Introduction to the MYP

FAIRGREEN INTERNATIONAL SCHOOL

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

Starter: MYP Key Terms Matching Activity

With your desk partner, match the key terms with their associated definitions.

When you are finished, discuss the following questions:

- Which MYP term from the matching activity are you most curious to learn more about, and why?

- How do you think concepts like the IB Learner Profile or Approaches to Learning (ATL) might help your child's development?
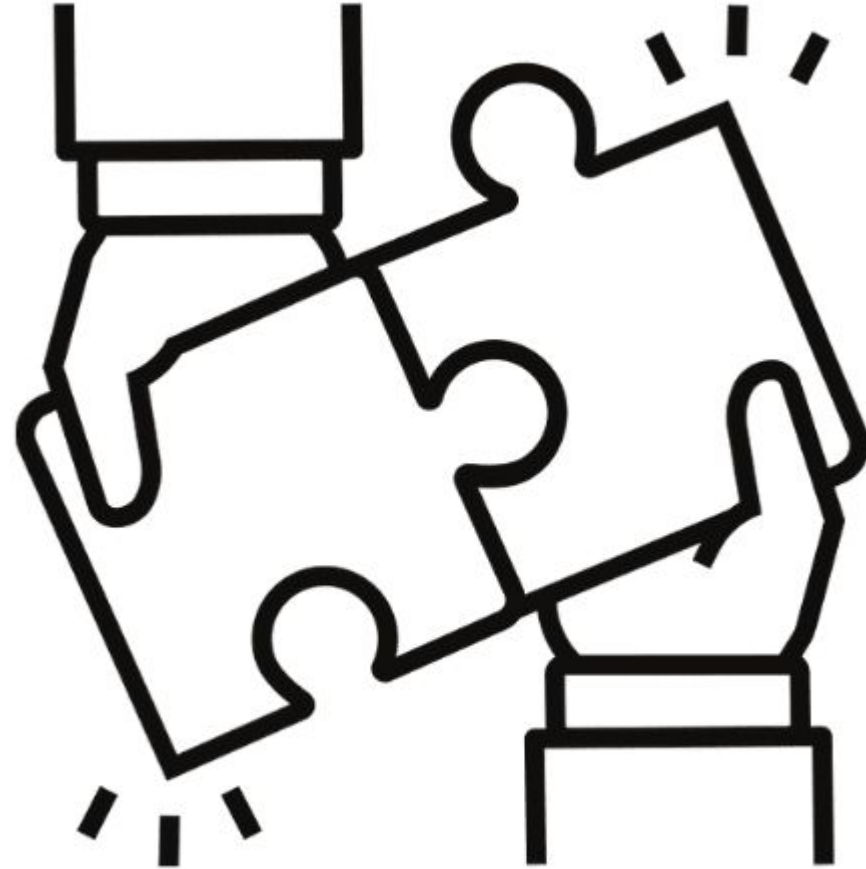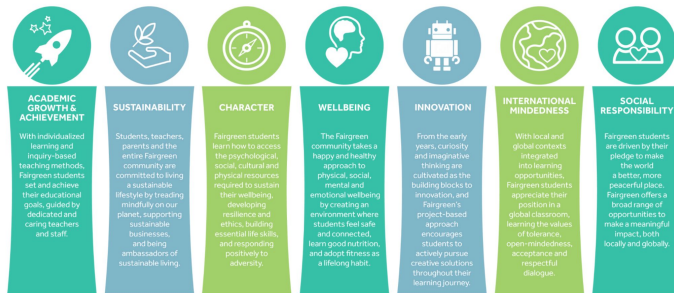
Curriculum Model of the MYP

