

## IB Middle Years Program

The IB Middle Years Program or MYP (grades 9 & 10) is defined by **three fundamental concepts**:

**Holistic Learning** – in which the student develops an understanding by consciously learning how to learn and linking new knowledge to existing knowledge.

**Intercultural Awareness** – in which the student develops a sense of personal and cultural identity and a respect for himself/herself and others.

**Communication** – in which the student develops a good command of expression in a variety of forms, including a second language.

### Eight Subject Groups

The emphasis is on a conceptual framework with objectives that are oriented towards skills and the learning process. The areas of interaction are addressed within these disciplines.

#### (1) Language A (required)

The student's best language, usually the school's language of instruction.

9th grade- English I IBMYP; 10th grade- English II IBMYP

#### (2) Language B (required)

A modern foreign language learned at school.

9th grade- French, German, \*Latin, or Spanish I or II or I/II or III IBMYP

10th grade- French, German, \*Latin, or Spanish II & III, or III IBMYP, or IB IV

\*Latin is not considered to be a MYP language; students taking Latin may participate in the Middle Years Program; they may also compete for the IB diploma in grades 11 and 12. Students must complete at least five years of Language B to test either the junior or senior year.

#### (3) Humanities (required)

History and Geography

9th World History- IBMYP; 10th grade- C&E IBMYP

#### (4) Sciences (required)

Biology, Chemistry, Physics

9th grade- Biology and Earth Environmental Science IBMYP; 10th grade- Chemistry IBMYP and Physics IBMYP

#### (5) Mathematics (required)

Includes the five branches of mathematics: number, algebra, geometry and trigonometry, probability & statistics, and discrete mathematics.

9th grade- Geometry IBMYP or Algebra II IBMYP; 10th grade- Algebra II IBMYP or an IB Math

#### (6) Arts (electives; also imbedded in 10th grade MYP subjects)

Visual arts and performing arts. These are MYP electives at Myers Park. The arts are imbedded and assessed in the other MYP subjects in 9th and 10th grade.

9th grade- Drama 1 IBMYP; 10th grade- Drama 2 IBMYP

10th grade-Art 1 IBMYP; 10th grade- Art 2 IBMYP

#### (7) Physical Education (required)

Course includes health and fitness, individual and team sports.

9th grade- PE IBMYP

#### (8) Technology (imbedded in 9th and 10th grade MYP subjects)

Computer and Design Technology

We don't offer MYP technology courses. Technology is imbedded and assessed in the other MYP subjects in 9th and 10th grade.

**The five Areas of Interaction** develop connections between the eight subject groups so that students will see knowledge as an interrelated, coherent whole.

**(1) Approaches to Learning (ATL)** – provides students with the tools to enable them to take responsibility for their learning. Central to this is “learning how to learn” and developing in individuals an awareness of how they learn best.

**(2) Community and Service (C&S)** – starts in the classroom and extends beyond it, requiring students to participate in the communities in which they live. Giving importance to the sense of community throughout the program encourages responsible citizenship as it seeks to deepen students’ knowledge and understanding of the world around them. Students are encouraged to make connections between their intellectual and social development and the benefits that they can contribute to the community by asking themselves, “How can I make a difference?” Students participate in school-wide community service projects and are encouraged to do community service independently. Students log their community service hours in the official booklet.

**(3) Homo Faber (HF)** – allows students to explore the processes and products of human creativity. It considers their impact on society and on the mind. Students learn to appreciate and develop in themselves the human capacity to influence, transform, enjoy, and improve the quality of life. It is at the core of the student-centered learning, where the students themselves are placed in the position of Homo Faber, solving problems, showing creativity and resourcefulness in a variety of context throughout the curriculum and school life.

**(4) Environment (E)** – aims to develop students’ awareness of their interdependence with the environment so that they understand and accept their responsibilities. It deals with the importance of the local and global environment and the concept of sustainable development in a context of increasing environmental threats.

**(5) Health and Social Education (H&S)** – deals with physical, social and emotional health and intelligence, key aspects of development leading to complete and healthy lives. Students become better informed about health issues.

### **The Personal Project**

The Personal Project engages the student in independent inquiry and reflection. In grade 10, students complete the Personal Project, a product of the student’s own initiative and creativity. The Personal Project must reflect a personal understanding of the areas of interaction and the application of skills acquired through approaches to learning. The Personal Project involves planning, research, and a high degree of personal reflection.

### **Assessment**

Teachers assess student work with guidance from the International Baccalaureate Organization (IBO) according to prescribed, published criteria that state final levels of achievement in each discipline. Assessment is criterion based.

The MYP places special emphasis on formative assessment, which is used at different stages of the learning process to measure the progress of the student and make necessary adjustments to teaching plans and methods. Students are also involved in formative self-assessment of their work and they reflect on their own approaches to learning.