

MYP at T.C. Howe MS



Middle Years
Programme



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T.C. Howe Mission Statement

At Thomas Carr Howe IB World Middle School, we believe in nurturing the minds of our students while fostering a community of globally aware citizens. As a proud member of the Indianapolis Public Schools, serving grades 6 through 8, our mission extends beyond conventional education. We are dedicated to providing a learning environment that transcends traditional boundaries, creating a hub of creativity, innovation, and global awareness.



IPS Mission Statement

IPS empowers and educates all students to think critically, creatively, and responsibly, to embrace diversity, and to pursue their dreams with purpose.



IB Mission Statement

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.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



T.C. Howe Philosophy

Our educational philosophy is rooted in the International Baccalaureate (IB) Middle Years Program, which places a strong emphasis on student-centric learning and international perspectives. We are committed to preparing our students to navigate the global community with a well-rounded understanding and appreciation for diverse cultures and ideologies.

Key Elements

- **Student-Centered Approach:** Our educational model encourages students to take charge of their learning journey, fostering a sense of ownership and self-motivation.
- **International Perspectives:** Through a curriculum that emphasizes global themes, we prepare our students to become open-minded and culturally aware individuals.
- **Project-Based Learning:** Integrating core subjects through a project-based approach allows for a more engaging and practical learning experience.
- **Community Service and Action:** We believe in the power of action and community engagement, encouraging our students to contribute positively to society.



What makes an IB education different than a traditional education

1 Assessments & Grading

- Growth Model
- Highest Sustained Level
- Subjects not in Isolation

2 Service Learning

- Student Agency
- Service & Action
- Collaboration

3 Learning Style

- Interdisciplinary/ Global Contexts
- Inquiry Based Learning
- Student Agency

4 Community-Global and Local

- International Mindedness
- Local Community Involvement

5 Learner Profile and ATL Skills

- Necessary “soft skills” and thinking skills to support the child become a successful adult.

MYP Units of Study Programme Design

- 8 subject groups
- Approaches to Learning
- Global Contexts
- IB Learner Profile
- Community Project



IB Learner Profile

Knowledgeable

Communicators

Open-Minded

Risk-Takers

Principled

Reflective

Balanced

Inquirers

Thinkers

Caring



The Howe Way

Caring

Principled

Responsible

APPROACHES TO LEARNING

How can I be an effective learner?

COMMUNICATION



INTERACTION

I can exchange thoughts, messages and information effectively through interaction.



LANGUAGE

I can read, write and use languages to communicate information effectively.

SOCIAL



COLLABORATION

I can work effectively with others.

RESEARCH



INFORMATION LITERACY

I can find, interpret, judge and create information.



MEDIA LITERACY

I can interact with media to use and create ideas and information.

SELF-MANAGEMENT



AFFECTIVE SKILLS

I can manage my own state of mind, concentrate and be focused. I can learn from mistakes and problems.



ORGANIZATION SKILLS

I can manage my time and tasks effectively. I use technology well.



REFLECTION

I can (re)consider the process of learning. I can choose and use effective ATL skills.



CRITICAL THINKING

I can analyse and evaluate issues and ideas.

THINKING



CREATIVE THINKING

I can generate new ideas and perspectives.



TRANSFER

I can use knowledge and skills in new contexts.

MYP - Global Contexts

There are six global contexts provided by IBO to help students make connections between what they are learning in the classroom and how it connects to the real-world. These global context help students answer the question, "Why are we learning this?"

- Identities and relationships.
- Orientation in space and time.
- Personal and cultural expression.
- Scientific and technical innovation.
- Globalization and sustainability.
- Fairness and development.





MYP Grades - 4 Criteria



A: Knowledge & Understanding

B: Developing Skills / Investigating

C: Creating / Communicating

D: Evaluate / Apply / Critical Thinking

SUBJECT AREA	A	B	C	D
Arts	Knowing & understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring & analysing	Developing ideas	Creating the solution	Evaluating
Individuals & Societies	Knowing & understanding	Investigating	Communicating	Thinking critically
Language Acquisition	Listening	Reading	Speaking	Writing
Language & Literature	Analysing	Organising	Producing text	Using language
Mathematics	Knowing & understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Physical Health & Education	Knowing & understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Sciences	Knowing & understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Personal Project	Planning	Applying skills	Reflecting	
IDU	Evaluating	Synthesizing	Reflecting	



Criteria Assessment Scale 1-8

- **Novice** (beginning) – students are introduced to the skill and can watch others performing it (observation) **(1-2)**
- **Learner** (developing) – students copy others who use the skill and use the skill **with scaffolding and guidance** (emulation) **(3-4)**
- **Practitioner** (using) – students employ the skill confidently and effectively (demonstration) **(5-6)**
- **Expert/ sharing** (transferring) – students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation) **(7-8)**

How MYP grades are calculated

What a teacher looks for in grading:

1. Highest-sustained level in each criteria based on summatives (1-8)
2. Additionally, quality formatives that demonstrate student growth and independent work can be included
3. Grading is based on what a student can do and not what they can't do.
4. Growth Model-improvement over time.
5. 4 criteria are added-up, and then the scale tells the grade and a description of student work.
6. Example:



A	B	C	D	Final Grade
4	3	5	2	14 (3C)

Grade	Boundary guidelines	Descriptor
1 1 F	1-5	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.
2 2 D	6-9	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.
3 3 C	10-14	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.
4 4 B	15-18	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.
5 5 A	19-23	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.
6 6 A	24-27	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.
7 7 A	28-32	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.

