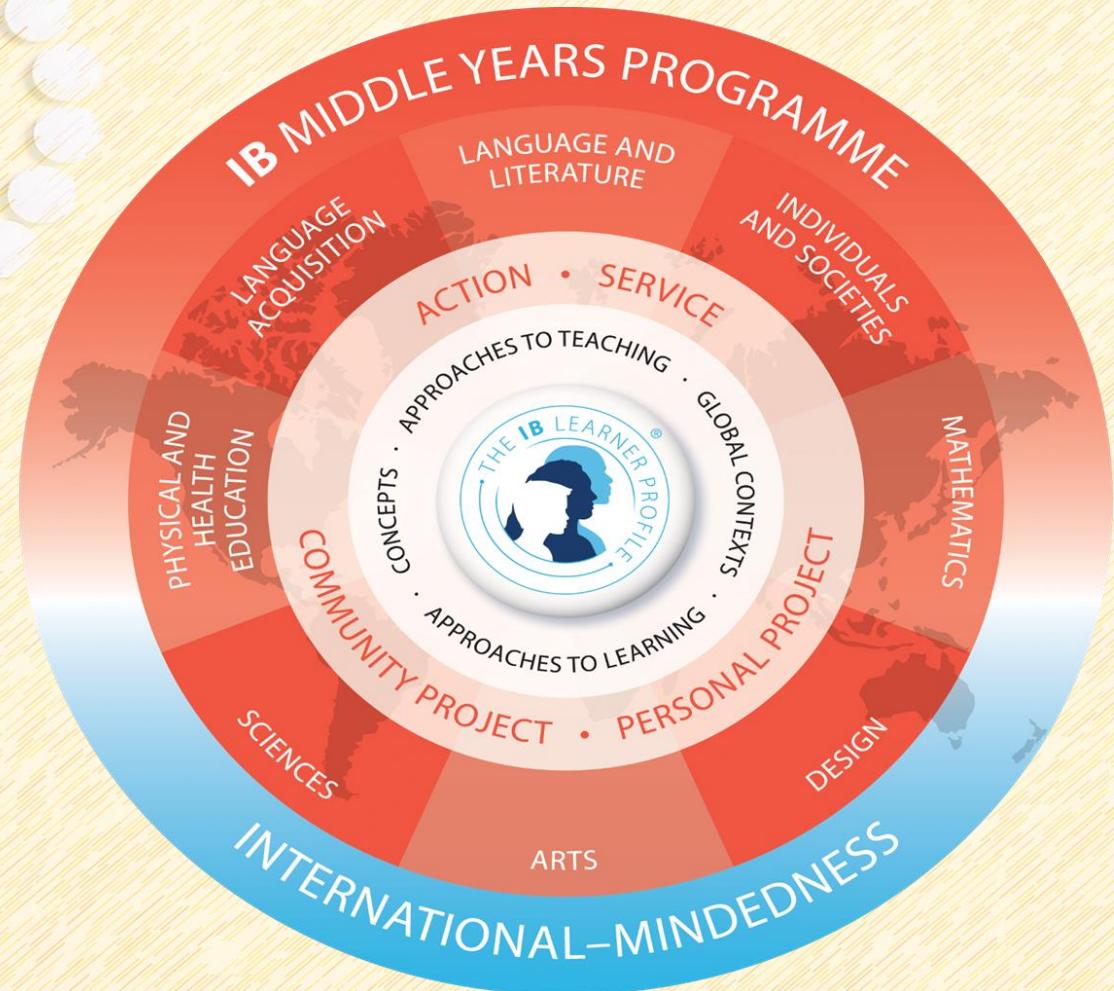


What is MYP?

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 life.

MYP Students are

- Active learners
- Internationally minded
- Empathic Focused and purposeful in their endeavors
- Creative
- Reflective
- Critical thinkers
- Follow a meaningful life



AN MYP CLASSROOM

The **concepts, global** context and **statement of inquiry** are visible and understood by the students (they know the big ideas and concepts learning experiences to these.)

Students are learning **factual knowledge** and **subject-specific skills** through a **conceptual lens**.

Formative tasks give feedback to the students about their progression of learning and assist students to perform at their best in summative task

Students make active use of **self-assessment** and **reflective** in their learning

Interdisciplinary **connections** to other subjects are made whenever applicable

Atl. Skills are meaningfully **integrated** and explicitly taught

Summative tasks are connected to the statement of inquiry and allow all students to achieve at the highest levels

Summative tasks are connected to the statement of inquiry and allow all students to achieve at the highest levels

Lessons are effective and consistent in addressing individual students' skills, knowledge, language proficiency and special educational needs

Learning outcomes are clear logically structured and can be viably assessed.

