

An Introduction to the



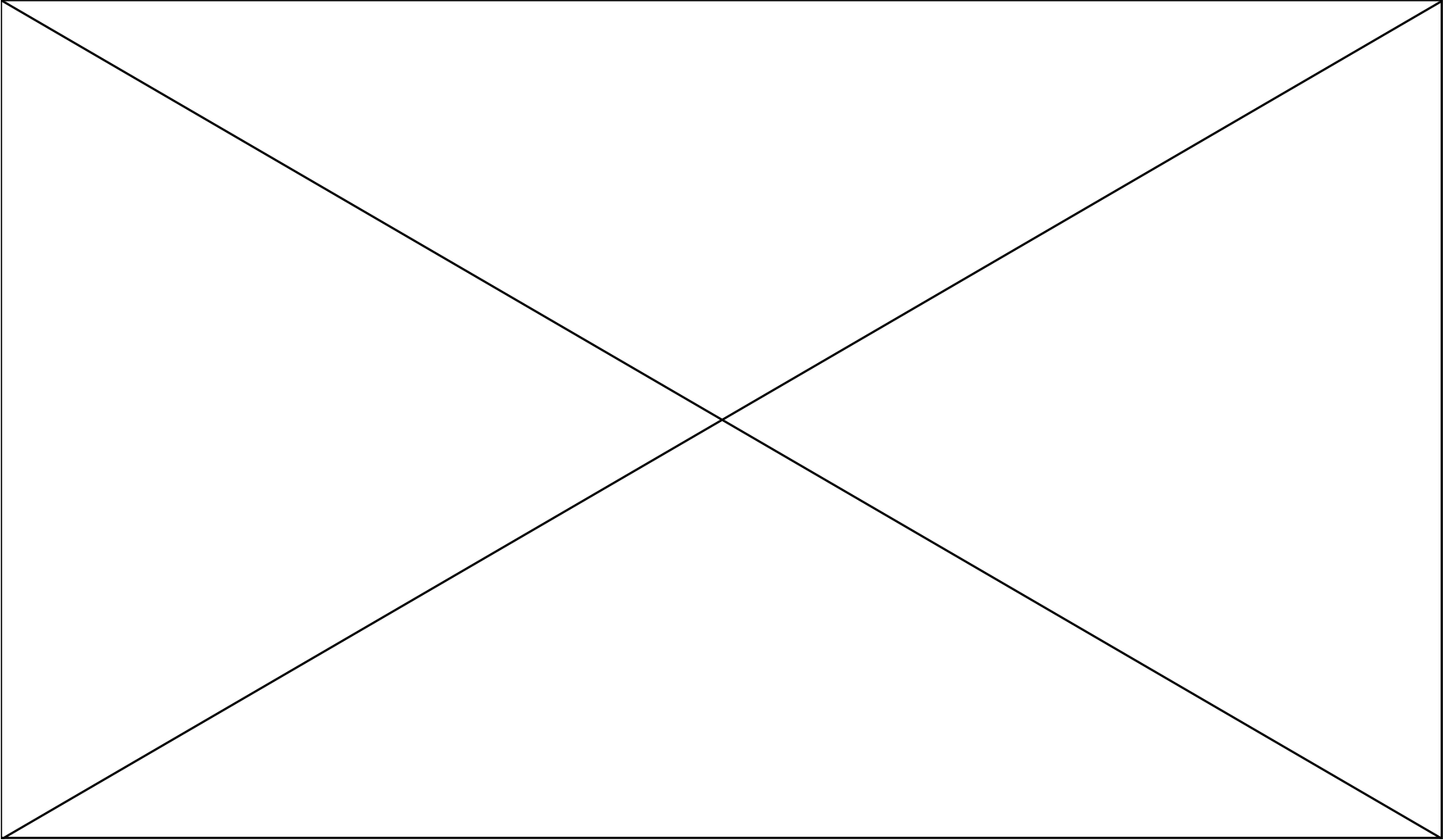
Middle Years
Programme

At



THE CODRINGTON SCHOOL
THE INTERNATIONAL SCHOOL OF BARBADOS

Video – [click link](#)

