

# The MYP at ISB



International  
School of  
Billund

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## **ISB and the MYP**

The IB's Middle Years Programme (MYP) is designed for students aged 11 to 16. At ISB the classes are named M1 to M5 corresponding to grades 5 to 9 in the Danish system. The MYP aims to provide a curriculum framework that allows students to develop the knowledge, attitudes and skills they need to participate effectively in life in the twenty-first century. The concept of balance is fundamental to the programme in a number of ways. The language of instruction at ISB is English, and other languages, including Danish, German and Spanish are valued and offered to students as well.

The IB goal is to provide students with the values and opportunities that will enable them to develop sound judgments, make wise choices, and respect others in the global community. The International Baccalaureate (IB) Middle Years Programme (MYP) was originally developed by the International Schools Association and then further developed by schools during the early 1990s. It is a purpose-built five-year program for international-minded schools and is now being taught and implemented worldwide, with considerable growth in Europe, Asia, and the Americas. The IB MYP is geared to meet the needs of IB World Schools, as well as other school systems and is thus being implemented both in international schools and in state systems.

In order to offer the MYP, schools have to go through a strict accreditation process. The process involves an on-site assessment of the school's philosophical, pedagogical, and academic framework, and whether or not it lives up to a range of pre-set standards and practices set by the IB. ISB received official MYP accreditation in May 2018.

## **The IB learner profile**

The aim of all IB programmes is to develop internationally-minded people who, by recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners we strive to be:

### **INQUIRERS**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### **OPEN-MINDED**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### **KNOWLEDGEABLE**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### **CARING**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### **THINKERS**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### **RISK-TAKERS**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### **COMMUNICATORS**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### **BALANCED**

We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### **PRINCIPLED**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### **REFLECTIVE**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

### **PLAYFUL**

We embrace a playful mind set, finding opportunities to experience choice, wonder, and delight in our learning. We think creatively, experiment with new ideas, learn from mistakes, reflect, and try again. We find joy in belonging to a playful community where we learn from and with one another.

## **Four fundamental concepts**

ISB philosophy builds on the three MYP fundamental concepts as well as a fourth ISB concept of 'play'.

### **Intercultural awareness**

This concept is concerned with developing students' attitudes, knowledge, and skills as they learn about their own and others' social and national cultures. We believe this fosters tolerance and respect and leads to empathy and understanding.

This is also a central idea in all IB programmes. There is a wide-ranging variety of schools, however every MYP school is concerned with developing intercultural awareness in their own way. This involves examining its own organisational structure, the climate within the school, the relations developed with the community outside, and the content of the curriculum taught through the subjects and interdisciplinary activities. ISB also recognizes the fact that the school is rooted in Denmark, Danish learning traditions, and Danish cultural values.

### **Holistic education**

The MYP requires an approach to teaching and learning that emphasizes and also extends and connects traditional school subjects. At ISB students engage with a range of cross-disciplinary units and projects that value the holistic education of the whole student, including units centred on [LEGO educational principles](#) and other local municipal projects.

Holistic education is furthermore reflected through the learner profile attributes and the "Service as action", which encourages students to become life-long learners within an international context and helps direct students towards becoming responsible members of local, national, and international communities.

### **Communication**

The MYP stresses the central importance of communication, verbal and non-verbal, as a vehicle to realise the aims of the programme. A good command of expression in all of its forms is fundamental to learning.

The IB places particular emphasis on language acquisition, which does more than promote cognitive growth: it is crucial for maintaining cultural identity, personal development, and intercultural understanding. Students are required to develop at least two languages within the MYP. At ISB those are English (the language of instruction) and Danish. Depending on individual circumstances, students also study a third or fourth language (currently German or Spanish).

## **Play**

At ISB a fourth fundamental concept is 'play'.