Progression through the **inquiry questions** (factual, conceptual, debatable) frames the unit and keeps it on track. These questions encourage deep inquiry

Students understand and are fully aware of the assessment criteria by which of the work be assessed. **Task specific clarifications** are given for summative task.

Lessons encourage **international-mindedness** by connecting with the MYP global context, the learner profile and the world outside the classroom.

Students are **engaged** and **active** participants. There is a balance between student-led inquiry and the explicit teaching of knowledge and skills

Feedback to students is timely and of high quality. Students make active use of feedback in their learning.

MYP CURRICULUM

**The International
Baccalaureate® (IB)
Middle Years
Programme (MYP)
comprises eight
subject groups**

Language and Literature- English

**Language Acquisition-Spanish
and French**

Mathematics

Design

Sciences

Individual And Societies

Arts – Visual and Performing Arts

Physical and Health Education

MYP Language and Literature courses are designed to create a lifelong interest in reading develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts.

Offer a study of a wide range of literary and non-literary text types, writing styles and techniques, allowing students to comment on the significance of any possible contexts, audiences, purpose, and the use of linguistic and literary devices.

The study of additional languages in the Middle Years Programme (MYP) provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, viewing and behaving in the world.

The MYP language acquisition offers to develop a respect for, and understanding of, diverse linguistic and cultural heritages

Enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication

Offer insight into the cultural characteristics of the communities where the language is spoken

In the Middle Years Programme (MYP), mathematics promotes both inquiry and application, helping students to develop problem solving techniques that transcend the discipline and that are useful in the world beyond school.

The MYP mathematics framework encompasses number, algebra, geometry and trigonometry, statistics and probability.

Students in the MYP learn how to represent information, to explore and model situations, and to find solutions to familiar and unfamiliar problems.

The Mathematics course is designed to enable students to

- **Enjoy mathematics, develop curiosity and begin to appreciate its elegance and power**
- **Develop an understanding of the principles and nature of mathematics**
- **Develop confidence, perseverance, and independence in mathematical thinking and problem-solving**
- **Apply and transfer skills to a wide range of real-life situations, other areas of**
- **knowledge and future developments**
- **Appreciate the contribution of mathematics to other areas of knowledge**

MYP Design is a unique curriculum which challenges students to-

- **Apply practical and creative thinking skills to solve design problems**
- **Explore the role of design in both historical and contemporary contexts**
- **Consider their responsibilities when making design decisions and taking action**

MYP uses the design cycle as a way to structure:

- **inquiry and analysis of design problems**
- **development and creation of feasible solutions**
- **testing and evaluation of students' models, prototypes, products or systems**

The Middle Years Programme (MYP) sciences framework encourages students to investigate issues through research, observation and experimentation, working independently and collaboratively.

MYP sciences course is designed to enable students to-

- Appreciate and respect the ideas of others
- Gain good ethical-reasoning skills
- Understand and appreciate science and its implications
- Cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- Develop skills to design and perform investigations, evaluate evidence and reach conclusions
- Reflect on learning experiences and make informed choices

Individuals and societies incorporates disciplines traditionally studied in the humanities, as well as disciplines in the social sciences. The course equips the students with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments.

The Individuals and societies course is designed to enable students to-

- Respect and understand the world around them**
- Appreciate human and environmental commonalities and diversity**
- Understand the interactions and interdependence of individuals, societies and the environment**
- Act as responsible citizens of local and global communities**
- Develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live**

The Middle Years Programme (MYP), students develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas.

The aims of MYP arts are to encourage and enable students to:

- Create and present art
- Develop skills specific to the discipline
- Engage in a process of creative exploration and (self-)discovery
- Make purposeful connections between investigation and practice
- Understand the relationship between art and its contexts
- Respond to and reflect on art
- Deepen their understanding of the world

In the Middle Years Programme (MYP), physical and health education empowers students to understand and appreciate the value of being physically active and to develop the motivation for making healthy life choices. Physical and health education focuses on both learning about and learning through physical activity.

