



Workshop for parents
Thursday- September 3RD
ZOOM SESSION

Sep 2020



To get you thinking.....

What do you already know about the MYP....

What are people saying about the MYP?

"The MYP's thoughtful, multi-faceted curriculum framework aligns with our school's core values: international mindedness, academic integrity and service. In the wider community, the MYP helps to sustain inquiry into our common humanity and shared guardianship of the planet."

Dr. Aloha Lavina, MYP Principal, Concordian International School, Bangkok, Thailand

"... It allows students to explore their passions and do something powerful with it. It involves third or fourth level thinking where students really have to go beyond the surface and dig deeper into more abstract and conceptual thinking. ..."

Dr Vincent Chian, Principal of Fairview International School, Malaysia

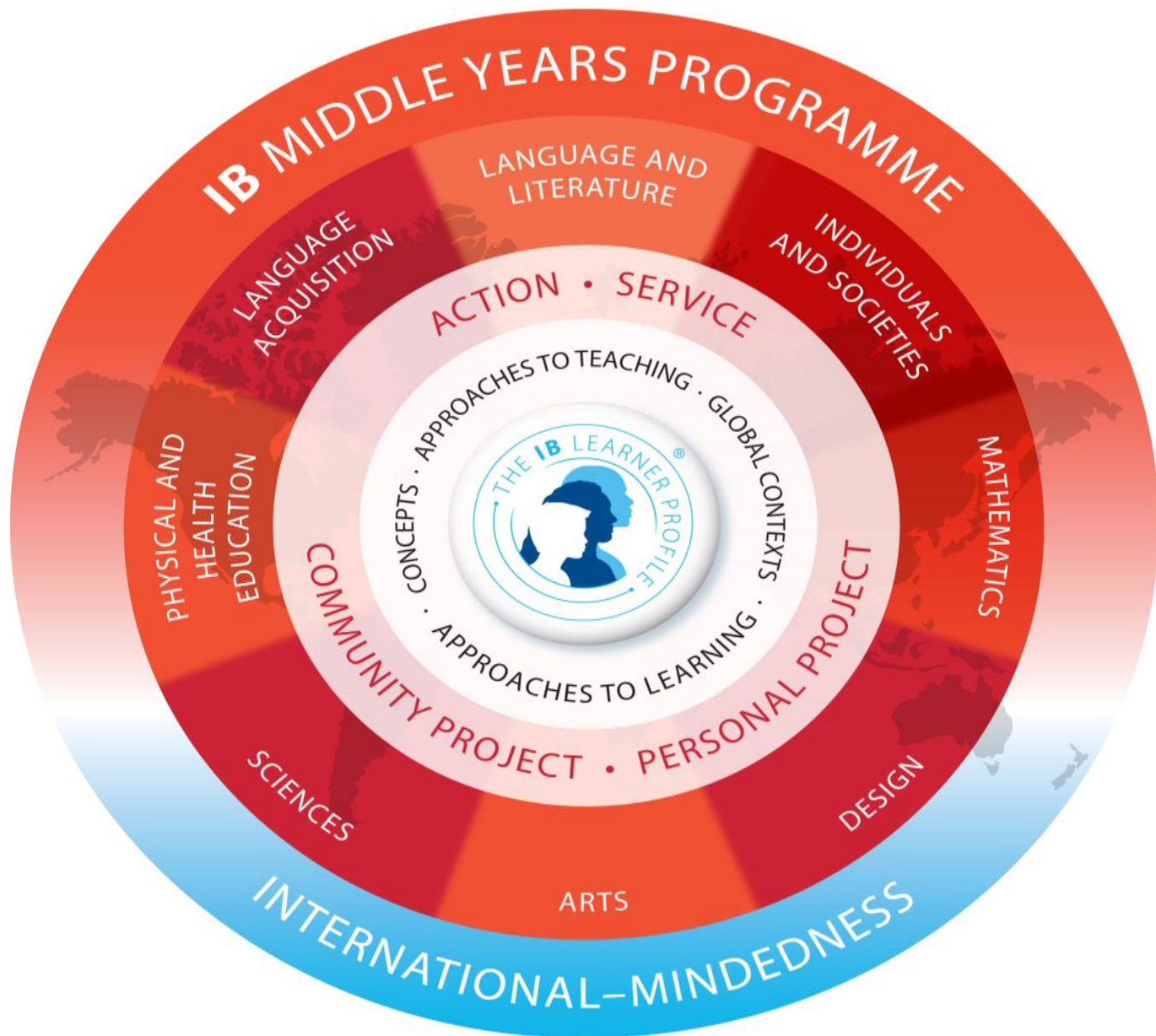
"... Our parents are excited because students are becoming well-rounded and they're getting that classic liberal arts-minded education..."

Dr. John Waller, director, secondary curriculum and special programs, Marietta City Schools, USA.

Why the Middle Years programme?

Parents who want the best possible education for their children choose the MYP because it includes:

- rigorous learning objectives
- a student-centred approach to teaching
- international perspectives
- concern for the whole child
- sustained teaching and learning in more than one language
- a focus on learning how to learn
- the development of flexible thinking that prepares students to evaluate information critically and apply knowledge in complex, unfamiliar situations.



The **IB** Learner Profile



Key Concepts

A concept is a big idea—a principle or conception that is enduring, the significance of which goes beyond aspects such as particular origins, subject matter or place in time (Wiggins and McTighe 1998).

Communities

Communities are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.

Time, space and place

The intrinsically linked concept of time, space and place refers to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location ("where" and "when").

Identity

Identity is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences.

Creativity

Creativity is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.

Aesthetics

Aesthetics deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.

Systems

Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.

Culture

Culture encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities. The concept of culture is dynamic and organic.

Change

Change is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.

