

Middle Years Programme at H.I.S



Grades 6-10

April 2012

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IB Philosophy

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. [...]¹

The principles of the MYP are deeply rooted in international education. They are shared by all the IB programmes, are stated within the IB's mission statement and provide a framework for constructing a school's own curriculum.[...]

The MYP is designed to provide students with opportunities that will enable them to develop and challenge their own personal values; this is seen as a critical step in the lives of adolescents, which can help them acquire sound judgment.²

MYP Fundamental concepts

These 3 concepts give you an idea of what the MYP is about:

Holistic Learning...

...means to meet the needs of the whole person, to teach students the understanding of concepts, the mastery of skills and to help them develop attitudes that can lead to considered and appropriate action.

Intercultural awareness...

...means students should consider issues from multiple perspectives, learn about their own and other cultures and develop an understanding and respect for other cultures.

Communication...

...supports understanding, allows reflection and expression. Language, the tool of communication is of fundamental importance in the MYP. This is why we say that no matter which subject teachers teach – they are also language teachers!

The individual's whole experience is built upon the plan of his language. (Henri Delacroix)

¹ IB mission statement

² MYP: From principle into practice, August 2008

Learner Profile

As global citizens and lifelong learners we strive to be :

Inquirers

We develop our natural curiosity. We practice the skills necessary for inquiry and research and show independence in our learning. We enjoy learning.

Knowledgeable

We explore concepts, ideas and issues that have local and global significance. In doing so, we acquire in-depth knowledge and develop understanding across a broad range of subjects.

Thinkers

We apply our thinking skills creatively and critically. We strive to make reasoned, ethical decisions and don't shy away from complex problems.

Communicators

We understand and express ideas and information in more than one language and in a variety of modes of communication. We work effectively and willingly with others.

Principled

We take responsibility for our own actions and their consequences. We always try to act fairly and honestly showing respect for other individuals or groups.

Open-minded

We understand and appreciate our own cultures and personal histories and are open to the perspectives, values and traditions of others. We always try to seek and evaluate a range of views and are willing to grow from the experience.

Caring

We show empathy, compassion and respect towards the needs and feelings of others. We want to make a positive difference to the lives of others and to the environment.

Risk-takers

We approach new situations or roles with courage and thoughtfulness. We are brave and articulate in defending our beliefs.

Balanced

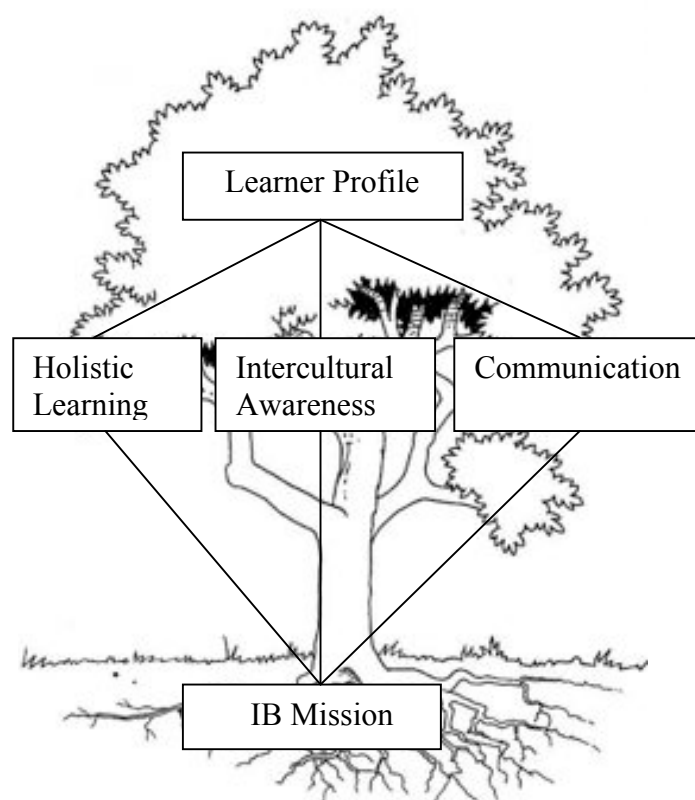
We understand the importance of intellectual, physical and emotional balance for ourselves and for others.

Reflective

We take time to think about our learning and experience. We evaluate our own strengths and limitations in order to improve our learning and personal development



Think of the IB philosophy as a tree: With the mission as the roots that hold the tree firmly in the ground. Three strong branches allow the treetop to grow and prosper. The fundamental concepts support the treetop and form the connection between the roots and the top. The Learner Profile derives from the mission and these are the attributes all IB learners strive to acquire. All three elements together (mission, fundamental concepts and Learner Profile) make up the MYP philosophy.



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The Programme model

The curriculum contains eight subject groups together with a core made up of five Areas of Interaction.

Students study subjects from each of the eight subject groups.



The Eight Subject Areas

Language A

Language A is the student's strongest language. It may be what is sometimes called their mother tongue, but it is not necessarily the first language a child learned. At H.I.S., we offer language A classes in two languages: English and German.

Language B

A language B course is designed to encourage students to gain competence in a modern language other than their mother tongue. Language B courses are divided up into three levels: foundation, standard and advanced. At H.I.S. we offer Language B classes in German and Spanish. Language B English Support is provided within the Language A English class and in extra classes as needed.

Physical Education

All students attend the physical education course according to their grade level.

Sciences

At H.I.S. we offer an integrated science course at each grade level including a selection of topics from biology, chemistry, physics, earth and space sciences. In Grades 9 and 10 the discrete subjects of biology, chemistry and physics are taught.

Arts

Each year we offer a selection of courses from the fields of drama, music and visual arts. At present, all students attend the same courses in any given year.

Mathematics

All students attend the mathematics course at their grade level. Extended mathematics is currently integrated into the mathematics course. Extended mathematics students progress through the material at a faster pace and are offered extension topics in Grades 9 and 10.

Technology

Each year we offer a selection of courses from the fields of material and informational technology. Material technology is also found within collaborative units with the science programme and informational technology is found within collaborative units in language, humanities and mathematics classes.

Humanities

At H.I.S. we offer an integrated humanities course at each grade level including a selection of topics from history and geography.

For further curriculum information, please refer directly to H.I.S.

The Areas of Interaction (Aoi)

The Aoi aim to help teachers and students make connections to the real world. Whatever is taught should not stay in the classroom; the students take it with them and make connections to the world they live in.

The questions for each Aoi give you an idea of how they guide an inquiry:

Areas of interaction



Approaches to learning

How do I learn best?
How do I know?
How do I communicate my understanding?



Community and service

How do we live in relation to each other?
How can I contribute to the community?
How can I help others?



Health and social education

How do I think and act?
How am I changing?
How can I look after myself and others?



Human ingenuity

Why and how do we create?
What are the consequences?



Environments

Where do we live?
What resources do we have or need?
What are my responsibilities?

Aoi symbols designed by H.I.S. students, May 2011

The Areas of Interaction provide the MYP with its unique core. Teaching subject areas through these contexts allows teaching and learning to focus on attitudes, values and skills.

The Areas of Interaction:

- Give meaning to what is learned through the exploration of real-world issues
- Provide the context for the MYP fundamental concepts and the IB learner profile, which underpin the philosophy of the programme
- Encourage higher-order thinking skills to deepen understanding
- Provide a framework for student inquiry
- Can help students develop positive attitudes and a sense of personal and social responsibility
- Engage students in reflection to better understand themselves as learners
- Can lead students from academic knowledge to thoughtful action
- Contribute to an interdisciplinary approach to learning
- Provide a common language for constructing and organizing the curriculum³

Teaching and learning

How can students become successful MYP learners?

Teaching students how to learn effectively is the key to success. Skills are taught in the MYP which enable students to *make a difference* to their learning situation. The MYP teachers strive to ensure that students acquire the necessary skills and the confidence to take ownership of their own learning.

The MYP is an inquiry based programme, and as such picks up from the PYP.

You can perhaps recall situations which stand out in your memory because you were given the chance to find the solution to a problem – giving you this “aha” moment. Providing students with the tools which enable them to experience these moments is a key to successful teaching and learning in the MYP.

³ (MYP: From principles into practice, August 2008)



"We may think of two general approaches to learning: a transmission approach, in which learning is viewed as something the teacher or text does to the student, and a constructivist approach, in which the student is involved in an active process of constructing deep understanding. A transmission approach to teaching emphasizes finding the right answer, memorizing specific facts, and repackaging information. Instruction is structured to transmit specific facts and train in precise skills. A constructivist approach builds knowledge by engaging students in stimulating encounters with information and ideas. Students learn by constructing their own understanding of these encounters and by building on what they already know to form a personal perspective of the world. Construction is an active, ongoing process of learning that continues throughout life."