The MYP Physical and Health education course is designed to enable students to-

- Use inquiry to explore physical and health education concepts**
- Participate effectively in a variety of contexts**
- Understand the value of physical activity**
- Achieve and maintain a healthy lifestyle**
- Collaborate and communicate effectively**
- Build positive relationships and demonstrate social responsibility**
- Reflect on their learning experiences**

MYP CURRICULUM FRAMEWORK

KEY CONCEPTS

Provide interdisciplinary breadth to the programme. Key concepts are broad, organizing powerful ideas that have relevance within and across subjects and disciplines, providing connections that can transfer across time and culture. Key concepts engage students in higher-order thinking, helping them to connect facts and topics with more complex conceptual understanding.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Time, space and place	Systems

MYP CURRICULUM FRAMEWORK

RELATED CONCEPTS

Grounded in specific disciplines, explore key concepts in greater detail, providing depth to the programme. They emerge from reflection on the nature of specific subjects and disciplines, providing a focus for inquiry into subject-specific content.

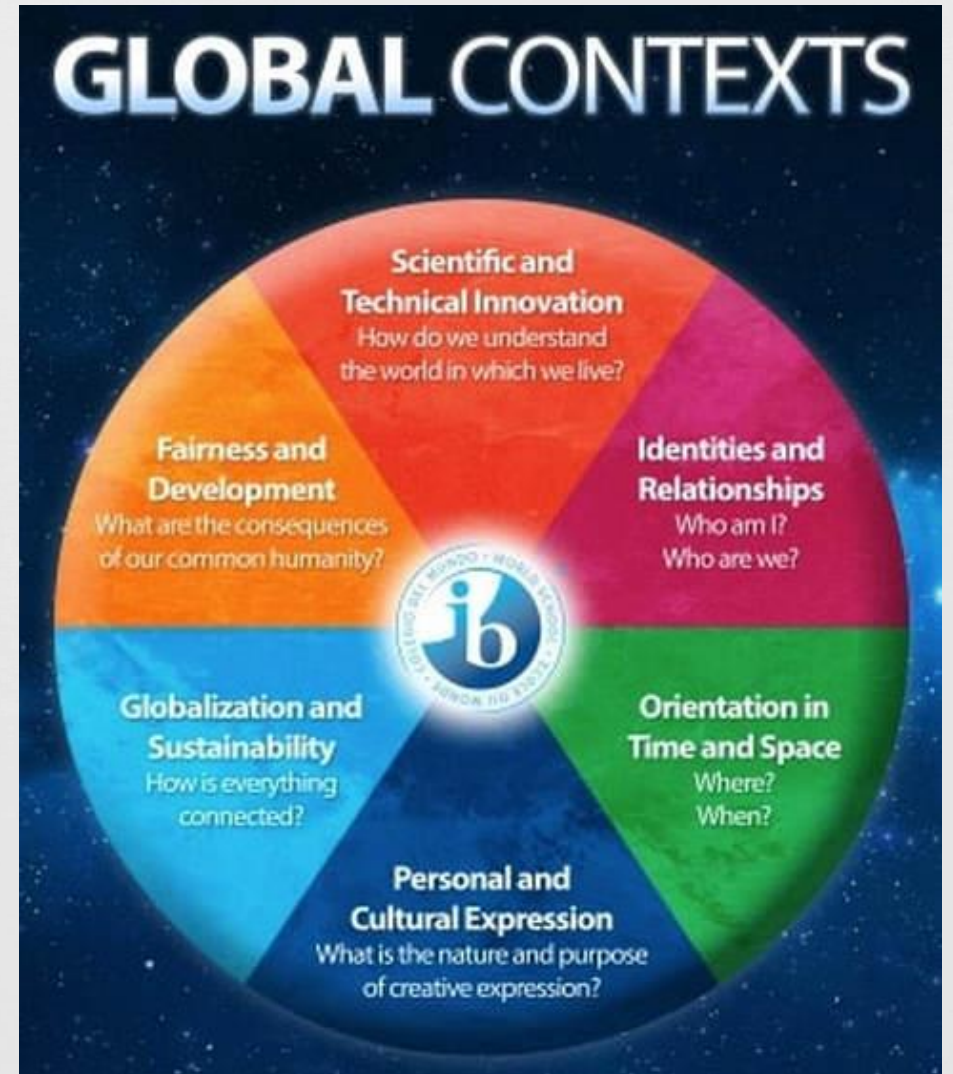
Some examples of subject- specific related concepts are;

