

MYP PARENT HANDBOOK

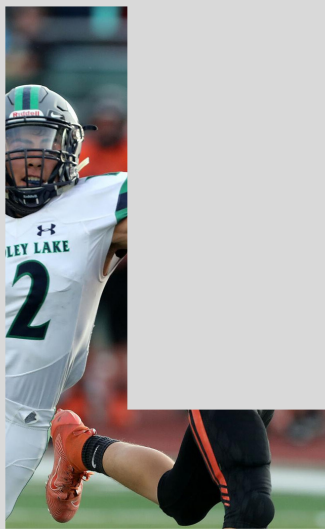


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WHAT IS THE MIDDLE YEARS PROGRAM?



The International Baccalaureate® (IB) Middle Years Programme (MYP) emphasizes intellectual challenge. It encourages students aged 11 to 16 to make practical connections between their studies and the real world, preparing them for success in further study and in life.

What the MYP offers students:

The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning. The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.

Why offer the MYP?

Research shows that students participating in the MYP:

- build confidence in managing their own learning
- learn by doing, connecting the classroom to the larger world
- outperform non-IB students in critical academic skills
- consistently have greater success in IB Diploma Programme examinations
- thrive in positive school cultures where they are engaged and motivated to excel
- develop an understanding of global challenges and a commitment to act as responsible citizens.