Carol Kuhlthau, *Guided Inquiry: Learning in the 21st Century*

Interdisciplinary teaching and learning



Interdisciplinary learning is an important part of the MYP. Teachers have collaborative planning sessions, which allow them to look for cross-curricular connections.

As teachers plan collaboratively to integrate the areas of interaction with their subject content, many occasions will occur when two or more subjects come together and reinforce each other. As teachers of these subjects identify complementary skills and concepts, they plan MYP units of work that build on this complementarity.

These interdisciplinary units of work provide clearer insight for students as they focus their inquiry on these concepts and skills.

This kind of learning can encourage a deeper level of understanding compared with learning the concepts and skills through one subject perspective alone.⁴

⁴ MYP: From principles into practice, August 2008

MYP Assessment

Assessment in the MYP is criterion based. These criteria are pre-determined and accessible to all students. The MYP identifies a set of objectives for each subject group, which are directly related to the assessment criteria of that particular subject group.

The level of student success in terms of levels of achievement is described in each assessment criterion.

Example:

Language A is assessed with 3 Criteria: Criterion A (Content)
Criterion B (Organization)
Criterion C (Style and language mechanics)

Grade 10 Language A Criterion A (Content):

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student demonstrates very limited understanding of the text and topic, and little or no awareness of the author's choices. There is little or no detail, development or support. In creative work, pieces show very limited imagination or sensitivity; the student rarely employs literary features, or employs literary and/or non-literary features that do not serve the context or intention. The use of terminology is missing, inconsistent and/or inappropriate .
3-4	The student demonstrates limited understanding of the text and topic, and sometimes shows an awareness of the author's choices, although detail, development and/or support are insufficient . In creative work, pieces show limited imagination or sensitivity; the student attempts to employ literary and/or non-literary features; these sometimes serve the context and intention. The use of terminology is sometimes accurate and appropriate.
5-6	The student demonstrates a sufficient understanding of the text and topic, and an awareness of the author's choices, using adequate detail, development and support. In creative work, pieces reflect some imagination and sensitivity; the student generally employs literary and/or non-literary features that serve the context and intention. Terminology is usually accurate and appropriate.
7-8	The student demonstrates a good understanding of the text, topic and the author's choices, using substantial detail, development and support. In creative work, pieces reflect imagination and sensitivity; the student employs literary and/or non-literary features that serve the context and intention. Relevant terminology is used accurately and appropriately.
9-10	The student demonstrates a perceptive understanding of the text, topic and the author's choices, consistently using illustrative detail, development and support. In creative work, pieces reflect a lot of imagination and sensitivity; the student employs literary and/or non-literary features effectively that serve the context and intention. The student shows a sophisticated command of relevant terminology, and uses it appropriately.

Portfolios

All MYP teachers keep a record (Portfolio) for each student they teach. This contains samples of assessed student work. It enables teachers, students and parents to monitor students' learning progress throughout the school year. Please contact the homeroom or subject teachers if you would like to see the portfolio of a student.

Reports

We only give 1-7 grades on the report at the end of the school year.

Grade 7 (Excellent)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .
Grade 6 (Very good)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
Grade 5 (Good)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 4 (Satisfactory)	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 3 (Mediocre)	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
Grade 2 (Poor)	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support .
Grade 1 (Very poor)	Minimal achievement in terms of the objectives.

Reports go out twice in the school year.

Community and Service

The MYP puts a strong emphasis on student involvement in Community and Service. Therefore all MYP students will get involved in projects, that will enable them to become responsible citizens, considering the needs of the community by offering service in school or in the wider community.

Personal Project (PP)

In their final year of the MYP, the students in Grade 10 have the chance to demonstrate, through the PP, their ability to inquire, manage time, research, solve problems, write and present – to show that they are ready for the next step in their lives, which may be entering the Diploma Programme.

The PP is focused on one or two Areas of Interaction and thus shows the student's development in terms of the Aol.



Please look for more information about...

...MYP Info events at H.I.S.:

H.I.S. newsletter

Weekly information about events, important dates
Information and feedback about past events

H.I.S. Info boards

...general information about the IB Programmes:

www.ibo.org

This is the official website of the IB.

Please contact the MYP-Coordinator for questions about the Middle Years Programme at H.I.S.