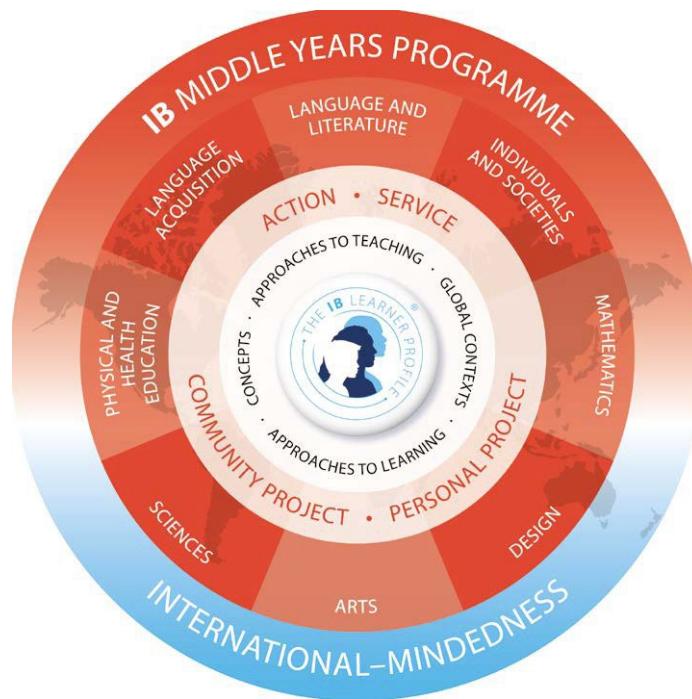
By placing PLAY at the heart of education, ISB stimulates every child's natural desire to LEARN.

At ISB we believe play is a core approach to learning...and to life. Playful people of all ages are actively engaged and driven by an internal desire to understand and reshape the world. They test the limits of their abilities without fear of failure, knowing that mistakes are the key to progress and, ultimately, success. They share ideas and make new rules. They laugh.

At ISB we believe that play is central to learning no matter how old you are. The dynamics of play may change form with age, but it remains central to learning as we all strive to become lifelong learners. At ISB we approach play studiously and consider it a practice that nurtures academic vigour and fosters a positive outlook on life.

## MYP curriculum

The IB Middle Years Programme consists of eight subject groups as expressed in the MYP curriculum model:



The MYP curriculum at ISB is structured with appropriate attention to:

**Teaching and learning in context.** Students learn best when their learning experiences have an authentic context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally-minded.

**Conceptual understanding.** Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.

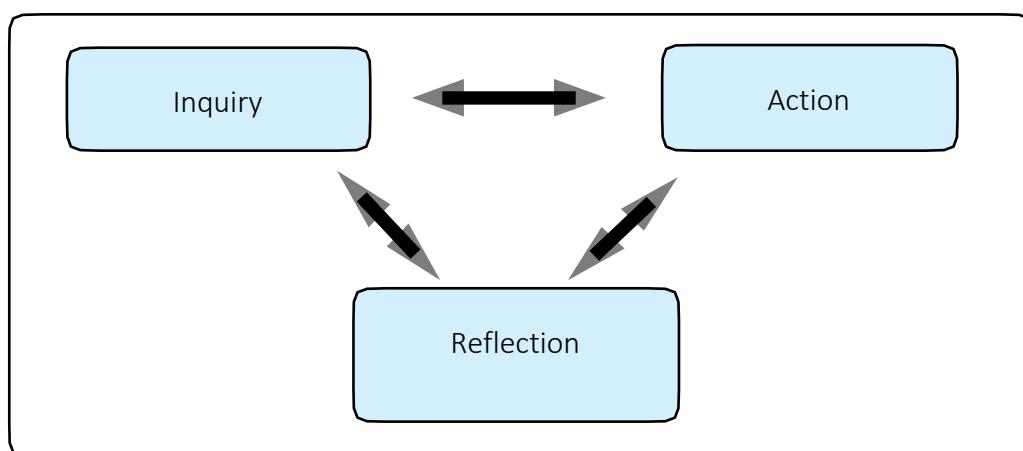
**Approaches to learning (ATL).** A unifying thread throughout all MYP subject groups, approaches to learning provides the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn.

**Service as action (community service).** Action (learning by doing and experiencing) and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. See additional comments later in this publication.

**Language and identity** – MYP students are required to learn at least two languages (**language of instruction and additional language of choice**). Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation. ([ibo.org/myp/curriculum](http://ibo.org/myp/curriculum))

## Teaching and learning in the MYP

Teaching and learning in the IB grows from an understanding of education that celebrates the many ways people work together to construct meaning and make sense of the world. Represented as the interplay between asking (inquiry), doing (action) and thinking (reflection), this constructivist approach leads towards open classrooms where different views and perspectives are valued.



