re)consider the process of learning. I can choose and use effective ATL skills.

THINKING

CRITICAL THINKING
I can analyse and evaluate issues and ideas.

CREATIVE THINKING
I can generate new ideas and perspectives.

TRANSFER
I can use knowledge and skills in new contexts.

ATL Skill clusters from MYP:FPIP (2014) @sjtylr [Icons by Freepik on Flaticon]

SELF MANAGEMENT
ORGANIZATION

IF YOU FAIL TO PLAN, YOU PLAN TO FAIL

BE PREPARED

Come to class with the right materials and mentality for success

BE AWARE

Check Managebac, Google Classroom, and Gmail regularly

BE PUNCTUAL

Submit assignments on time and be on time to lessons

TAKE EFFECTIVE NOTES

Notebook and files are neatly organized and writing is legible

PLAN AHEAD

Set short and long-term goals for success

USE TECHNOLOGY APPROPRIATELY

Use your device as a tool for learning and as instructed by the teacher

ASK FOR FEEDBACK

Ask clarifying questions and submit work early to check on progress

How we assess

- Best-fit approach
- Continuous assessment
- Varied assessment tasks
- 4 Criteria per subject
  - /8
  - Total /32
  - 1-7

Sum of assessed criteria	MYP Grade	Description
28-32	7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
24-27	6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
19-23	5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations
15-18	4	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
10-14	3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
6-9	2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1-5	1	Produces work of very limited quality. Displays many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

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Criteria Areas and Boundaries

|	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

Assessment Criteria for MYP Language & Literature

Achievement Descriptors for MYP 1 (Grade 6)

Lang & Lit

At the end of **Year 1**, students should be able to:

i. identify and comment upon significant aspects of texts

ii. identify and comment upon the creator's choices

iii. justify opinions and ideas, using examples, explanations and terminology

iv. identify similarities and differences in features within and between texts.

0	The student does not reach a standard described by any of the descriptors below.
	The student:
1-2	i. provides minimal identification and comment upon significant aspects of texts
	ii. provides minimal identification and comment upon the creator's choices
	iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology

Grades and Grading

How would you mark this student?

Task/Criterion	Criterion A	Criterion B	Criterion C	Criterion D
Research Project	7	6	5	
Essay		5		4
Oral Presentation	6	6	4	
Test	6	5		5
Final Levels				
Criterion Levels	**/32**		Final Subject Grade	

