



## Middle Years Programme

# Introduction to the Middle Years Programme

St Pete Beach Florida

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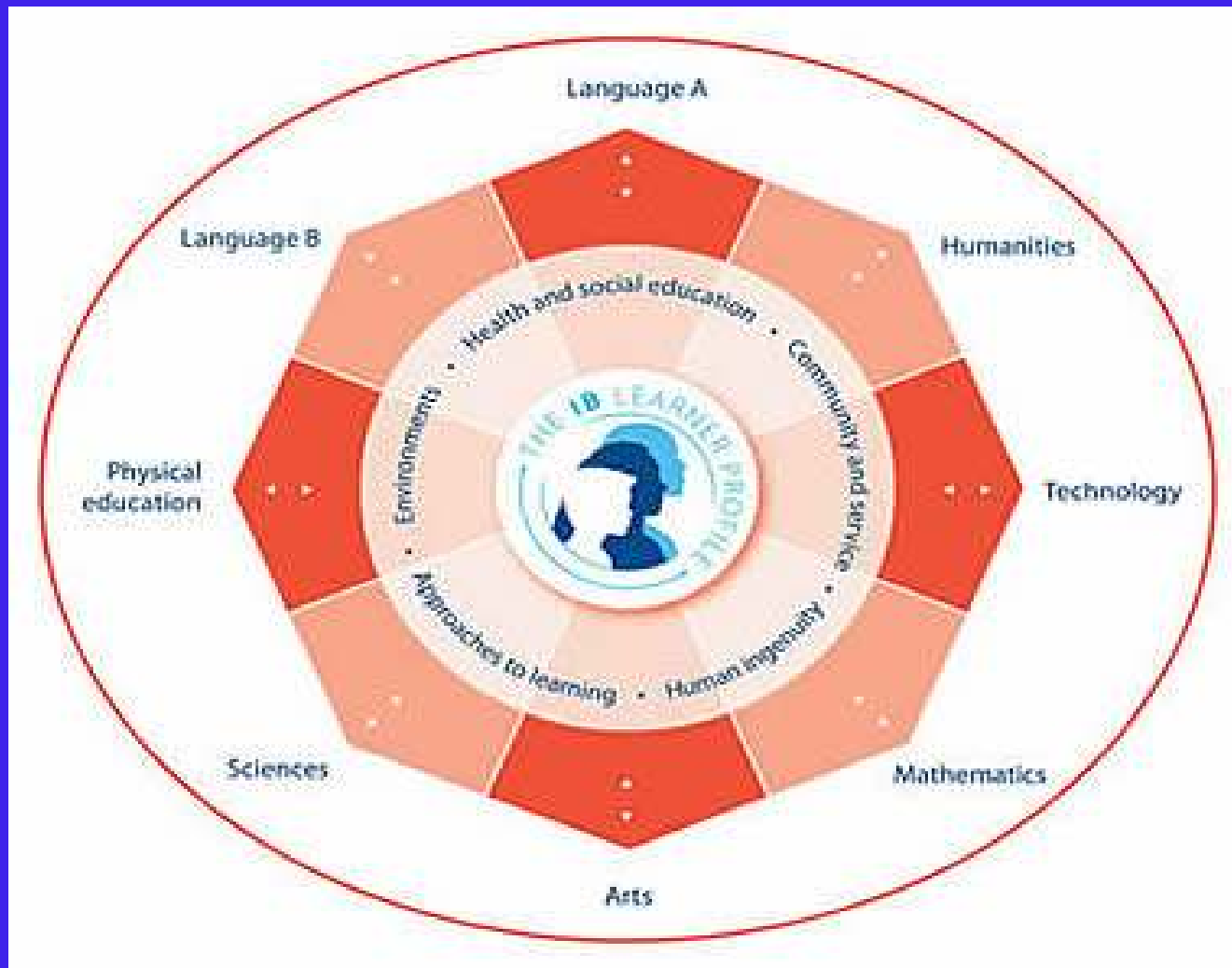
# Middle Years Programme Goals Workshop

Goals of the workshop:

- To provide a general introduction to the program and its components
- To increase the ease of application A and B, and authorization

## Middle Years Programme

# THE MYP CURRICULUM MODEL



# THE MISSION STATEMENT

### ACTIVITY:

1. Read the Mission Statement on the second page of the WB.
2. Highlight the 9 words or phrases you think are most important and/or key to the IB program.