### 1. Inquiry

Sustained inquiry frames the written, taught and assessed curriculum in IB programmes. IB programmes feature structured inquiry, drawing from established bodies of knowledge and complex problems. In this approach, prior knowledge and experience establish the basis for new learning, and students' own curiosity, together with careful curriculum design, provide the most effective stimulus for learning that is engaging, relevant, challenging, and significant.

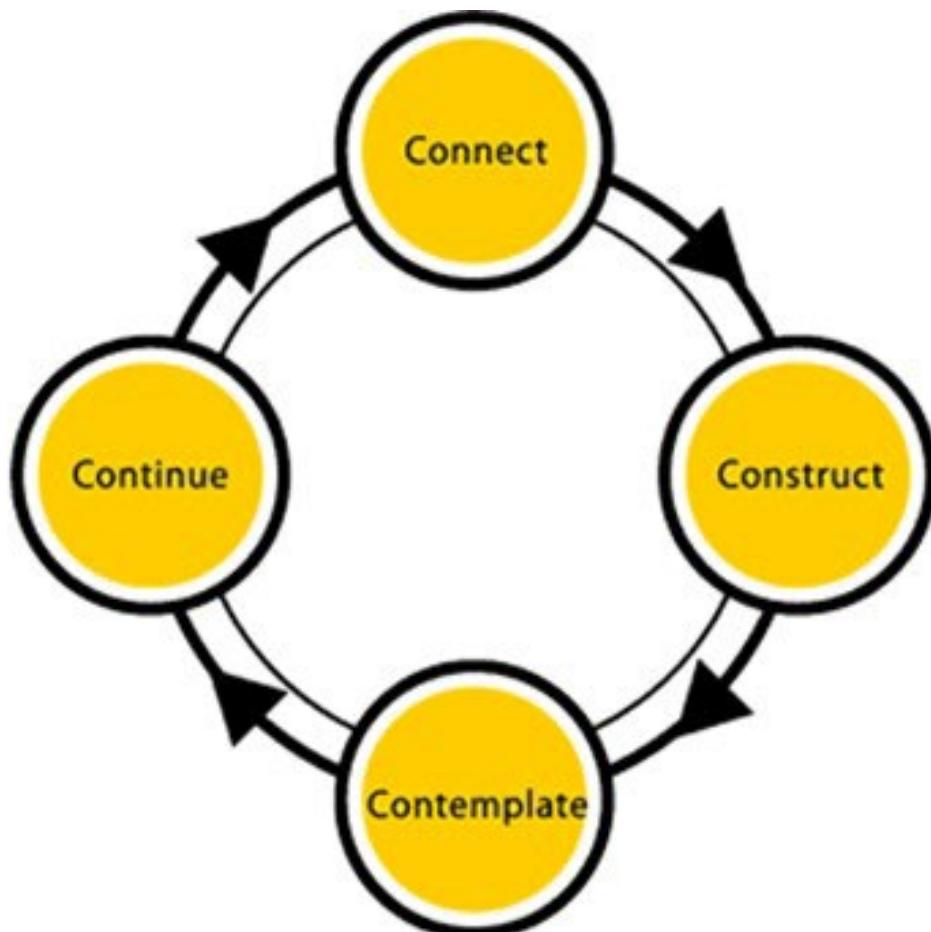
### 2. Action

Principled action, as both a strategy and an outcome, represents the IB's commitment to teaching and learning through practical, real-world experience. IB learners act at home, as well as in classrooms, schools, communities and the broader world. Action involves learning by doing, enhancing learning about self and others. IB World Schools value action that encompasses a concern for integrity and honesty, as well as a strong sense of fairness that respects the dignity of individuals and groups.

### 3. Reflection

Critical reflection is the process by which curiosity and experience can lead to deeper understanding. Learners must become critically aware of the way they use evidence, methods and conclusions. Reflection also involves being conscious of potential bias and inaccuracy in their own work and in the work of others. ('from Principles into Practice', IBO, 2014)

We believe this is consistent with classes and projects that are designed and conducted using LEGO's 4C Learning Framework. Regardless of the stages of learning and the subject matter, the 4Cs form the backbone of every learning experience with LEGO educators.