Students have a choice of programme in Grade 11 & 12

College and Careers Hub

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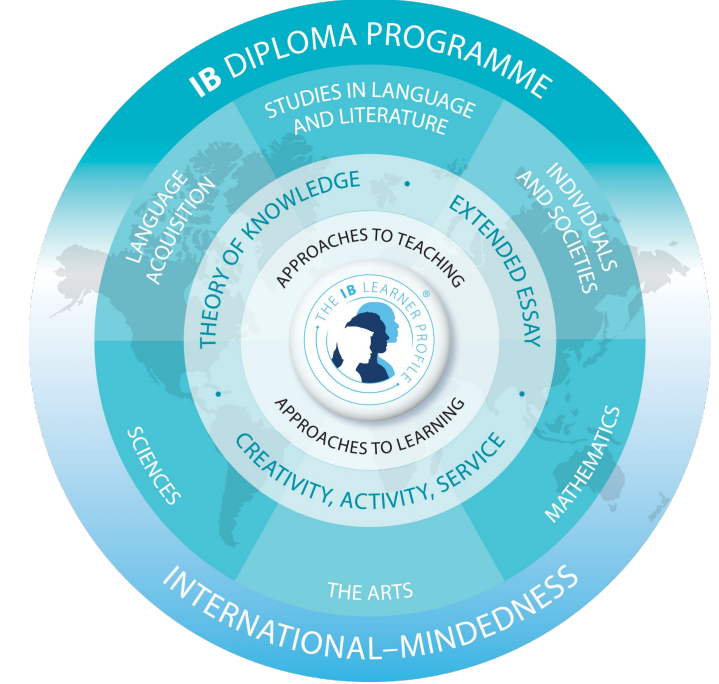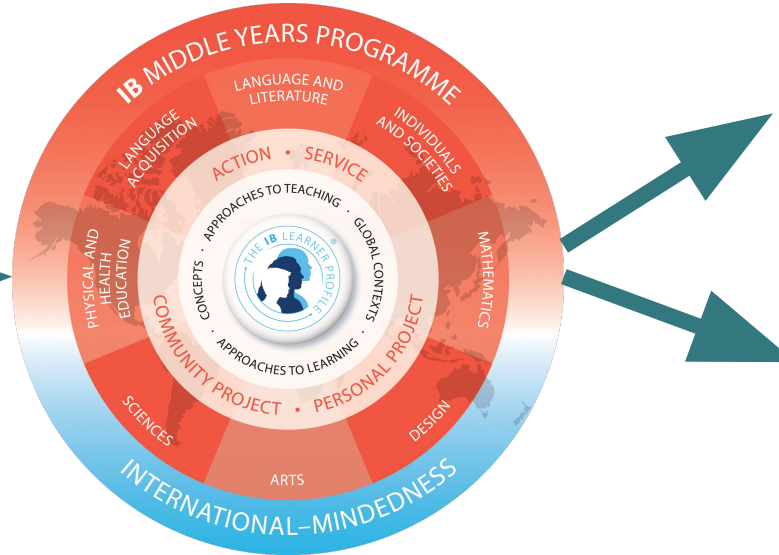
MS. WEEKES

Unifrog University Fair (Online) Thursday, 21 Sept @ 12:00 p.m. and University of Calgary Wednesday, 27 September @ 2:45

College & Careers Hub

Home   Class of 2023 Acceptances   School Profile   Upcoming events   UCAS   Recommendation Requests   More ⌄

COLLEGE & CAREERS COUNSELLING

Welcome aboard!

If you are browsing here this means you must be a member of the class of 2024, 2025 and 2026! You are in the final years of high school preparing for your next destination: College/University, a GAP year or the world of work. Whatever your preferred pathway we

The High School Transcript

Required for university application

Shows grades by Term, from Grades 9, 10, 11, 12

It takes a village...

STUDENT SUPPORT TEAM – G11 & G12

MR ROGERS
Secondary Principal

MS. PEKHAZIS
Vice Principal

MS. WEEKES
Counselor

MR BOSSLER
Pastoral Leader

MS. RODRIGUEZ
11IR & SPANISH

MR. KRAHER
11MK & MATHS

MS. BOUZAINE
12LB & FRENCH

MRS. MURPHY
CP COORDINATOR

MR. HOWARTH
DP COORDINATOR

The IB Diploma Programme (DP)

- A pre-university programme aimed at providing students with a holistic and balanced educational experience

- Designed to flow and build from skills and knowledge in the MYP

- The programme is demanding, rigorous and world renowned

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Figure I: Top 20 skills ranking 2010-2020-2035

rank	2010	2020	2035
rank 1			Communicating with Supervisors, Peers, or Subordinates
2			Organizing, Planning, and Prioritizing Work
3			Establishing and Maintaining Interpersonal Relationships
4			Making Decisions and Solving Problems
5			Getting Information
6			Updating and Using Relevant Knowledge
7			Customer and Personal Service
8			Identifying Objects, Actions, and Events
9			English Language
10			Processing Information
11			Oral Comprehension
12			Oral Expression
13			Monitor Processes, Materials, or Surroundings
14			Interacting With Computers
15			Evaluating Information to Determine Compliance with Standards
16			Analyzing Data or Information
17			Written Comprehension
18			Active Listening
19			Reading Comprehension
rank 20			Thinking Creatively

The IB Diploma Programme (DP)

- Examination focused

- Also includes internally (IA) and externally (EA) marked coursework components

- Students study **6** subjects:
  - 3 x **H**igher **L**evel (240 hrs)
  - 3 x **S**tandard **L**evel (150 hrs)

