



NORTHBRIDGE INTERNATIONAL SCHOOL
CAMBODIA
A NORD ANGLIA EDUCATION SCHOOL

Welcome Parents

Introduction to MYP Curriculum

Be Ambitious



Agenda:

My name is Donna Watson- MYP Coordinator

- The meaning of concept-based vs content-based teaching
- How subject groups are structured to align the MYP and DP
- Q and A

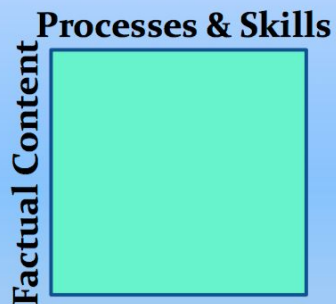
Q & A

- What questions do you already have?
- Is there something specific you want to know?

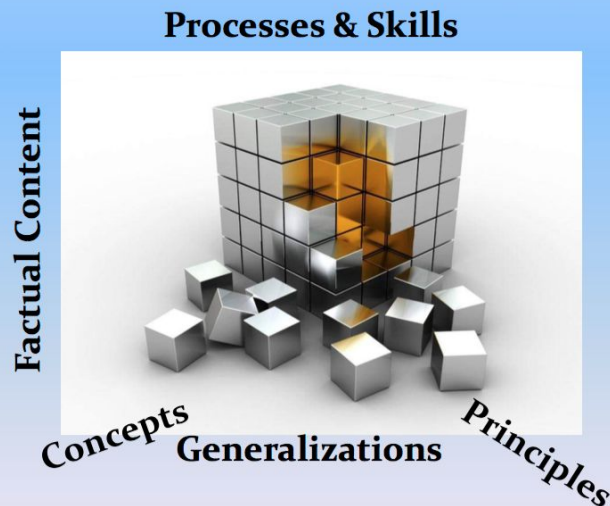


3 dimensional curriculum - why?