[Education.lego.com](http://Education.lego.com)

## **Subjects offered in M1-M5 at ISB**

### **Language and literature:**

M1-M5: English language & literature, Danish language & literature

### **Language acquisition:**

M1-M5: German, Spanish, Danish, English

### **Individuals and societies:**

M1-M5: Integrated humanities

### **Sciences:**

M1-M5: Integrated science

### **Mathematics**

M1-M5: Mathematics

### **Arts**

M1-M3: Music/Media/Visual art on trimester basis

M4-M5: One selective arts subject of the above

### **Physical and health education**

M1-M5: PHE

### **Design**

M1-M3: Design technology/ tech and robots (First Lego League)

M4-M5: Design technology

### **Projects**

Though not always timetabled, M1-M5 will every year be completing one or more projects leading towards the M5 personal project. These projects include, but are not limited to, FLL (First LEGO League), project theme weeks, projects initiated by Billund School District such as BBE (Billund Builds Energy), projects fostered by field trips, etc.

### **ATL (Approaches to learning)**

In all grades included in the advisory programme.

[Go to curriculum guides](#)

## Assessment at ISB

### MYP Semester 1 - Interim Reports

In assessing MYP students, ISB uses the set of criteria common to IB schools worldwide. Each subject is graded according to four criteria on a scale of 1-8.

During the semester, students will be given tasks and assignments, which are assessed according to one or more of these criteria. More complex tasks will involve more criteria.

Each subject has their own criteria, however, these generally can be aligned across subjects as:

- Criterion A = Thinking and Knowledge skills
- Criterion B = Organising skills
- Criterion C = Application and Communication skills
- Criterion D = Evaluating skills

Each criterion evaluates a student's achievement level on a 1-8 scale. This scale is not meant to be a percentage grade, but rather demonstrate the student's development of that skill or mastery of content knowledge. Each criterion has its own descriptors, however, generally these can be described as:

- **1-2** = students are learning about the content or skill and are limited in their ability to use it independently
- **3** = students are practicing the content or skill and can demonstrate the skill with some support and guidance
- **4** = students are demonstrating the content or skill and can demonstrate the skill to an expected level
- **5-6** = students are using the content or skill confidently and can demonstrate the skill independently
- **7-8** = students are at a level to be able to demonstrate this content or skill consistently to an exceptional standard

A complete list of the criteria used for each subject can be found on page 14.

### MYP End of Year Report

In the end of the year report, see the example below, the achievements for each of the criterion are added together to produce a single, final grade of 1 - 7, using the following scale:

(A generic, qualitative description of each grade can be found on page 13.)

Grade	1	2	3	4	5	6	7
Boundaries	0-5	6-9	10-14	5-18	19-23	24-27	28-32

## Language and literature: Language and literature

M6 – Sue Oates

MYP Assessment Criteria

Achievement Level Maximum

### A: Analysing

XXXXX: provides perceptive identification and comment upon significant aspects of texts, provides perceptive identification and comment upon the creator's choices, gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology, compares and contrasts features within and between texts.

7 8

### B: Organizing

XXXXX: makes competent use of organizational structures that serve the context and intention, organizes opinions and ideas in a logical manner, with ideas building on each other, makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.

6 8

### C: Producing text

XXXXX: produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought or imagination and perceptive exploration of new perspectives and ideas, makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience, selects extensive relevant details and examples to support ideas.

7 8

### D: Using language

XXXXX: uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently, writes and speaks competently in a register and style that serve the context and intention, uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication, spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication, makes sufficient use of appropriate non-verbal communication techniques.

6 8

**Totals:** **26** **32**

### Final Grade

6

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.

## Subject-specific objectives and subject criteria

Below is an overview of the objectives for each subject in the MYP. The letters correspond to the given criteria as they also are found on ManageBac.

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Investigating	Developing	Creating / performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performances	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP Projects	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

(“*From Principles into Practice*”, IBO 2014)