## Middle Years Programme

# THE MISSION STATEMENT

**The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.**

**To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.**

**These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.**



# Middle Years Programme

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## Middle Years Programme

# MYP at a Glance

## Learner Profile

Read Pg. 2-3

- What does it mean to a MYP teacher?
- What does it mean to a MYP student?
- What does it mean to a MYP community?

### Approach to Learning Options

1. Write comments in the margins
2. Highlight answers to questions
3. Post It and write comments on the stickie

# Character Sketch- Learner Profile

- What does an IB student look like?
- What qualities/attributes should an IB student possess?

Directions:

Use pictures, images, and symbols to illustrate what an IB student that lives the Learner Profile would look like.

Give your student a descriptive/creative name!

## IB Student

Use pictures, images, and symbols to illustrate what an IB student that lives the Learner Profile would look like.



Give your student a descriptive/creative name!



## What is IB?

### Context:

So now that you are at an IB Candidate or Authorized school, Parents, Students, and Community Members will ask you what IB MYP is.

### Challenge:

In 200 words or less write a description of the IB/MYP that you could use to describe or sell the program to your audience.

# Middle Years Programme

## MYP Process

### Interested School Application- Investigating

#### Application A

- Candidate School
- Consultant
- Implement

#### Application B

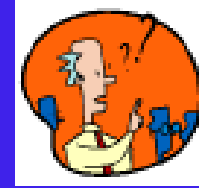
- Course Outlines
- Unit of Work
- Horizontal/Vertical Alignment
- Fundamental Concepts/AOI

Authorization

Evaluation



## What do I have to do?



- Course Outline
- MYP Unit Planner
- Horizontal Alignment Chart
- Vertical Alignment Chart
- ATL Alignment Chart



# What is a course outline?

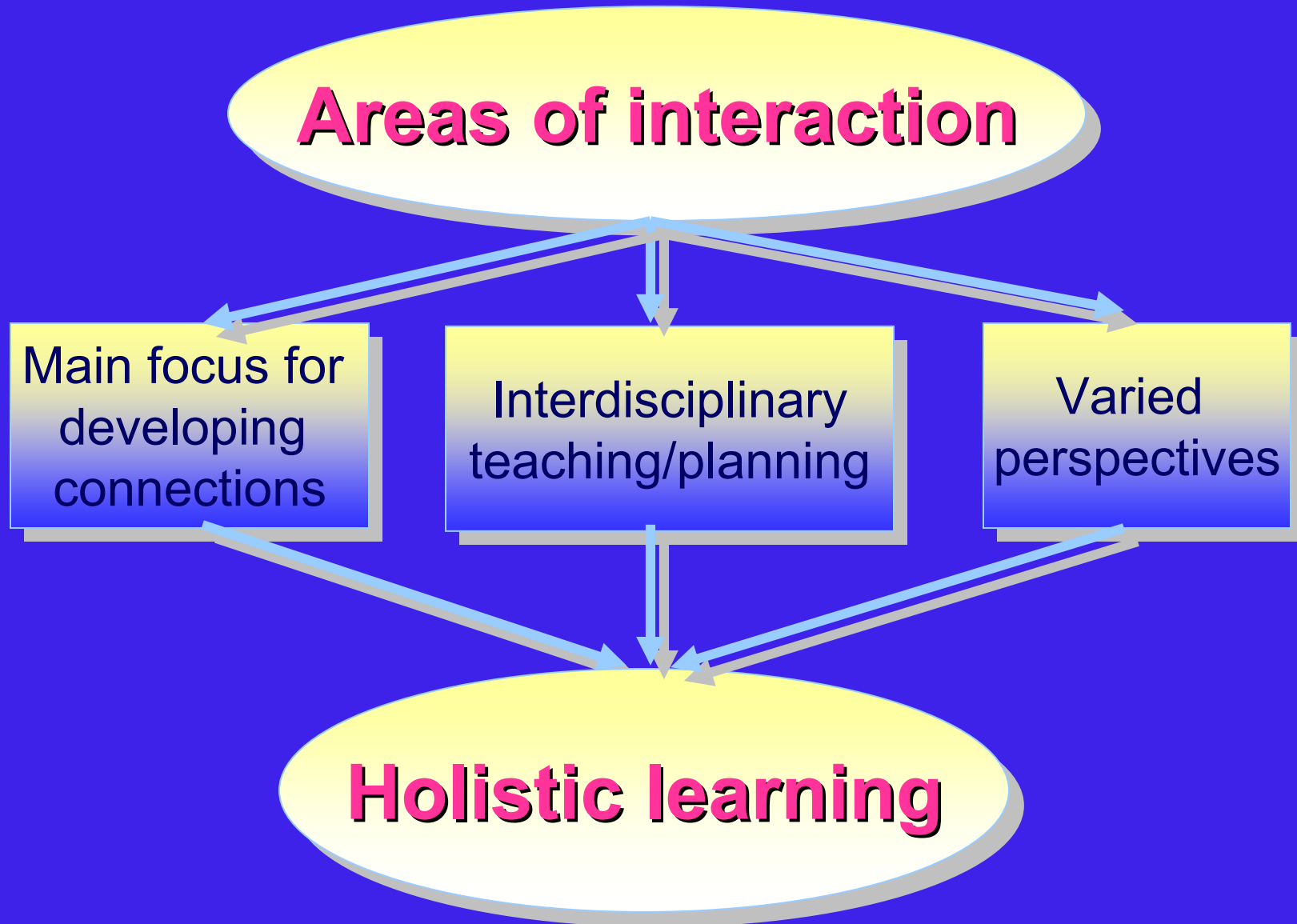
- 1-2 page description of MYP Course at your school
- It is not a place to list class rules or school supplies
- You could provide this to parents
- It should be accessible to the community



# What to include?

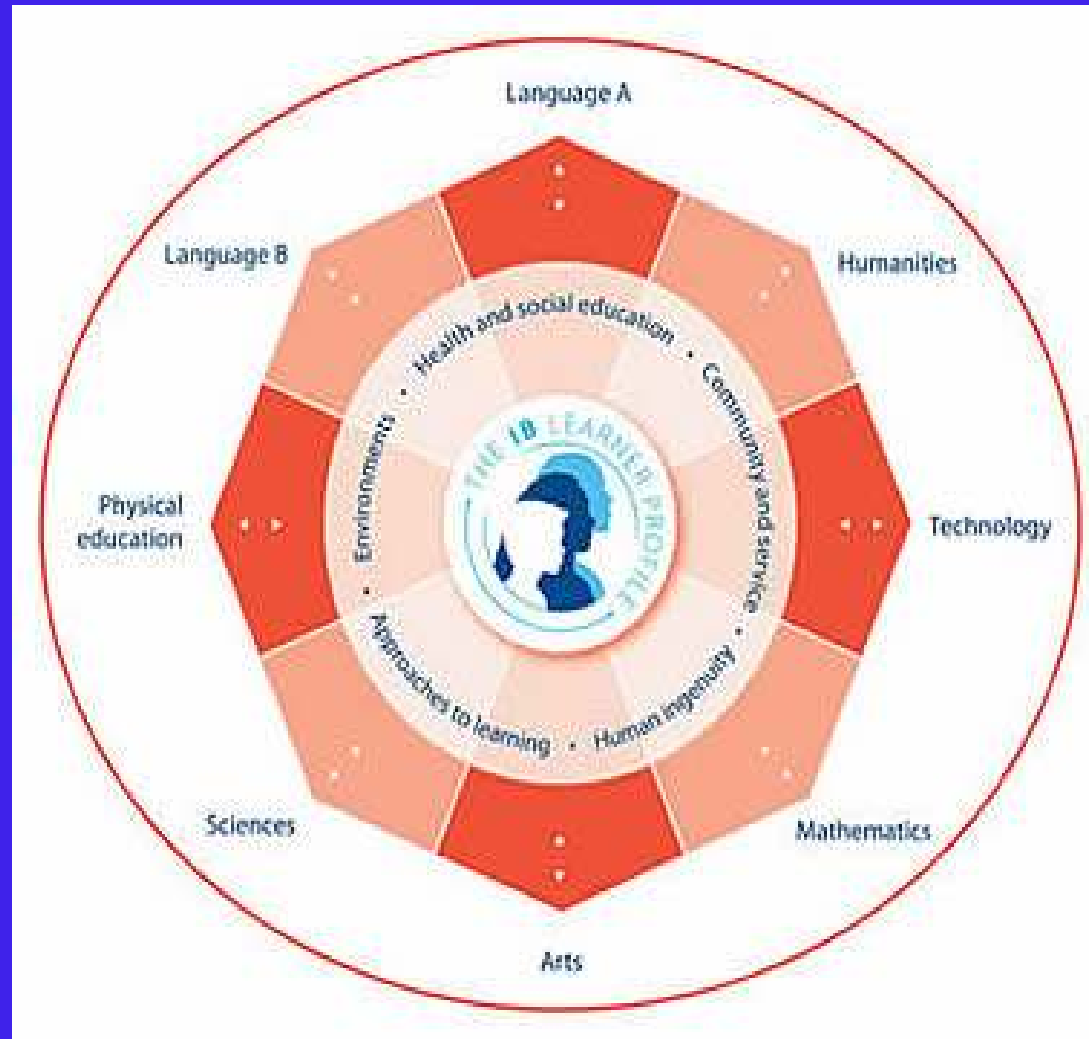
- Course Description
- Aims and Objectives
- Areas of Interaction (AOI)
- Texts and resources
- Methodology
- Methods of Assessment
- Grading Policy

