York Academy Regional Charter School

an IB World School

What to expect during Middle Years Programme Grades 8-10 Upper School

May 16, 2019 6pm

Learner Profile Attributes

Reflective

Inquirer

Knowledgeable

Thinker

Communicator

Principled

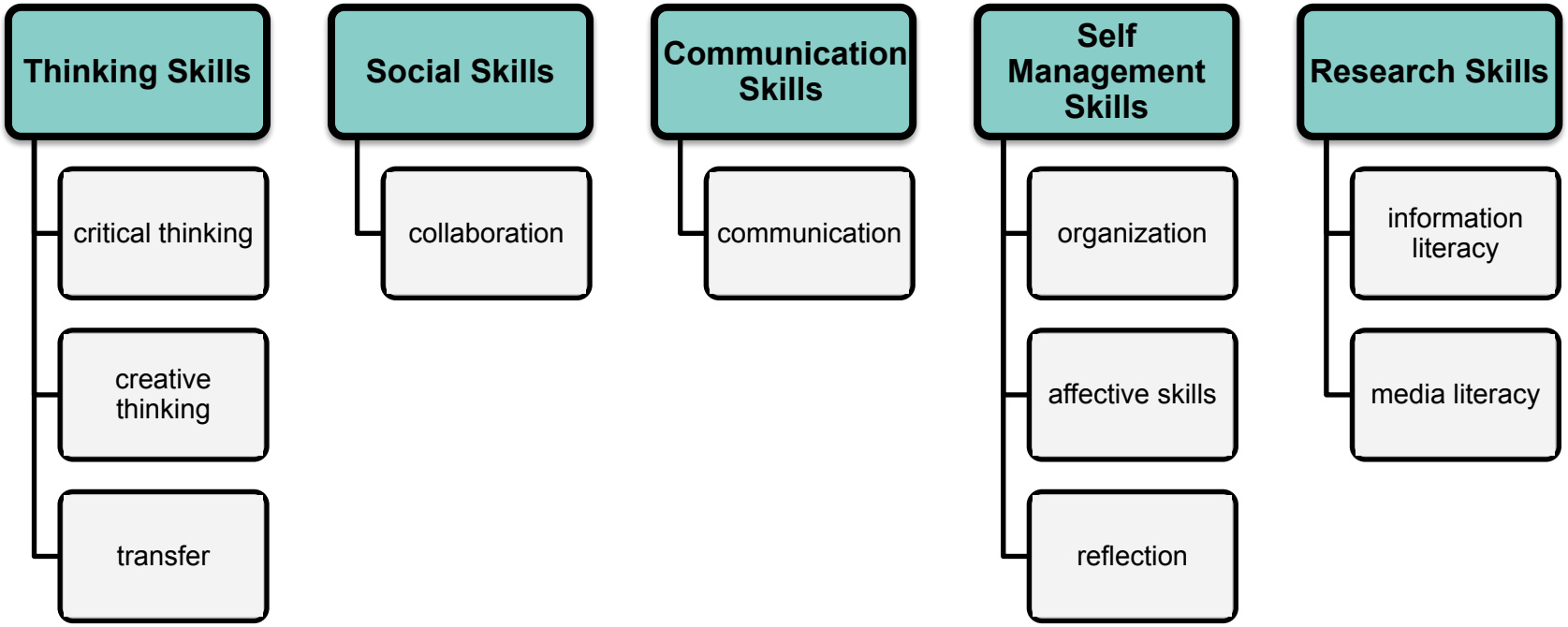
Open-Minded

Caring

Risk-Taker

Balanced

What are the Approaches to Learning Skills?



Examples of skills found in each of these categories and clusters can be found in the York Academy Assessment Policy Document

Approaches to Learning represent general and subject-specific learning skills that students must develop and apply during school and far beyond.

Some Examples include:

- Assignment Completion
- Meeting Deadlines
- Academic Honesty
- Preparation for class/activities
- Participation in class/activities
- Collaboration with peers

"The focus of Approaches to Learning is on teaching students how to … develop lifelong learning skills and strategies."

