

International Baccalaureate Middle Years Programme

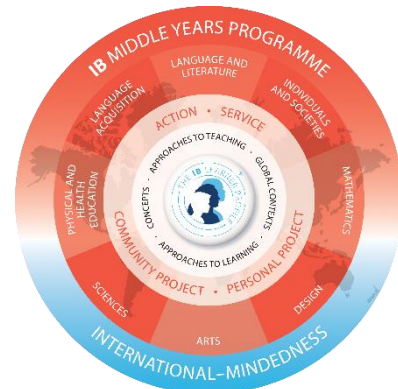
All Students Grades 9 & 10

IB MYP Fundamental Concepts

Holistic Education: The MYP accentuates the interrelatedness of subjects.

Intercultural Awareness: The MYP promotes better understanding of and respect for other cultures and different ways of thinking as well as concern for international issues.

Communication: The MYP stresses the importance of communication through one's own language (Language & Literature), world language (Language Acquisition), and the appreciation of different ways of thinking and expression.



MYP Curriculum (Delivered to all students in grades 9 & 10):

Developed by an international team of educators, the curriculum combines challenging standards with creativity and flexibility. It offers an approach that embraces and surpasses traditional school subjects. Students develop the knowledge, understanding, attitudes and skills necessary to actively and responsibly participate in a changing world. As independent learners, students recognize relationships between school subjects and the world outside, adapt to new situations and apply relevant knowledge, both practical and social.

The MYP works in collaboration with district, state and national standards to challenge and motivate students. Schools use the Georgia Standards of Excellence (GSE) and the MYP curricular approach to organize and teach units of inquiry. Students study subjects from each of the eight subject areas: language & literature, language acquisition, individuals & societies, sciences, mathematics, physical & health education, arts and design through global contexts.

The MYP: a unique approach, relevant for today's global society

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community. MYP teachers organize the curriculum with appropriate attention to:

- **Teaching and learning in context** - Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity global challenges and what it means to be internationally minded.
- **Conceptual understanding** - Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.
- **Approaches to learning (AtL)** - A unifying thread throughout all MYP subject groups, AtL skills provide the foundation for independent learning and encourages the application of knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn.
- **Service as action (community service)** - Action (learning by doing and experiencing) and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service - making a positive difference to the lives of others and to the environment. Service as action is an integral part of learning.
- **Language and identity** - MYP students are required to learn at least two languages (**language of instruction and additional language of choice**). Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation.

Global Contexts:

Learning in the MYP aims to help students understand the complex world. Global Contexts provide a lens for students to make worthwhile connections between the real world and classroom learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?



MYP Assessment:

Students receive a Middle Years Program report card. MYP achievement is reported each semester through Infinite Campus. MYP achievement points and MYP marks indicate your child's performance in each of the eight MYP subject areas when compared to the International Baccalaureate Middle Years Program Summative Descriptors. Academic Achievement is graded on a scale of 1-7.

The subject area teachers assess throughout each semester using formative (periodic judgment on progress and effect of studies) and summative (assessment that takes place at the end of the semester) assessments. At the end of each marking period, students will be assessed against MYP criteria for performance. The mark given will not necessarily correlate to the grade given on the Fulton County semester report card.

MYP Subject Area Criteria and Classroom Assessment:

Every subject studied, whether it is music or math, has its own set of **knowledge**, **skills**, and **attitudes** that make the subject what it is. To be a good historian, you need to do more than remember dates; you need to learn historical skills and concepts. To be a good mathematician, you need to know more than how to solve equations; you need to be able to apply the skills acquired throughout your studies to communicate your ideas, and to reflect on what you have done. That's why every MYP subject has its own assessment criteria.

Language & Literature

- A. Analyzing
- B. Organizing
- C. Producing language
- D. Using language

Language Acquisition

- A. Comprehending spoken & visual text
- B. Comprehending written & visual text
- C. Communicating
- D. Using Language

Individuals & Societies (Social Studies)

- A. Knowing and understanding
- B. Investigating
- C. Communicating
- D. Thinking Critically

Sciences

- A. Using knowledge
- B. Inquiring and designing
- C. Processing and evaluating
- D. Reflecting on the impacts of science

Mathematics

- A. Knowing and understanding
- B. Investigating patterns
- C. Communicating
- D. Applying mathematics in real world contexts

