

Suggested MYP Unit Flow		Example Unit: Durations
Inspiration and Inquiry - mostly teacher directed with student input in the inquiry where possible		
Examples of activities/unit content	MYP Criteria	Knowledge, Skills, Personal Engagement, values and perspectives, Durations (incl. Map, etc.)
- Topic generation/evocation - Generate inquiry questions - Values Thinking Routine - Mind Mapping	A	
Skills and Knowledge - mostly teacher directed		
Examples of activities/unit content	MYP Criteria	Automation and Cognitive Competence, challenges/opportunities, demonstrations, investigations, information to challenge, knowledge/skills for analysis of relevant artefacts, etc.
- Research/Critical Investigation - Visual Analysis - Skills/techniques/Processes, Workshopping - Teacher demonstrations - Expertise and - Small assignments	A, B, C B+	
Design and Plan - students begin to direct their own work		
Examples of activities/unit content	MYP Criteria	Design Challenge: Create a relevant artwork in response to the statement of inquiry. Planning potential artwork and getting feedback.
- Design Challenge - Brainstorming artwork - Research to inform ideas - Initial ideas - Initial idea Critique - Peer feedback - Teacher feedback	Ba C	
Create and Develop - students direct their own work as much as is appropriate for age group		
Examples of activities/unit content	MYP Criteria	Students carry out experiments and processes to develop their relevant artwork, getting feedback as they go.
- Skills/techniques/Processes - Expertise and Research - Review/Refine - Document Process - Rough Draft - Rough Draft Critique	C	
Present and Reflect - balance of teacher direction and student autonomy		
- Reflection on unit and final artwork - Self assessment - Unit evaluation - Presentation/Duration of work and/or art journal - Exhibition tests	D, E, B	Students display their relevant artwork and explain with a short exhibition text. They reflect on and assess their work and growth throughout the unit.

Myp Language Arts Unit Plans

Marc Abrioux, Jill Rutherford

A red circular graphic with a gradient, appearing as a partial circle or a thick arrow pointing to the right, located to the right of the authors' names.

Myp Language Arts Unit Plans:

MYP - New Directions Jeff Thompson, Judith Fabian, Mary Hayden, 2016-06-01 The new IB Middle Years Programme MYP curriculum for 11 to 16 year olds came into effect in September 2014 and will strengthen the IB's continuum of learning This edited collection will provide support for all those involved in the current period of preparation for implementation of the new programme The chapters are written by experienced practitioners from a range of relevant standpoints about different aspects of the MYP MYP New Directions examines the changes to the programme that have been introduced as well as those that are currently in progress and highlights challenges and opportunities for the future Contributors Judith Fabian Conrad Hughes Alexandra Holland Lance King Marjorie Lope Patricia Villegas Gareth Hegarty Hege Myhre Michael Huber Oyndrilla Mukherjee Anthony Hemmens and Gillian Ashworth

Teaching Chinese Language in the International School

Context Jia-Fei Hong, Chung-Mou Si, 2023-11-29 This book explores the learning and teaching of K 12 Chinese language in international schools The authors of this book are scholars from teaching training institutions and universities as well as professional frontline teachers With a combination of the works and insights from both perspectives of theory and practice the book presents how theories of teaching can be operated in classroom to improve the effectiveness of language teaching It covers curriculum setting design of teaching materials teaching principles methods strategies and evaluation The book also discusses issues and concepts such as concept driven learning identity change and recognition of L1 and L2 Chinese teacher pinyin teaching Chinese character teaching evaluation for learning improvement and integration of South Asian non Chinese speaking students into local schools It emphasizes empirical action research methods This is a highly informative and carefully presented book providing high value insights to scholars from university and teacher training institutions and teachers from kindergartens primary and secondary schools around the world

Language and Literature for the IB MYP 4 & 5 Gillian Ashworth, 2019-02-18 The only series for MYP 4 and 5 developed in cooperation with the International Baccalaureate IB Develop your skills to become an inquiring learner ensure you navigate the MYP framework with confidence using a concept driven and assessment focused approach to Language and Literature presented in global contexts Develop conceptual understanding with key MYP concepts and related concepts at the heart of each chapter Learn by asking questions with a statement of inquiry in each chapter Prepare for every aspect of assessment using support and tasks designed by experienced educators Understand how to extend your learning through research projects and interdisciplinary opportunities