Two Dimensional Curriculum Design



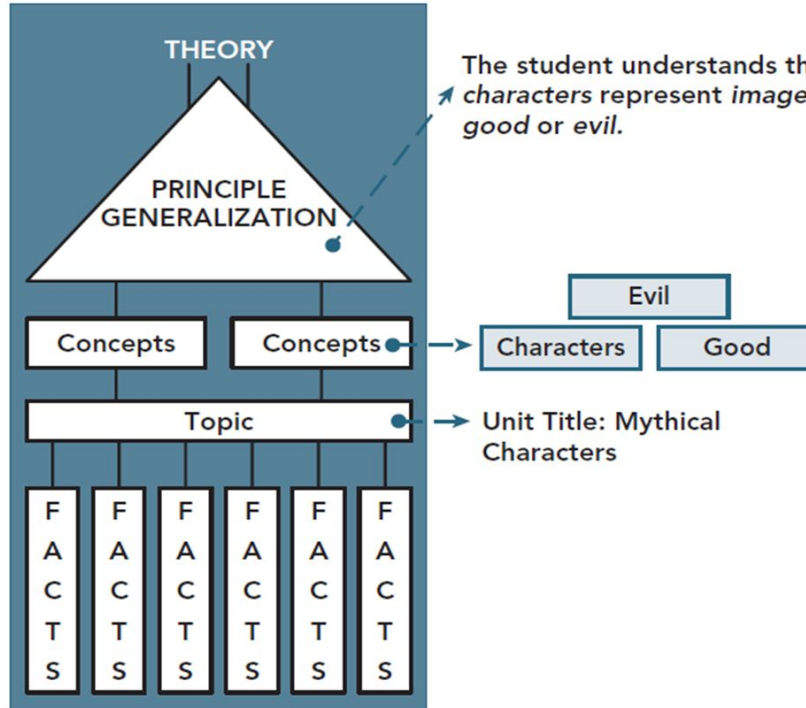
versus



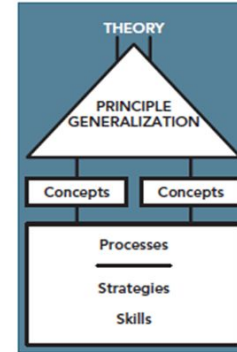
Three Dimensional Curriculum Design

Concept based education

Structure of Knowledge
Erickson, © 1995



Structure of Process
Lanning, © 2012



The IB continuum of international education



IB mission statement

IB learner profile

Programme standards and practices



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

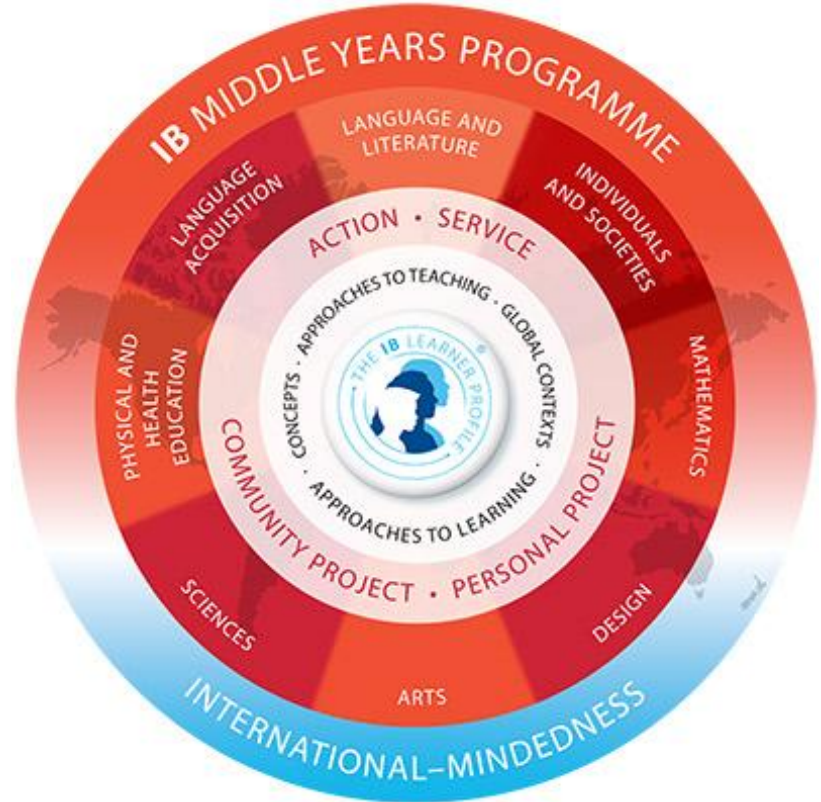
PYP

MYP

DP



Alignment of the PYP and MYP



Alignment of the MYP and DP



Aligning the MYP to DP-Diploma English A and B

English A (Language and Literature)	English B
Mother tongue (first language)	Second language
Language course that introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non literary genres.	Language acquisition course for students with some previous experience of learning the language
Main focus: literary and textual analysis, and also the ability to present their ideas effectively.	Main focus: communication and media, global issues, and social relationships
Six (HL) or four (SL) works of literature studied	Two works of literature studied (only for HL)

Aligning the MYP to DP-Diploma Mathematics

Figure 2 shows the IB continuum pathways to DP group 5 courses.

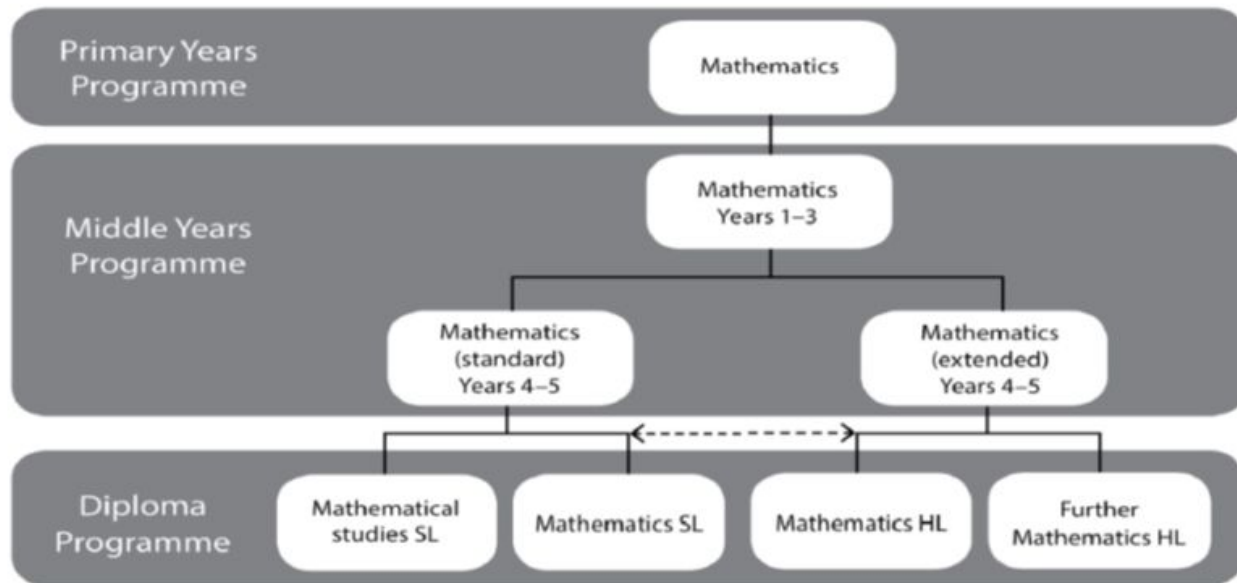


Figure 2

Pathway to Diploma Programme subjects—mathematical studies SL, mathematics SL, mathematics HL, and further mathematics HL



Learning How to Learn

COMMUNICATION SKILLS



COMMUNICATION

Exchanging thoughts, messages and information

SOCIAL SKILLS



COLLABORATION

Working effectively with others

SELF MANAGEMENT SKILLS



ORGANIZATION

Managing time and tasks effectively

AFFECTIVE SKILLS

Managing state of mind

REFLECTION

(Re)considering the process of learning

RESEARCH SKILLS



INFORMATION LITERACY

Finding, interpreting, judging and creating information

MEDIA LITERACY

Interacting with media to use and create ideas and information

THINKING SKILLS



CRITICAL THINKING

Analysing and evaluating issues and ideas

CREATIVE THINKING

Generating novel ideas and considering new perspectives

TRANSFER

Using skills and knowledge in multiple contexts

ATL SKILLS

WHEN THE SOLUTION TO THIS UNFAMILIAR PROBLEM IS NOT READILY APPARENT, WHAT DO I DO TO LEARN?





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- The meaning of concept-based vs content-based teaching
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- Q and A

Q & A

- What questions do you still have?
- Is there something specific you still need to know?
- Do you have any further questions?