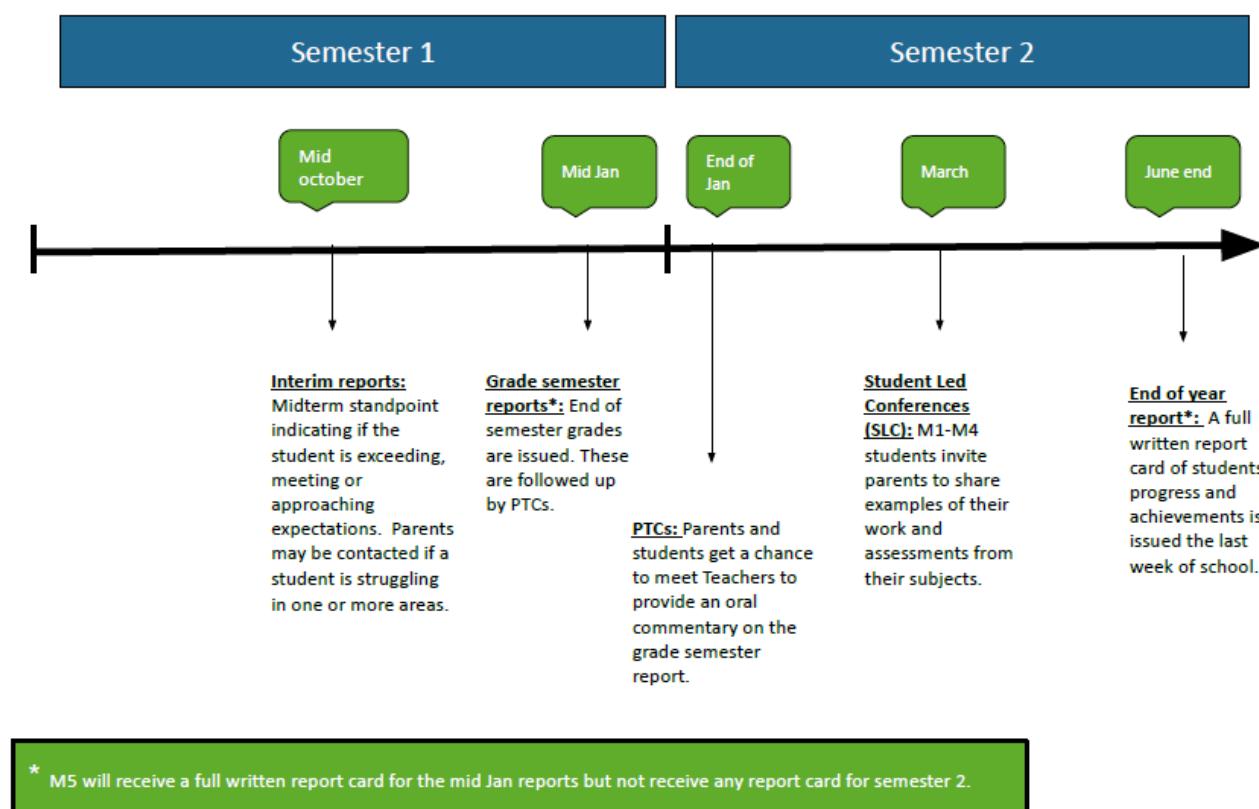
## Parent communication, reports and conferences

### ManageBac

ManageBac is ISB's chosen online platform for curriculum planning, assessment, and reporting as well as communication between ISB, parents and students.