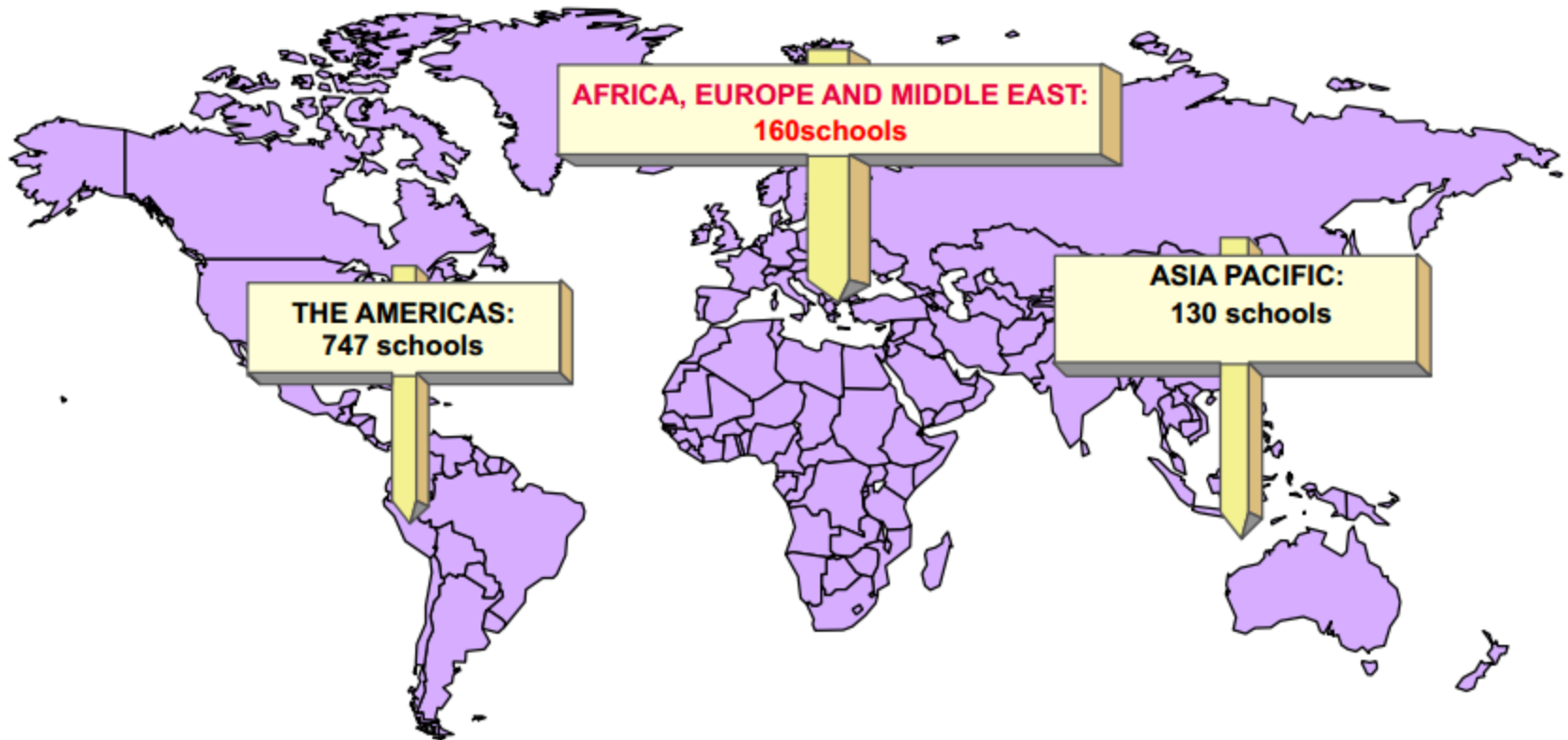


A bit of history

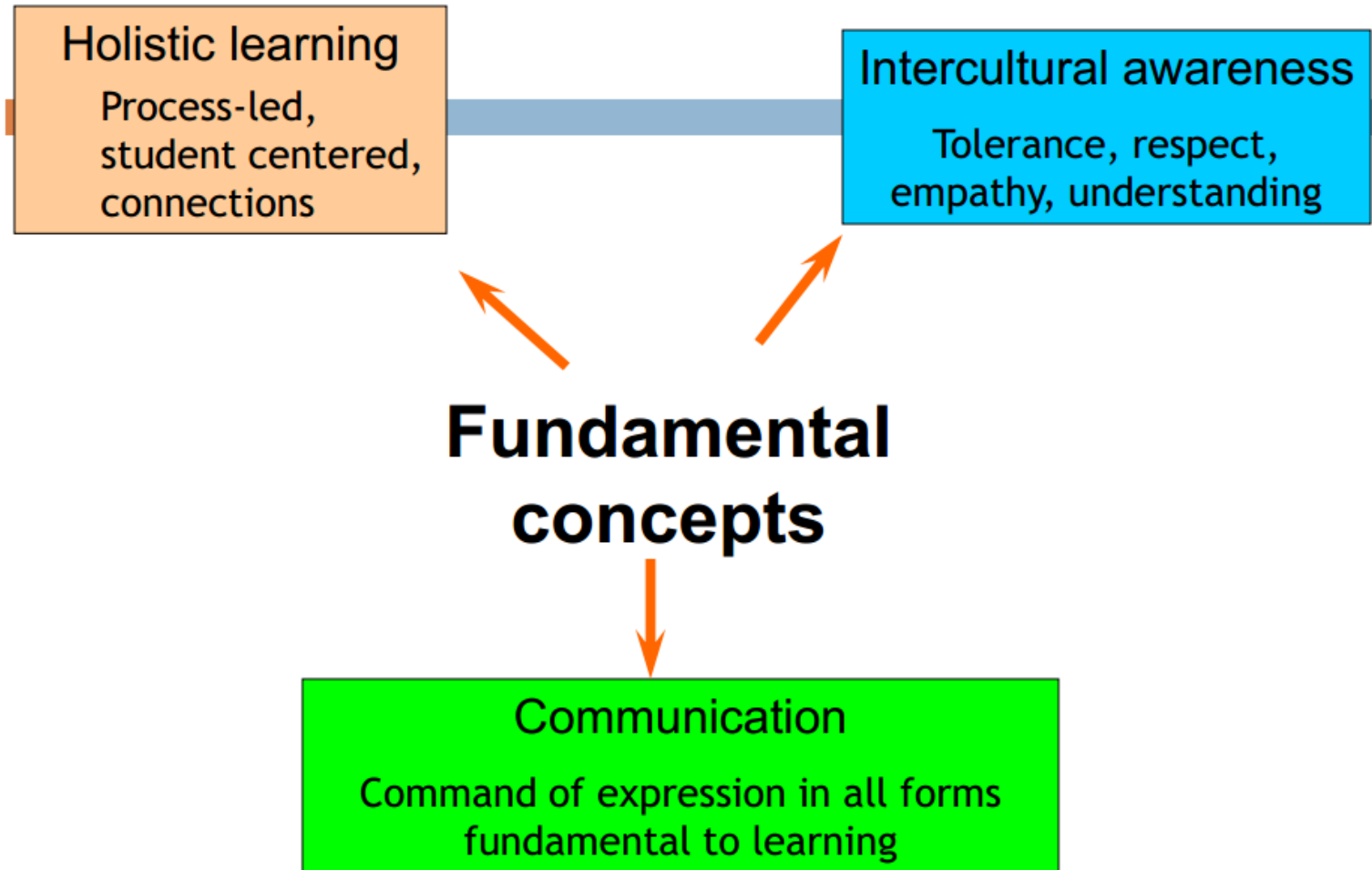
- **in 1968** — The [Diploma Programme](#) started which would "provide an internationally acceptable university admissions qualification suitable for the growing mobile population of young people whose parents were part of the world of diplomacy, international and multi-national organizations."
- **Mid 1990's** - The [Middle Years Programme \(MYP\)](#)—which adheres to the study