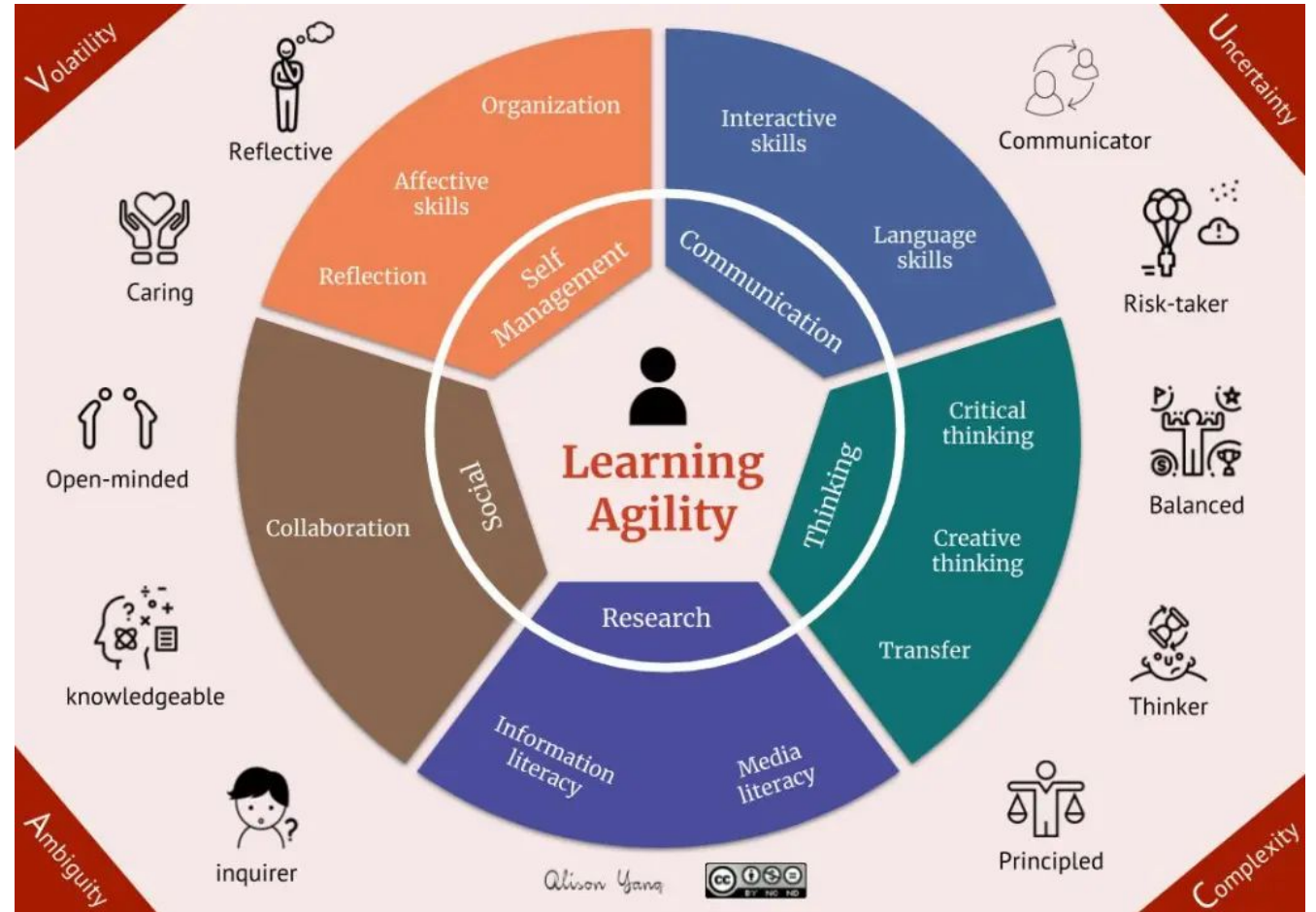The MYP is a framework for international learning and teaching

Our curriculum is benchmarked to the UK National Curriculum.

FIS curriculum is enhanced with connections to our pillars

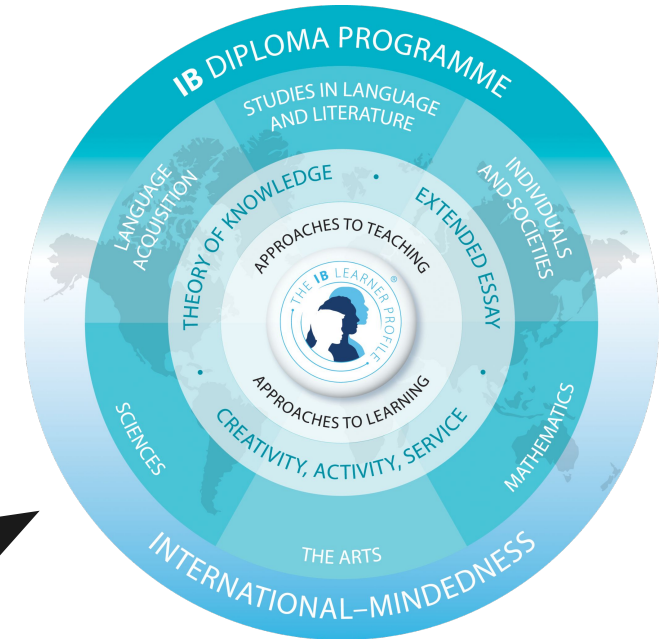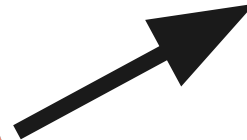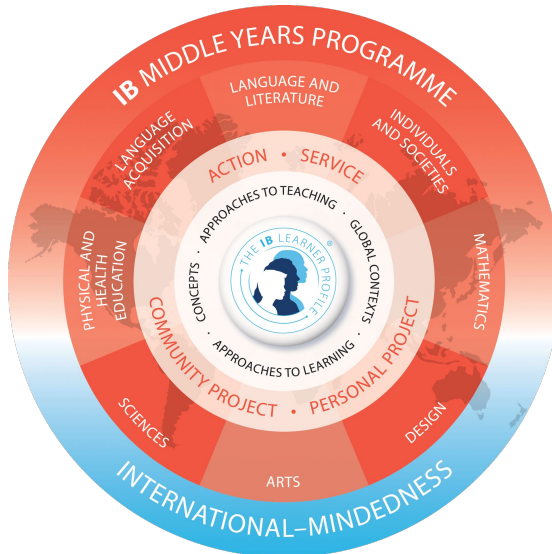1. Concept based
   a. Real world applications
   b. International Mindedness (LP)

