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# The Middle Years Programme (MYP) Authorized in 2018



# Goals

- ▷ Inform parents about the MYP's structure and philosophy.
- ▷ To understand how your child is assessed.
- ▷ Give parents an opportunity to ask questions about teaching and learning in the program.

# Some acronyms you should know...

IB - International Baccalaureate

PYP - Primary Years Programme

MYP - Middle Years Programme

DP - Diploma Programme

ATLs - Approaches to Learning (skills)

PP - Personal Project

SGO - Subject group overview

I&S - Individuals & Societies

L&L- Language and Literature

PHE- Physical and Health Education

# HIS is an IB World School

**Primary Years  
Programme**

EC to Grade 5

Authorized  
since 2005

**Middle Years  
Programme**

Grades 6-10

Authorized  
since Dec. 2018

**Diploma  
Programme**

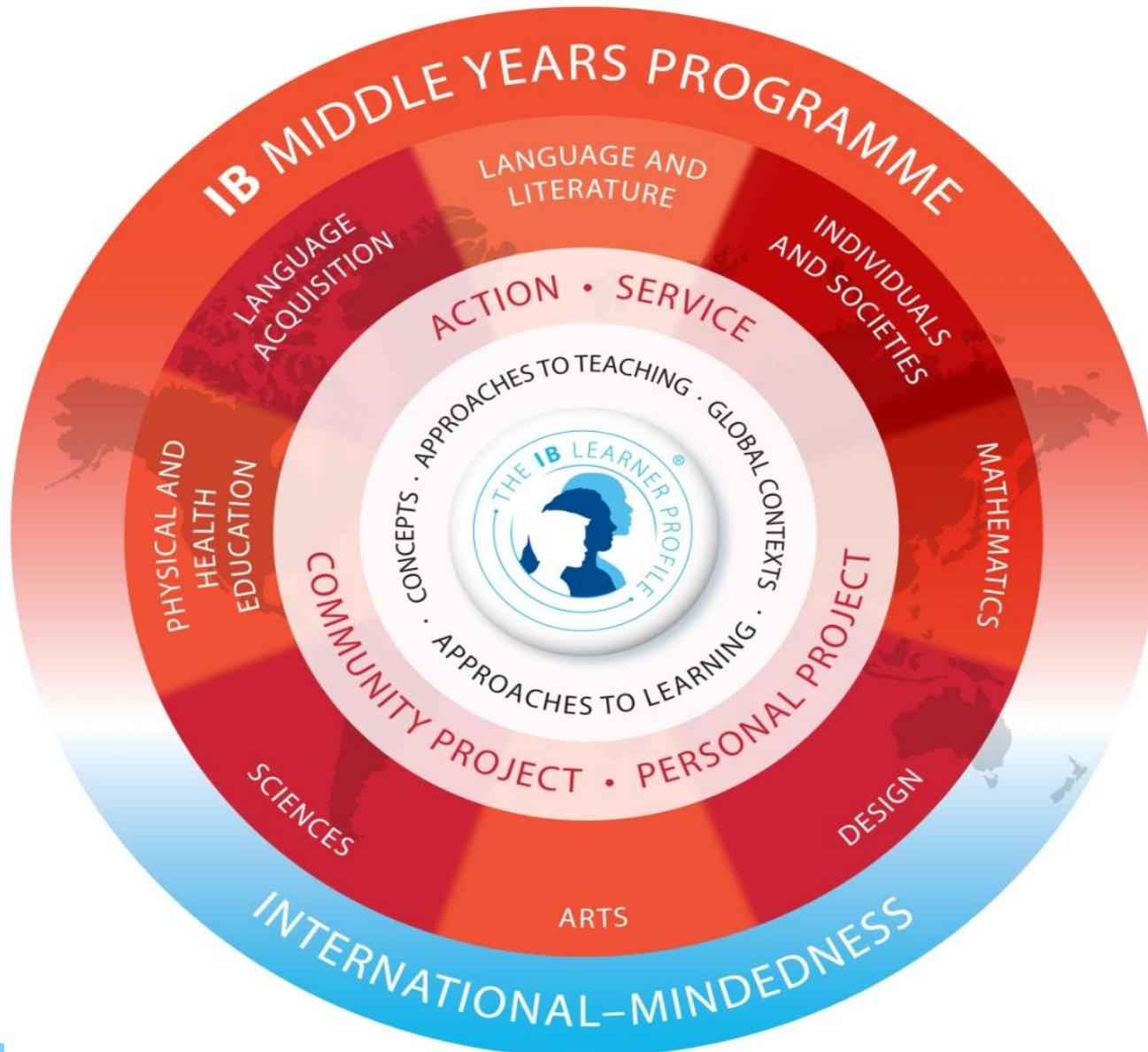
Grades 11-12

Authorized  
since 2005

# What is the MYP?

IB programme models highlight important shared features of an IB education.

# Programme model



A framework that creates a balanced approach to the school's own curriculum.

Interdisciplinary

# The **IB** Learner Profile



The IB Learner Profile is the IB mission statement translated into a set of learning outcomes for the 21 century.