Language and Literature for the IB MYP 2 Zara Kaiserimam, 2018-04-03 A concept driven and assessment focused approach to Language and Literature teaching and learning Approaches each chapter with statements of inquiry framed by key and related concepts set in a global context Supports every aspect of assessment using tasks designed by an experienced MYP educator Differentiates and extends learning with research projects and interdisciplinary opportunities Applies global contexts in meaningful ways to offer an MYP Language and Literature programme with an internationally

minded perspective Teaching, Learning, and Leading with Schools and Communities Amy J. Heineke, Ann Marie Ryan, 2018-09-21 Re envisioning the role impact and goals of teacher education programs this volume immerses readers in the inner workings of an innovative field based teacher preparation program in Chicago Grounded in sociocultural theory the book documents how teacher educators school and community partners and teacher candidates in the program confront challenges and facilitate their students learning development and achievement By successfully and collaboratively developing instructional partnerships and embedding programs in urban schools and communities the contributors demonstrate that it is possible to break the conventional mold of teacher education and better prepare the next generation of teachers **Second Language Students in English-Medium Classrooms** Coreen Sears, 2015 This practical guide is for all teachers administrators and parents of children in international schools with students from linguistically and culturally diverse backgrounds It includes references to the latest uses of embedded technology and many exemplary strategies and resources that are becoming customary usage in international schools Introducing the IB Diploma Programme Marc Abrioux, Jill Rutherford, 2013-02-14 Schools wishing to introduce the IB diploma programme are faced with major investment in terms of time effort and money in order to become authorised This manual is a resource for schools already offering the diploma as well as for prospective diploma schools *Foreign Language Education in America* Steven Berbeco, 2016-04-08 Foreign language teaching in America today falls into three distinct fields of influence and interest public and private schools college and other post secondary programs and courses for adult learners At a time when academics and instructors in each of these fields seek to answer similar questions too few published resources recognize and address the parallels among them In response Foreign Language Education in America is an edited book with contributions that represent the diversity in foreign language education today including perspectives from elementary middle schools high schools university level courses summer programs federal government and international learning This is a practical guide to the state of the field that fills a much needed gap for scholars researchers administrators and practitioners who are looking for a resource that describes effective practices across the field **Language A for the IB Diploma: Concept-based learning** Kathleen Clare Waller, 2019-08-26 Confidently navigate the new syllabus with a variety of teaching resources to help you plan engaging syllabi timelines and lessons that are aligned to the concept based learning approach Confidently teach the two new courses with a clear overview of concept based learning and inquiry and how these can be aligned to the assessment objectives and learning outcomes Easily navigate the new courses and plan your teaching with a variety of templates timelines and charts Develop a concept based learning course with specific advice and lessons that help students understand the texts and topics more deeply Help guide students through the assessment process with advice and examples covering each assessment Learner Portfolios the Individual Oral HL Essay Paper 1 and Paper 2 *Bridging Teaching, Learning and Assessment in the English Language Classroom* Tijen Akşit, Hande Işıl Mengü, Robin Turner, 2018-11-12 Learning English as a foreign language

in any formal education context requires opportunities for learners and teachers to give and receive feedback on the teaching learning process as it is happening These opportunities could be created via various in class activities specifically designed for this purpose Teachers who create and use these diagnostic opportunities effectively detect what learners need in a timely fashion and provide remedial teaching in the right time and mode so that chances can be created for learners to improve their learning There is no one universally accepted way of how to do this however with various approaches for collecting analyzing and reviewing data for this purpose This book encapsulates the unbreakable relationship between teaching learning and assessment through a range of articles which scrutinize assessment from a wide spectrum ranging from the role of assessment in language learning to ELT teacher assessment literacy from the use of technology in classroom based assessment to practicing teachers reflections on their teacher classroom action research and from the role of the Common European Framework of Reference for Languages CEFR to empirical data analysis

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