



Middle Years Program (MYP) Update

Board of Education Meeting
November 29, 2023



Welcome & Introductions

Presenters:

- Lisa Mulhall, Assistant Superintendent for Curriculum & Instruction
- Scott Fried, Principal, Louis M. Klein Middle School
- Lara Sawamakai, IB MYP Coordinator (LMK)
- Kinga Kozyra & Kayli Kyu, 9th Grade Students
- Kim Beukema, Principal, Harrison High School
- Ezra Burghouts & Mia Strazza, 11th Grade Students

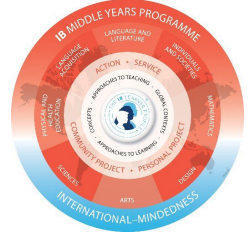


Mission-Driven

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.



Diploma Program



Middle Years Program



Primary Years Program



Student-Centered Framework

IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Reflective

Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. You seek and evaluate a range of points of view, and you are willing to grow from the experience.

Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. You are brave and articulate in defending your beliefs.

Caring

Show empathy, compassion and respect towards the needs and feelings of others. You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.



Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. You take responsibility for your own actions and the consequences that accompany them.

Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

Communicators

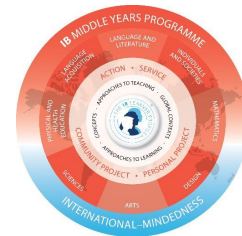
Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.



