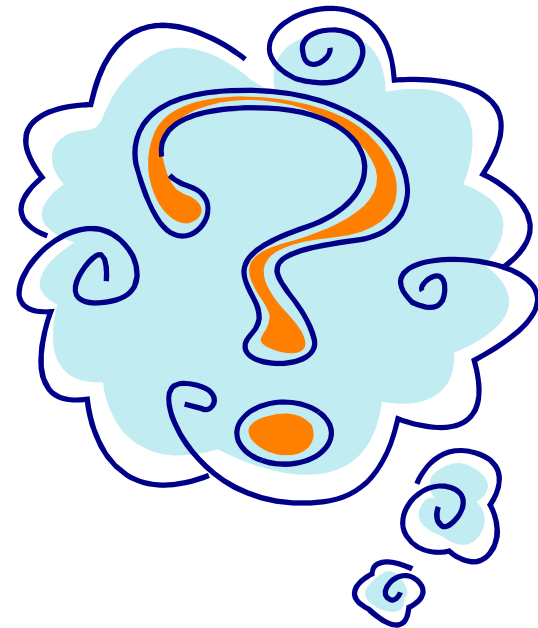

A Guide to the International Baccalaureate Middle Years Program



Robbinsdale Middle School

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**Robbinsdale Middle School
Cooper High School
IB MYP Handbook**

IB MYP Program Model



With IB MYP, the student is at the center of all learning.

Key & Related Concepts allow courses to teach within and across disciplines.

Global Contexts provide starting points for inquiry of what it means to be internationally minded.

Approaches to Learning thread through all IB MYP subject groups.

Action and Service, including the personal project, set clear learning outcomes with students participating in local and global activities.

So, in conclusion....

"Education is the most powerful weapon which you can use to change the world."

- Nelson Mandela

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education."

-Martin Luther King, Jr.

"There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning."

-Jiddu Krishnamurti

How can I help as a parent?

Helping with school work

Follow up daily with your student to see what homework he/she has. Help reinforce this by encouraging your student to use a planner to track deadlines. Help your student schedule time so he/she doesn't feel overwhelmed.

Getting involved in the school

There are many ways you can get involved:

- PTO (Parent Teacher Organization)
- Conferences
- Volunteer in the classroom
- Join on a field trip
- Parents as Partners (thandi_chiinze@rdale.org)

If you are interested in any of these opportunities call our main office at 763-504-4800 (RMS) or 763-504-8500 (CHS).

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- **Sources used to create this booklet:** MYP: From Principles into Practice, International Baccalaureate Organization.
 - For More Information, visit: ibo.org; chs.rdale.org; rms.rdale.org

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What is the International Baccalaureate?

What is the IB all about?

- ◇ It was established in 1968 in Geneva, Switzerland.
- ◇ It is governed by a 17-member Board of Directors and is funded by fees from IB World Schools.
- ◇ Currently the IB works with 4,562 schools in 158 countries to develop and offer four challenging programmes to over 1,300,000 students aged 3-19 years old:
 - The Diploma Programme at the high school level (ages 16-19).
 - The Middle Years Programme (MYP) (ages 11-16).
 - The Primary Years Programme (PYP) (ages 3-12).
 - The Career Related Programme (CP) (ages 16-19).

How did the IB get started?

In 1948, Marie Therese Maurette created the framework for what would eventually become the IB Diploma Programme, when she wrote *Is There a Way of Teaching for Peace?*, a handbook for UNESCO (*United Nations Educational, Scientific and Cultural Organization*). In the mid-1960's, a group of teachers from the International School of Geneva (Ecolint) created the International Schools Examinations Syndicate (ISES), which would later become the International Baccalaureate Organization (IBO). The IB headquarters were officially established in Geneva, Switzerland in 1968, for the development and maintenance of the Diploma Programme, which provided an internationally acceptable university admissions qualifications for young people whose parents worked as diplomats or with international and multi-national companies.