Health & Physical Education

- A. Use of Knowledge
- B. Planning through inquiry
- C. Applying and performing
- D. Reflecting and improving performance

Arts

- A. Using Knowledge
- B. Planning through inquiry
- C. Applying and performing
- D. Reflecting and demonstrating

MYP Design

- A. Inquiring and analyzing
- B. Developing ideas
- C. Creating the solution
- D. Evaluating

MYP Personal Project

- A. Investigating
- B. Planning
- C. Taking Action
- D. Reflecting

Interdisciplinary

- A. Disciplinary Grounding
- B. Synthesizing
- C. Communicating
- D. Reflecting

A student's performance on the individual subject area assessment criteria throughout the marking period will translate to the 1-7 holistic scale on the MYP progress report for that subject area. MYP general levels of achievement are outlined on the next page.

IB MYP general levels of achievement

MYP Final Grade	Descriptors
Level 7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
Level 6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
Level 5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
Level 4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
Level 3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
Level 2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
Level 1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
Note: MYP Descriptors should not be considered as marks or percentages. It should not be assumed that there are other arithmetical relationships; for example, a level 2 performance is not necessarily twice as good as a level 1 performance.	

Service as Action

Service as Action, learning by doing and experiencing (action), are integral to IB philosophy. Our students are impactful when they take actions to apply what they are learning within the classroom and beyond. Through service, IB learners strive to be caring members of the community who demonstrate a commitment to service making a positive difference to the lives of others and to the environment. (ibo.org). For this reason, all students are required to participate in MYP Service as Action (SA) and meet program objectives.

Service as Action experiences involve:

- Real, purposeful activities, with significant outcomes
- Personal challenge—tasks must extend the student and be achievable in scope
- Thoughtful consideration, such as planning, reviewing progress and reporting
- Reflection on outcomes and personal learning.

Connecting Learning Outcomes to the Curriculum

We expect IB Learners to learn the skills to identify problems and develop a course of action that can make the world a better place. Through MYP coursework, students encounter meaningful opportunities to extend their learning through service. As an extension of learning, students are expected to engage in service and reflection on their action.

Service as Action Objectives

Service-learning objectives are considered in terms of awareness of purpose, involvement in action, and reflection. The chart below outlines the objectives that are achieved during each year of the program.

Reflection	Identify and become aware of their own strengths and develop areas for growth. Undertake challenges that allow them the opportunity to develop new skills.
Involvement	Show perseverance through a service or other activity. Discuss, evaluate and plan student-initiated activities. Work collaboratively with others.
Awareness	Demonstrate international mindedness through global engagement and & multicultural understanding Show understanding of and consider ethical implications of their actions.

Expectations for Student Participation in Service

Service as action outcomes are accomplished by initiating, being involved in, and reflecting on service-learning experiences. Students can be **involved** in service experiences that arise through classroom-based student inquiry, school-based clubs, and/or through local/national organizations.

Below outlines the minimum expectation for service in each year of the program.

9 th Grade	Engage in 2-3 service as action experiences per year. Reflect on 3 service as action objectives.
10 th Grade	Engage in 2-3 service as action experiences per year. Reflect on 3service as action objectives.

Student Reflection

Written reflections are the primary evidence of growth and are driven by the student (and guided by a teacher or club sponsor). Students are also encouraged to reflect through oral presentations, emails, journals, photo essays, videos or weblogs.

A service experience reflection rubric

Action: participating in the service experience. This includes the level of engagement you show throughout and your ability to interact effectively with other group members and members of the public. It may also include the investigation and/or the preparation for the service experience.

Reflection: the quality and accuracy of your reflection after the service experience.

Demonstration: what and how you have learned, recording evidence of your participation in the service experience. The extent to which your comments agree with your advisor/teacher is important. Consider:

Exceeds	The student fulfills this learning expectation independently, without extra assistance or support. The student demonstrates an excellent level of attitude and engagement. The student's self-reflection matches the perceptions of the advisor/teacher.
Meets	The student fulfills this learning expectation independently, with very little assistance or support. The student demonstrates a very good level of attitude, engagement, and accurate self-reflection.
Meets in most areas	The student fulfills this learning expectation with little assistance or support. The student demonstrates a satisfactory level of attitude and engagement and reasonably accurate self-reflection
Meets in some areas	The student fulfills this learning expectation with considerable assistance or support. The student demonstrates an acceptable level of attitude and engagement, but the student's self-reflection has significant differences from the perceptions of the supervisor. The student needs to make a greater commitment in future activities and to reflect on how they will play a more constructive role in their next service experience.
More reflection needed (Expectation not met)	The student was unable to meet this learning expectation and will need to revisit this objective in the future. The student needs to self-reflect honestly and realistically in order to be able to meet the challenges of their next project. The student needs to listen to the supervisor in order to understand how to play a more constructive role in service experiences.