- Also complete 3 Core components

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IB DP Subjects on Offer at Fairgreen

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Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Language & Literature	Spanish ab initio - French B - Arabic A & B - Self Taught	History - Business Management - Psychology	Physics - Biology - Chemistry - Sports Exercise & Health Sciences	Maths Analysis & Approaches - Maths Applications & Interpretations	Visual Art - Group 3* - Group 4* *depending on student interest

Students pick one subject from each group

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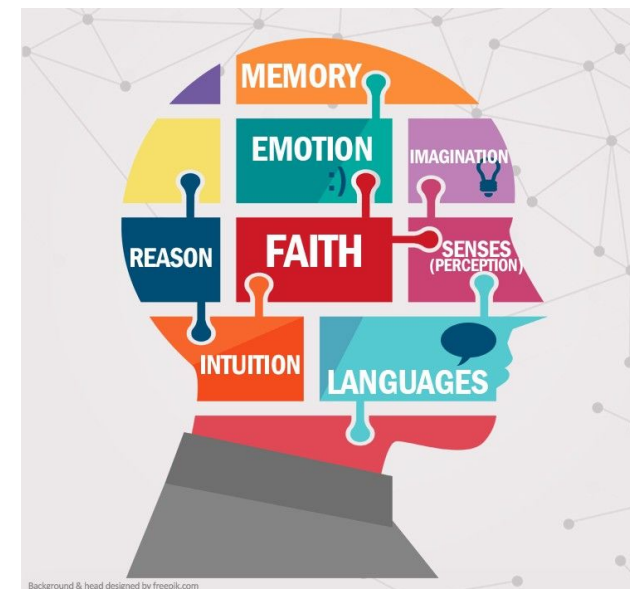
Requirements for Obtaining an IB Diploma

Need minimum of **24** points (out of **45**)

HL subjects minimum **12** points
SL subjects minimum **9** points

Students also need to pass all **Core** components:
    The Extended Essay (EE)
    Theory of Knowledge (ToK)
    Creativity Activity Service (CAS)

Requirements for Obtaining an IB Diploma

Subjects
6 x 7 points = **42**

Core
3 'bonus' points

42 + 3 = **45** total

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

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World Examinations May 2024

April 24th to May 19th

IB Diploma Programme and IB Career-related Programme

May 2024 examination schedule
FINAL VERSION
All exam zones (A, B, C)

An examination cannot be rescheduled without authorization from the Assessment Division, IB Global Centre, Cardiff.

Legend of Subject Groups:

	Interdisciplinary subjects		Sciences
	Studies in language and literature and Language acquisition		Mathematics
	Individuals and societies		The arts

Please note that for Studies in language and literature and Language acquisition, English, French and Spanish are scheduled individually from all other languages.

Examination Schedule

Week 1

Wednesday 24 April	
Morning session	**Afternoon session**
–-- No exams ---	Language A Literature HL paper 1 2h 15m
	Language A Literature SL paper 1 1h 15m
	Language A Language & Literature HL paper 1 2h 15m
	Language A Language & Literature SL paper 1 1h 15m
	* Except English, French & Spanish