Relationships

Relationships are the connections and associations between properties, objects, people and ideas—including the human community's connections with the world in which we live.

Global interactions

Global interactions, as a concept, focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.

Communication

Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or non-verbal).

Perspective

Perspective is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.

Connections

Connections are links, bonds and relationships among people, objects, organisms or ideas.

Logic

Logic is a method of reasoning and a system of principles used to build arguments and reach conclusions.

Development

Development is the act or process of growth, progress or evolution, sometimes through iterative improvements.

Form

Form is the shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance.

GLOBAL CONTEXTS



Approaches to Learning Skills

Communication

Effective Communication through interaction.

Social

Approaches to Learning Skills

10 clusters

Organisation Skills

Self Management

Affective Skills

Reflective Skills

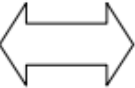
Creative Thinking

Thinking


Information Literacy

Research

Unit title	Creative Non-Fiction Texts
Subject and grade level	MYP Y5 English Language and Literature
Time frame and duration	7 weeks

Global Context Which global context will be our focus?		Concepts
Global Context •identities and relationships Exploration: •human nature and human dignity, moral reasoning and ethical judgment, consciousness and mind		Key: Change Related: Genre & Purpose

Assessment Criteria What task(s) will allow students the opportunity to respond to the unit question?
<p>Criterion A: Analysing</p> <p>Criterion B: Organizing</p> <p>Criterion C: Producing Text</p> <p>Criterion D: Using language</p>

Statement of Inquiry What are the big ideas? What do we want our students to retain for years into the future?	
Exploring different genres for a purpose , strengthens relationships and allows for change .	

Inquiry Questions
Factual: What are the different text types in the non-fiction genre ? Conceptual: How can meaningful communication be used to develop contrary or opposing arguments? Debatable: How are identities and relationships communicated in non-fiction texts?

Formative and Summative Assessments
Formatives- <ul style="list-style-type: none"> Analyzing a passage (Crit A B D)- September 3rd Comparing & Contrasting a text with a multimedia text (Crit A,B,D)- September 17th Writing a speech/letter/news article (Crit C D)- October 1st Summative- 3-part eAssessment-like exam (A B C D) – October 15th

Your Angel has the Answer

You will receive your Free Angel Reading, with your Guardian Angel's 30 days Predictions my-angel-reading.com

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World Religion News

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RELIGIONS

FEATURED CONTRIBUTORS

VIDEO

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OPINION

HISTORY MADE IN HIJAB: NEW YORK FASHION WEEK 2016

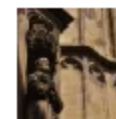
19 SEP 2016 POSTED BY [ALISON LESLEY](#)

IN A HISTORIC EVENT, THE NYFW CATWALK WAS ROCKED WITH A HIJAB COLLECTION BY INDONESIAN DESIGNER ANNIESA HASIBUAN.

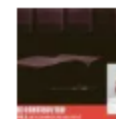
Even as news of controversies surrounding the hijab is on a steady rise from all corners of the world, a Muslim fashion designer has given the traditional Muslim attire for women an all new dimension. Designer [Anniesa Hasibuan](#) has created waves in the fashion industry with her all-new fashion range of Muslim attire in a never-before seen manner. Coming at a time when Islamophobia is high all over the world, this new fashion line gives a whole new perspective on Islam and how

search

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[The Evolutionary Tree of Religion Map by Simon E. Davies](#)

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49 per cent of Jordanian mothers do not want another child — study

National survey shows decline in fertility desire among Jordanian households

By Maram Kayed - Aug 28, 2018 - Last updated at Aug 28, 2018

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AMMAN — Forty-nine per cent of Jordanian mothers do not want to give birth again, a study carried out by the Department of Statistics (DoS) revealed on Monday, after four months of surveying more than 19,000 households across the Kingdom.

The study, which is the seventh of the Jordan Population and Family Health Survey (JPFHS), took place between October 2017 and January 2018, with the aim of "providing comprehensive data on fertility and mortality, family planning, and maternal and child health and nutrition", according to





Interdisciplinary learning

In the MYP interdisciplinary learning is defined as the process by which students come to understand knowledge and ways of thinking from two or more disciplines or subject groups to create a new integrated understanding.



Service as Action

Using the curriculum, students are guided to take actions that can serve their community

Projects



- **G8 – Community Project**
- **G9 /10 – Personal Project**

The Role of the Library

Research Databases:
JSTOR, Britannica
School, Science Today
and more



Help with Academic
Honesty in the MYP



Information and Media
Literacy



Encourage reading for
personal growth

MYP Subjects

At the IAA we do:

**Both Arabic and English
Language and Literature**

**Arabic and Spanish
Language Acquisition**

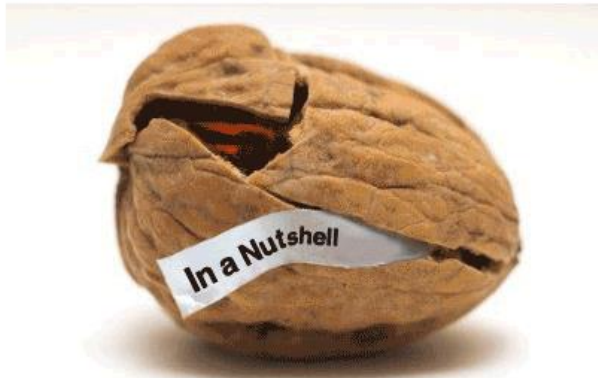
**Arabic and English
Individuals and Societies**

**From G9 – discrete or
integrated sciences**

Visual Art, Music and Drama



In a nutshell...



- **MYP is about inquiry-based learning using big ideas**
- **It is not about memorizing content**
- **As a teacher you need to find ways to get students to “unpack” these ideas in the classroom.**