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

3. Rigorous and Critical

What do you notice about the IB Learning Models?

![Fairgreen International School logo — an Esol Education school]

AGENCY
VOICE · CHOICE · OWNERSHIP

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)**

Diploma Programme
- Core: Extended essay
- Core: TOK and CAS

Career-related Programme
- Core: Reflective project
- Core: Service learning

Middle Years Programme
- Personal project
- Community project

Primary Years Programme
- PYP exhibition
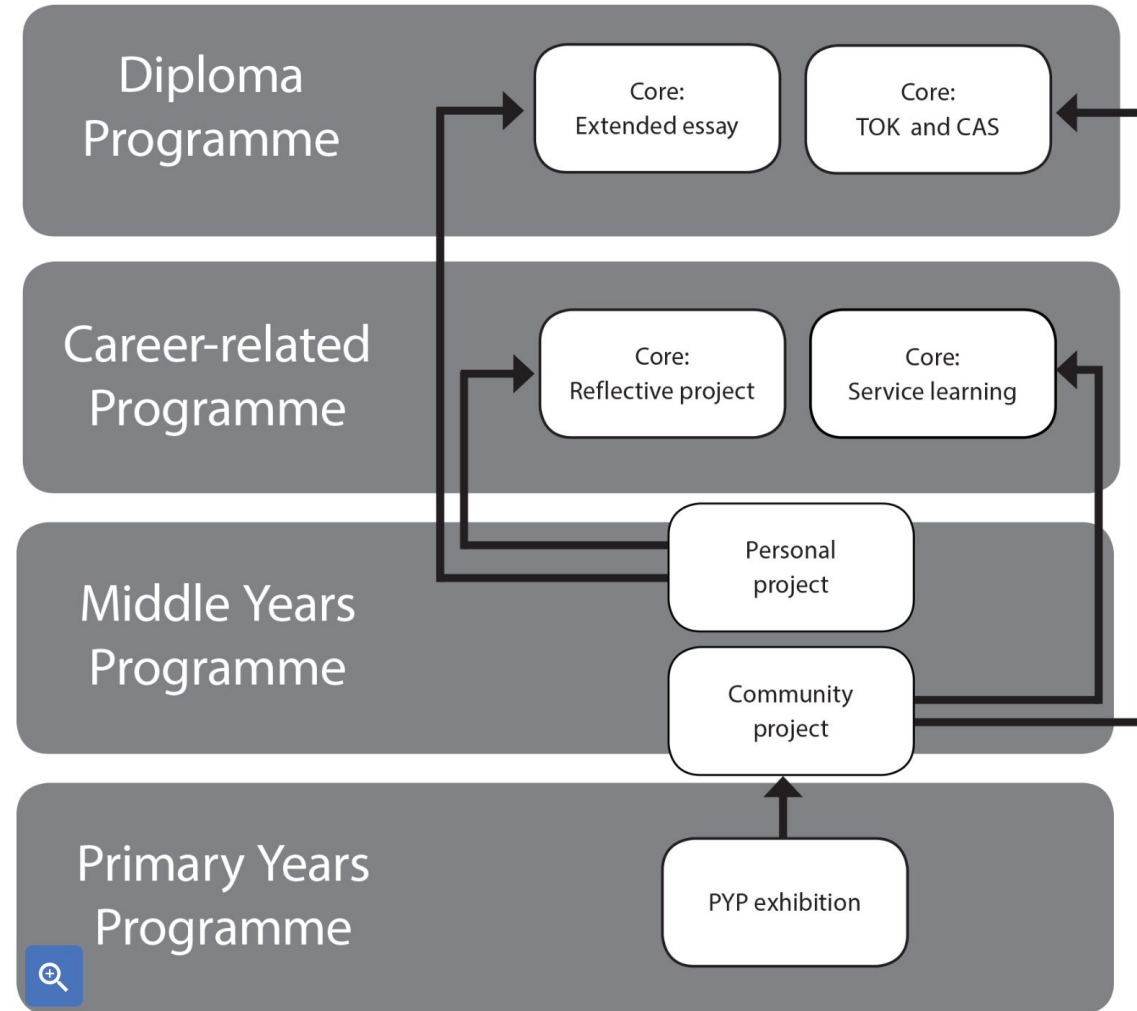
Figure 2 IB continuum pathway to projects in the IB