Diploma Program



Middle Years Program



Primary Years Program

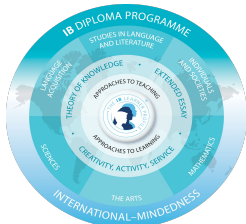


HCSD and the IB

2009

2018

2021



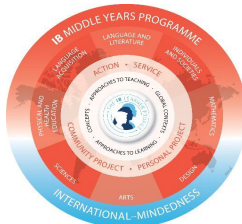
Diploma Program

Candidate School: 2009

Authorized: 2012

First Graduating Cohort with

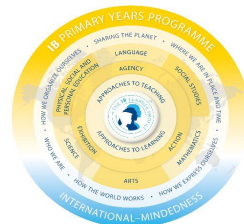
Diploma credentials: 2013



Middle Years Program

Candidate School: 2018

Authorized: 2021

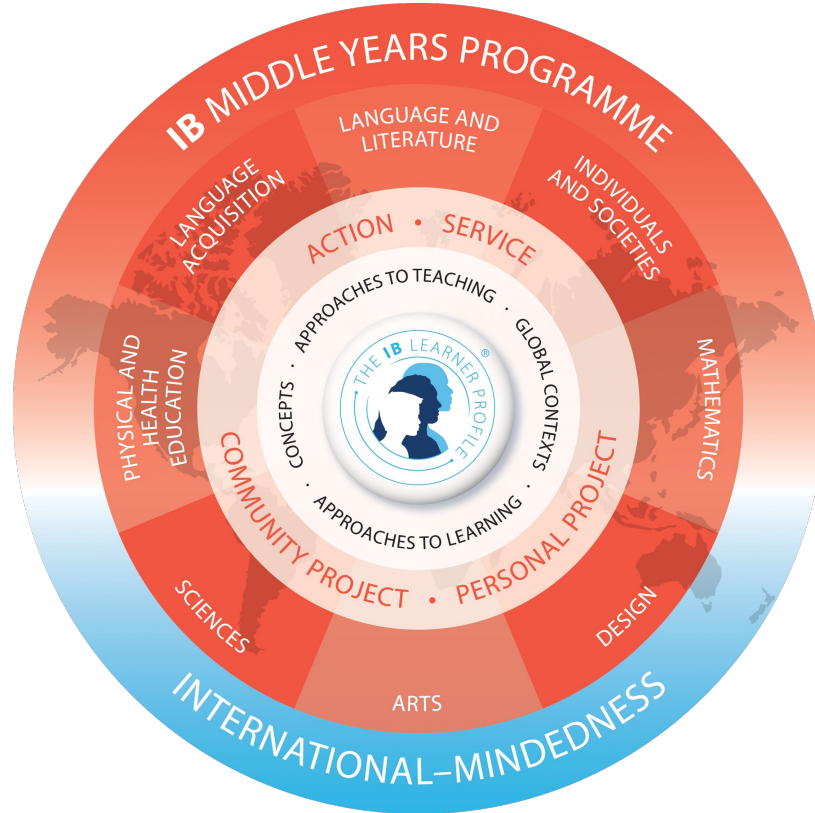


Primary Years Program

Candidate School: 2021



IB Middle Years Program





MYP Curriculum Framework

- The MYP organizes teaching and learning through eight subject groups:
 - Arts (Fine Arts and Music Classes)
 - Design (Technology and Digital Design)
 - Individuals and Societies
 - Language Acquisition
 - Language and Literature
 - Mathematics
 - Physical and Health Education
 - Sciences
- The Middle Years Program (MYP) helps students develop both subject-specific and interdisciplinary understanding.
- Students demonstrate their learning through performance-based assessments.

Curriculum Framework:

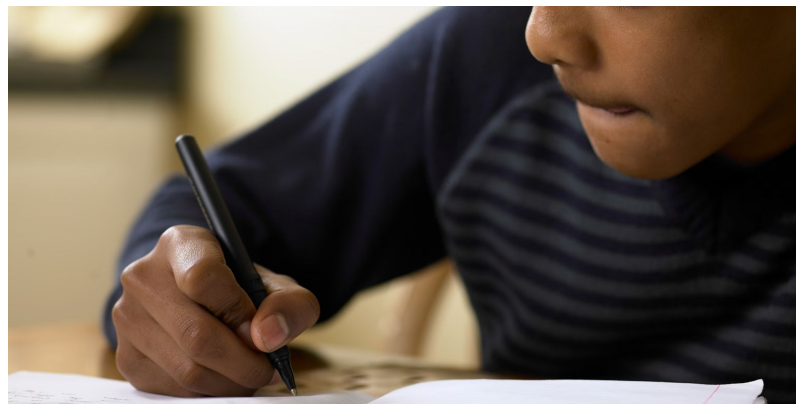
- **Key and Related Concepts**
 - Exploration of big ideas
- **Global Contexts**
 - Relevance and importance of their study
- **Approaches to Learning (ATL)**
 - Research
 - Thinking (critical and creative)
 - Communication
 - Collaboration
 - Self-management



English Language Arts (ELA) 7 Before...

Nightjohn Essay

Authors develop themes through their words as well as the words and actions of their characters. *Nightjohn* is a powerful novel with themes that focus on freedom, power, literacy and equality. What ONE theme did Paulsen develop that focuses on one of the the topics above?



ELA 7 Now

Essay Question:

Strands from criteria A, B, C and D

Throughout this unit we have read about various characters who have shown us that **new knowledge can change a person's perspective, identity and/or relationships**. Explain how this theme is revealed using TWO characters from the stories we've read during this unit.



ELA Unit 4: Final Oral Presentation
TED Talk: *Shifting Perspectives*

Criteria B and D



Task: Now that you have been exposed to various people whose perspectives have changed due to new knowledge, it is your turn to describe a moment when your own thinking was affected. Write a speech [TED Talk] in which you explain the moment and the change. In front of a live audience of students, you will deliver your speech. You will be assessed on the writing (organization and content) as well as your delivery (use of inflection, pauses, emphasis, etc.) and presentation (eye contact, body language).