## The MYP Curriculum framework model includes:

- **Approaches to learning (ATL)**, helping students learn how to learn by developing skills for research, critical and creative thinking, communication, collaboration, and self-management
- **Key and related concepts**, helping students explore big ideas that matter
- **Global contexts**, helping students understand the relevance and importance of their study for understanding their common humanity and shared guardianship of the planet.

# Approaches to learning (ATLs)

Explicit integration of skills for learning across all subject groups



# Key concepts

Aesthetics	Change	Communication	Communities
Connection	Creativity	Culture	Development
Form	Global Interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

The MYP identifies 16 key concepts to be explored across the curriculum.

*Key concepts*, contributed from each subject group, provide interdisciplinary breadth to the programme.

# Global contexts

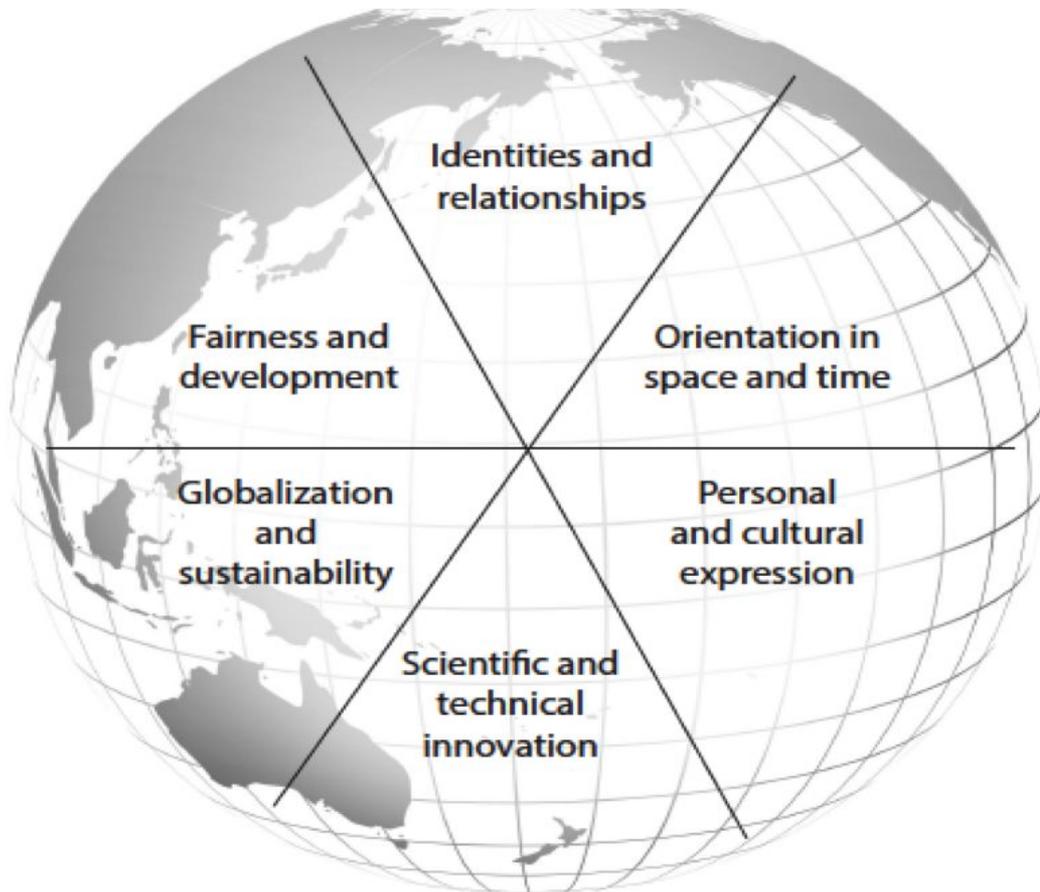


Figure 9  
MYP global contexts

The MYP identifies six global contexts for teaching and learning that are developed from, and extend, the PYP's transdisciplinary themes.

- ❖ Who we are
- ❖ Where we are in time and place
- ❖ How we express ourselves
- ❖ How the world works,
- ❖ How we organize ourselves,
- ❖ Sharing the planet

# Teaching and learning in the MYP

# MYP units

- ▷ MYP courses typically contain 4-6 units per year
- ▷ The curriculum is planned collaboratively by teachers to ensure that students gain a wide range of knowledge and skills.
- ▷ Units are centered around a statement of inquiry, which drives learning and inquiry throughout.

