

# 家长公开课

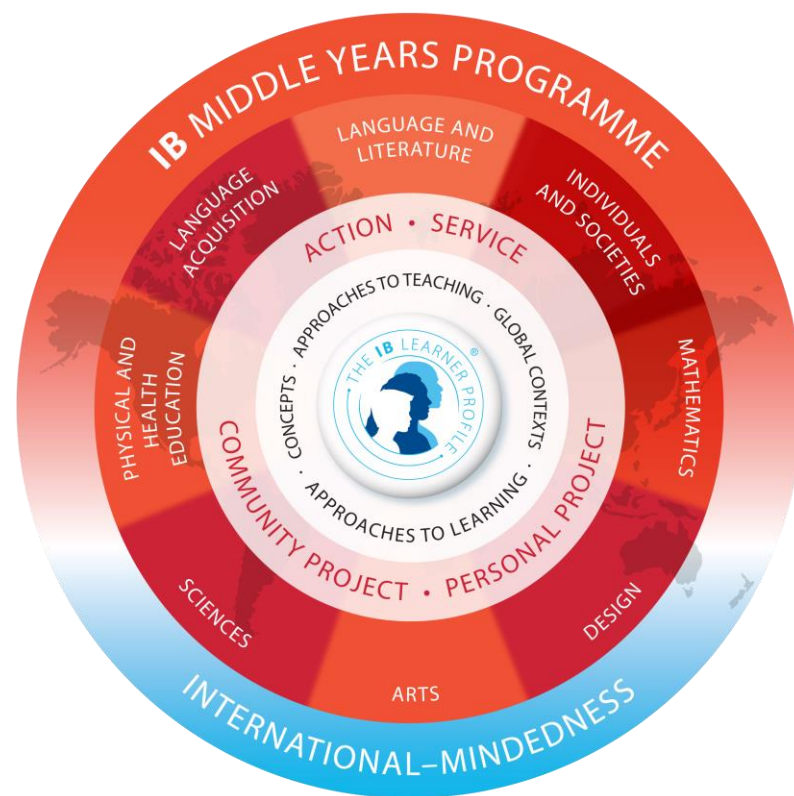
## IB课程探究和介绍

- 国际文凭组织旨在培养探究、知识渊博和有爱心的年轻人，通过跨文化的理解和尊重，以创造一个更美好、更和平的世界。
- 为此，IB与学校、政府和国际组织合作，开发具有挑战性的国际教育项目和严格的评估。
- 这些项目鼓励世界各地的学生成为积极的、富有同情心的和终身学习者，理解其他人，尽管彼此间有差异，但也可以是正确的。



# 科目

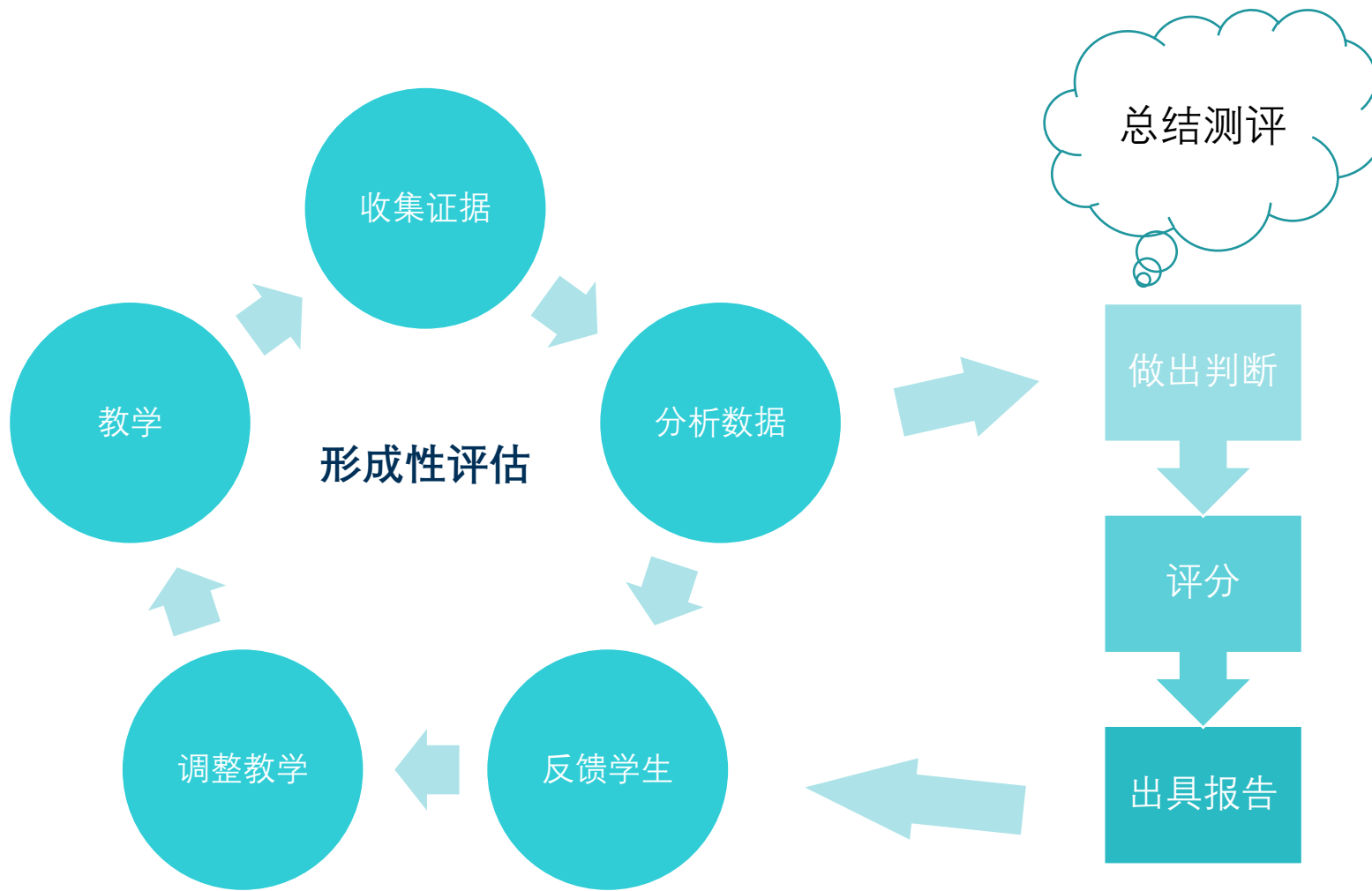
母语 (英语, 中文和韩文)	母语或语言习得 (英文, 中文, 法文和韩文)
数学	科学
个人与社会 (人文)	设计
艺术	体育



# 示例课程表

P	Monday	Tuesday	Wednesday	Thursday	Friday
1 08:45	[08:45 - 09:25]	[08:45 - 09:25]	[08:45 - 09:25]	[08:45 - 09:25]	[08:45 - 09:25]
	1 Science G06BSci Daniel Glowinski J210 Physics Lab	9 Chinese B 678ChinB1 Miss Rachel Cui E101 Staff Work Room	17 Maths G06BMaths Florencio Llave Ricohermoso F207 Maths	25 PHE 6ABPHE Mr Tom Mccabe B103 Teaching Area	33 ATL G06ATLS Samuel Hyman F212 EAL / Chinese
2 09:25	[09:25 - 10:05]	[09:25 - 10:05]	[09:25 - 10:05]	[09:25 - 10:05]	[09:25 - 10:05]
	2 Science G06BSci Daniel Glowinski J210 Physics Lab	10 Chinese B 678ChinB1 Miss Rachel Cui E101 Staff Work Room	18 Maths G06BMaths Florencio Llave Ricohermoso F207 Maths	26 PHE 6ABPHE Mr Tom Mccabe B103 Teaching Area	34 Science G06BSci Daniel Glowinski J210 Physics Lab
3 10:20	[10:20 - 11:00]	[10:20 - 11:00]	[10:20 - 11:00]	[10:20 - 11:00]	[10:20 - 11:00]
	3 Humanities G06BHum Mr Jarrett Brown F208 English / I&S	11 English A G06EngA Katie Pass E104 Biology	19 Art G06BArt Kirsty Natasha Mary Huskisson J301 Art Studio	27 Music G06BMus Mark Femia J304 Music Room	35 Maths G06BMaths Florencio Llave Ricohermoso F207 Maths
4 11:00	[11:00 - 11:40]	[11:00 - 11:40]	[11:00 - 11:40]	[11:00 - 11:40]	[11:00 - 11:40]
	4 Humanities G06BHum Mr Jarrett Brown F208 English / I&S	12 English A G06EngA Katie Pass E104 Biology	20 Art G06BArt Kirsty Natasha Mary Huskisson J301 Art Studio	28 Music G06BMus Mark Femia J304 Music Room	36 Maths G06BMaths Florencio Llave Ricohermoso F207 Maths
5 11:40	[11:40 - 12:30]	[11:40 - 12:30]	[11:40 - 12:30]	[11:40 - 12:30]	[11:40 - 12:30]
	5 Design G06BDes Noor Qadri F112 Design / STEAM	13 Maths G06BMaths Florencio Llave Ricohermoso F207 Maths	21 Science G06BSci Daniel Glowinski J210 Physics Lab	29 English A G06EngA Katie Pass E104 Biology	37 Design G06BDes Noor Qadri F112 Design / STEAM
6 13:15	[13:15 - 14:05]	[13:15 - 14:05]	[13:15 - 14:05]	[13:15 - 14:05]	[13:15 - 14:05]
	6 Chinese B 678ChinB1 Miss Rachel Cui E101 Staff Work Room	14 PHE 6ABPHE Mr Tom Mccabe B103 Teaching Area	22 Science G06BSci Daniel Glowinski J210 Physics Lab	30 Humanities G06BHum Mr Jarrett Brown F208 English / I&S	38 Design G06BDes Noor Qadri F112 Design / STEAM

# MyP 是如何进行学生课业评估的？



## 最终成绩

- 1-7分（1分为最低分，7分为最高分）

## 4项考核基准

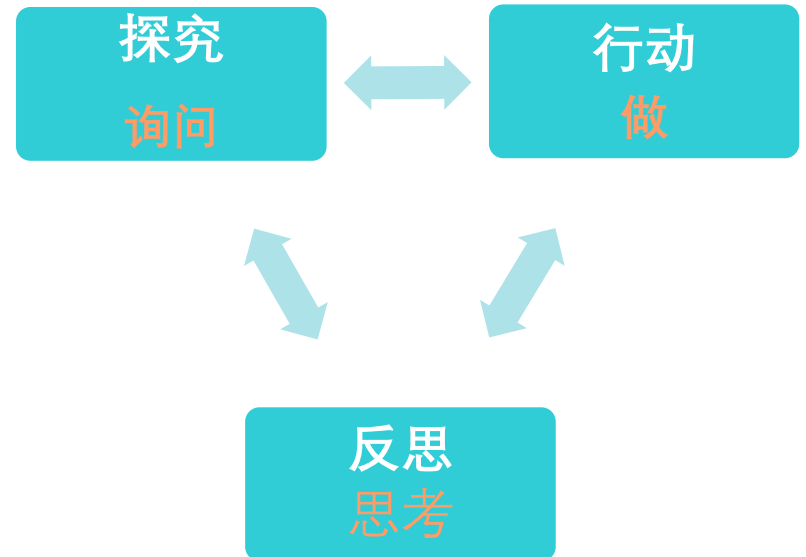
- 1-8分（1分为最低分，7为最高分）
- 满分32

## MYP general grade descriptors

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

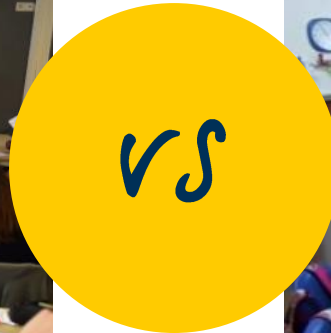
Schools using the MYP 1-7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1-7.

Grade	Boundary guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	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.
3	10-14	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.
4	15-18	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.
5	19-23	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.
6	24-27	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.
7	28-32	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.



## 内容

## 探究





	传统形式的课堂	基于探究形式的课堂
优势	<ul style="list-style-type: none"><li>• 标准：每一位学生学习相同的材料</li><li>• 适合单一性的文化社区</li></ul>	<ul style="list-style-type: none"><li>• 学生为主导驱动—关注兴趣和技能学习</li><li>• 国际化思维</li><li>• 项目教学</li><li>• 学生个性化</li></ul>
劣势	<ul style="list-style-type: none"><li>• 教师为主导驱动</li><li>• 没有时间关注学生的兴趣</li></ul>	<ul style="list-style-type: none"><li>• 传统思维的群体会感到一些困惑</li><li>• 有时辅导协助会感到没有太大帮助</li></ul>
课堂环境	<ul style="list-style-type: none"><li>• 学生看着老师</li><li>• 通常测试作为评估</li><li>• 通常比较安静</li></ul>	<ul style="list-style-type: none"><li>• 学生在小组中会积极解决问题</li><li>• 有时候课堂上会有点吵，并且在旁观者看来课堂会有些混乱</li></ul>

- 探究问题：我如何在家里帮助到孩子
- 行动：你会采取什么步骤？
- 你们的小组一起讨论，并且写出你们的结论

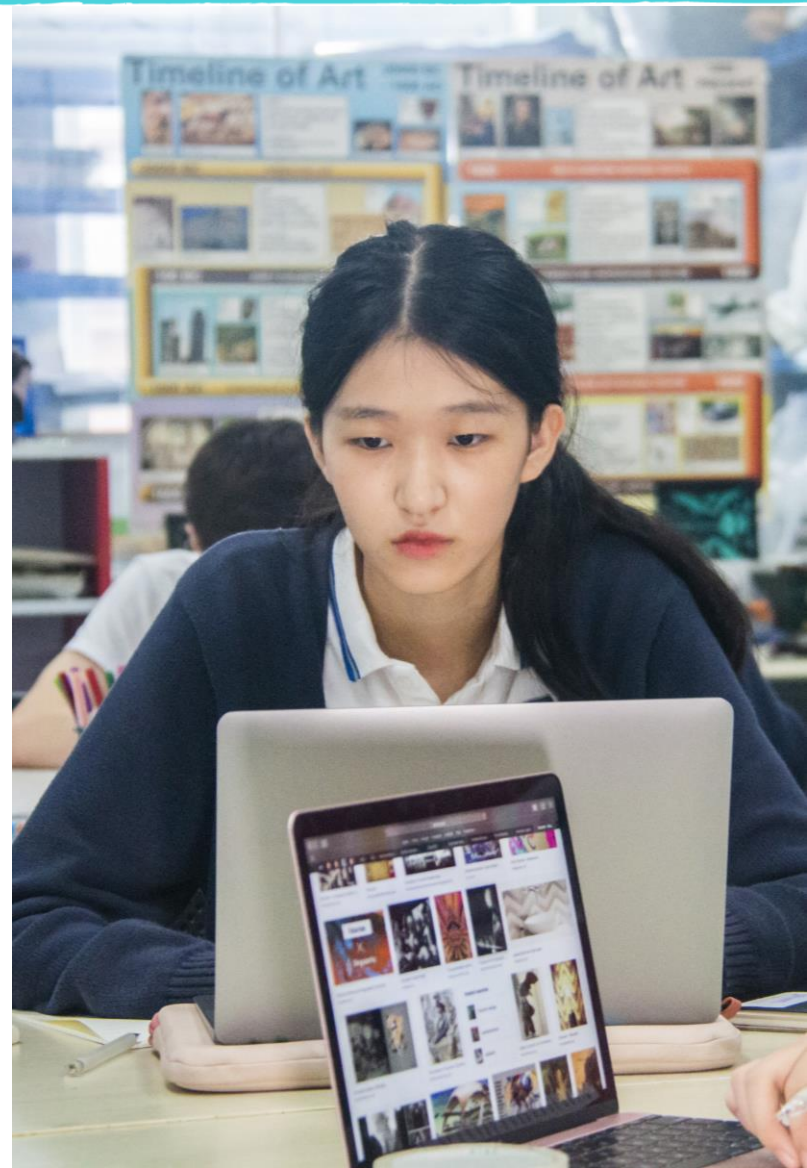


- 问孩子一些问题：
- 和我们解释一下你的（科学）评估过程
- 当你在学习这一主题时，你有什么问题吗？
- 下一次你会有不同的做法吗？



学生对未来有什么期望？

因此，学校会让学生做好哪些准备？





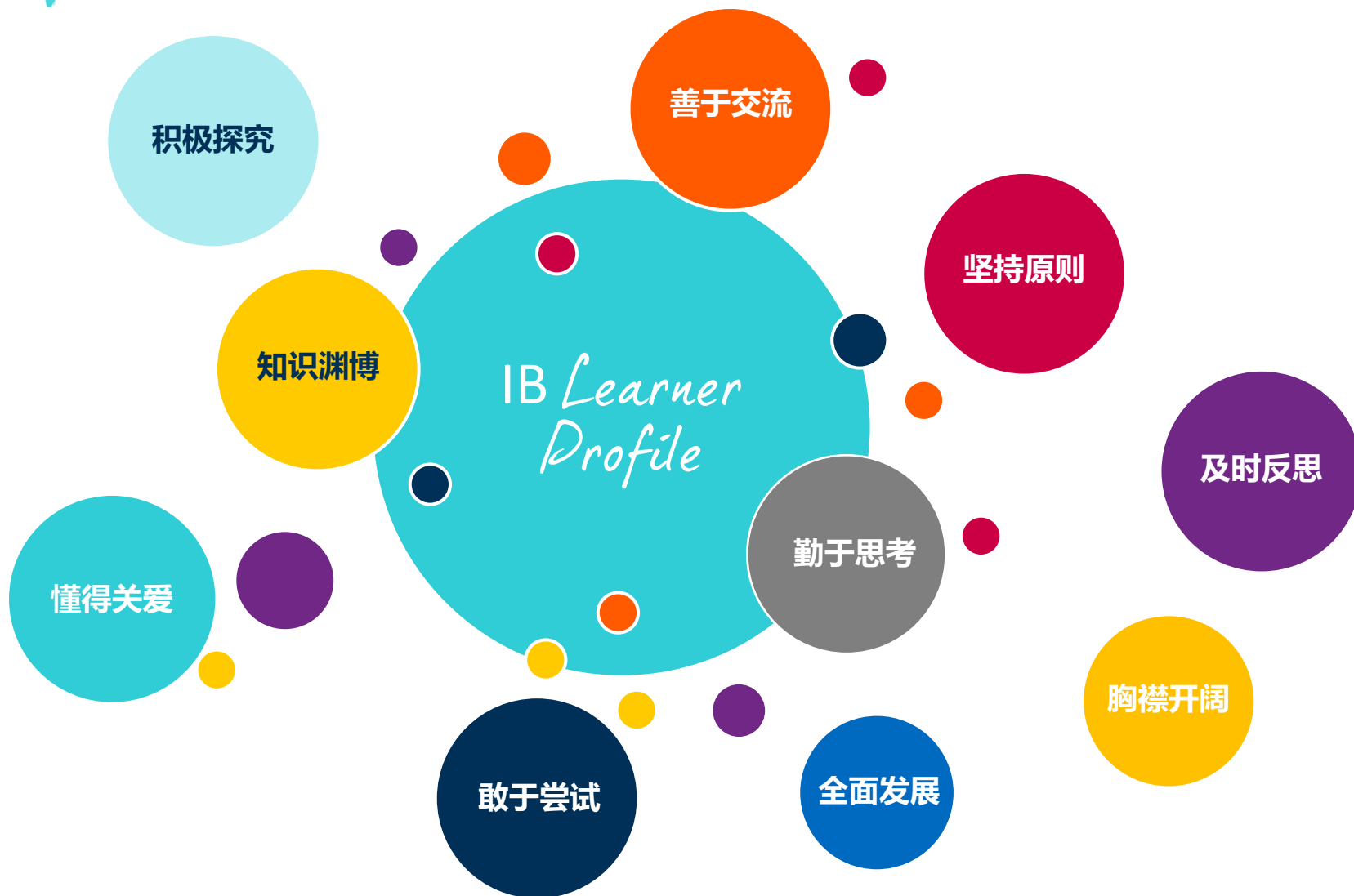
自我管理	<ul style="list-style-type: none"><li>• 了解孩子每天需要花费多少时间完成作业</li><li>• 确保孩子有条理的整理自己的作业</li><li>• 孩子们能够很好的平衡自己的生活吗（文化学习，运动，课外活动）</li><li>• 确保孩子们反思自己的选择，并询问他们</li></ul>
思考	<ul style="list-style-type: none"><li>• 和孩子一起探讨，对于某一件事他们是如何得出的结论</li><li>• 鼓励孩子尝试不一样的事情，或者用创造性的思维去思考</li></ul>

调查	<ul style="list-style-type: none"><li>• 询问孩子最近学习的一些主题并和他们一起在网上多查询一些相关资料</li><li>• 带孩子去相关的地方激发兴趣/调查</li></ul>
社交	<ul style="list-style-type: none"><li>• 询问孩子是如何和同学们共同协作的，以及和他们探讨同情心和同理心</li><li>• 提及每个人都有不同的个性，并思考人们是如何与他人互动的</li></ul>
沟通	<ul style="list-style-type: none"><li>• 让孩子在你面前练习演讲</li><li>• 确保他们准备好了演讲稿和信息</li><li>• 考虑听众和交流目的</li></ul>



focus evidence  
planning reflection inquiry **Project** present  
challenge **Personal** creativity  
understanding development analysis  
support time management  
**MYP** **Personal** demonstrate techniques goals information  
interaction learning commitment presentation strengths process  
organization skills





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谢谢您！