The Bridge of Assessment through IB

Grade 8 - Year 3 MYP
Community Project

Grade 10- Year 5 MYP
Personal Project

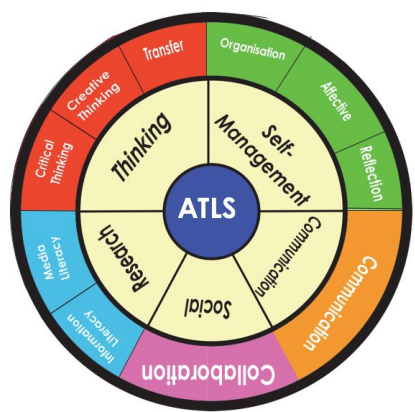
Grade 12- DP
**Community Action Service
Project (CAS)
Extended Essay**



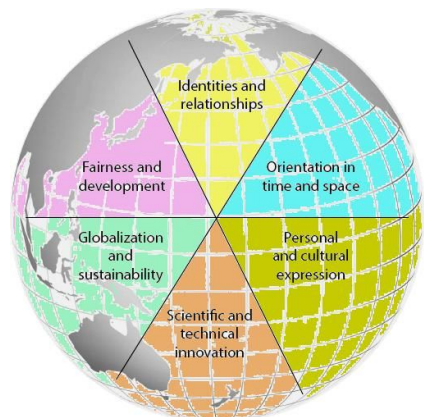


The IBMYP Community Project

The LMK Capstone



STUDENT INTEREST





How do LMK students develop the 8th Grade Community Project?

 **Problem & Solution** 

Problems:

- **Hunger:** in our community garden, we will be able to plant many fruits and vegetables.
- **Illnesses:** Many people are sick and there are special medicines with plants that help them heal.
- **Harmful Pesticides:** In large farms, farmers spray their plants with an unhealthy amount of pesticides.

Solutions:

- **Community Garden:** The community garden will plant a variety of fruits and vegetables, as well as healthy plants.
- **Plants useful for Medicines:** As stated before, certain medicines require specific plants and our garden will plant as many of these plants as possible.
- **Organic pesticides:** The community garden will use organic pesticides in order to keep our garden organic.

Student Groups:

- **Learn** how action impacts communities
- **Choose** a community issue they are passionate about
- **Collaborate** in social studies and advisory to develop their projects
- **Design** an action plan
- **Orally present** their plan
- **Write** a reflection about the process

 **What is our major Goal in this project?** 

We want to make LMK a more green and sustainable community. To do this it is vital that everyone participates in helping. We want to get rid of some things that contribute to climate change and introduce new things that help climate change.







Hearing Impaired

Presented by
Kinga Kozyra & Kayli Kyu



Global Context - Identities and Relationships

By focusing on the **identities** and **relationships** of hearing impaired people, it will help them feel more comfortable with themselves.

This can boost the self esteem of a hearing impaired person and help them develop relationships and accept their identity.



Why did we choose this topic?

We chose this topic because...

- ★ We both care about helping people with hearing disabilities feel more **comfortable** in society.
- ★ We found it interesting to learn more about hearing disabilities.
- ★ Kinga is a part of the **CRM Audiology hearing impaired community** and Kayli is her close friend who wants to take action as well!
- ★ Many kids with disabilities feel **insecure** about themselves.



Our Goal for a Better Society

We want to help children who are hearing impaired to **develop relationships** and feel **confident** about themselves.

It is important to try and boost the self esteem of hearing impaired children because it would help them feel happy about themselves in society.





"Blindness separates us from things but deafness separates us from people."

- Helen Keller



Because people with hearing loss are separated from others, we want to bring them closer together because they are not alone in this world with hearing issues!

Why is taking action **important** to us?

Kinga:

Since I have a **hearing disability** and am a hearing impaired person, when I was younger, I always wished I had someone older than me who also went through the same hearing devices at my age to help me out, but I never had one. This is why I want to be there for the kids today and help them be more confident with who they are and have someone there that they can relate to and ask questions.

Kayli:

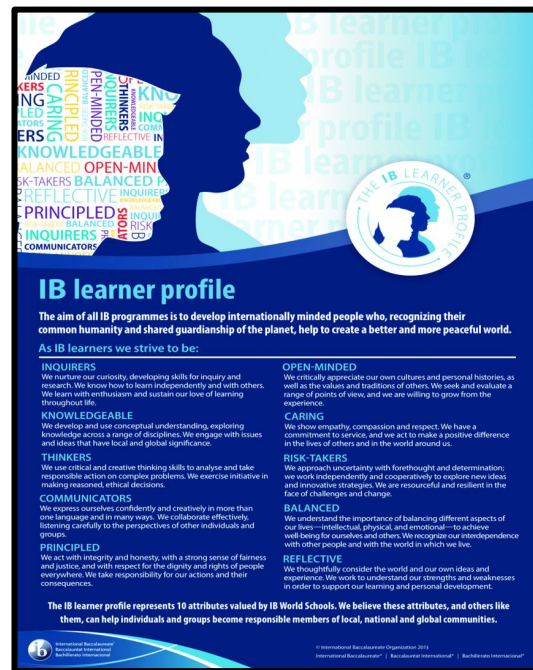
I am **always curious** about learning new things and whenever I hear about different ways that I can help any group of people, I am always willing to help. Especially since Kinga is one of my best friends, it makes me want to learn about hearing disabilities even more. This is why I want to help kids become more confident with themselves about their impaired hearing.



The “Why” of the MYP Personal Project

The MYP Personal Project allows students to demonstrate their competence for engaged, independent, sustained learning

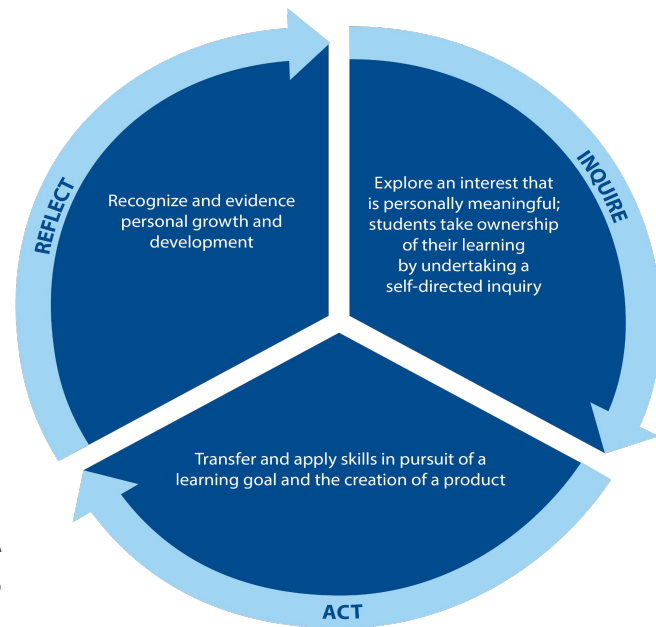
- Cultivates Motivation
- Encourages Student Agency
- Supports Lifelong Learning





The “How” of the MYP Personal Project

- All MYP Year 5 (10th grade) students
- Students choose an area of personal interest
- Students create a learning goal and a product
- Students develop success criteria and an action plan
- Students reflect on their process and learning
- Students are assigned a supervisor, work independently



Cycle of inquiry,
action, reflection



Ezra Burghouts- Personal Project

- I made a model of the ancient Aztec city of Tenochtitlan.
- I have an interest in history and thought it would be interesting to learn and teach others about an often overlooked part of history.



One of the maps I based my model on.

Final Product



- 4 quarters/camp separated by canals
- 15 districts each with a marketplace, temple, and school
- The sacred precinct and the temples
 - Montezuma palace and gardens
 - dock of Tetimzotzin
- canals and bridges throughout city
 - people traveled by boats and by roads
 - gates and drawbridges at the entrance
 - aqueducts located with the causeways
- huge *tlatelolco* market place -openair
- Many homes with adobe walls and thatched roofs.
- Biggest buildings located along causeways
- Other trees such as *ahuele* (Saxi [copalagrande]) a willow and *shuhual* (Tetradium mucronatum) (a tree) were planted at the corners to secure the chinampas. In some places, the long raised beds had to be drained in between, giving plants continuous access to water and making crops grow three independent of rainfall
- Chinampas were separated by channels wide enough for a canoe to pass
- The two pyramids dominated two sacred mountain; the one on the left represented *Tonacatecchi*, the Hill of Sustenance, whose patron deity was Tlaloc, the ancient god of rain; the one on the right represented the Hill of Coatatepec, birthplace of the Aztec war god Huitzilopochtli. The temple structures on top of each pyramid were dedicated to and housed the images of the two important deities. Access to these shrines was by means of broad staircases, flanked by balustrades. Pairs of large, expertly carved serpent heads were placed at their base, while closer to the top, sculptures of figures holding standards displayed banners made of bright paper and feathers.
- At the center of Tenochtitlan was the sacred precinct, a walled enclosure that contained dozens of temples and other buildings. This area has been the site of intensive archaeological excavations in Mexico City since 1978, work that has greatly increased our understanding of this aspect of the Aztec city.

[illegible]

What I Learned:

- How to do independently guided research.
- How to apply knowledge in a new way.
- Importance of planning and time management over a long period.

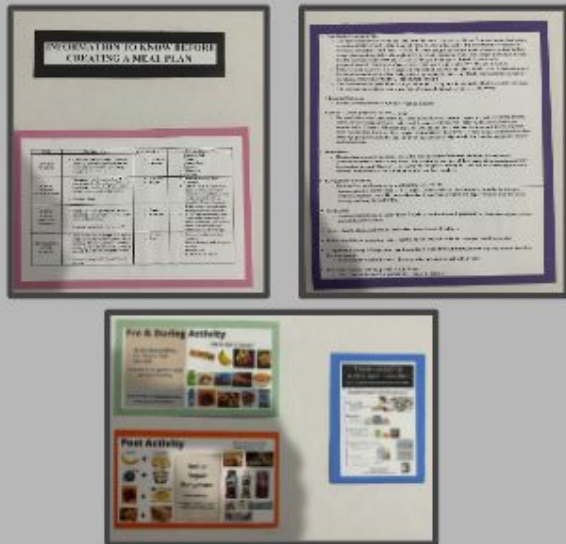
Excerpt from research document

NUTRITIONAL GUIDE LEADING TO OPTIMAL PERFORMANCE

Step 1: Gathering Information
(6 essential nutrients, what snacks/meals are the most beneficial before and after practices or games)

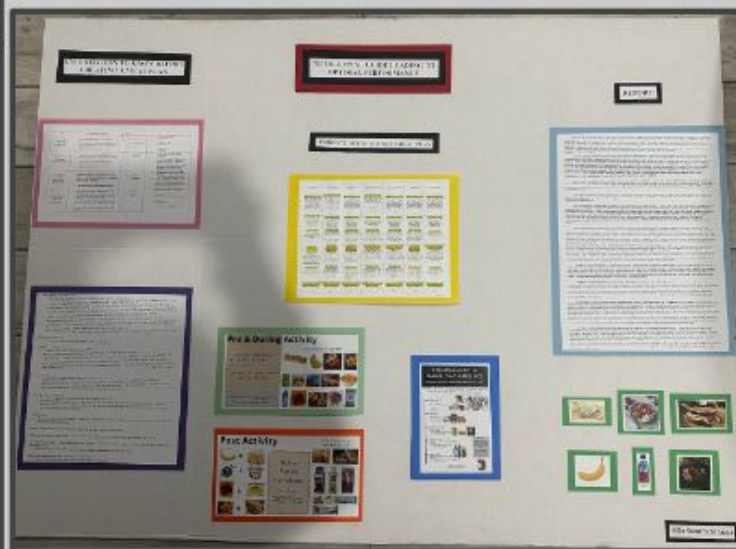
Step 2: Using the Information to Create a Product (scheduled meal plan)

Step 3: Reflect
(write a report to evaluate my success criteria and ATL skills used)



Why I chose this as my personal project...

- Basketball is a major part of my life and I wanted to incorporate it into this personal project.
- I wanted to find an area of the game in which my biggest improvement could be shown and that's when it became clear, my nutrition.
- I wanted to see how my nutrition would affect my performance on the court.