Grade 9 -10

Service as Action Objective	Available Service Experiences @ Riverwood																																										
<p>Identify and become aware of their own strengths and develop areas for growth. Students see themselves as individuals with various abilities and skills, some more developed than others. With minimal guidance and support from teachers, they understand that their choices determine the effectiveness of service as action.</p>	<p>Students are made aware of issues faced in their community as well as globally through completion of a variety of classroom-based projects. They are encouraged to extend this learning by advocating, educating, and serving others at school, joining a service-based club/organization, or participating in community-based organizations.</p> <p>A few examples of Units that promote service are listed below:</p> <ul style="list-style-type: none"> • 9th Algebra: Exponential Growth & Power to Change • 9th Literature: Narrative Writing to Develop Voice • VAC I & II: Inspiration & Ceramic Mugs • Band: Band & the Community 																																										
<p>Undertake challenges that allow them the opportunity to develop new skills. A new challenge may be an unfamiliar service activity, or an extension of an existing one.</p>	<p>Examples of School-wide Events that Promote Service:</p> <ul style="list-style-type: none"> • Be the Voice – Student Acceptance Activities (Fall/Spring) • Spooky Science Day (Fall) • Hands on Riverwood (Fall/Spring – Weekend) / Riverwood Cares • Diversity Events 																																										
<p>Show commitment and perseverance through a service or other activity. Commitment is emotional and/or ethical engagement. With perseverance, students show resolve and determination to follow through. At a minimum, this implies regular commitment and accepting a share of the responsibility of responding to problems that arise in the course of service.</p>	<p>Clubs & Student Organizations that organize and lead service opportunities:</p> <table border="1" data-bbox="760 947 1572 1814"> <tbody> <tr><td>Animal Rescue Club</td><td>Model United Nations</td></tr> <tr><td>Band, Orchestra, & Chorus</td><td>National Art Honor Society</td></tr> <tr><td>Black Student Union</td><td>National French Honor Society</td></tr> <tr><td>Be the Voice</td><td>National Honor Society</td></tr> <tr><td>Best Buddies Club</td><td>National Japanese Honor Society</td></tr> <tr><td>BETA Club</td><td>National Science Honor Society</td></tr> <tr><td>Cheer Pals</td><td>National Spanish Honor Society</td></tr> <tr><td>Chemistry Club</td><td>Org. for Latin American Students</td></tr> <tr><td>Community Service Club</td><td>Raiders with our Borders</td></tr> <tr><td>Debate Club</td><td>Recycling & Environmental</td></tr> <tr><td>Environmental & Recycling Club</td><td>RWTutor4You</td></tr> <tr><td>FCCLA</td><td>Science Olympiad</td></tr> <tr><td>Fellowship of Christian Athletes</td><td>Shades of Black</td></tr> <tr><td>French Club</td><td>Spanish Club</td></tr> <tr><td>Future Business Leaders - FBLA</td><td>String Quartet</td></tr> <tr><td>Gender & Sexuality Alliance</td><td>Student Government Assoc SGA</td></tr> <tr><td>Habitat for Humanity</td><td>Students Against Drunk Driving</td></tr> <tr><td>Hispanic Organization Promoting Education HOPE</td><td>Students Demand Action SDA</td></tr> <tr><td>International Thespians Society</td><td>Tri-M (Music Honor Society)</td></tr> <tr><td>Jewish Student Union</td><td>Yearbook</td></tr> <tr><td>Kids Achieving Remarkable Experiences – KARE</td><td>Raider Depot</td></tr> </tbody> </table>	Animal Rescue Club	Model United Nations	Band, Orchestra, & Chorus	National Art Honor Society	Black Student Union	National French Honor Society	Be the Voice	National Honor Society	Best Buddies Club	National Japanese Honor Society	BETA Club	National Science Honor Society	Cheer Pals	National Spanish Honor Society	Chemistry Club	Org. for Latin American Students	Community Service Club	Raiders with our Borders	Debate Club	Recycling & Environmental	Environmental & Recycling Club	RWTutor4You	FCCLA	Science Olympiad	Fellowship of Christian Athletes	Shades of Black	French Club	Spanish Club	Future Business Leaders - FBLA	String Quartet	Gender & Sexuality Alliance	Student Government Assoc SGA	Habitat for Humanity	Students Against Drunk Driving	Hispanic Organization Promoting Education HOPE	Students Demand Action SDA	International Thespians Society	Tri-M (Music Honor Society)	Jewish Student Union	Yearbook	Kids Achieving Remarkable Experiences – KARE	Raider Depot
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<p>Discuss, evaluate and plan student-initiated activities. Initiated and planned activities will often be in collaboration with other participants. This includes determining the roles and responsibilities of participants.</p>																																											
<p>Work collaboratively with others Collaboration can occur as student with students, student with members of the school, or students with the local or international community. This involves teamwork in undertaking the service.</p>																																											
<p>Demonstrate international mindedness through global engagement, multilingualism and multicultural understanding. Students learn about and address global issues within local, national and international contexts. Global challenges, such as poverty, environmental sustainability and education, often have local manifestations.</p>																																											
<p>Show understanding of and consider ethical implications of their actions. Students must be aware that their choices and actions impact service as action. Increased ethical sensibility develops accountability and leads to acting with integrity.</p>	<p>For a more complete list of student clubs – See Student Clubs tab on the website</p>																																										