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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.

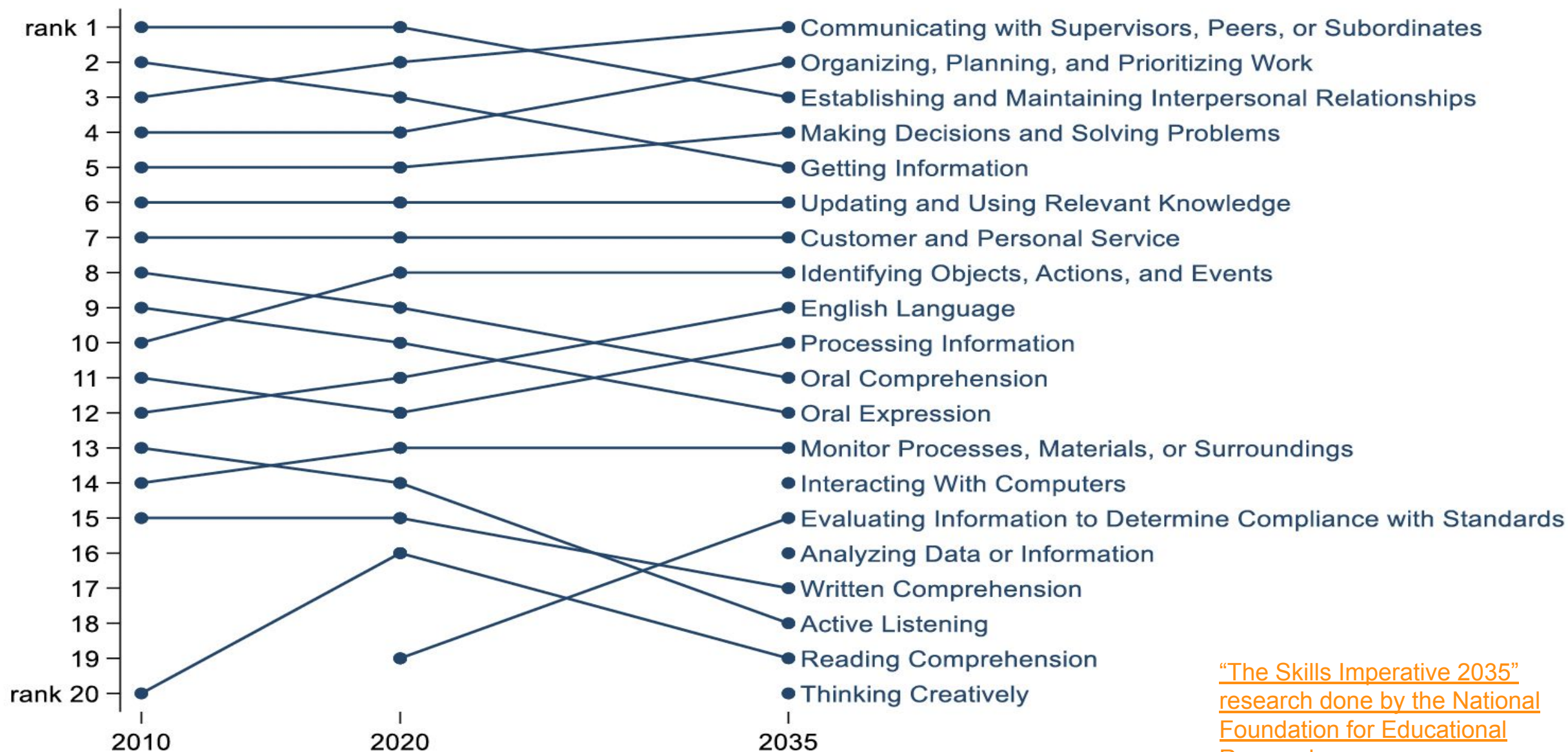**CREATIVE THINKING**
I can generate new ideas and perspectives.