CP/DP Assessment Calendar

Internal and External Assessment Calendar: Graduation May 2023

External Assessments (EAs): March 15th   Internal Assessments (IAs): April 20th

Grade	Course	Assessment	IA/EA	Due Date
Studies in Languages and Literature (A)				
11	English Language & Literature	Individual Oral	IA	Early June 2022
12	English Language & Literature	Essay (HL only)	IA	March 2023
11	Chinese Language & Literature	Individual Oral	IA	Late June 2022
12	Chinese Language & Literature	Essay (HL only)	IA	March 2023
Language Acquisition (B)				
11	English & Chinese Language Acquisition	IA Individual Oral practice	IA	May 2022 (23 – 27th English)
12	English & Chinese Language Acquisition	IO mock	IA	Oct 2022 (English) Nov 2022 (Chinese)
12	English & Chinese Language Acquisition	Individual Oral	IA	Jan 2023 (English) Jan 2023 (Chinese)
Individuals & Societies				
11	Economics	Commentary #1	IA	December 2021
11	Economics	Commentary #2	IA	March 2022
12	Economics	Commentary #3	IA	October 2022
Sciences				
11	Bio, Chem, Physics	Group 4 Project	IA	May 2022
11	Bio, Chem, Physics	Practical Lab Days	IA	Oct – Nov 2022
11	Bio, Chem, Physics	Scientific Investigation full draft	IA	Nov 2022
11	Bio, Chem, Physics	Scientific Investigation final	IA	Dec 2022
Mathematics				
12	Mathematics A&A	The Exploration draft	IA	Oct 8th 2022
12	Mathematics A&A	The Exploration final	IA	Dec 30th 2022
The Arts				
12	Visual Arts	Artwork	IA	March 2023
12	Visual Arts	Exhibition	EA/IA	March 2023
12	Visual Arts	Comparative Study	EA	April 2023
12	Visual Arts	Process Portfolio	EA	April 2023
The Core				
11	Theory of Knowledge	Exhibition	IA	June 2022
12	Theory of Knowledge	Essay Draft	EA	Nov 2023
12	Theory of Knowledge	Essay Final	EA	Dec 2023
11	CAS	1st Interview	IA	Jan 2022
11	CAS	2nd Interview	IA	Sept 2022
12	CAS	Final Portfolio	IA	Jan 2023
12	CAS	3rd Interview	IA	Jan 2023
11	EE	Proposal & 1st Formal Meet	EA	Mar 2022
12	EE	Draft (formal written feedback)	EA	Oct 2022
12	EE	Final	EA	Dec 2022

Semester One = 18 Weeks   Semester Two = 20 Weeks

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The IBCP is a **flexible** framework of international education that incorporates the values of the IB into a **unique** programme addressing the **personalised** needs of students engaged in **career-related** education

IB CAREER-RELATED PROGRAMME
CAREER-RELATED STUDIES
REFLECTIVE PROJECT • LANGUAGE DEVELOPMENT
SERVICE LEARNING • APPROACHES TO TEACHING
THE IB LEARNER PROFILE
APPROACHES TO LEARNING
PERSONAL AND PROFESSIONAL SKILLS
DIPLOMA PROGRAMME COURSES
INTERNATIONAL–MINDEDNESS

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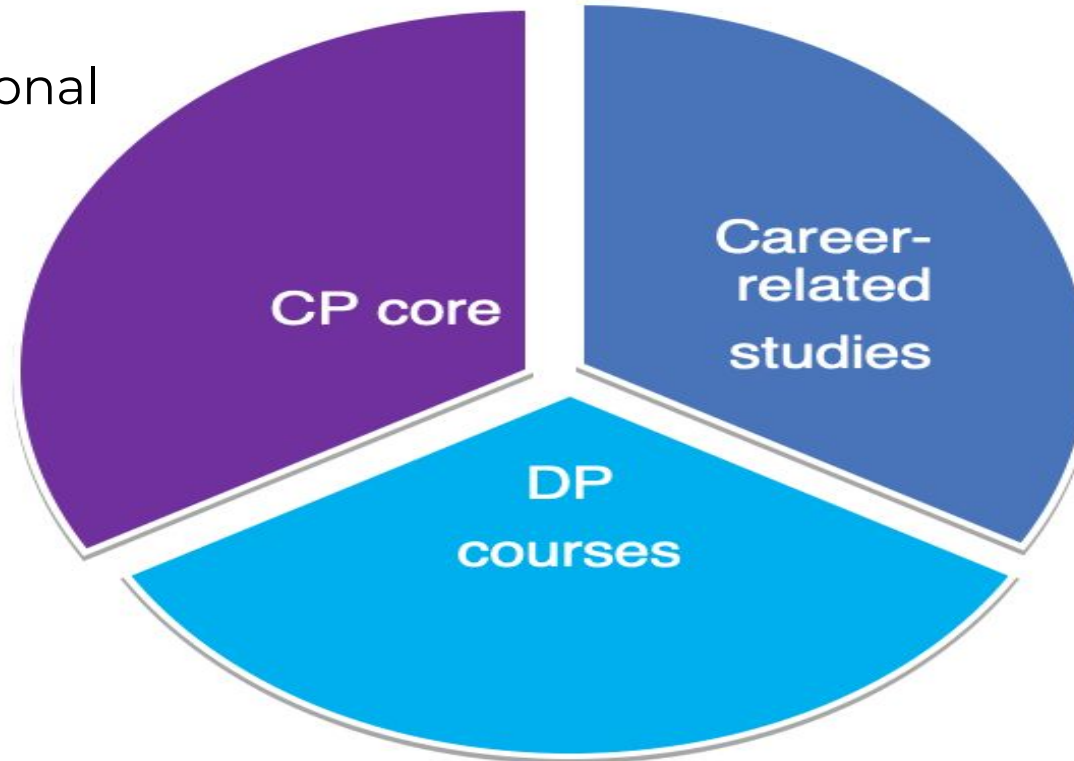T: 971 4 875 4999
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IBCP Programme Overview