Service as Action: Reflection Form

Student Name: _____ Grade: _____ Date: _____

Activity: _____ Teacher/Supervisor: _____

Learning Objectives: *Select 1-2 for written reflection in the space below.*

- Identify and become aware of your own strengths and develop areas for growth.
- Undertake challenges that allow the opportunity to develop new skills.
- Show perseverance through a service or other activity.
- Discuss, evaluate and plan student-initiated activities.
- Work collaboratively with others.
- Demonstrate international mindedness through global engagement, multilingualism and multicultural understanding.
- Show understanding of and consider the ethical implications of actions.

Dates of activity:

Frequency/Duration of activity:

Demonstration (insert photographs, anecdotal evidence, scanned documents or video to support and demonstrate your involvement in the activity and the completion of the learning expectation/s):

Reflection (use the guiding questions to help structure your response):

Student self-evaluation (according to the Service as Action expectation rubric):

IB Advisor/Teacher evaluation (according to the Service as Action expectation rubric):

IB Advisor/Teacher/Supervisor comment (optional):

IB Advisor/Teacher Signature: _____

Guiding Questions for Student Reflection:

- a. How was this activity a challenge for me? How was I an active participant in the investigation & prep for this activity?
- b. How did my participation in this activity increase my awareness of the community I am a part of?
- c. How did I work collaboratively with other people involved in the activity?
- d. What new things did I learn from this activity?
- e. How did I increase my awareness of my strengths and my areas for growth?
- f. What new skills did I develop by participating in this activity?
- g. How did I help others by doing this activity?
- h. In what ways was I committed during the activity?
- i. How was the activity related to issues of global importance?
- j. What did I hope to accomplish by this activity? What did I actually accomplish?
- k. What difficulties did I encounter? m. Did anyone help me during this activity? If so, describe the help given.
- l. How did this activity benefit other people or institutions?
- m. What would I change if I did this same activity again? p. What would I like to do next if I can continue with this activity?

IB Learner Profile

The attributes and descriptors of the learner profile define the type of learner Riverwood hopes to develop. IB promotes education of the whole person, emphasizing intellectual, personal, emotional, and social growth through all domains of knowledge. The learner profile is a profile of the whole person as a lifelong learner.



INQUIRER

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

KNOWLEDGEABLE

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

THINKER

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

COMMUNICATOR

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

PRINCIPLED

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

OPEN-MINDED

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

CARING

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

RISK-TAKER

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

BALANCED

They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.

REFLECTIVE

They consider their own learning experience. They can assess and understand their strengths and limitations in order to support their learning and personal development.

ACADEMIC INTEGRITY (see **PRINCIPLED**) Riverwood International Charter School is dedicated to the development of the whole student, and believes in fostering academic integrity as a foundation for life-long learning. It is our desire that each student value and uphold the principles of the IB Learner Profile. For this reason, we have a formal Academic Integrity Policy in place to govern all student academic endeavors (see Academic Integrity on the Riverwood website).