TRANSFER
I can use knowledge and skills in new contexts.

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

Skills

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

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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

MYP Academics

Required Courses

- Language and Literature
- Language Acquisition (French/Arabic & Spanish G9-10)
- Integrated Humanities
- Integrated Sciences
- Mathematics - Standard/Extended G8/9/10

Grade 9/10 Elective Courses:

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

- Moral Education
- Islamic Education
- Dreams

What does the MYP look like in Practice?

Take a few minutes to review the MYP tasks and student work samples.

Answer the "See, Think, Wonder" questions in the blue box.

- What do you see? Focus on details like the layout, structure, types of tasks, student responses, and teacher feedback.

- What do you think about what you see? What might this tell you about how students learn or are assessed in the MYP?

- What do you wonder about? What questions do you have about the task or the learning behind it?

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Think Pair Share
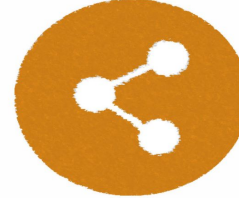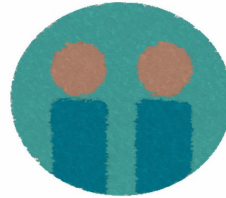
A routine for ACTIVE reasoning and explanation

PURPOSE: TO ENCOURAGE STUDENTS TO THINK ABOUT SOMETHING, AND THEN ARTICULATE THEIR THOUGHTS. IT PROMOTES UNDERSTANDING THROUGH ACTIVE REASONING AND EXPLANATION. BECAUSE STUDENTS ARE LISTENING TO AND SHARING IDEAS, TPS ENCOURAGES STUDENTS TO UNDERSTAND MULTIPLE PERSPECTIVES.

MAKING THINKING VISIBLE
RITCHHART, CHURCH, AND MORRISON 2011

See Think Wonder

A routine for exploring works of art and other interesting things

PURPOSE: THIS ROUTINE ENCOURAGES STUDENTS TO MAKE CAREFUL OBSERVATIONS AND THOUGHTFUL INTERPRETATIONS. IT HELPS STIMULATE CURIOSITY AND SETS THE STAGE FOR INQUIRY.

MAKING THINKING VISIBLE

Step Inside:
Perceive, Know about, Care about

"You never really know a man until you understand things from his point of view, until you climb into his skin and walk around in it."
Lee Harper
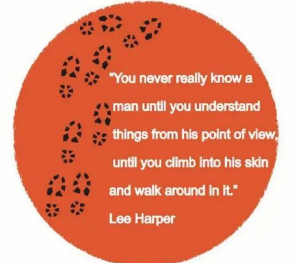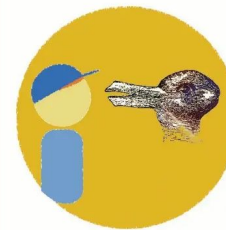
A routine for getting inside viewpoints

PURPOSE: THIS ROUTINE HELPS LEARNERS VIEW THINGS, PLACES, PEOPLE, SITUATIONS, AND EVENTS THROUGH A DIFFERENT LENS AND POINT OF VIEW, OPENING UP POSSIBILITIES FOR CREATING.

DEEPdt

MAKING THINKING VISIBLE
RITCHHART, CHURCH, AND MORRISON 2011

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What **W**ent **W**ell:	
Even **B**etter **I**f:	
Do Now:	

Dedicated Improvement & Reflection Time

DIRT

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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	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.

1-2

The student:

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	

Reporting and Academic Communication

Semester 1
- **Nov 6th:** Progress Report 1
  - 2 Criteria & ATL
- **Parent/Teacher Consultations:**
  - Oct 8: Grades: 6
  - Nov 15th: Grades 7-10
- **January 29th**: MYP Mid-Year Report
  - 4 Criteria, MYP Grade, & ATL

Semester 2

- **April 23:** Progress Report 2
  - 4 Criteria, MYP Grade & ATL
- **Parent/Teacher Consultations:**
  - April 23rd: Grades: 6 -10
- **June 24**: End-of-Year Report
  - 4 Criteria, MYP Final Grade, ATLs, Service as Action Progress, Interdisciplinary Unit Grades