# Holistic learning and the areas of interaction



# Middle Years Programme

## Curriculum Model



## Areas on Interaction

**H** = Health and Social Education

**E** = Environments

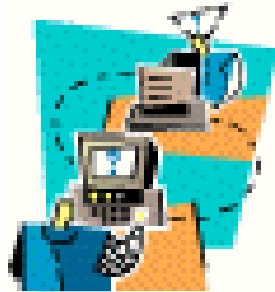
**A** = Approaches to Learning

**C** = Community and Service

**H** = Human Ingenuity

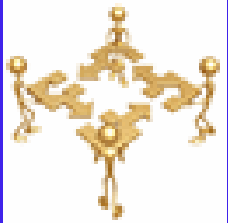


### Helping students see connections



- By focusing planning on the areas of interaction
- By organizing meaningful interdisciplinary projects
- By encouraging students to use the talents and skills developed at school in the outside world
- By designing tasks that reflect real-life issues.

## Role of the Areas of Interaction



- **Within the subjects**

integrating skills, ideas, themes and issues



- **Within the school**

interdisciplinarity, projects, special events, discrete courses, modules or schemes, extra-curricular activities



- **Involving the community**

special events, community and service, taking advantage of resources and expertise

## Areas of Interaction



are lenses



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# Areas of Interaction as Thematic Lenses

### Topic: Planning a Trip to St Pete Beach

1. Some want to hang out in the the spa and recuperate from their work life or go run on the beach
2. Some want to go to on the State Park and learn about the different habits and birds
3. Others want to read, study, and take notes on the IB guides
4. Some plan to explore the needs of the veteran community and volunteer to help
5. And others will study the construction of bridges in the area

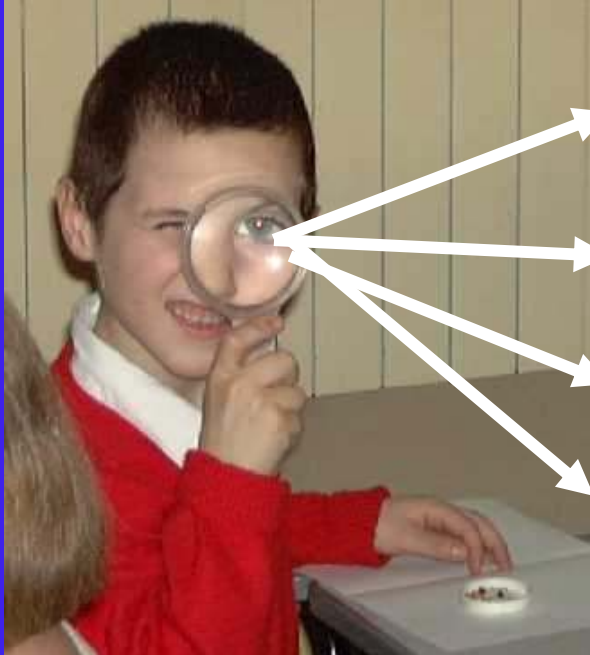


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# H-E-A-C-H

1. The spa folks (Health and Social Education)
2. Nature Explorers (Environment)
3. Others read and studied the guide (ATL)
4. Veteran Volunteers (Community & Service)
5. Bridge Researchers (Human Ingenuity)