### Reporting in the MYP

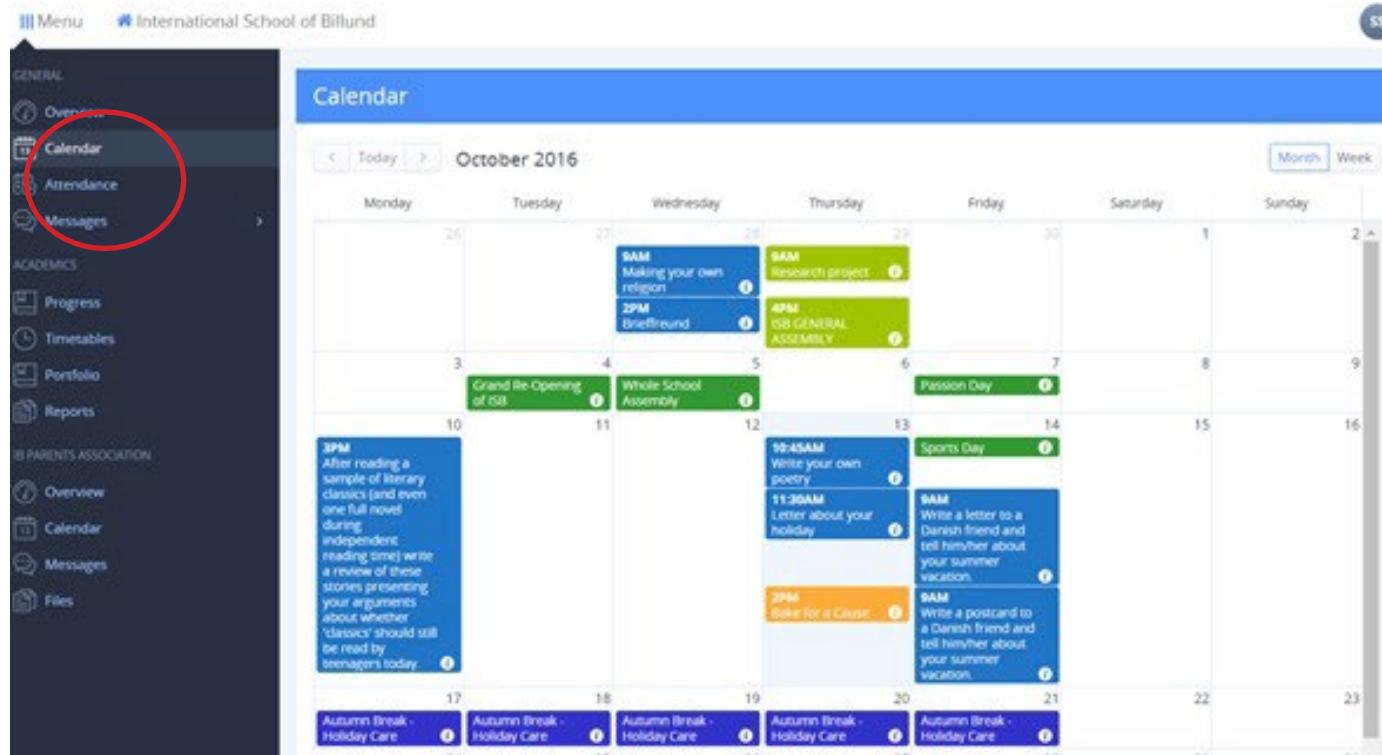
ISB reports Middle School students' progress 5 times a year in different formats. An overview of the reporting times and formats can be found here:



## Tracking student performance

During the school year, parents can continuously follow the planned school experiences on ManageBac as well as see the weekly calendar, assignments due, and the student's grades for the different assignments.

The calendar, including upcoming assignments, can be found in the 'Calendar' tab on the left, which also will show the student's attendance and enable parents to send messages to the homeroom teacher.

