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
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.
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.

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

**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.

**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.

**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.

**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.

**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.

**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.

**Thinkers**
- Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
HCSD and the IB

- 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
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 topics above?
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

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?

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
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
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.
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.
| 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) |
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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.
Student Experiences Build Over Time

IB Diploma Program
(Grades 11-12)

IB Middle Years Program
(Grades 9-10)

IB Middle Years Program
(Grades 6-8)

IB Primary Years Program
(Grades K-5)

Extended Essay and Creativity, Activity, Service (12)

Personal Project (10)

Community Project (8)

Exhibition (5)

Formative & Summative Assessments (K-12)