# Areas on Interaction **ARE** lenses for



- finding different perspectives
- finding connections
- focusing content
- lighting fires in a pile of dry leaves

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## Areas on Interaction are **NOT**

Shallow links or something you tack on as an afterthought

## Review the Areas of Interaction

In what ways does a simple bottle of water hold the keys to the A of I?

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Significant Concept:

What do you want the student to remember in 10 years?



AOI Selection:

Select the 1 AOI that will be the best lens to focus through for your unit.



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What do the following questions have in common?

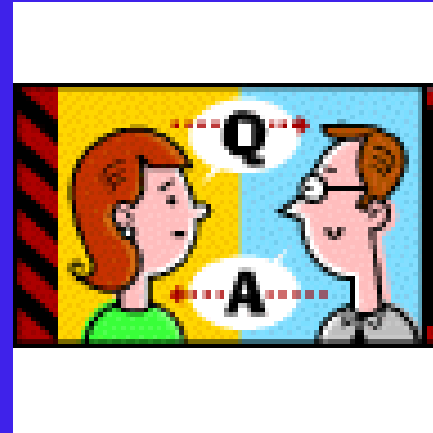
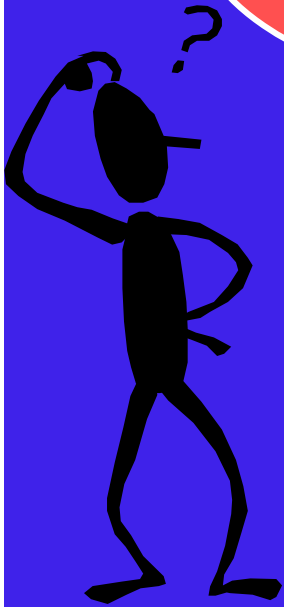


- Who is responsible for guaranteeing human rights?
- What makes a family?
- To what extent can good teaching be taught?
- Can one be socially responsible and still use drugs?
- What makes a good leader?

What happens when we tackle questions like these?

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Tell me more about  
Unit Questions!

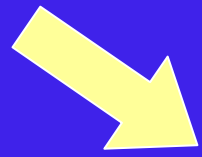


A Unit Question is a broad-based question which leads students to struggle with the **relationship** between the content and the Area of Interaction.

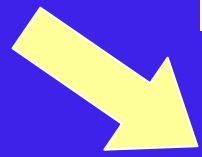
A Unit Question helps to focus on what is the **big concept** of the unit- what would we like students to remember in ten years?

Unit Questions should avoid being narrow or content-specific.

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TOPIC



Area of Interaction

+

Significant Concept

=

Unit QUESTION





# Good Assessment tasks must consider...

- How the student will demonstrate what has been learned about the content and the area of interaction as well as deep thinking about the Unit Question
- What product, performance, or activity is appropriate and is related to an issue, a problem, a question or an experience that emerges from this unit of study

# What are some assessment tasks?



- Products
- Newspapers
- Timelines
- Maps
- Essays
- Journal Prompts
- Art projects
- Puppets
- Invention of games
- Tests
- Posters
- Performances
- Readings
- Skits
- Interviews
- Oral reports
- Slide shows
- Teaching the class
- News reports
- Commercials
- Poetry reading
- Narratives

# Technology Assessment Criteria

- Criterion A: Investigate (max 6)
- Criterion B: Design (max 6)
- Criterion C: Plan (max 6)
- Criterion D: Create (max 6)
- Criterion E: Evaluate (max 6)
- Criterion F: Attitude (max 6)



# Humanities Assessment Criteria

- Criterion A: Knowledge (max 10)
- Criterion B: Concepts (max 10)
- Criterion C: Skills (max 10)
- Criterion D: Organization and Presentation (max 8)