Language and Literature Rubric Example

	CRITERION C: PRODUCING TEXT	INDICATORS
7-8	The student produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas	<p>The main points show a deep personal connection with my topic.</p> <p>The main points reflect a very creative outlook on my topic.</p> <p>The main points show I explored the topic in a very thoughtful and interesting way.</p>
5-6	The student produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination or sensitivity and substantial exploration of and critical reflection on new perspectives and ideas	<p>The main points show a personal connection with my topic.</p> <p>The main points reflect a somewhat creative outlook on my topic.</p> <p>The main points show I explored the topic in a thoughtful and interesting way.</p>
3-4	The student produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination or sensitivity and some exploration of and critical reflection on new perspectives and ideas	<p>The main points show some connection with my topic.</p> <p>The main points reflect a somewhat ordinary outlook on my topic.</p> <p>The main points show I explored the topic with some thought but the ideas could be more interesting.</p>
1-2	The student produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination or sensitivity and minimal exploration of and critical reflection on new perspectives and ideas	<p>The main points show little connection with my topic.</p> <p>The main points reflect an ordinary outlook on my topic.</p> <p>The main points show I explored the topic with little thought.</p>
0	No response	

How will my child be assessed?

Assessing in the IB MYP

Teachers use a variety of common assessments to gain knowledge of student learning. Teachers use tests, quizzes, projects, investigations, discussions, presentations, and observations to assess prior knowledge, as well as learned knowledge.

What kinds assessments do you use?

Formative Assessments: These assessments provide teachers with information to plan for the next stage of learning. Formative assessments are interwoven into daily instruction to find out what the students already know and what needs to be learned next. It promotes learning by giving students frequent and immediate feedback .

Summative Assessments: These assessments are the culmination of the teaching and learning process. Summative assessments give the teacher and student a clear understanding of student learning by measuring the understanding of the statement of inquiry, or the “big ideas”, of the unit. They give students the opportunity to show what they have learned and provokes students towards taking action.

What is an IB MYP school?

What does it mean to be an IB MYP school?

An IB MYP school strives to develop an internationally-minded person.

The mission of the IB:

- To develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- To work with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.
- To encourage students worldwide to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

What does that mean at Robbinsdale Middle School and Cooper High School?

It means that students understand how what they learn is connected to their everyday life. It means that our teachers strive to challenge our students with higher level questioning and rigorous instruction. It means that students understand the world from a global view and realize they can make a difference.

What does it mean to be internationally-minded?

What is internationally-minded mean?

According to the IB, an internationally-minded person is someone who demonstrates the attributes of the Learner Profile.

How do you teach the students to be internationally-minded?

Through teaching and modeling the learner profile attributes, students become internationally-minded. Regardless of the IB school students may attend, these characteristics remain the same—foundational to the IB learning experience.

What is the Learner Profile?

What actually is it?

These are qualities determined by the IB to be most important in creating positive and productive citizens of the world.

What are the Learner Profile attributes?

- **Inquirers**—We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **Thinkers**—We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **Communicators**—We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

What is an MYP Unit?

Creating an MYP Unit

Teachers create their MYP units by first looking at the Minnesota State Standards and then embedding group State Standards into concept-based units.

How do teachers implement the units?

A unit usually lasts from 10–25 days, and the objective is to give students an opportunity to explore various key and related concepts, as well as the global context explorations.

These units provide a framework on which teachers build students' knowledge. With the IB MYP, the priority is not on teaching from a textbook, but rather utilizing a wide variety of resources from which teachers and students gain knowledge, develop understanding, and explore ways of applying that knowledge to real life.

others and to the environment. IB World Schools value service to others as an important way to engage in principled action across a range of overlapping local and global communities. Through responsible action, tightly connected with sustained inquiry and critical reflection, young people and adults can develop the kinds of attributes described by the learner profile that are essential for success in future academic pursuits and for adult life .

We encourage the use of the Managebac system for students to log their service learning experiences.

5. GLOBAL CONTEXTS — The IB MYP creates teaching and learning communities and opportunities that help students increase their understanding of language and culture, and become more globally engaged. This relies on the development of learning environments that value the world as the broadest context for learning. Students learn about the world from the curriculum and their interaction with other people via six global contexts:

- o **Identities and Relationships**
- o **Orientation in Space and Time**
- o **Personal and Cultural Expression**
- o **Scientific and Technical Innovation**
- o **Globalization and Sustainability**
- o **Fairness and Development**



What is the Learner Profile? - Continued

- **Risk-Takers**—We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- **Knowledgeable**—We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- **Open-Minded**—We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- **Principled**—We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **Caring**—We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and the world around us.
- **Balanced**—We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- **Reflective**—We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

So, how is learning different in an IB school?

