



The International School Yangon

CURRICULUM & LEARNING SUMMARY

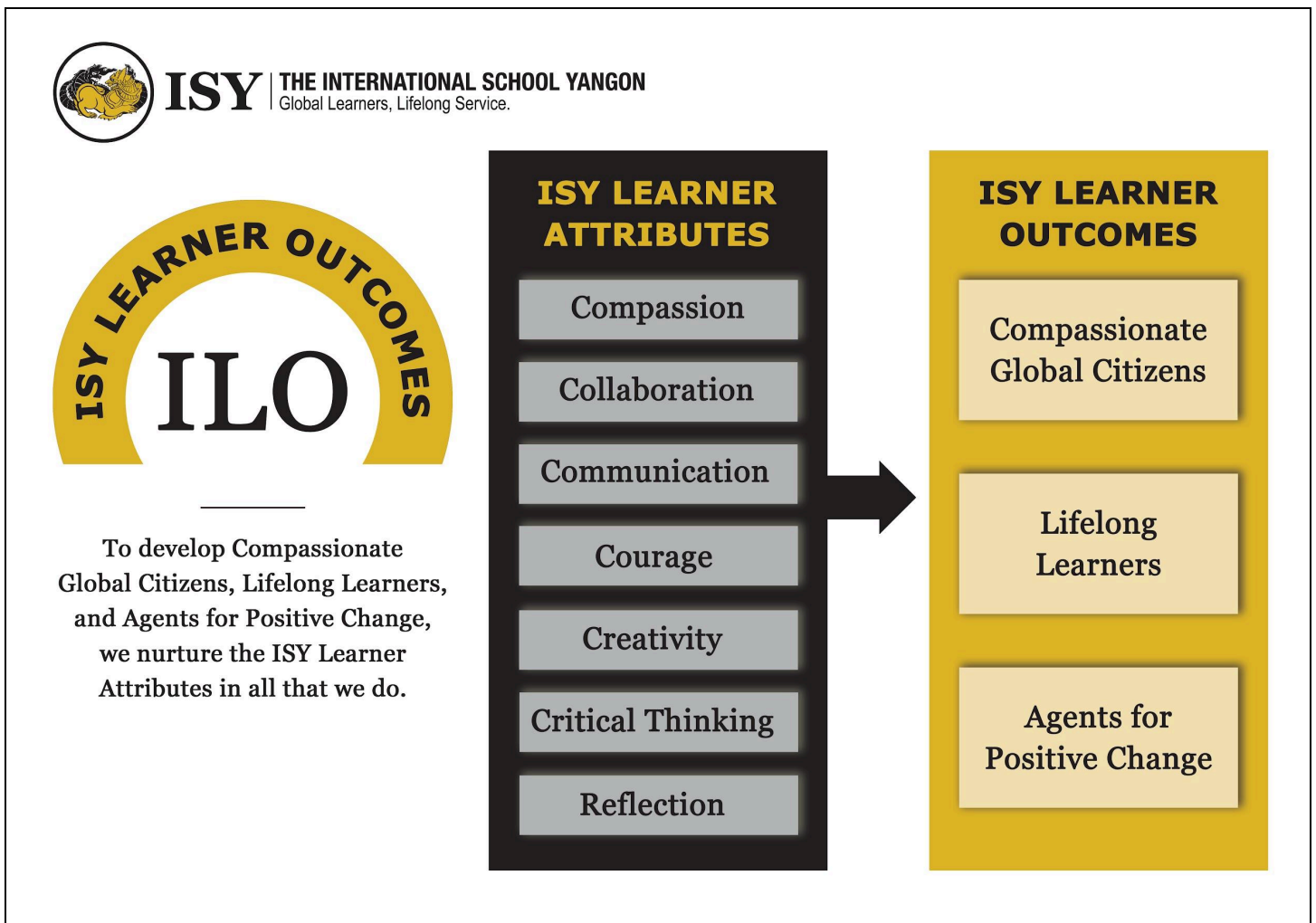


Academic Standards: ISY has adopted internationally recognized academic standards in all curriculum areas at all grade levels. To access specific subject and grade level academic standards, visit the subject-specific Team Drives. For ISY Academic Standards for all subjects in Grades 1 to 10, visit this [ISY Academic Standards \(Grades 1 to 10\)](#) folder. ISY students in Grades 11 and 12 sit the

International Baccalaureate (IB) Diploma and study towards the [IB Diploma Course Aims and Objectives](#).