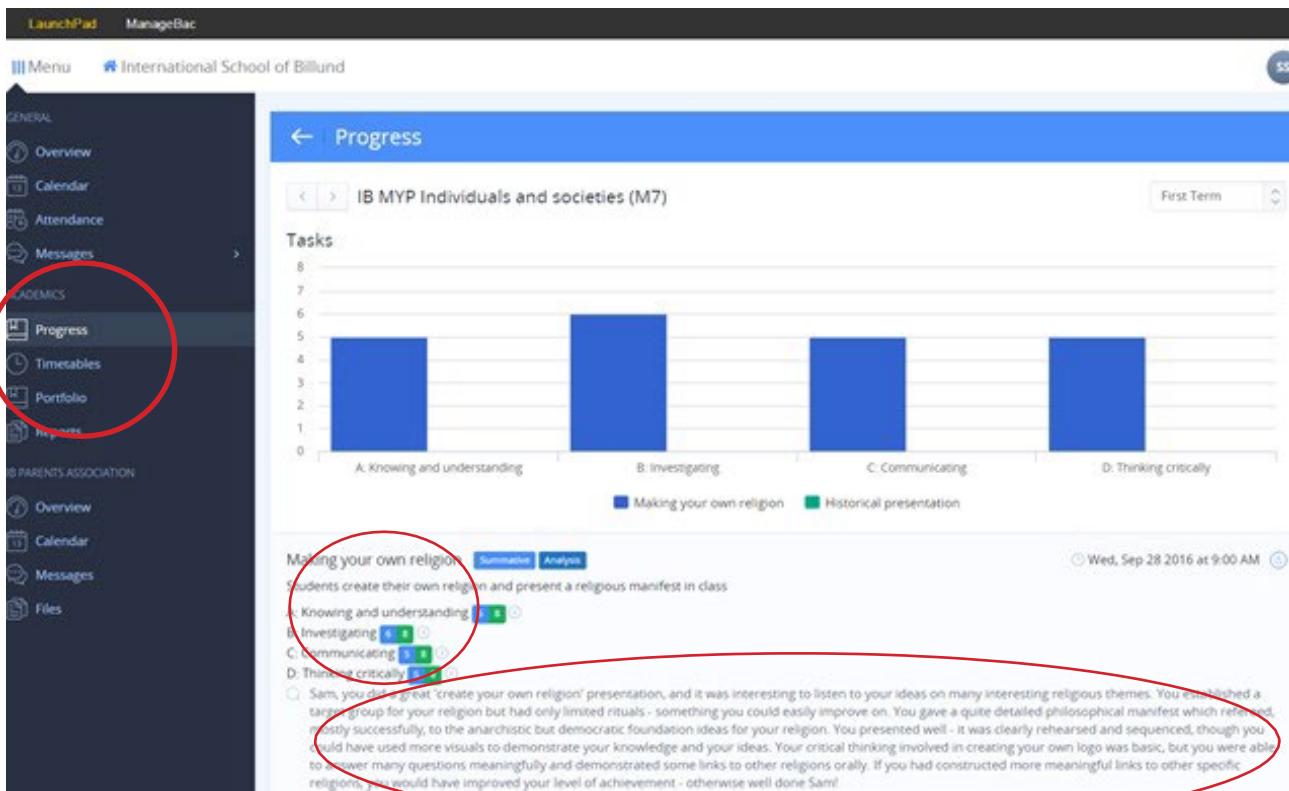


**Calendar**

October 2016

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
26	27	28	29	30	1	2
		9AM Making your own religion 1PM Briefrund	9AM Research project 4PM ISB GENERAL ASSEMBLY			
3	4	5	6	7	8	9
Grand Re-Opening of ISB	Whole School Assembly			Passion Day		
10	11	12	13	14	15	16
3PM After reading a sample of literary classics (and even one full novel during independent reading time) write a review of these stories presenting your arguments about whether 'classics' should still be read by teenagers today.		9:45AM Write your own poetry 11:30AM Letter about your holiday 2PM Work for a Cause	9AM Write a letter to a Danish friend and tell him/her about your summer vacation. 2PM Work for a Cause	Sports Day		
17	18	19	20	21	22	23
Autumn Break - Holiday Care	Autumn Break - Holiday Care	Autumn Break - Holiday Care	Autumn Break - Holiday Care	Autumn Break - Holiday Care		

ManageBac also allows parents to track student performance and feedback given on various assignments. By clicking the progress tab and choosing the relevant subjects (here, an example from individuals and societies), the students' progress is shown once uploaded by the teacher.



IB MYP Individuals and societies (M7)

Tasks

Criteria	Making your own religion	Historical presentation
A: Knowing and understanding	5	5
B: Investigating	5	5
C: Communicating	5	5
D: Thinking critically	5	5

**Making your own religion** Summative Analysis

Students create their own religion and present a religious manifest in class.

A: Knowing and understanding 5 5

B: Investigating 5 5

C: Communicating 5 5

D: Thinking critically 5 5

Sam, you did great 'create your own religion' presentation, and it was interesting to listen to your ideas on many interesting religious themes. You established a tarot group for your religion but had only limited rituals - something you could easily improve on. You gave a quite detailed philosophical manifest which referred, mostly successfully, to the anarchistic but democratic foundation ideas for your religion. You presented well - it was clearly rehearsed and sequenced, though you could have used more visuals to demonstrate your knowledge and your ideas. Your critical thinking involved in creating your own logo was basic, but you were able to answer many questions meaningfully and demonstrated some links to other religions orally. If you had constructed more meaningful links to other specific religions, you would have improved your level of achievement - otherwise well done Sam!

The assessment details include achievements measured against individual criteria as stated by the IB MYP, as well as a written justification of the levels awarded by the teacher.

If you would like a short tour, **please** watch the short screen tutorial about how to use MangeBac as a parent. It only takes a few minutes of your time:

<https://www.dropbox.com/s/t9kns4eso413ifq/MB%20tutorial%201.mp4?dl=0>

→ Please note that the interface on ManageBac has changed.

*The film is currently being revised!*

The file is a little large in size so you may want to download it before viewing it.