of eight subject areas—was developed and within five years 51 countries had MYP schools.
- **1996** - The [Primary Years Programme \(PYP\)](#) was piloted in thirty primary schools on different continents, and the first PYP school was authorised in 1997, with as many as 87 authorised schools in 43 countries within five years.

MYP around the world

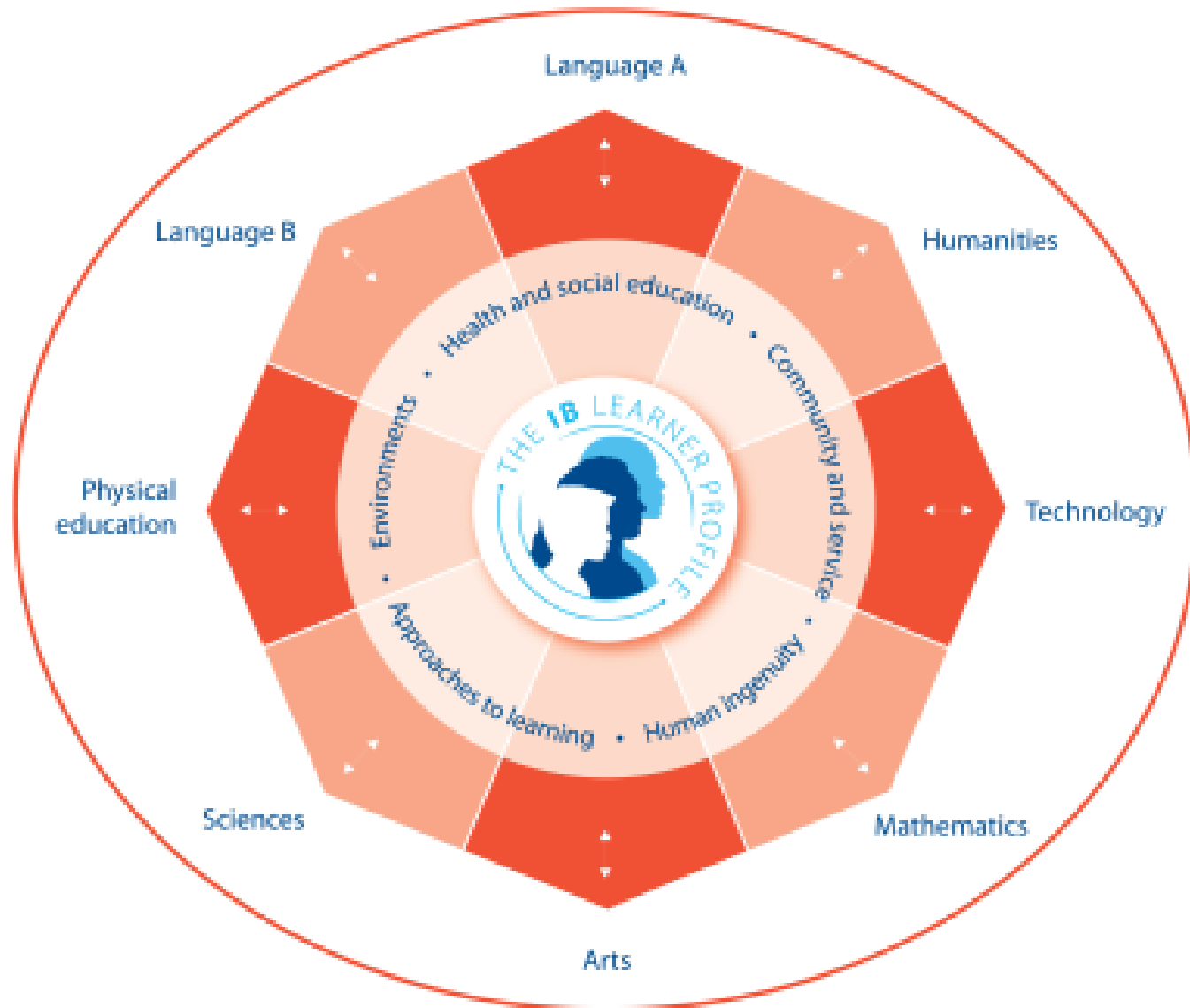
August 2011: 1037 schools (in 80 countries)
203 schools offer all 3 Programs Worldwide



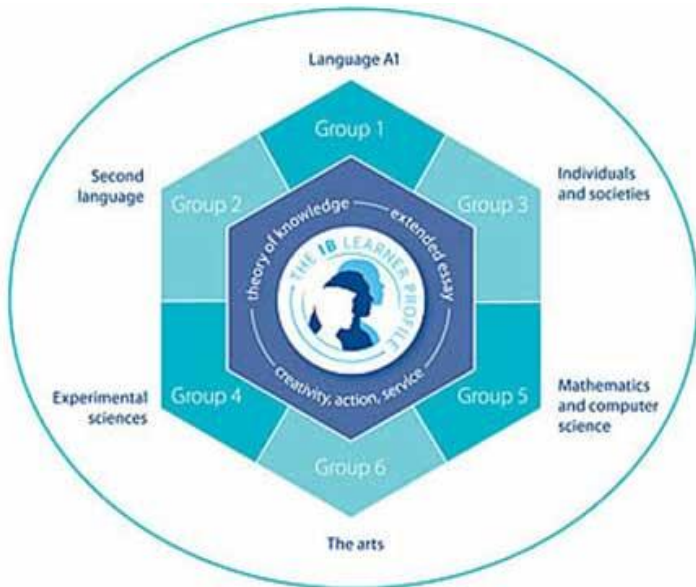
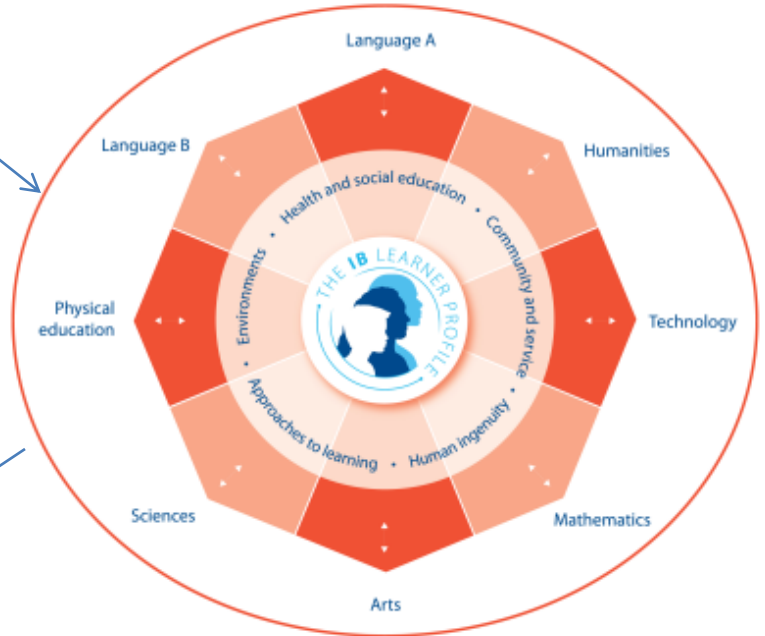
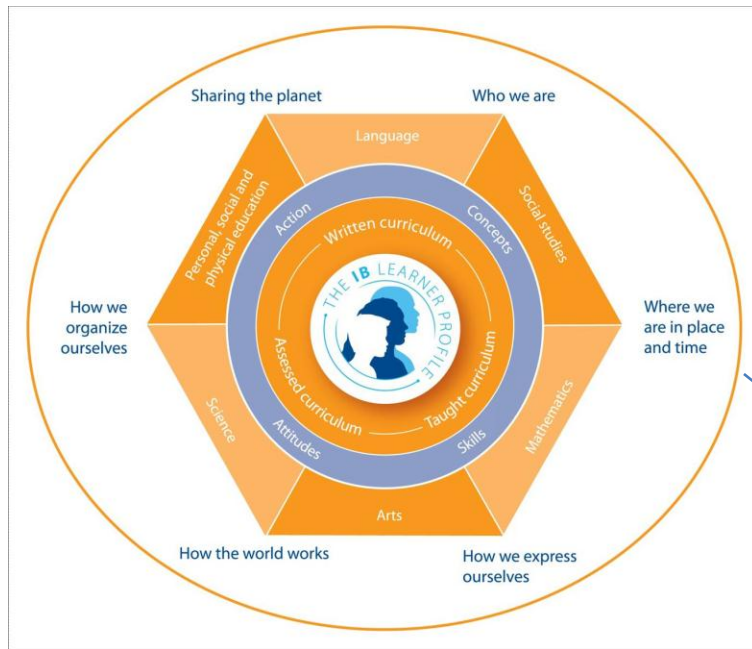
Three Fundamental Concepts Underpin The Middle Years Programme

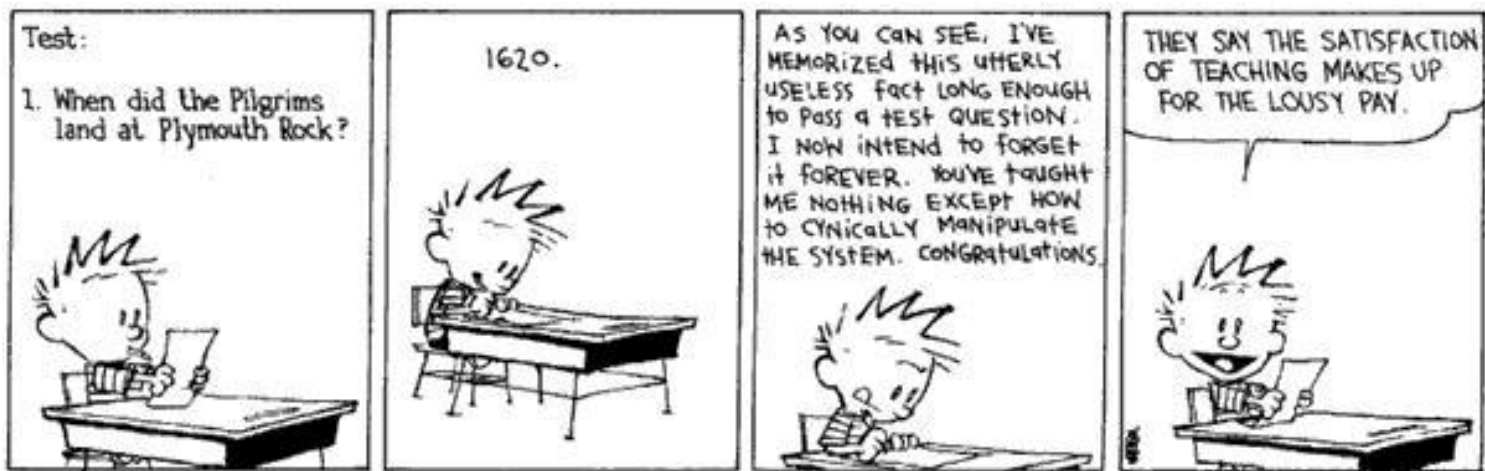


Holistic learning and the 8 Subject areas

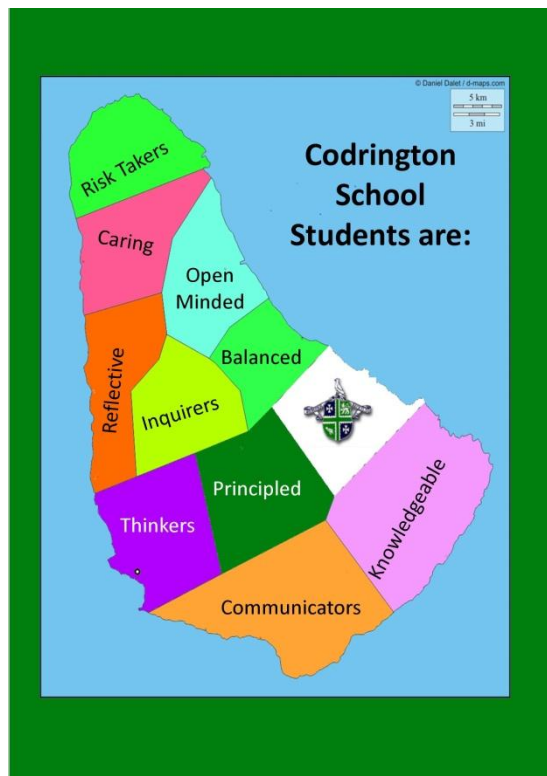


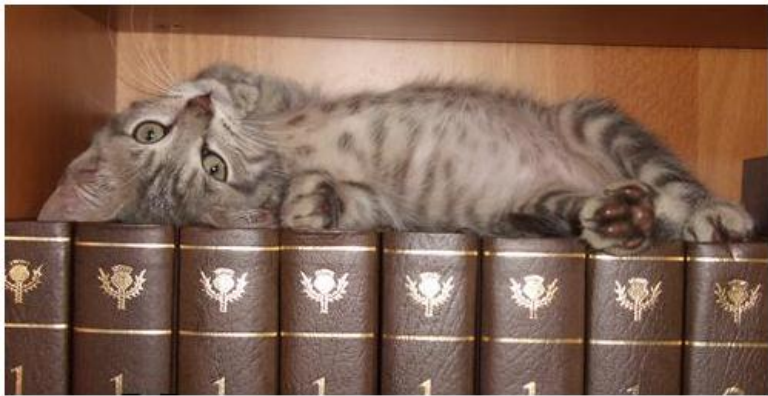
The IB Continuum





- Central philosophy is the IB learner profile





Learner profile quick quiz



WHAT HAVE I BECOME?



NICE TO MEETS YOU





THE CODRINGTON SCHOOL

THE INTERNATIONAL SCHOOL OF BARBADOS



The mission of the Codrington School is to empower all children and adults within the community to become internationally minded learners who embrace and respect academic excellence and a love of life long learning and who exemplify the traits of the IB Learner Profile.



The IB Continuum

	<u>PYP</u>	<u>MYP</u>	<u>DP</u>
All programmes require application, authorization and evaluation processes.			
All programmes require age-appropriate moderated criterion-referenced assessments.			
All programmes require inclusion of international-mindedness in the curriculum (Learner Profile).			
Culminating project	Exhibitions (PYP 8)	Personal Project (MYP 5)	Extended Essays (DP 2)
Transdisciplinary initiatives	Themes	Areas of Interaction	Theory of Knowledge
Action in communities	Action component of unit	Community service project	CAS

Some things a Teachers need to think about when Planning a unit?

Topic

Opportunities for Transdisciplinary links

Opportunities for inquiry

The Unit Question???

Collaboration

Areas of Interaction

Use of ICT

Previous knowledge and skills

Differentiation

Learning styles

Student Centered

Skills and knowledge needed at DP

Formative Assessment opportunities

Summative Assessment Task

Criteria to Assess

What Are The **Areas of Interaction**?

Environment	Health and Social Education	Human Ingenuity	Community and Service	Approaches to Learning
We cannot survive if we don't protect our world.	We cannot live if we aren't healthy in body, mind and soul.	We cannot improve if we can't think of creative solutions to problems or issues.	We cannot live alone so we must support each other.	And to do all this we need the right tools.

- **The Area of Interaction** will determine the slant that is taken regarding the teaching of each topic.
- They are important in developing the holistic nature of the course and allowing students to see the links between different disciplines.

- **Environment**
- Is the palm tree environmentally friendly ?
(Geography)

Human Ingenuity
What role has the palm had in its effect on music and dance.
(Music)



Community and Service

How can palm trees be used in peoples lives? (Technology)

Health and Social Education

A coconut a day keeps the doctor away. Is this true?
(science)

Or form an inter-disciplinary unit using one Area of interaction and more than 1 subject area, maybe even all....

Approaches to Learning

This is a common Area of Interaction that occurs within all topics that are taught... They involve the issues of how do we learn best.

Skills such as technology use, organisation, collaboration, communication and reflection

Your Turn



Tourism in Barbados

Criterion Referenced Assessment

Students are not assessed in terms of their level compared to others in the class, but against set criteria.

In Reports you will see reference to Criteria.

During units, students are assessed summatively and formatively in order to reach certain levels and to obtain an overall grade

Note – the sum of the criteria will determine the final achievement grade

MYP Music

Second Reporting Period 2011/12

Students began the reporting period with the unit 'Oldie but Goodie' - an exploration of what qualities make some songs/pieces of music last long past the time in which they were created. Students explored both the cultural and historical contexts of music as well as compositional techniques in popular music forms. In the latter half of the reporting period, students explored how musicians use the natural world for inspiration as they created original instrumental compositions using specific composition techniques. Using the local environment as their main source, students focussed on highlighting one specific environmental issue through their composition. Students continued to use Composition software - both sequencing and notation - as tools for music composition. Skills and content covered included melody writing and the use of motifs, the use of rhythmic devices, effective instrumentation, and use of musical textures. Students reflected throughout the compositional process.

