

MYP Parent Handbook

CLEVELAND MIDDLE SCHOOL

What is the Middle Years Program?



The International Baccalaureate (IB) Middle Years Program (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 does the Middle Years Program offer 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 program 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.

Cleveland Middle School is a fully authorized MYP. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students.

Why offer the MYP?

- Build confidence in managing students' 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 Program 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

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.





Subject Areas





Language & Literature

Language & Literature

Gifted Language & Literature

Mathematics

Mathematics 6, 7, & 8
Small Group Mathematics
Accelerated Math
Algebra I (High School Credit)

Sciences

Integrated Science
Gifted Integrated Science

Individuals & Societies

Individuals & Societies
Gifted Individuals & Societies

Physical & Health Education

Physical Education
Health (High School Credit)
Leadership ROTC

Visual and Performing Arts

Band
Orchestra
Drama
Chrous

Visual Arts

Language Acquisition

Spanish
Navajo

Design

Video Ed
Yearbook
Digital Arts

Learning Skills in the MYP—
Approaches to Learning (ATL) Skills



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. 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.

Global Context

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.

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.



Assessment & Grading

The IB philosophy does not support traditional grading. Instead, it encourages teachers to provide meaningful feedback to help students improve their skills and understanding.

At CMS, we understand that APS uses traditional grades as a way to communicate with parents, students, and teachers. Therefore, CMS employs both IB and traditional grades to ensure students receive the support they need to succeed while also keeping parents engaged in the CMS community.

Teachers assess student work and performances using MYP rubrics. These rubrics give students valuable information about their strengths and areas for improvement.

MYP rubrics operate on an eight-point scale, with a score of eight indicating that a student has excelled by completing the assigned task or skill in innovative and novel ways. This is why achieving an eight is a rare occurrence during a student's time in the MYP program.

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 achivement

The Community Project

The community project gives you an opportunity, as an MYP Year 3 student, to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of your learning in the MYP, the community project will give you the chance to:

- Participate in a sustained, self-directed inquiry within a global context.
- Generate creative new insights and develop deeper understandings through in-depth investigation.
- Demonstrate the skills, attitudes, and knowledge required to complete a project over an extended period of time.
- Communicate effectively in a variety of situations.
- Demonstrate responsible action through, or as a result of, learning.
- Appreciate the process of learning and take pride in your accomplishments.





IB MYP & CMS Policies

Academic Honesty :

- To teach students to act with honesty and to be principled
- To teach concepts such as intellectual property and authenticity
- To encouage and promote personal integrity and respect for other and their work
- To teach students how to demonstrate learning through accruate documenation 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 for students
- To help prevent negative stereotypes about what it means to have special needs

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 language

Assessment Policy:

- Evaluate students' ability to apply knowledge and skills in various contexts, providing timely and constructive feedback
- Assessing student performance on authentic, real-world tasks
- Cultivate globally-minded learners

Glossary

Our students, teachers, and staff all use many IB MYP acronyms and vocabulary. Here is a guide for the terms.

IB – The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect. Taken from: https://www.ibo.org/globalassets/what-is-an-ib-education-en.pdf

DP: Diploma Program, or the final 2 years of high school for an IB student pursuing the full diploma.

MYP: Middle Years Program, designed for ages 11 to 16 or students in the 6th through 10th grade. MYP courses include Language and Literature, Individuals and Societies, Language Acquisition, Health and Physical Education, Mathematics, Sciences, Arts, and Design.

PYP: Primary Years Program, designed for ages 3 through 12 or grades K-5.

Ab Initio: The language ab initio course is a language acquisition course for students with no prior experience of the target language, or for those students with very limited previous experience.

Approaches to Learning (ATL): are skills designed to enable students in the IB Middle Years Programme (MYP) to "learn how to learn." They are intended to apply across curriculum requirements and provide a common language for teachers and students to use when reflecting and building on the process of learning.

Assessment Objectives: The specific goals and outcomes that the assessments are designed to evaluate.

Command Terms: Action verbs that define the cognitive demand of a task.

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

Community Project: 8th graders will complete their Community Project individually or in groups of up to 3. Students will identify a need in the community (anywhere from the classroom to the world) and develop a plan to address that need. Students will be documenting their progress with a Process Journal. Students will be assigned an adult mentor to guide them through the process.

Formative Assessment: an active, ongoing process used by teachers and students during instruction to monitor learning and provide immediate, actionable feedback.

Global Contexts: A set of contexts that encourages students to explore international mindedness and global engagement. These are included in unit planners and taught in units: Identities and relationships, Orientation in space and time, Personal and cultural expression, Scientific and technological innovation, Globalization and sustainability, Fainess and development.

GRASPS- Assesses student learning through an assessment activity called GRASPS. It is an acronym that 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: A student- centered, active learning approach focusing on questioning, critical thinking, and problem solving.

Key Concepts: Key ideas that cross disciplines and should be used when developing integrated units of study. Aesthetics, Change, Communication, Communities, Conections, Creativity, Culture, Development, Form, Global interactions, Identity, Logic, Perspective, Relationships, Systems, Time, Place, and Space.

Learner Profile: Consists of 10 student-centered attributes—Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective—designed to foster well-rounded, lifelong learners. These traits promote international-mindedness, empathy, integrity, and intellectual, physical, and emotional well-being.

Policies: The IB policies create a consistent, inclusive, and academically honest environment throughout the curriculum. The five main policies are the Assessment Policy, Academic Integrity Policy, Language Policy, Inclusion Policy, and Admissions Policy.

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.

Summative Assessment: Assessment that occurs at the end of a unit to measure learning.