In Pre-Kindergarten and Kindergarten, our Reggio Emilia-inspired philosophy to early childhood education led to the development of the [ISY Early Learning Guidelines](#) in all subjects. These guidelines have organized key objectives into a learning continuum that will enable teachers to track student growth and achievement over two years as they transition into Grade 1.

ISY Learner Outcomes and Attributes: We have three ISY Learner Outcomes (ILOs) that we work towards with all of our students. All ISY graduates will be compassionate global citizens, lifelong learners, and agents for positive change. In order to achieve this outcome we nurture in all of our students the ISY Learner Attributes. These are compassion, collaboration, communication, courage, creativity, critical thinking, and reflection. These attributes are strongly embedded in our curriculum and in everything we do.



Sustainable Development: To ensure the future relevancy of our written curriculum and to promote interdisciplinary and service learning which in turn promote student agency and the application of knowledge and skills, ISY has adopted the [United Nations' Sustainable Development Goals \(SDGs\)](#). The SDGs have been incorporated into the written curriculum as interdisciplinary themes that will focus teaching and learning in all subjects and grade levels. The expectation is not to have every

SDG covered in every course. Students will be exposed to different SDGs in different courses, at different grade levels, at different times.

Conceptual Understanding: For students to be able to apply the knowledge and skills that they learn to unfamiliar and unknown contexts, they must have a conceptual understanding of what they have learned. To facilitate the development of conceptual understanding in all subjects in all grade levels, ISY has adopted the 7 IB Diploma Literature concepts as the [ISY Interdisciplinary Concepts](#):

- Communication
- Creativity
- Culture
- Identity
- Perspective
- Representation
- Transformation

Knowledge: This is what we want our students to know. When presenting a topic or idea, teachers are expected to expose students to multiple global perspectives of that topic or idea, *including those of our host country* should that be appropriate. Teachers are also expected to acknowledge and encourage the sharing and development of the different thinking and perspectives of students.

Skills: This is what we want our students to be able to do. Academic skills come directly from our standards. Teachers are also expected to help students to develop skills inherent in the ISY Attributes. As with knowledge, teachers are also expected to acknowledge and encourage the sharing and development of the different thinking and perspectives of students in relation to specific skills. This provides for students and teachers using multiple ways to solve a problem that might not be prescribed by a primary resource or textbook.

PROCESS

Inclusive Learning: All teaching and learning tasks and experiences must be designed to address the learning perspectives, interests, needs, strengths, and differences of students. It is acknowledged that this is a very challenging task but one that is central to the success of our school as a compassionate community of global citizens. Support for students and teachers is provided by our Student Support Team as per the guidelines of the [Inclusive Education at ISY Handbook](#).

Interdisciplinary Learning: An interdisciplinary approach to learning has been defined as ‘*inquiries which critically draw upon two or more disciplines and which lead to an integration of disciplinary insights.*’ (Haynes, 2002, p.17). It allows students to learn by making connections between topics, ideas and concepts across different disciplinary boundaries.

A discipline can be defined as a field of study. In schools, disciplines are commonly referred to as subjects. Social studies, science, and mathematics are all disciplines which are made up of sub-disciplines such as economics, biology, and statistics, respectively.

Making connections between different disciplines as students study a topic, idea, or concept is central to interdisciplinary learning and has many benefits (Appleby, 2019):

- *Students are highly motivated as they have a vested interest in pursuing topics that are interesting to them. As a result, the content is often rooted in life experiences, giving an authentic purpose for the learning and connecting it to a real-world context. Consequently, the learning becomes meaningful, purposeful and deeper resulting in learning experiences that stay with the student for a lifetime.*
- *Students cover topics in more depth because they are considering the many and varied perspectives from which a topic can be explored.*
- *Critical thinking skills are used and developed as students look across disciplinary boundaries to consider other viewpoints and also begin to compare and contrast concepts across subject areas.*
- *Students begin to consolidate learning by synthesizing ideas from many perspectives and consider an alternative way of acquiring knowledge.*
- *Exploring topics across a range of subject boundaries motivates students to pursue new knowledge in different subject areas.*
- *Transferable skills of critical thinking, synthesis, and research are developed and are applicable to future learning experiences.*
- *Interdisciplinary knowledge and application of different disciplines can lead to greater creativity.*
- *Worthwhile topics of research can fall in the 'spaces' between the traditional disciplines.*

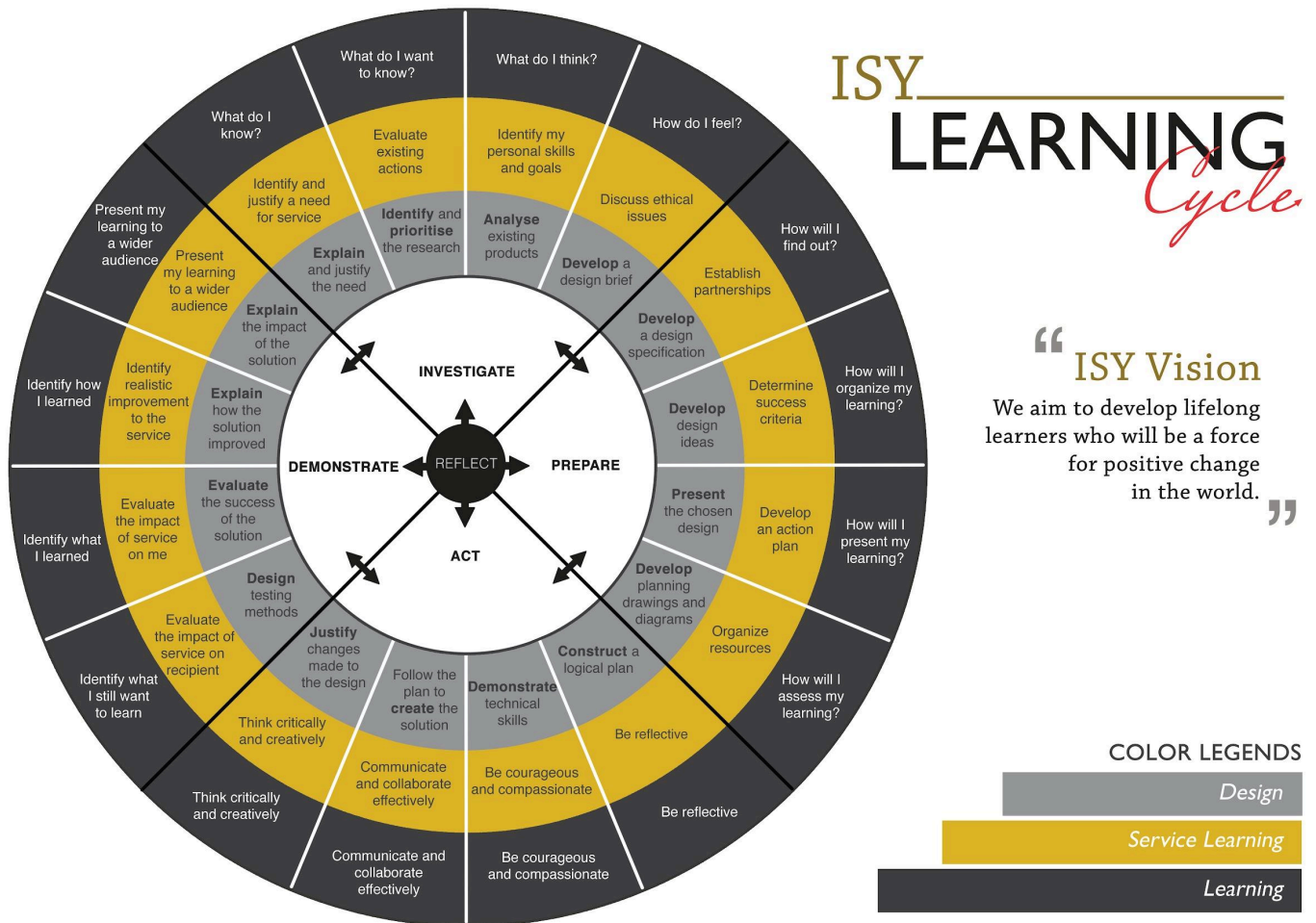
Click here for a more detailed explanation of [Interdisciplinary Learning at ISY](#).

Authentic Learning: As much as possible, students should be provided with opportunities to learn knowledge and skills by engaging directly with the subject matter through 'hands-on' experiences, field trips, or external experts. These learning experiences are designed to prepare students to use their knowledge and skills outside an instructional setting and in the 'real world.' To support authentic learning, field trips and external experts will be incorporated into teaching and learning experiences.

Service Learning: As a community of compassionate global citizens who are developing lifelong learners who will be a positive force for change in the world, service and student action is central to all that we do. While not all units of study will necessarily culminate in an act of service, it is expected that teachers will help students make connections between what they are learning and possible actions they can take to make a positive difference to others. The SDGs were incorporated into the written curriculum to help teachers and students make those connections.

ISY Learning Cycle: A common learning language and framework is important in providing students with a horizontally and vertically aligned learning experience that teachers can collaborate around. [The ISY Learning Cycle](#) has been developed to provide this common language and framework for

service learning, design, research, and general learning. It was developed using the [five stages of service learning](#) and aligns with common inquiry, research and design cycles.



Making Thinking Visible: Critical Thinking is an important ISY Attribute and ISY has developed the [Making Thinking Visible at ISY](#) resource to provide critical thinking routines suitable for all subjects and grade levels.

Collaborative Norms (Adaptive Schools): The Adaptive Schools Seven Norms of Collaboration has been adopted by the school for all collaborative work and will be used by teachers with their students. Students will also use them with each other in collaborative work. The Norms are as follows:

PAUSING	PARAPHRASING	POSING QUESTIONS	PUTTING IDEAS ON THE TABLE
PROVIDING DATA	PAYING ATTENTION TO SELF AND OTHERS	PRESUMING POSITIVE INTENTIONS	

Differentiated Instruction: As a compassionate community, ISY is an inclusive school and teachers are expected to differentiate instruction to address the learning perspectives, interests, needs, strengths, and differences of all students. Differentiated instruction is to be based on assessment data

and it is the responsibility of mainstream teachers to provide it. Support for students and teachers is provided by our Student Support Team as per the guidelines of the [Inclusive Education at ISY Handbook](#). To support teachers in differentiating their instruction, ISY prioritizes the use of differentiated learning platforms.

Research-based Instruction: Teachers are encouraged to innovate and try different instructional methods to meet the learning needs of students. These methods should be grounded in educational research and be proven to have a positive impact on student learning but this does not prevent teachers trying completely new ideas that they believe will meet student needs. While innovation is encouraged, we will continue to identify and consolidate key practices in all subject areas to provide a common language and framework for all teachers to use with students.

PROGRESS

Fair and Accurate: The [ISY Assessment Guide](#) is our starting point for all forms of assessment. All assessment practices must be designed to provide a fair and accurate assessment of student growth and achievement.

Formative Assessment: Teaching and learning experiences must be based on a fair and accurate understanding of the learning needs of each student. Therefore, teachers are expected to continually formatively assess students. Formative assessment may take any form that provides teachers with an efficient, fair, and accurate means to gather the assessment data required to inform instruction.

Common Summative Assessment (including Rubrics): Students of the same grade level are expected to have their achievement assessed at the end of grade level units using the same summative assessment and accompanying rubric or other marking schedules or checklists.

Unfamiliar Contexts: We want our students to be able to apply their knowledge and skills to unfamiliar and unknown contexts. We want them to develop their critical thinking skills and apply their understanding of mathematical concepts to increasingly difficult contexts (including the IB Diploma) and different disciplines. Therefore, we want to assess students in unfamiliar and varied ways, not just relying on assessments from textbooks.

Standardized Assessment: Standardized assessments provide an external data point that can be used in conjunction with assessment data collected by teachers to provide a fair and accurate assessment of student growth and achievement. Standardized assessments include NWEA MAP Testing (Math, Reading, Language, and Science) and WrAP Testing (Writing).

Learning Continuum: ISY acknowledges that in any class, there will be students achieving at different levels in relation to ISY's Academic Standards. To ensure that each student's learning needs are met, each student's achievement levels must be tracked as they progress through the grades. For teachers to track each student's progress, ISY Learning Continuums, such as those developed for

[English Language Arts](#), and [Mathematics](#) for the 2019-2020 academic year, will continue to be reviewed and developed.

Reports and Conferences: TBA

LEARNING ENVIRONMENT

All learning environments at ISY must be safe and compassionate. Teachers are expected to model and explicitly teach positive behavior and the ISY Lifelong Learning Attributes of which Compassion is one. Classrooms must be places that provide for collaboration between students, value the thinking and ideas of students, and honor the multiple perspectives, personalities, and learning preferences of students. Student thinking and work must be on display in each classroom along with the ISY Mission, Vision, Outcomes and Attributes, Strategic Themes and ISY Making Thinking Visible Posters.