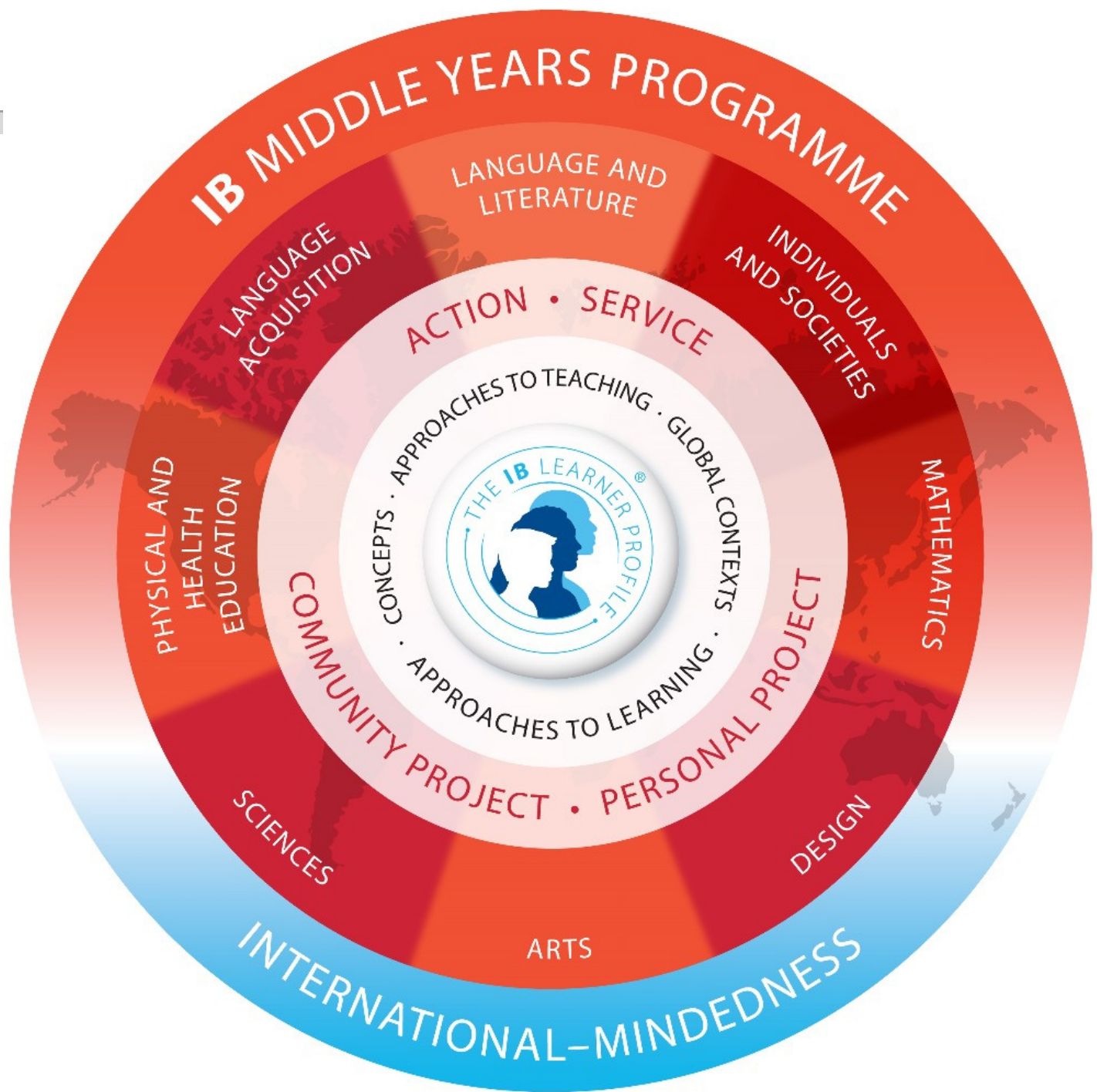
SLHS Mission Statement

SLHS is a comprehensive high school dedicated to academic excellence, inspiring lifelong learners prepared to engage the world with empathy and pride.

SLHS Vision Statement

The SLHS community collaborates to create a growth mindset by establishing purposeful connections with all students, providing them diverse pathways to be future-ready, in a safe and welcoming environment.

MYP PROGRAM MODEL



Students are the heart of the IB MYP framework. Working from the student center out, IB focuses on the Learner Profile, Approaches to Learning skills, service learning, including the personal project completed in tenth grade, and the eight subject areas, all viewed through the lens of international-mindedness.

EXPLORING THE IB MYP SUBJECT AREAS

LANGUAGE AND LITERATURE:

Language and Literature 9th and 10th
Honors Language and Literature 9th and 10th

VISUAL AND PERFORMING ARTS

Band	Theatre
Orchestra	Drawing and
Photograph and	Painting
Digital Arts	Vocal Music

MATHEMATICS

Algebra 1,
Geometry/Honors Geometry
Algebra 2/Honors Algebra 2

SCIENCES

Biology and Honors Biology (9th)
Physics and Honors Chemistry (10th)



PHYSICAL AND HEALTH EDUCATION

Health and Fitness 9
Team Sports

INDIVIDUALS AND SOCIETY

Geography and Government 9th
US History 10th
AP Human Geography (9) and AP US History (10)

WORLD LANGUAGE ACQUISITION

German 1 and 2
French 1 and 2
Spanish 1 and 2

DESIGN

Family and Consumer Studies: Teen Choices
Family and Consumer Studies: Culinary Arts
STEM courses

ELEMENTS OF THE IB MIDDLE YEARS PROGRAM:

THE LEARNER PROFILE

Standley Lake Gators strive everyday to be...



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.



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.



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.



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.



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.



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.



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.



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.



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 in the world around us.

We hope that you continue to promote the growth of these attributes in your student beyond the walls of school.