Pass 4 Core Elements:
- Personal & Professional Skills
- Service Learning
- Reflective Project
- Language Development

Pass the CrS; external providers approved by the IB
(equivalent to 2 DP courses)

CP core

Career-related studies

DP courses

Pass 2 - 4 DP Courses (SL or HL)
Compared to 6 in DP

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Career-related Studies

Business & Sustainability

CrS® Courses

240 learning hours

- BSUS 101 Fundamentals of Sustainability
- BSUS 102 Sustainable Innovation
- BFUN 106 Leadership

Applied Component

150 applied learning hours

- Sustainability Leadership Experience
- Integrative Project Work in one of the pathways: Sustainable Fashion, Sustainable Hospitality, Nature Conservation

Sustainability Management School Switzerland BUSINESS SCHOOL

THE *reference* FOR SUSTAINABILITY

IBCP Experiential Learning
Internships & Sustainable Business Links

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IBDP ⬤ IBCP ⬤

IB Diploma Programme (IBDP)

- **Integrates academic and critical thinking**

- **Involves breadth and depth of learning**

- **Cultivates a global mindedness**

- **Assesses more than exam techniques**

IB Careers-related Programme (IBCP)

- **Integrates practical and academic skills**

- **Develops essential life skills**

- **Explores and engages in real world issues**

- **Develops creativity in innovative ways**

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USE OF AI

10 ROLES FOR ARTIFICIAL INTELLIGENCE IN EDUCATION

IB Statement on Use of AI

Students should be aware that the IB does not regard any work produced – even only in part – by such tools, to be their own.

Therefore, as with any quote or material from another source, it must be clear that AI-generated text, image or graph included in a piece of work, has been copied from such software.

The software must be **credited in the body of the text** and appropriately **referenced in the bibliography**. As with current practice, an essay which is predominantly quotes will not get many, if any, marks with an IB mark scheme.

Dr Matt Glanville, Head of Assessment Principles and Practice at the IB

Term One

- **Oct 12th:** Progress Report
- **Parent/Teacher Consultations:**
  - Grades: 6 & 11 **Nov 2nd**
  - Grades 8, 9, 10 **Jan 16th**
  - Grades 7 & 12 **Jan 18th**
- **Dec 6th**: MYP Term 1 Report

Term Two

- **Parent/Teacher Consultations:**
  - Grades: 6 & 11 **Nov 2nd**
  - Grades 8, 9, 10 **Jan 16th**
  - Grades 7 & 12 **Jan 18th**
- **January 16th:** DP/CP Report
- **March 20th**: Term 2 Report

Term Three

April 23rd: Parent/Teacher Consultations
July 3rd: End of Year Report