Languages	Character	Context	Genre	Structure
Individual and societies	Causality	Identity	Processes	Sustainability
Sciences	Evidence	Model	Transformation	Energy
Mathematics	Measurement	Equivalence	Justification	Pattern
Visual arts	Boundaries	Composition	Narrative	Visual culture
Physical and health education	Adaptation	Balance	Refinement	Choice

MYP CURRICULUM FRAMEWORK

GLOBAL CONTEXTS

Contexts for learning in the MYP are chosen from global context to encourage international mindedness and global engagement within the programme. When learning becomes meaningful and relevant, students are more likely to be engaged. In a world of increasing interconnection and complexity, learning in context provides students with opportunities to explore multiple dimensions of meaningful challenges facing young people in the world today, encouraging them to develop creative solutions and understanding. The MYP identifies six global contexts for teaching and learning.



MYP CURRICULUM FRAMEWORK

Attitudes to learning- ATL Skills



Through approaches to learning (ATL) in IB programmes, students develop skills that have relevance across the curriculum that help them “learn how to learn”. The MYP extends IB approaches to learning ATL skills into ten appropriate clusters.

MYP CURRICULUM FRAMEWORK

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.

SERVICE AS ACTION

The International Baccalaureate mission statement “aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.” IB learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

The MYP aims to help students develop their personal understanding, their emerging sense of self and their developmentally appropriate responsibility in their community.

Why Service as Action in MYP-

- Helps develop interpersonal and leadership skills among the students**
- Helps the students to find their strengths, weaknesses and new skills and passion for creative pursuits**
- Benefits the local and regional community**
- Helps students understand the real world better and provides them with new perspectives**
- Makes them open minded and caring and responsible global citizens**
- Draws upon the students’ ethical judgements**

MYP- e-Assessments

What is said about e-assessments?

- Interactive, engaging and challenging.
- Media rich and immersive assessments assessing a wide range of skills and concepts
- Authentic and academically honest
- Platform to demonstrate international mindedness, diverse thinking skills, critical and problem solving skills
- Provides room for creativity, ingenuity and individual preference
- Democratic in approach.

On-screen examination subjects	Mathematics Language and literature Sciences Individuals and societies Interdisciplinary	<i>individually, externally marked</i>
Course work ePortfolio	Language acquisition Physical and Health Education Design Arts	<i>internally marked, externally moderated (dynamic sampling)</i>
MYP personal project		<i>internally marked, externally moderated (dynamic sampling)</i>

optional eAssessment

MYP- e-Assessments

- The Middle Years programme is enriching and engaging and helps students develop a number of skills . It is concept driven and purposeful. It inculcates the spirit of inquiry and growth mindset in the students.
- MYP students become confident and independent learners
- MYP students learn to analyze and evaluate information better. They can process information, organize them and apply them better in unfamiliar situations.
- MYP students are better communicators- they do better than non- IB students in research and presentation
- MYP students are proved to show better affective skills. They are resilient, responsible and shows willingness to new ideas, situations and environment .
- MYP students grow up to be responsible adults, many of whom carry on with a lifelong commitment to service and community welfare.
- MYP students do better in IB Diploma and universities.

10  Middle Years Programme

Reasons

why the IB Middle Years Programme (MYP) encourages you to become a creative, critical and reflective learner

- 1**  **Become a life-long learner**
Learn 'how to learn' using communication, research, self-management, collaboration and critical thinking skills.
- 2**  **Learn by doing and experiencing**
Through the MYP community project you learn to service the community and connect what you learn in the classroom to "real life".
- 3**  **The MYP encourages critical thinking**
It teaches you to analyse and evaluate issues, generate novel ideas and consider new perspectives.
- 4**  **Explore global challenges**
The MYP helps you increase your understanding of the world by exploring globally significant ideas and issues.
- 5**  **Learn for understanding**
Not just to memorize facts or topics and prepare for exams.
- 6**  **Train yourself to:**
 - organize and plan your work
 - meet deadlines
 - concentrate
 - bounce back
 - persist
 - think positively.
- 7**  **Subjects are not taught in isolation**
You are encouraged to make connections between subjects.
- 8**  **It empowers you to develop your talents**
Feel empowered to prove what you know and earn the MYP certificate or MYP course results.
- 9**  **It prepares you for future education**
Prepare yourself for the IB Diploma Programme or IB Career-related Programme delivered by IB World Schools globally.
- 10**  **It encourages international-mindedness**
The MYP helps you critically appreciate your own culture and personal history, as well as the values and traditions of others.

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