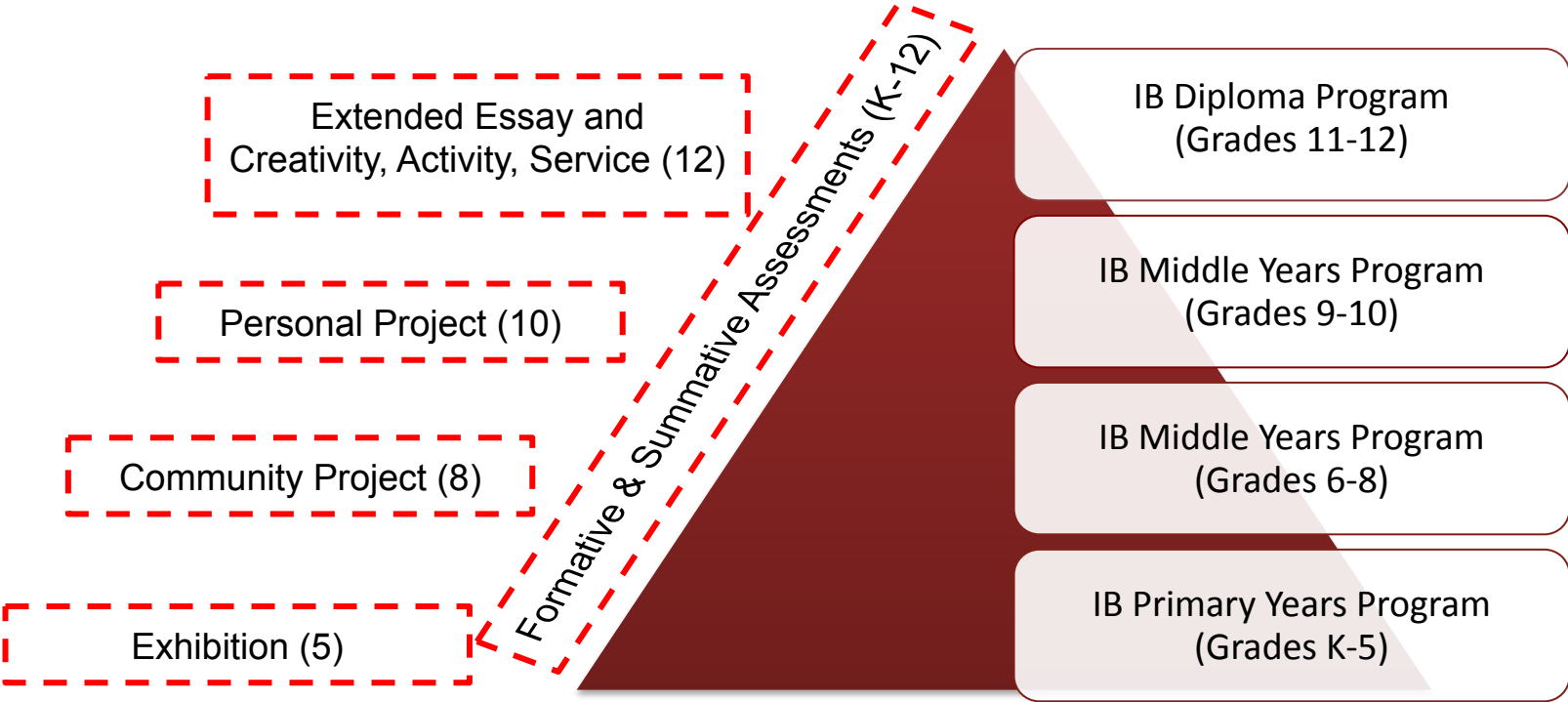
What I learned...

- In the game itself, I felt like I had more stamina, I was not getting tired, and I had more fuel.
- I found that my body was less sore and I was less tired throughout the day because I was consistently fueling and refueling my body.

Mia Sandra Strazza



Student Experiences Build Over Time





Q&A