– MYP: From principles into practice

IB Subject Objectives/Criterion

SUBJECT	A	B	C	D
Individuals and Societies	*Knowing and Understanding*	*Investigation*	*Communicating*	*Thinking Critically*
Science	*Knowing and Understanding*	*Inquiring and Designing*	*Processing and Evaluating*	*Reflecting on the Impacts of Science*
Math	*Knowing and Understanding*	*Investigating Patterns*	*Communicating*	*Applying in real world context*
Language and Literature	*Analyzing*	*Organizing*	*Producing Text*	*Using Language*
Spanish	*Comprehending Spoken text*	*Comprehending written text*	*Communication*	*Using Language*
Arts	*Knowing and Understanding*	*Developing Skills*	*Thinking Creatively*	*Responding*
PE-Health	*Knowing and Understanding*	*Planning for Performance*	*Applying and Performing*	*Reflecting on and improving performance*
Design	*Inquiry and Analyzing*	*Developing Ideas*	*Creating the solution*	*Evaluating*

Criterion-related Assessment Projects on 1-8 scale.

Rubrics include:

- learning objectives for students.
- achievement level descriptors of achievement levels graded on a 1-8 scale.
- task specific clarifications that indicate what evidence should be seen in student work for each achievement level.

Design Cycle: Creating (C)	**Year:** 1	**Project:**	**Student:**

At the end of Year 1 students will be able to:
i. outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution
ii. demonstrates excellent technical skills when making the solution
iii. follow the plan to create the solution, which functions as intended and is presented appropriately
iv. the changes made to the chosen design and plan when making the solution

Grade	Achievement Level Descriptor	Task Specific Clarifications
1 - 2	The student: *i. **demonstrates minimal** technical skills when making the solution* *ii. **creates** the solution, which functions **poorly** and is presented **in an incomplete form***	❑ Group poster is sloppy, unfinished, needed lots of help ❑ Posters colors do not contrast well, is hard to read, and is not presented
3 - 4	The student: *i. **lists** the main steps in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution* *ii. **demonstrates satisfactory** technical skills when making the solution* *iii. **creates** the solution, which **partially** functions and is **adequately** presented* *iv. **states one change** made to the chosen design **or** plan when making the solution*	❑ Group lists only the main steps of plan and doesn't provide much detail as too the materials needed ❑ Student made an okay poster but had to have a lot of assistance with technical skills ❑ Group creates a poster but it had flaws in color scheme and design, is presented to class ❑ Group highlighted one change made to the design and described why they made any changes.
5 - 6	The student: *i. **lists** the steps in a plan which **considers** time and resources, resulting in peers being able to follow the plan to create the solution* *ii. **demonstrates competent** technical skills when making the solution* *iii. **creates** the solution, which functions **as intended** and is presented **appropriately*** *iv. **states one change** made to the chosen design **and** plan when making the solution*	❑ Group creates a numbered step by step plan to create poster, and briefly describes materials needed. ❑ Groups poster looks somewhat professional, had some help with technical skills. ❑ Creates a poster but does not document how they followed a plan, color scheme is good and is presented ❑ Group highlighted one change made to the design and described why they made any changes.
7 - 8	The student: *i. **outlines** a plan, which **considers** the use of resources and time, sufficient for peers to be able to follow to create the solution* *ii. **demonstrates excellent** technical skills when making the solution* *iii. follows the plan to **create** the solution, which functions **as intended** and is presented **appropriately*** *iv. **lists the changes** made to the chosen design and plan when making the solution*	❑ The group creates an outline of tasks to be executed, assigns roles to group members, and creates a list of materials and supplies that are needed to do so. ❑ Groups poster looks professional, needed no assistance with technical skills ❑ Group follows plan put in place and executed it flawlessly and presents it to the class, everything is documented ❑ Group highlighted any changes made to the design during any stage of the design cycle and describes why the changes were made.

Final Course Grades

Levels of Achievement

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.

Students will receive a final grade for each criterion of the course on a 0-8 scale.

These four grades are **added together** to identify the **overall** grade for the course.

This grade is NOT an average, it is a **rubric based** grade with detailed descriptors.

Weight is given to the most **recent**, **consistently achieved** scores.

York Academy MYP Report Card

Every trimester students receive a grade in each of the four criterion on a 0-8 scale.

Subject	1	2	3	Final
Language & Literature				
Criterion A: Analyzing	1			
Criterion B: Organizing	1			
Criterion C: Producing text	1			
Criterion D: Using Language	1			
Approaches to Learning (A.T.L.)				
Thinking skills	B			
Social skills	B			
Communication skills	B			
Self-management skills	B			
Research skills	B			
T1 Comments:				

Students receive an overall final grade for the year. Grades are reported on a rubric scale of 1-7 for each subject.

Every trimester students also receive a grade in all five categories for ATLs/ Approaches to Learning Skills.

Grades are reported as:
B eginning,
D eveloping, or
AP plying.

Comments are provided for each subject in each trimester to further explain student growth.

“NS” Grades

Students do no receive a ‘0’/zero for not submitting work.

1. A zero for a particular assignment means that the work the student submitted for that assignment did not reach a standard described by any of the criterion descriptors in the assignment rubric.

What does a grade of ‘NS’ mean?

2. NS stands for ‘not submitted’, meaning your student did not turn in that assignment and the due date for that work has passed.

MYP Personal Project

Culmination project for MYP

A year long EXTERNALLY REVIEWED independent research and action project

Provides students with opportunities to:

- *explore a personal interest within a global context/perspective*
- *demonstrate how they have developed self-management, approaches to learning skills and characteristics of the IB Learner Profile*

School Expectations

- Treat other students and staff with respect
- Arrive to class on-time and ready to learn
- Contribute towards a positive learning environment
- Ask for help when you need it
- Work hard and always put forth your best effort

School Routines

- Arrive at school and promptly unpack your items
- Have all of your materials prepared for class
- Passes are required when leaving the classroom or arriving late to class

Mathematics

- Pre-Algebra
  - An introduction to basic algebra concepts necessary for success in Algebra 1
  - Content:
    - Number System
    - Expressions and Equations
    - Functions
    - Geometry
    - Statistics and Probability
  - Grades can include:
    - TTM will be required
    - Unit Projects
    - Station work/ In-class activities
    - Unit Tests

Mathematics

- Algebra
  - A foundation for future mathematics courses
  - Content:
    - Foundations
    - Equations and Inequalities
    - Functions
    - Exponents and Exponential Functions
    - Polynomials
    - Quadratics
    - Data analysis and Probability
  - Grades can include:
    - Unit Projects
    - Station work/ In-class activities
    - Homework Assignments
    - Unit Tests

Language and Literature

MYP language and literature courses equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains—listening, speaking, reading, writing, viewing and presenting—both independently and with others.

Language and Literature

MYP language and literature courses include a balanced study of genres and literary texts, including a world literature component. Students' interactions with texts generate moral, social, economic, political, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning.

Language and Literature

Students are assessed based on four criteria-referenced skills.

- Analyzing
- Organizing
- Producing Text
- Using Language

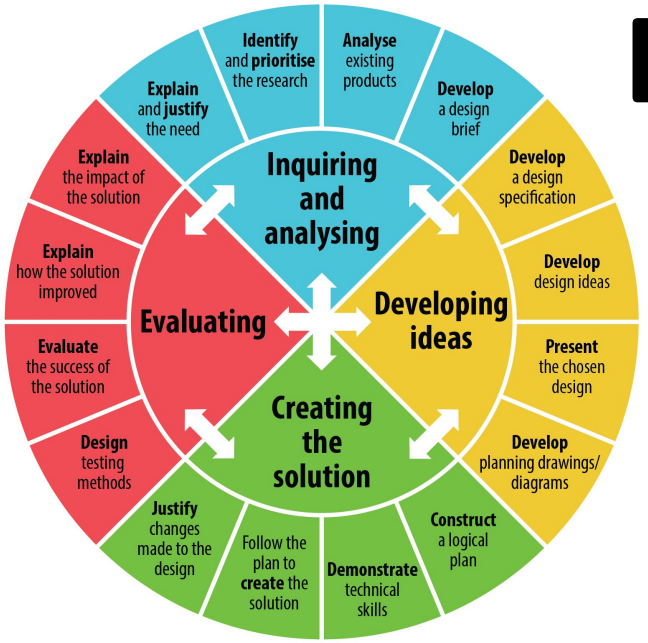
Language Acquisition (Spanish)

- Introduction to Spanish
  - Class moves quickly (MUST come prepared which means studying every night)
  - Work entails:
    - Oral presentations, book assessments, pencil/paper activities, listening activities
    - Students focus on fine tuning present tense skills (reading, writing , speaking, and listening).

Design

PURPOSE

- ➔ apply **practical** and **creative thinking skills** to solve real world problems
- ➔ explore the **role of design** in both **historical and contemporary contexts**
- ➔ consider **responsibilities** when **taking action**



ASSESSMENT

- ➔ **Inquiring/Analyzing**, **Developing Ideas**, **Creating**, & **Evaluating**
- ➔ **Project based learning**
- ➔ **Growth Mindset,** skills as building blocks

PROJECTS

- ➔ **Required vs. Elective** courses
- ➔ **Physical**, **Digital** products
- ➔ **Teacher vs. Student directed** projects
- ➔ **Gleba Engineering Studio** equipment
- ➔ **Design Factors:** Function, Ergonomics, Durability, Safety, Cost, Aesthetics...

Sciences

8th Grade Physical Science Learners will explore four thematic units through the **IQWST (Investigating and Questioning our World through Science and Technology)** digital program.

York Academy learners will:

- investigate questions relevant to their lives through experimentation,
- collect and analyze data,
- develop and use models to explain phenomenon,
- engage in argument from evidence and develop literacy in science.

This program is aligned with PA State Standards and the Next Generation Science Standards all within the IB framework.

Thematic Units:

1. Why Do Organisms Look the Way They Do? (Life Science)

2. How Does Food Provide My Body with Energy? (Introduction to Chemistry)

3. How is the Earth Changing? (Earth Science)

4. How Will it Move? (Physical Science)

Sciences

- All students are required to participate in the **York Academy Science Fair** with the goal of competing at the York Country Regional Science Fair in the Spring.

- All students will participate in the **Science PSSA Preparatory Bootcamp** held in the Spring prior to testing.

- Our goal at the York Academy is take teach real-world science through a **learning-by-doing approach** so that our diverse learners see the value of science learning and **apply what they learn to their everyday lives**.

Individuals and Societies

World History (Prehistory-French Revolution)

Project Based Learning

Technology & Google Classroom

Monthly Biographies

Health and Physical Education

8th Grade

Health for half the trimester

- Drug, Mental Health, Human Growth
  PE for the other half
- Flag Football, Fitness, Badminton

9th-10th Grade

- Team building
- International Sports
- Summer Lifetime Sports

Performing Arts (Music)

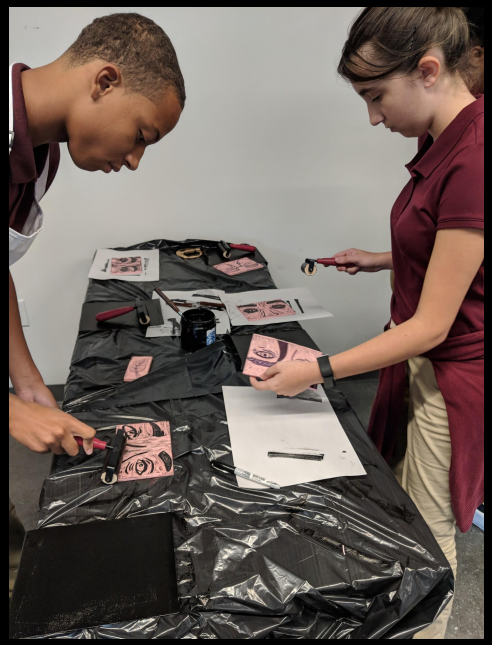
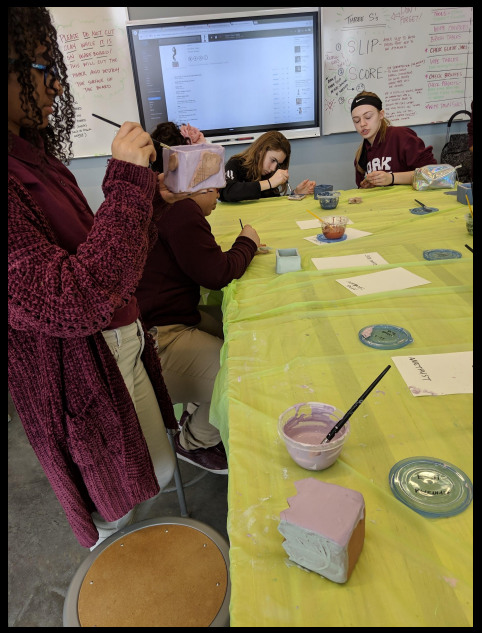
- **8th Grade - Music Tech Class**
  - **Investigating the capabilities of the Black Box Theater**
- **9th-10th Grade - Elective Classes**
  - **A Capella Singing, Sound Systems, Lighting Systems, Digital Music Production / Songwriting**
- **8th-10th Grade - Extra Curricular Opportunities**
  - **Music Lab / Rock Bands**
  - **Band/Orchestra**
  - **Jazz Band**

Visual Arts

- **8th Grade - Visual Arts Studio**
  - **Exploring media in Drawing, Printmaking, Painting, and Ceramics**
  - **Sketchbooks**

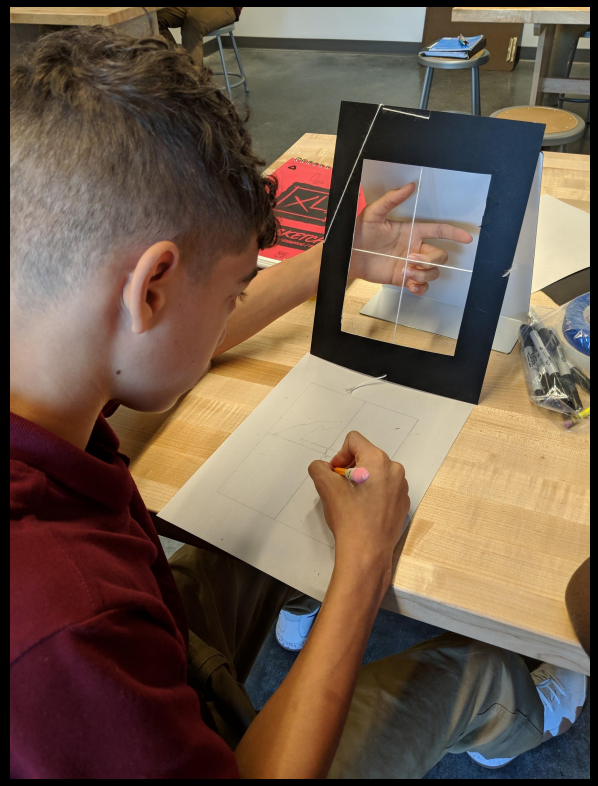
- **9th-10th Grade - Elective Classes**
  - **Drawing:** *Foundations of Drawing; Sequential Art (Art of Comics!)*
  - **Ceramics:** *Introduction to Ceramics; Ceramics II*
  - **Sculpture:** *Introduction to 3-D/Sculpture*
  - **Photography:** *Digital Photography*
  - **Graphic Design:** *Intro. to Graphic Design*