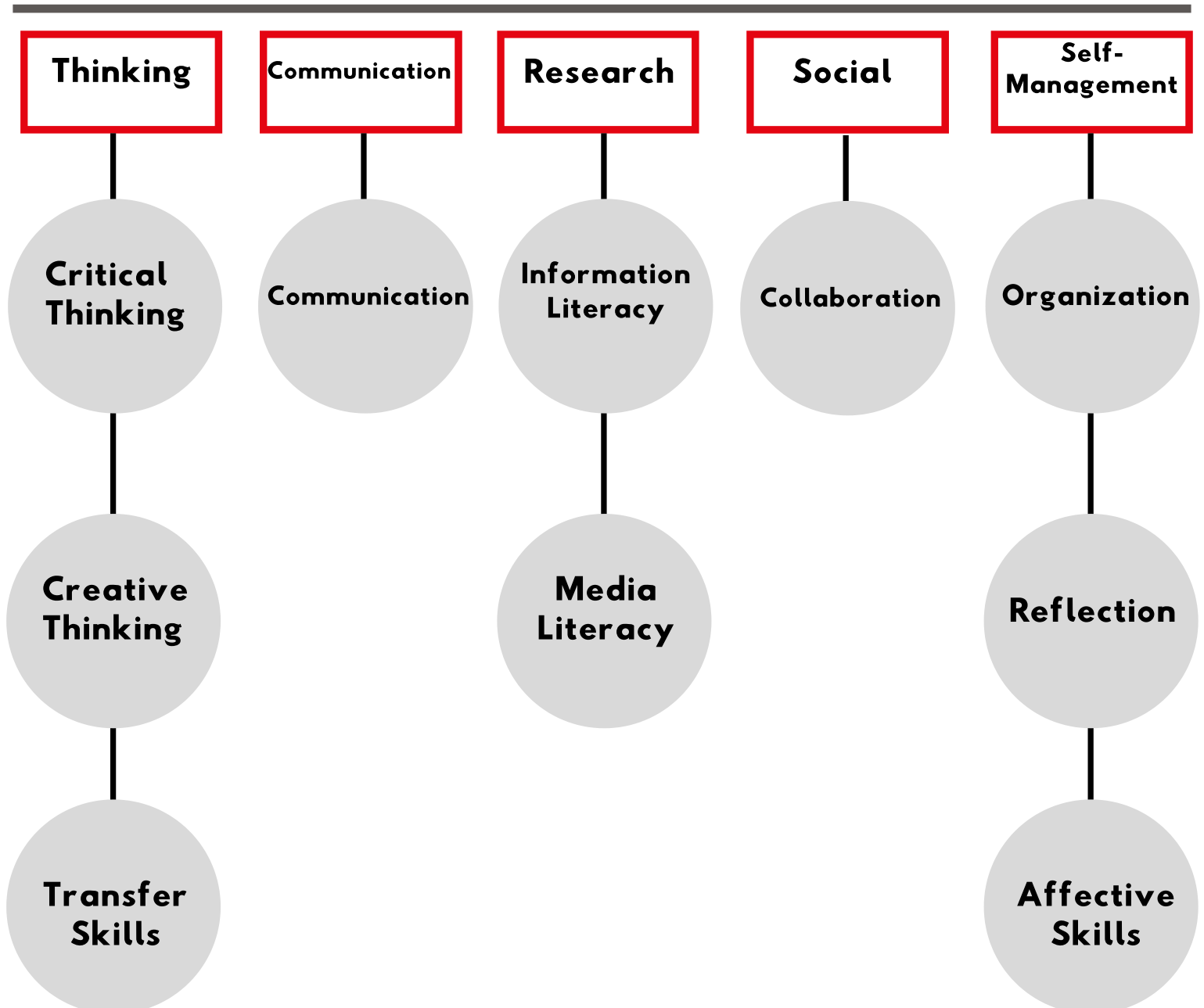
ELEMENTS OF THE IB MIDDLE YEARS PROGRAM:

APPROACHES TO LEARNING

All of our teachers instruct students in Approaches to Learning skills (ATLs) that will help them be successful regardless of what kind of challenges they may face, academic or otherwise.

ATLs may be general or subject-specific skills that students develop over the course of their time in the IB MYP program. ATL skills are explicitly taught and reflected upon in all classrooms. These are valuable tools to make learners more aware and successful throughout their lives.

ATL Skills are broken up into the categories below. Click [HERE](#) for a searchable list of all the skills taught



ELEMENTS OF THE IB MIDDLE YEARS PROGRAM:

GLOBAL CONTEXTS

The IB MYP framework identifies six Global Contexts, or lenses, through which teachers and students can research, question, and learn. Every unit of study is focused through one global context to help strengthen students' ability to think like global citizens.