	Always	Often	Sometimes	Concern	N/A
Works to best ability	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organised and prepared	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participates in class and group work	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Punctual	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows responsible behavior	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completes homework and assessments	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teacher Comment

Is a very open-minded student and her personal interest in the subject has lead her to often complete research beyond the requirements, which has helped her to inform her own work and has added to the classroom experience for her peers. During this reporting period, in her exam, she was able to demonstrate satisfactory knowledge and understanding of the Circle of Fifths, Key signatures, Triads, the Baroque and Classical periods and Analysis based on Musical Elements. In the latter composition unit, she was able to demonstrate some knowledge of composition techniques, and able to apply those techniques satisfactorily to create an original piece. She developed her musical ideas to a point of somewhat successful realization and ably expressed and communicated her artistic intentions. has been able to reflect on her own musical development and processes at different stages of her work. She has used feedback consistently and effectively to inform her musical development and processes. Whilst has often shown commitment in using her own artistic processes, it has not been uncommon for her to 'lose faith' and want to 'give up' on a task because she finds it challenging. I encourage to aim to apply herself to her studies in a disciplined manner, not with the expectation of instant gratification, but seeking the sure success that comes with steady and consistent trial. I wish her all the best as she moves on.

Subject Criteria	Maximum Level	Level Achieved	Overall Achievement Grade
Criterion A: Knowledge and Understanding	8	4	5
Criterion B: Application	10	6	
Criterion C: Reflection and evaluation	8	7	
Criterion D: Personal engagement	8	5	
Criteria Level Total	34	22	

Overall Achievement Grade	1	2	3	4	5	6	7
Obtained by referring to following boundaries	0-3	4-8	9-13	14-20	21-25	26-30	31-34

An Example from Humanities

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating	Maximum 8
Criterion C	Thinking critically	Maximum 8
Criterion D	Communicating	Maximum 8

Interim Objectives – Levels for MYP3

Criterion A: Knowing and understanding

Maximum: 8

Students should be able to:

- use humanities terminology in context
- demonstrate knowledge and understanding of subject-specific content and concepts, appropriate to the age level, using descriptions, explanations and examples.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> • makes a limited attempt to use some relevant terminology • demonstrates basic knowledge and understanding of content and concepts through some descriptions and/or examples.
3–4	The student: <ul style="list-style-type: none"> • uses some humanities terminology appropriately • demonstrates knowledge and understanding of content and concepts through simple descriptions, explanations and examples.
5–6	The student: <ul style="list-style-type: none"> • uses relevant humanities terminology accurately • demonstrates good knowledge and understanding of content and concepts through descriptions, explanations and examples.
7–8	The student: <ul style="list-style-type: none"> • uses a range of humanities terminology accurately and appropriately • demonstrates detailed knowledge and understanding of content and concepts through thorough descriptions, explanations and examples.

Objectives – Levels for MYP 4 and 5

Criterion A: Knowing and understanding

Maximum: 8

Students should be able to:

- use humanities terminology in context
- demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> • makes a limited attempt to use some relevant terminology • demonstrates basic knowledge and understanding of content and concepts with simple descriptions and/or examples.
3–4	The student: <ul style="list-style-type: none"> • uses terminology that is accurate and/or appropriate • demonstrates knowledge and understanding of content and concepts through adequate descriptions, explanations or examples.
5–6	The student: <ul style="list-style-type: none"> • uses a range of terminology accurately and appropriately • demonstrates good knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.
7–8	The student: <ul style="list-style-type: none"> • uses a wide range of terminology accurately and appropriately • demonstrates detailed knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.

ASSESSMENT CRITERIA FOR MYP SCIENCES

DO YOU KNOW WHAT IS EXPECTED OF YOU IN YOUR ASSESSMENTS?

CRITERION	WHAT DOES IT MEAN?	EXAMPLE ACTIVITIES
A: ONE WORLD	How does Science affect the world we live in? How can we use Science to help? What are the moral and ethical implications of Science?	Essays, presentations, reading news reports, research, discussions/ debates, interviews
B: COMMUNICATION IN SCIENCE	Can I make other people understand what I mean when I talk/ write about Science? Can I present my knowledge of Science in different media?	Essays, presentations, reports, demonstrations, creative ideas, posters, animations or movies.
C: KNOWLEDGE AND UNDERSTANDING IN SCIENCE	Do I know the important facts? Can I understand essential concepts? Can I show evidence of my learning in Science?	Tests, clear notes, mind maps, concept maps, discussions, interviews
D: SCIENTIFIC INQUIRY	Do I make reasonable hypotheses, based on clear aims? Do I understand and can I control variables? Can I plan an effective, fair experiment?	Generating problems and designing experiments or methods to test ideas and theories.
E: PROCESSING DATA	Can I display my results clearly? Can I process numerical data appropriately? Can I draw conclusions consistent with the results? Do I evaluate my method to look for improvements?	Collecting and using results, producing graphs, interpreting data from any source.
F: ATTITUDES IN SCIENCE	Do I work safely and efficiently? Do I work ethically and considerately? Can I work independently and as part of a team?	Every aspect of Science - practicals, group work, field work, assignments.