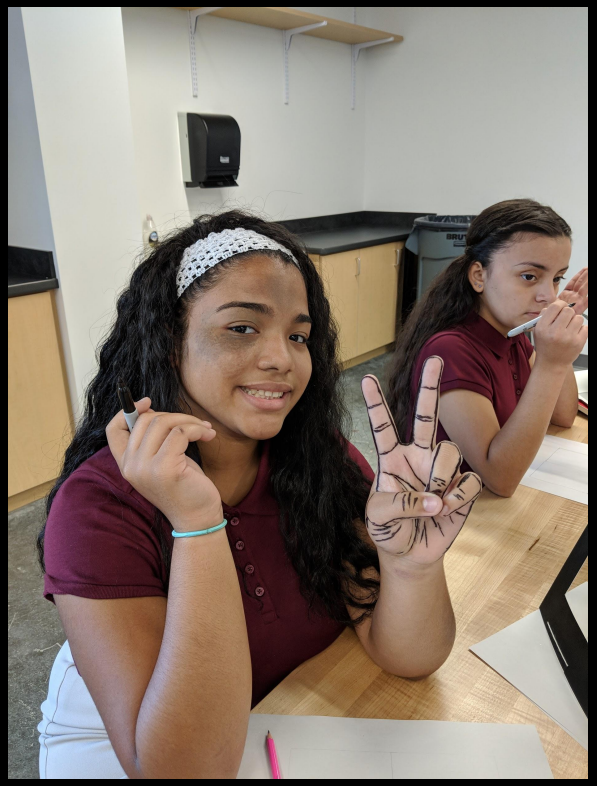
- **8th-10th Grade - Extra Curricular Opportunities**
  - *National Junior Art Honor Society/National Art Honor Society*
  - ***Fall:*** *Halloween Window Painting & Parade (Downtown York)*
  - ***Spring:*** *Chalk the Walk!*

8th Grade

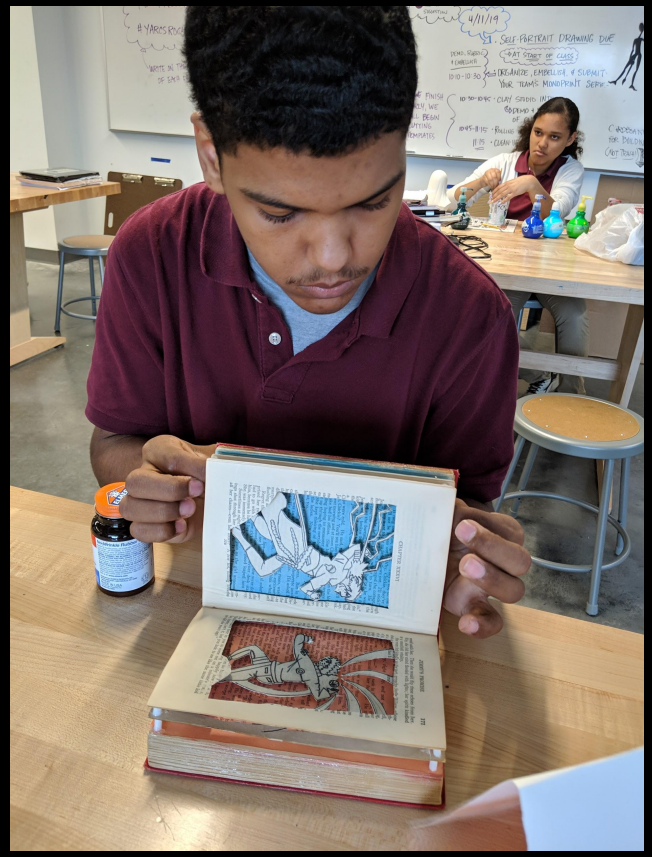
General Studio





9th Grade Foundations of Drawing

9th Grade Introduction to Ceramics



9th Grade 3-D/ Sculpture

MYP School Uniforms

Maroon Top

<u>Khaki Bottoms:</u>
Skirts, Jumper, Pants, Shorts

Shoes must be predominantly solid: Black, Brown, White, or Maroon

Thank you for coming!