# The inquiry cycle

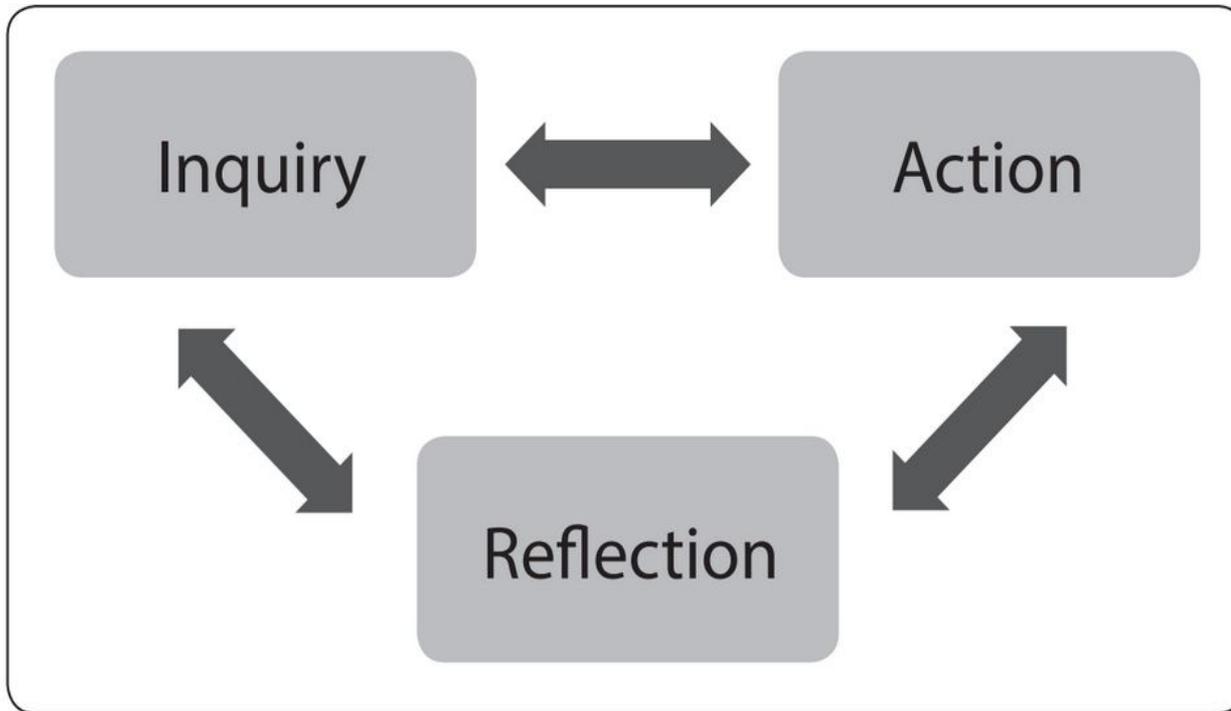


Figure 2

Represented as the interplay between asking (inquiry), doing (action) and thinking (reflection), this constructivist approach leads towards open classrooms where different views and perspectives are valued.

# Inquiry-based learning

**Students are presented with a situation, problem or concept to investigate.**

Prior subject knowledge and experience applied to the new context.

Teachers & students develop questions to investigate; develop new skills & knowledge.

**Learning tasks are engaging and concept based. Students create meaningful connections with new knowledge and skills.**

# Examples of inquiry-based learning

Investigations

Research projects

Discussion questions

Jigsaw activities (promotes sharing of information and ideas)

Thinking routines

# Combining classes

- ▷ In grades 7/8 and 9/10, classes are combined for some classes.

**Combined:** Japanese, English, I&S, Design, PHE, Arts, Study Skills, Music *(Instruction is differentiated when needed)*

**Separate:** Math, Science

The curriculum in combined courses is on a two-year rotation (Year A and Year B)

# Assessments in the MYP

Assessment in the MYP is criterion-related and directly linked to the aims and objectives of the subject groups.

<b>MYP Criteria</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Language &amp; Literature</b>	Analyzing	Organizing	Producing Text	Using Language
<b>Language Acquisition</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using Language
<b>Individuals &amp; Societies</b>	Knowing and understanding	Investigating	Communicating	Thinking Critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Physical &amp; Health Education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
<b>Personal Project</b>	Investigating	Planning	Taking action	Reflecting

# Formative Assessment

Takes place throughout the unit, informally or formally, with or without criteria that allows for students to be monitored as they engage through the subject content. Teachers identify students' learning needs in order to better inform the learning process. Allows students to understand where they are in their unit inquiry.

# Summative assessment

Each unit is concluded by a summative assessment in which students should demonstrate their understanding of the unit's content with reference to the statement of inquiry.

Must provide evidence of student understanding through authentic performance (not simply recalling factual knowledge).

Assessed using four subject-specific assessment criteria based on a scale from 0 to 8. (not necessarily all of them at the same time)

# How the semester grade is decided?

Add together the levels achieved on each of the criteria and arrive at a total.

E.g.  $7+8+7+4=26$

Compare the total against the table of grade boundaries for that subject area published by IB.

# Grade Boundaries

Final grade achieved	Total of 4 criteria
1	1-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32

# The Personal Project (Grade 10)

## Personal Project introduction for parents

- ▷ Independent, long-term project completed in grade 10
  - ▷ Concluded by an exhibition
  - ▷ Culminating experience of MYP
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- ❖ The details of the MYP presentations will be announced on the website.
  - ❖ For further questions please contact the MYP coordinator.

Thank you!