Identities & Relationships

Students may explore:

- beliefs and values
- health
- human relationships
- cultures

Personal & Cultural Expression

Students may explore:

- the expression of ideas, feelings, and beliefs
- creativity
- the appreciation of aesthetic

Orientation in Space and Time

Students may explore:

- personal histories
- migrations of humankind
- interconnectedness of individuals and civilizations

Scientific & Technical Innovation

Students may explore:

- the natural world and its laws
- scientific principles
- scientific and technological advances and their impacts

Fairness & Development

Students may explore:

- rights and responsibilities of citizens
- relationships between communities
- peace and conflict resolution

Globalization & Sustainability

Students may explore:

- the structure and function of organizations
- societal decision-making
- economic activities and their impact

Global contexts do not just provide a meaningful context for learning, they also move students in the direction of social emotional growth and learning. The affective ATL skills which are both explicitly and implicitly taught are embedded within global contexts and promote the holistic development of each student.

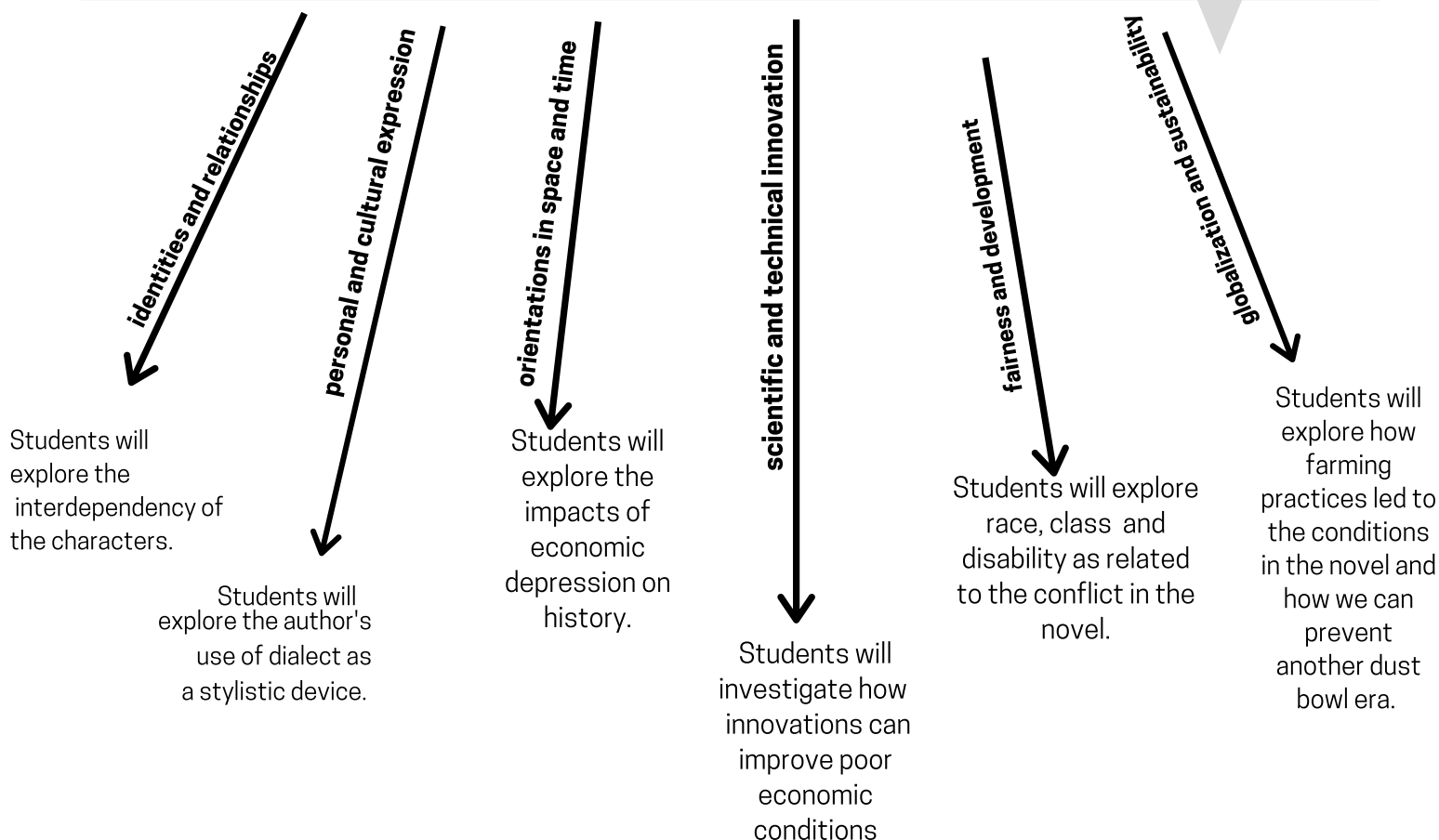
ELEMENTS OF THE IB MIDDLE YEARS PROGRAM:

GLOBAL CONTEXTS IN ACTION

Here is an example of how each Global Context can be used as a lens for teaching and learning.

The Topic: Novel study: *Of Mice and Men*

How do our classroom lessons change when we change the global context?



Vantage points for IB learning are chosen from six global contexts to encourage international mindedness and global engagement within the MYP. The IB encourages teachers to design units around a range of ideas and issues that are personally, locally, nationally, internationally and globally significant.

ASSESSMENT AND GRADING

CONVENTIONAL GRADING SAYS:



IB MYP SAYS:



The IB philosophy does not promote traditional grading. Rather, it asks that teachers provide meaningful feedback to students to help them improve their skills and understanding.

Given that our Jeffco community uses traditional grades as a tool for communication among parents, students, and teachers, SLHS uses both IB and traditional grades in order to give students what they need to succeed and parents what they need to feel part of Jeffco.

Teachers use MYP rubrics to assess student products and performances. These rubrics provide students with information about areas of strength and areas needing development.

MYP rubrics are an eight point scale, with a score of eight meaning a student has gone above and beyond performing the assigned task or skill in innovative and novel ways. It is for this reason that eights are a rare occurrence during a student's time in the MYP

Rubric base scores for Subject Assessments:

8 = Highly Advanced
7 = Advanced
6 = Highly Proficient
5 = Proficient
4 = Proficient
3 = Reaching Proficiency
2 = Limited
1 = Keep Learning
0 = No evidence of achievement

Click for each subject rubric

[Mathematics](#)

[Science](#)

[English](#)

[Social Studies](#)

[World Language](#)

[FACS/STEM](#)

[Physical Education](#)

[Arts \(Music/Theater/Visual\)](#)

The Personal Project

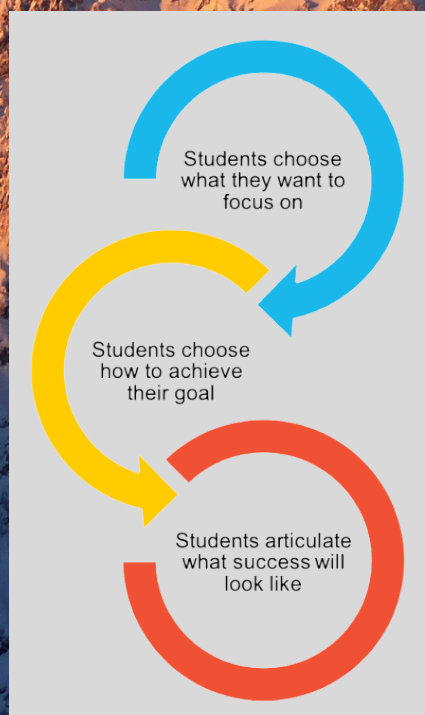
The personal project, for students completing the programme in year 5, is a culminating experience in which students apply their approaches to learning skills to complete an extended, self-directed piece of work. This required component provides opportunities for creative and truly personal demonstrations of learning.

Creating an action plan
In advisement, students.
work with mentors to
create steps and deadlines

Goal:
Explore an area
of personal
interest

Tracking progress
Students keep a process
journal to brainstorm,
problem solve and reflect on
their growth

Presenting the Results
Parents and community
members attend a showcase
for students to share their
projects and discuss their
learning.