With the IB MYP at RMS and CHS, we are committed to using inquiry as the vehicle for learning. Global contexts provide the framework for exploration and construction of knowledge. Teachers and students are guided by these contexts—as they design units of inquiry for exploration and study. Through this process, students develop an understanding of important concepts, acquire essential skills and knowledge, develop particular attitudes, and learn to take responsible action.

What does it mean to be interdisciplinary?

Interdisciplinary is the word that IB uses to describe instruction that is interconnected and can be applied across all subject areas and real life. An interdisciplinary concept stretches across math, science, language arts, social studies and ties it all together; it is not isolated to one subject. For example, the idea of change affects math, science, language arts, social studies. The IB MYP strives to demonstrate the interconnectedness of learning and its application to students' everyday lives.

Performing Arts:

Audience	Boundaries	Composition	Expression
Genre	Innovation	Interpretation	Narrative
Play	Presentation	Role	Structure

Physical and Health Education:

Adaptation	Balance	Choice	Energy
Environment	Function	Interaction	Movement
Perspectives	Refinement	Space	Systems

Design:

Adaptation	Collaboration	Ergonomics	Evaluation
Form	Function	Innovation	Invention
Markets and trends	Perspective	Resources	Sustainability

4. SERVICE AS ACTION —Action (learning by doing and experiencing) is a key component in constructivist models of education, including the kind of teaching and learning common to all IB programmes. Service, as a subset of action, has always been a shared value of the IB community. IB learners strive to be caring members of the community who demonstrate a personal commitment to service and act to make a positive difference to the lives of

Chemistry:

Balance	Conditions	Consequences	Energy
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation

Physics:

Consequences	Development	Energy	Environment
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation

Math:

Change	Equivalence	Generalization	Justification
Measurement	Model	Pattern	Quantity
Representation	Simplification	Space	System

Visual Arts:

Audience	Boundaries	Composition	Expression
Genre	Innovation	Interpretation	Narrative
Presentation	Representation	Style	Visual Culture

What are the Essential Elements?

1. CONCEPTS – There are sixteen key concepts to ignite the process of inquiry. These universal concepts drive the IBMYP units of study, but they also have relevance within and across all subject areas (transdisciplinary).

The **16 concepts** are:

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

2. SKILLS – There are five Approaches to Learning categories acquired in the process of structured inquiry.

These are:

- **Thinking**
- **Communication**
- **Social**
- **Research**
- **Self-Management**

Essential Elements continued

3. RELATED CONCEPTS — Related concepts promote depth of learning and add coherence to the understanding of academic subjects and disciplines. Each subject area focuses on different related concepts, as illustrated below:

Language & Literature:

Audience Imperatives	Character	Context	Genres
Intertextuality	Point of View	Purpose	Self-expression
Setting	Structure	Style	Theme

Language Acquisition, Phase 1 & 2:

Accent	Audience	Context	Conventions
Form	Function	Meaning	Message
Patterns	Purpose	Structure	Word Choice

Language Acquisition, Phase 3 & 4:

Audience	Context	Conventions	Empathy
Function	Idiom	Meaning	Message
Point of View	Purpose	Structure	Word Choice

Geography:

Causality (cause and consequence)	Civilization	Conflict	Cooperation
Culture	Governance	Identity	Ideology
Innovation and revolution	Interdependence	Perspective	Significance

History:

Causality (cause and consequence)	Culture	Disparity and equity	Diversity
Globalization	Management and intervention	Networks	Patterns and trends
Power	Processes	Scale	Sustainability

Integrated Humanities (drawn from economics, geography and history):

Causality (cause and consequence)	Choice	Culture	Equity
Globalization	Identity	Innovation and revolution	Perspective
Power	Processes	Resources	Sustainability

Biology:

Balance	Consequences	Energy	Environment
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation