

# Middle Years Program Curriculum



## MYP Core: Teaching, Learning and Relating

The curriculum model of the MYP places the student and the way the student learns at its center, as the child's development is the basis of the whole educational process. The areas of interaction, the approaches to teaching and learning, and key concepts surrounding the student in the model are core elements of the MYP. These approaches and concept provide a framework for learning within and across the subject groups. **Approaches to teaching and learning** support meta-cognitive and higher thinking development in our students. **Key Concepts** and **Global Contexts**, highly relevant but general concepts and themes, allow connections among the subjects themselves, and between the subjects and real-life issues. The organizing elements, Key Concepts and Related Concepts, vary by subject so that all concepts are treated in multiple subject areas. Global Contexts, the classroom conduit for international mindedness, are explored in all subjects as well as through the Personal Project.

### Key Concepts:

Key concepts are broad, organizing powerful ideas that have relevance within the subject group but also transcend it, having relevance in other subject groups. These concepts are timeless universal and abstract, represented by one or two words. The concepts are used in all subject groups in order to develop **depth of understanding** and promote disciplinary and interdisciplinary learning. There are sixteen prescribed key concepts, each contributed by one or more subject groups

## Definitions of Key Concepts:

**Aesthetics** deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.

**Change** is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.

**Communication** is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common language (which may be written, spoken or non-verbal).

**Communities** are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.

**Connections** are links, bonds and relationships among people, objects, organisms or ideas.

**Creativity** is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.

**Culture** encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities. The concept of culture is dynamic and organic.

**Development** is the act or process of growth, progress or evolution, sometimes through iterative improvements.

**Form** is the shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance.

**Global interactions**, as a concept, focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.

**Identity** is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences.

**Logic** is a method of reasoning and a system of principles used to build arguments and reach conclusions.

**Perspective** is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.

**Relationships** are the connections and associations between properties, objects, people and ideas—including the human community's connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far reaching, affecting large networks and systems such as human societies and the planetary ecosystem.

**Systems** are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.

## Global Contexts:

Global contexts provide guiding questions to give relevance to learning. They create opportunities for dynamic cycles of inquiry/action/reflection that lead toward intercultural understanding and global engagement. The contexts' relevance supports the developmental needs of adolescents' expanding physical/mental/social/community horizons. Because of their more abstract nature, they provide multiple entry points for all subject groups. The questions each context poses should point students towards the following:

- Why is this inquiry significant, relevant and meaningful?
- Why is this worthy of my effort and understanding?
- Why am I learning this?
- Why should this matter to me and to the communities to which I belong?

In addition, the Global Contexts link teaching and learning with the IB learner profile: *"our common humanity and shared guardianship of the planet"*

## Global Contexts Defined:

### **Identities and Relationships: Who am I? Who are we?**

In this context, students explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; and what it means to be human.

### **Orientation in Space and Time: What is the meaning of "when" and "where"?**

In this context, students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; and the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.

### **Personal and Cultural Expression: What is the nature and purpose of creative expression?**

In this context, students explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; and our appreciation of the aesthetic

### **Scientific and Technical Innovation: How do we understand the worlds in which we live?**

In this context, students explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; and how humans adapt environments to their needs.

### **Globalization and Sustainability: How is everything connected?**

In this context, students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world interconnectedness; and the impact of decision-making on humankind and the environment.

### **Fairness and Development: What are the consequences of our common humanity?**

In this context, students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; and peace and conflict resolution.

## Approaches to Learning:

Every unit in the MYP focuses on a skill category in the Approaches to Learning list for explicit instruction, reinforcement, or expansion. Each grade cluster meets to ensure that all the skills are being covered in multiple ways. Each subject group meets to ensure that there is a progression of instruction and reinforcement in grades 9-12.

<u>ATL skill categories</u>	<u>MYP skill clusters</u>
• Communication	Communication
• Social	Collaboration
• Self-management	Organization , Affective, Reflection
• Research	Information literacy, Media literacy
• Thinking	Critical thinking, Creative thinking , Transfer

## Personal Project: The Culminating Project

The *personal project* encourages students to practice and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students' individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.

MYP projects are student-centered and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate ATL skills developed through the MYP; and foster the development of independent, lifelong learners.

**The aims of the MYP projects are to encourage and enable students to:**

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

# Action and Service: Experiential Learning

CAS is an acronym for “Creativity, Action and Service.” It is a part of the core of IB education. **Action and Service**, the MYP version of CAS, is a bit different from middle school. No one counts hours! It is all about making goals, planning and doing activities and reflecting on what you learned. Action and Service is a requirement for achieving our HHS Record of Achievement.

## WHY do we have Action and Service?

IB wants students to be engaged and involved in the world to develop a heightened sense of global responsibility. To identify what people need to be successful in being global citizens, they created these **LEARNER OUTCOMES** to enable you to grow as a person:

- increasing awareness of your own strengths and areas for growth
- undertaking new challenges
- planning and initiating activities
- working collaboratively with others
- showing perseverance and commitment in your activities
- engaging with issues of global importance
- considering the ethical implications of your actions
- developing new skills

## WHAT is the purpose of Action and Service?

To meet these **LEARNER OUTCOMES**, IB invented Creativity, Action, and Service for the Diploma Program and Community and Service, an area of interaction in the MYP, as an experiential learning program that pushes students to engage in the world outside the classroom, using what they know and learning new skills. Students make yearly goals, tied to the learner outcomes above, accomplish great things, and reflect on what they learn from the experiences.

## MYP Learning Process: The Design Cycle

The Design Cycle represents the essence of MYP Learning through investigation, planning, creating, and reflecting. The Design Cycle is usually used for projects; however, if you think about it, it outlines the natural steps we instinctively follow when we put some time, effort, planning and thinking into something we make, create or invent.

# DESIGN CYCLE

## Investigate

Question, research, access prior knowledge, break down question or problem

## Design

Brainstorming, evaluating, selecting, and justifying

## Plan

Locating resources, identifying materials, allocating time, mapping steps

## Create

Implementing the plan

## Evaluate

Self-assessment of project using rubric/criterion, revisit previous steps as needed

## Reflect/Attitudes

Examine own experience



### INVESTIGATE:

How is this project a reflection of you?  
What do you need to know how to do to do this project?  
Who will teach you or how will you learn?  
Where will you find information?  
What kind of help will it take to finish this project?  
What other resources do you need?  
Who else has done projects like this and what did they do?

### DESIGN:

What will your project look like to another person?  
Break your project into parts and explain them.  
How is your project organized – time, space, importance?  
Why?  
What will determine how your project looks and feels?  
Are there different ways to do the project? If so, what are they?

### PLAN:

When will I start?  
Where will I get my materials?  
What is my timeline?

What might happen that impacts my timeline?  
Where will I get my resources?  
What happens if something goes wrong?

### CREATE:

What is your final product?  
How will you know it is finished?  
How will you evaluate your success?  
How will you document your project?

### EVALUATE:

What have you learned? How? Why?  
What step did you find to be the most challenging? Why?  
What step did you find to be the most enjoyable? Why?

### REFLECT:

What parts did you like of your project?  
How could you have improved the process?

# IBMYP Curriculum: What Courses You Take

Incoming freshmen are expected to have had, at least, Algebra I and a year of Chinese, French or Spanish. In grades 9 and 10, students will complete 6 SOL exams, marked with an \* below.

<b>Grade 9, MYP Level Four</b>	<b>Grade 10, MYP Level Five</b>
IBMYP English 9	IBMYP English 10*
IBMYP French or IBMYP Spanish (II or III)	IBMYP French or IBMYP Spanish (III or IV)
IBMYP World History & Geography II*	IBMYP US/VA Government
IBMYP Biology*	IBMYP Chemistry*
IBMYP Geometry* or IBMYP Algebra II* or AP Stats	IBMYP Algebra II* or IBMYP Standard Math or IBMYP Extended Mathematics
IBMYP Health & Physical Educ.	IBMYP Health & Physical Educ.
IBMYP Art or IBMYP Drama	IBMYP Art or IBMYP Drama