A Summary Of The MYP Assessment Criteria

	Arts	Humanities	Language A	Language B	Mathematics	Physical Education	Sciences	Technology	Personal Project (Grade 10 Only)
Criterion									
A	Knowledge and understanding	Knowing and understanding	Content	Oral communication	Knowledge and understanding	Use of knowledge	One world	Investigate	Use the process journal
	8	8	10	8	8	8	6	6	4
B	Application	Investigating	Organization	Visual interpretation	Investigating patterns	Movement composition	Communication in science	Design	Define the goal
	10	8	10	8	8	6	6	6	4
C	Reflection and evaluation	Thinking critically	Style and language mechanics	Reading comprehension	Communication in mathematics	Performance	Knowledge and understanding of science	Plan	Select sources
	8	8	10	8	6	10	6	6	4
D	Personal engagement	Communicating		Writing	Reflection in mathematics	Social skills and personal engagement	Scientific inquiry	Create	Apply information
	8	8		8	6	8	6	6	4
E							Processing data	Evaluate	Achieve the goal
							6	6	4
F							Attitudes in science	Attitudes in technology	Reflect on learning
							6	6	4
G									Report the project
									4

Source: AIS Lima

Community and Service

- This is an essential thread in the IB which crosses all 3 programmes.

Expected commitment.

MYP1/ 2	MYP 3/ 4	MYP 5
30 hours	40 hours	50 hours

- Some chances to gain hours will be provided by the school in community time and also the Interact club.
- students also need to aim to gain hours outside of school through their own efforts.



Personal Project in MYP 5

- A Mandatory requirement for Myp 5
- An opportunity for students to create, design, build, discover, research, and/or invent what they are interested in or passionate about.
- Involves creating and following through a project.
- The most important aspects are the process journal and the reflection on all aspects of the project.



PositiviTee's



Designed by Ella Worme

Some Examples

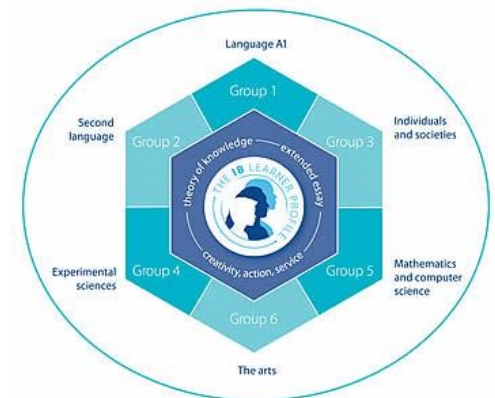
- Writing a children's book,
- Designing purses, or dresses for graduation.
- Writing a cook book,
- A website for your favorite soccer team
- Creating a beginners guide to photography.
- My Basketball magazine
- A business plan for a teenager credit card,
- Constructing a playground for special needs children,
- Art classes for Primary students.
- Designing clothes and setting up a company

What Happens at the End of MYP

- For the last two years – in MYP 4 and 5, the levels for all subjects are added to the **student transcript** twice a year.
- The final level of the student will be recorded in the MYP students transcript and MYP certificate.
- Students will need to complete all the mandatory **Community and Service** requirements and complete the **Personal Project** satisfactorily.
- On completion of the above criteria at the end of MYP5, the student will receive a *Codrington MYP Certificate* with the levels obtained in each subject, and attainment in C & S and PP.

Moving on to the Diploma Programme

- It is expected that to enter into a higher level subject a level 5 should be obtained at MYP
- To enter into a Standard level subject a level 4 should be obtained.
- Students who have not completed the mandatory personal project or Community and Service will not be allowed on to the programme.



Assessment Policy and Procedures

- Students will be assessed formatively (during the course of the unit) and summatively (at the end).
- Each summative assessment will assess students attainment in one or more of the criterion.
- Each criterion should be assessed at least twice a year.
- Assessments should be the students own work or the work of a collaborative team.
- Communication is a criterion for all disciplines. The principle of Academic honesty and citing sources should always be stressed.
- Assessments will be sent home for parents to comment on.
- All assessments should be reflected on by students.

Homework Policy and Procedures

- There is a homework timetable for each year group – this acts as a guideline for teachers to assign homework.
- For some short tasks these may be expected by the next day but for most homework students should be given more time.
- Any issues relating to homework should be put into the student planner.
- The aim is for outlines of work, assessments and some homework to be available on school Moodle site by the end of this academic year.

	MYP 1 and 2	MYP 3	MYP 4 and 5
Language A	✓	✓	✓
Language B french	✓	✓	✓
Language B Spanish	✓	✓	✓
Music	✓	✓	✓ Choice music or visual arts
Visual Arts	✓	✓	
Drama		✓	✓
PE	✓	✓	1 practical, 1 lesson theory
Humanities	✓	✓	2 lessons History 2 lessons Geography
Science	✓	✓	Biology
Maths	✓	✓	✓
Technology	✓	✓	✓