TRANSITION FROM PYP TO MYP
The IB continuum
BLOOM’S REVISED TAXONOMY

Creating
Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.

Evaluating
Justifying a decision or course of action
Checking, hypothesising, critiquing, experimenting, judging

Analysing
Breaking information into parts to explore understandings and relationships
Comparing, organizing, deconstructing, interrogating, finding

Applying
Using information in another familiar situation
Implementing, carrying out, using, executing

Understanding
Explaining ideas or concepts
Interpreting, summarising, paraphrasing, classifying, explaining

Remembering
Recalling information
Recognizing, listing, describing, retrieving, naming, finding

Higher-order thinking
Resources for learning experiences

The World wide web

books

Manipulative

The library

Field Trips

School facilities
MYP Curriculum Model

IB MIDDLE YEARS PROGRAMME

Arabic
English
French

Language A
Language B

Mathematics

Arts

SCIENCE

Physcial Education

Technology

International-mindedness

Personal Project

Concepts · Approaches to Teaching · Areas of Interaction

Approaches to Learning · Knowledge skills · Action

Service

Integrated
Physics
Biology
Chemistry

Visual Art
Music
Drama

History
Civics
Geography

Computer Technology
Design Technology
Area of Interaction / Global context

Systems / photosynthesis / communication

Concept

The importance of plants for life on our planet.

Big idea

Context / Area of interaction

ENVS: The effect of the environment on the growth of plants and the effects of plants on the environment

HI: Protect or conserve plants and influence how they grow

HSE: The importance of plants for health

The unit question

To what extent are humans dependent upon plants?

How do pesticides and fertilizers affect an ecosystem?

How do we produce and consume plants?
Organization

What organizational tools do I have?
What aspects of my organization do I need to develop?
How can I best organize myself?

Collaboration

How do I work with others?
What successes have I had when I have worked with others?
How can I work with others; how can they work with me?

Communication

What communication tools do I use?
Which ways of communicating do I need to improve on?
How can I better communicate my understanding?

Information literacy

How can I access information?
How do I know if the information is reliable?
What will I do with this information?

Reflection

How do I reflect?
How have my reflections helped me learn?
What other reflection tools and resources can help me?

Thinking

How do I think?
What tools can help me think in different ways?
What planning tools do I have?

Transfer

What are the “big ideas” of each of the different subjects?
Do the big ideas of the subjects overlap?
How can I use my knowledge, understanding and skills across subjects?

ATL
Approaches to learning

Resource: From Principles into practice
The interdisciplinary approach

Plant  tree plant hope

Students will use any mode of digital communication to show the importance of plants on health

Science
To describe the process of photosynthesis.
To identify leaf structures and describe their functions in photosynthesis.
To explain the role of plants in the carbon and oxygen cycles.
To understand that vascular plants have specialized structures used to transport materials.
To describe how nonvascular plants transport sugar, water, and minerals.
To recognize how flowering plants reproduce

Computer technology
To search for different scientific information
To work on the design folder
To create presentation using Prezi.com skills and tools.
To evaluate the produced presentation using self and peer assessment

Give examples and make comments on the ways in which herbal medicine is applied and how effective it is to cure many human diseases, in addition to understanding the importance of medicinal plants in our lives, societies, and the world.

Collect, record, organize, analyze, and present data through lab investigation

Research for different scientific information using search engines about the origin of the chosen herb, the medical uses of the herb, the effectiveness on society and the importance on our life and on the world.

Produce 2 sketches of the presentation interface and decide which design that they will use.
create a presentation using Prezi.com skills and tools, the included information is from the researched information
### Examples of Interdisciplinary units

<table>
<thead>
<tr>
<th>Year level</th>
<th>Unit title</th>
<th>Disciplines</th>
<th>Key concepts/related concepts</th>
<th>Context</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 0</td>
<td>World Hunger</td>
<td>Math, Arabic Science</td>
<td>Change /statistics, organism, influence</td>
<td>Health and Social Education</td>
<td>Documentaries, Videos, Visiting FAO website and office in Jordan</td>
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<tr>
<td>Year 0</td>
<td>Preserving our Heritage</td>
<td>English, Humanities, Digital Design</td>
<td>Culture/Form, Traditions, perspectives</td>
<td>Human Ingenuity</td>
<td>Excursions around Amman</td>
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Assessments in the MYP

Teachers use different strategies for assessing students open ended questions –

- **Observation**
  - Application and process of a skill taught or developed

- **Selected responses**
  - Quizzes and tests

- **Performance task**
  - Research
  - Lab reports
  - Investigations presentations using different modes of communication

- **Process Journal**
  - Arts DW
  - Design folders

- **Portfolios**
  - Open ended tasks
  - Stimulus to communicate response
  - Essay
  - Presentation
  - Diagram or solution to a problem

Resource: From Principles into practice
Assessments in the MYP are criterion based

Humanities assessment criteria

<table>
<thead>
<tr>
<th>Criterion A</th>
<th>Knowing and understanding</th>
<th>Demonstrate knowledge and understanding of subject – specific content and concepts t. Use of humanities terminologies in context</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Investigating</td>
<td>Formulate a clear focused research question, formulate and follow an action plan to investigate the research question, use different methods to collect information, and address the research question</td>
<td>8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Thinking critically</td>
<td>Analyze concepts, events, issues models and arguments, analyze and evaluate resources, recognize values and limitations, interpret different perspectives and limitations, synthesize information to make valid, well-supported arguments</td>
<td>8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Communicating</td>
<td>Communicate and structure and information and ideas, document sources of information using a recognized convention</td>
<td>8</td>
</tr>
</tbody>
</table>

Communication with parents

- Newsletter sent out every two weeks
- Progress reports and record of achievements 4 times a year
- Student led conference twice a year
- Celebrations and school events
- Pre-arranged meetings