What is the 8th Grade Community Project?

All 8th grade students from September through April will:

- Investigate a relevant community issue/need
- Plan a way to engage and impact the issue/need
- Implement an action plan to create an impact
- Reflect on their process and impact





Type of Service

Direct– Interaction that involves people, the environment or animals. Examples: one-on-one tutoring, developing a garden alongside refugees, or teaching dogs behaviors to prepare them for adoption.

Indirect service: Although you do not see the recipients during indirect service, you have verified that your actions will benefit the community or environment. Examples: redesigning an organization’s website, writing original picture books to teach a language, or raising fish to restore a stream.

Advocacy: You speak on behalf of a cause or concern to promote action on an issue of public interest. Examples: initiating an awareness campaign on hunger in the community, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.

Research: Collecting information through varied sources, analyze data and report on a topic of importance to influence policy or practice. Examples: conducting environmental surveys to influence your school, contributing to a study of animal migration patterns, or compiling the most effective means to reduce litter in public spaces.

Community Project Timeline

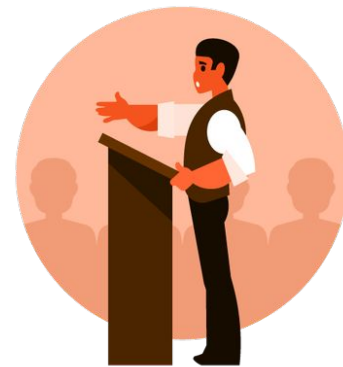
Phase 1: Introduction and Investigating (August/September)

Phase 2: Planning (October/November)

Phase 3: Taking Action (December/January)

Phase 4: Reflecting (February/March)

Phase 5: Sharing with the Community (April)



Student Community Project Requirements

01

Organization-Getting Started

- 1 -3 students on a project
- One proposal, but individual process journals

02

Time Spent on Project 15 Hours Recommended (Advisory & Own Time)

- Meetings with Supervisor 3 times
- Research (Interviews, Media Center, Online...)
- Developing and Reporting Project

03

Process Journal Documentation & Reflection (+Exit interview)

- Global Context Connection
- ATL Skills Used
- Process and Learning throughout the project

04

Project Showcase

- Students sharing their project goals, their process, and outcomes.
- Think like a Ted Talk.



What support will they get at T.C.Howe to complete the Community project?

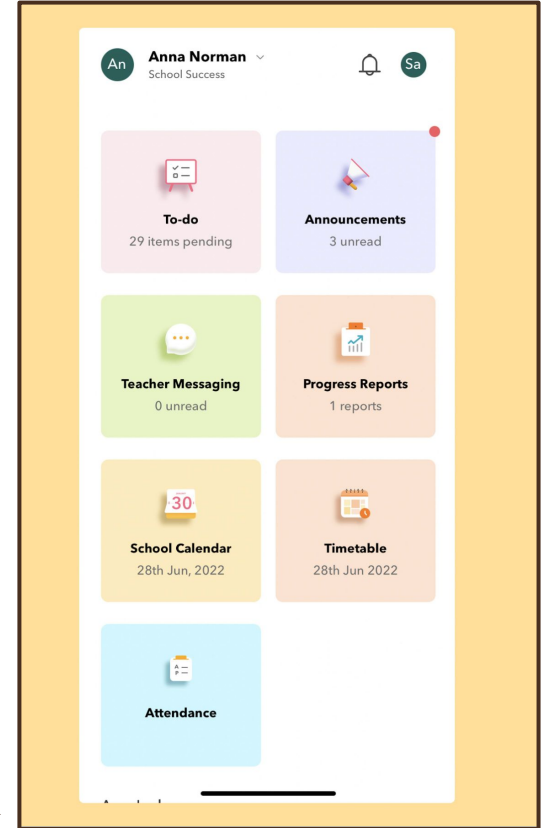
1. **Advisory Class**-It will have devoted lessons and processing time to work on the project, reflect on their process, and meet with the project advisor.
2. **8th Grade Level Meetings with the MYP Coordinator**- This is to go over each step of the process and to field any questions students may have.
3. **Resources on Toddle**- This is where students will record their process and progress. It is where guides and lessons will be accessed. It is also where advisors and the MYP coordinator can leave feedback to students on their projects.
4. **Media Center**- The Media Center Specialist is also a great resource for research on the personal project.
5. **Classroom Teachers**- Their teachers are also a resource for research, presentation, and citation skills.

Toddle: Our Learning Management System (LMS)


1. No more Schoology or ManageBac next year.
2. **TODDLE** is where our student learning is managed.
 - Completed/Missing Assignments
 - Due Dates
 - Student/Teacher Feedback
 - IB Assessment
 - Exhibition, Community Project
 - School Calendar
 - Parent/Parent Communication


TODDLE Family App is available for Apple and Android. There is also online access. You will receive a code in the fall.

App →



Di **Diego Jonas** ▾
Product Knowledge Hub


 **Announcements**
3 unread 3


 **Teacher Messaging**
0 unread

 **Progress Reports**
0 reports


 **School Policies**


 **Progress Summary**

 **Timetable**

 **Attendance**

Diego's classes


 **Year 3 - Design**
Year 3


 **Year 3 - French Emergent**
Year 3

To-do

[View all](#)

Upcoming (0) Overdue (0) No due date (2)

 **Create and present**
Year 3 - Design

 **Evaluating SUMMATIVE**
Year 3 - Design

Online Version