ManageBac reflects a dynamic school life and changes will occur over the course of the year, so please check it regularly. At the start of the year information is mainly about events; homework and assignments will be added continuously throughout the year.

## **Service as action**

Service as action (SA) is an integrated part of what it means to be an MYP student at ISB. Students continuously document their progress on ManageBac where providing evidence and reflection on their SA activities is a natural part of their school life. Meaningful SA projects help bring the learner profile alive in students and as an integrated part of experiencing ISB's mission statement. Projects may be of either an individual or a collaborative nature.

Meaningful service requires understanding of an underlying issue such as poverty, literacy or pollution, and authenticating the need for this service. Students are required to engage with and reflect on service projects throughout their entire MYP experience, both through classroom opportunities or throughout of school experiences.

### **Ideas for Service as action could include:**

- Participate in LEGO Charity events
- Municipal designed 'city cleaning' projects
- Write a short story about a topic
- Organize fundraisers
- Draw a cartoon
- Write a blog
- Further their knowledge by reading a book and developing a summary (print or digital)
- Watch a documentary and develop a summary (print or digital)
- Teach someone else
- Create posters to raise awareness
- Make a video and show it to others
- Create a website
- Write a letter to someone in a position of influence
- Speak during a class or whole school assembly
- Volunteer time to help and support members of the local community (sport, culture, church, etc)

For more info about SA, click [here](#).

## Languages at ISB

We appreciate that many of our students come from multi-lingual families which is why we have designed three different pathways to ensure that each child is given opportunities to access the unique, creative and playful IB curriculum that we offer here at ISB. These are the pathways on offer:

- **Route A** is for students who have a high level of proficiency in English language and who are new to speaking Danish. Students will take the English language and literature course, Danish acquisition and either Spanish or German as their additional language acquisition subject.
- **Route B** is for students who speak English and Danish well. They will take the English language and literature course, Danish language and literature course and either Spanish or German acquisition.
- **Route C** is for students who speak Danish or another language fluently but who might struggle with the English language. This group will receive individual or group EAL (English as an additional language) support. Depending on individual circumstances, some will have English EAL and Danish, but only receive Spanish or German instructions once their English is strong enough to access the whole curriculum independently.

To get more information about the role of Danish at ISB, download and read our [Language Policy](#). (The document opens in another tab).

## **MYP eAssessment and certification**

Students at ISB will be offered to sit for the MYP exams (eAssessments) in order to obtain official certification from the IB. Students receive IB MYP course results for each component completed. Furthermore, students can be eligible for the MYP certificate if following requirements are met:

- Students must complete at least 6 eAssessments (Mathematics, Language Acquisition, Language and Literature, Sciences, Individuals and Societies as well as the Interdisciplinary eAssessment)
- Students must complete 1-2 ePortfolios of coursework (Art **and/or** Design)
- Students must complete the Personal Project with a grade of 3 or higher
- Students must meet the school's expectations for Service as action
- Students must achieve a total of at least 28 points, with a grade of 3 or higher in each eAssessment component, to be eligible to receive the IB MYP certificate.

Thus, the maximum total score for the IB MYP certificate is 56, with a grade from 1-7 assigned to each required eAssessment.

For students who complete more than one eAssessment for each required or selected subject group, the highest available grade for that requirement contributes to the certificate total. This will be the case for most students at ISB who will complete eAssessment components for all the subjects offered at ISB.

[Read more about MYP exams at ISB .](#)

## **Life after ISB**

When students leave ISB there are a number of options possible within Denmark.

- Pre-IB course
- IB Diploma course
- Danish gymnasium STX courses and HF
- Vocational courses, such as but not limited to technical college, commerce, agriculture, hospitality, veterinarian college, etc.

Our collaboration partners are Kolding gymnasium, Rødkilde gymnasium in Vejle and Grindsted Campus.

ISB is working with Billund municipality's career service (UU) through whom a career counsellor will be available for M4 and M5 students in order to consult and plan their future options. This includes orienteering meetings for parents, personal consultancy with students as well as opportunities to visit and experience different educational institutions. You can see more on UUs webpage (in Danish): <http://www.uubillund.dk/>.

Please see the 'Life after ISB' publication that contains a detailed description of the possibilities and educational directions after M5 at ISB.

[Read more about Life after ISB](#)