IB MYP AND SLHS POLICIES

Academic Honesty:

- To teach students to act with honesty and to be principled
- To teach concepts such as intellectual property and authenticity
- To encourage and promote personal integrity and respect for others and their work
- To teach students how to demonstrate learning through accurate documentation of sources
- To make clear to students the consequences for academic malpractice in any form

Inclusion Policy:

- To create an inclusive educational experience for all students
- To safeguard the interests and improve the educational outcomes of all students
- To help prevent negative stereotypes for what it means to have special needs
- To offer classroom instruction that is differentiated to meet students' academic, social, and behavioral needs
- To help students learn self-advocacy skills

Language Policy:

- To place importance on language learning
- To recognize that all teachers are responsible for the language development of students
- To address the diversity of student language needs, including those for students learning additional languages

Please click below to view the full policies.



ACADEMIC INTEGRITY POLICY



INCLUSION POLICY



LANGUAGE POLICY

Glossary

Our students, teachers, and staff all use many IB MYP acronyms and vocabulary; here is your cheat sheet!

Approaches to Learning (ATL or ATL Skills) - These may be general or subject specific skills that students develop over the course of their time in the IB MYP program. Students receive explicit instruction on the use of these skills during their time in the classroom. It is our hope that these will be valuable tools to make them more aware of their learning and become better problem solvers for life.

The Personal Project- An in-depth, student led and designed project completed in 8th grade that demonstrates an awareness of meeting local and global needs.

Community Action/Service Learning- Is an integral part of the IB program. Students will be given opportunities to recognize and meet needs of the community during their time in school. It is highly encouraged that they are also exposed to community action beyond school.

Global Contexts- The lens through which a unit of instruction is taught. There are six global contexts which foster learners' awareness beyond our local communities..

Grading- The IB philosophy does not promote traditional grading. Instead, it asks that teachers provide meaningful feedback to students to help them improve their skills and understanding. Mountainside uses a mix of both IB and traditional grades in order to give students what they need to succeed and parents a common language for communication.

GRASPS- Many teachers assess student learning through an assessment activity called GRASPS. It is an acronym which stands for Goal, Role, Audience, Situation, Product/Performance, and Standards. Following this format ensures that students participate in relevant and meaningful tasks to demonstrate skills they developed during an MYP unit of instruction.

Inquiry- Based Learning- This is learning through asking and answering questions. Rather than receiving information, instruction begins with a question and students are guided to find answers and make meaning from them.

International Baccalaureate (IB)- “Imagine a worldwide community of schools, educators and students with a shared mission to empower young people with the values, knowledge and skills to create a better and more peaceful world. This is the International Baccalaureate (IB). IB programmes aim to provide an education that enables students to make sense of the complexities of the world around them, as well as equipping them with the skills and dispositions needed for taking responsible action for the future. They provide an education that crosses disciplinary, cultural, national and geographical boundaries, and that champions critical engagement, stimulating ideas and meaningful relationships.”

Taken from: <https://www.ibo.org/globalassets/what-is-an-ib-education-en.pdf>

Learner Profile- The learner profile is a set of ten characteristics that IB has identified as foundational for students to grow and develop into successful global citizens.

Middle Years Programme (MYP)- “The MYP is a challenging, inquiry-based framework that encourages students to make practical connections between their studies and the real world. The MYP curriculum framework includes eight subject groups, providing a broad and balanced education for early adolescents.”

Taken from: <https://www.ibo.org/programmes/middle-years-programme/>

Rubric (MYP Rubric)- A tool used by educators to evaluate students areas of strength and areas where growth is needed. The MYP rubric is set on an eight point scale, with a score of eight meaning a student has completed or performed the assigned task or skill consistently beyond the standards. It is rare to see eights earned during a students time in the Middle Years Programme.

Statement of Inquiry (SOI)- The statement that drives the inquiry process during a unit of instruction. Students should be aware of the SOI in all of their subject areas and have some thoughts and/or feelings relating to it.

Subject Area- The eight content areas that students study during their time in the Middle Years Programme are: Arts (Visual and Performing), Design, Individuals and Society, Language Acquisition, Language and Literature, Mathematics, Physical and Health Education, and Sciences.

Summative Assessment- An assessment of students' skills and knowledge acquired during a unit of instruction. Summative assessments come in many forms, some are performance based, some project based, and some may be exam style.

