

Ada Merritt K-8 Center



Middle Years Program

Guiding Question

- How can the IB Middle Years Programme (MYP) benefit my child?

The PYP and MYP Continuum

<i>PYP</i>	<i>MYP</i>
Mission Statement	
Learner Profile <i>Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-Takers, Balanced, Reflective</i>	
Inquiry <i>Observe, Infer, Question, Draw Conclusions</i>	
IBO Standards	
Formative and Summative Assessments	
Reflection	

<i>PYP</i>	<i>MYP</i>
Teacher Questions	Guiding Questions
Key Concepts <i>Form, Function, Causation, Change, Connection, Perspective, Responsibility, Reflection</i>	Aims and Objectives <i>Specific to each subject area</i>
Transdisciplinary Themes <i>Who We Are, Where We Are in Place and Time, How We Express Ourselves, How the World Works, How We Organize Ourselves, Sharing the Planet</i>	Areas of Interaction <i>Community and Service, Human In, Environments, Health and Social Education</i>
Transdisciplinary Skills <i>Research Skills, Thinking Skills, Communication Skills, Social Skills, Self-management Skills</i>	Approaches to Learning
Exhibition	Personal Project

The IB Program offers a Continuum of International Education

The Three IB Programmes

PYP



Transdisciplinary



Program of Inquiry

Action

MYP



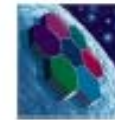
Integration



Areas of Interaction

Community and Service

Diploma



Concurrency of Learning



TOK

CAS

Criterion

Languages

Exhibition

Referenced

Languages

Personal Project

Assessment

Languages

Extended Essay

Learner Profile

At the heart of the IB Programme Continuum is the Learner Profile.

The IB programme aims to help students develop as lifelong learner in the context of the Learner Profile.

IB Learners strive to be:



Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in their learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.



Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.



Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical conditions.



Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.



Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

IB Learner Profile



Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.



Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.



Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.



Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.



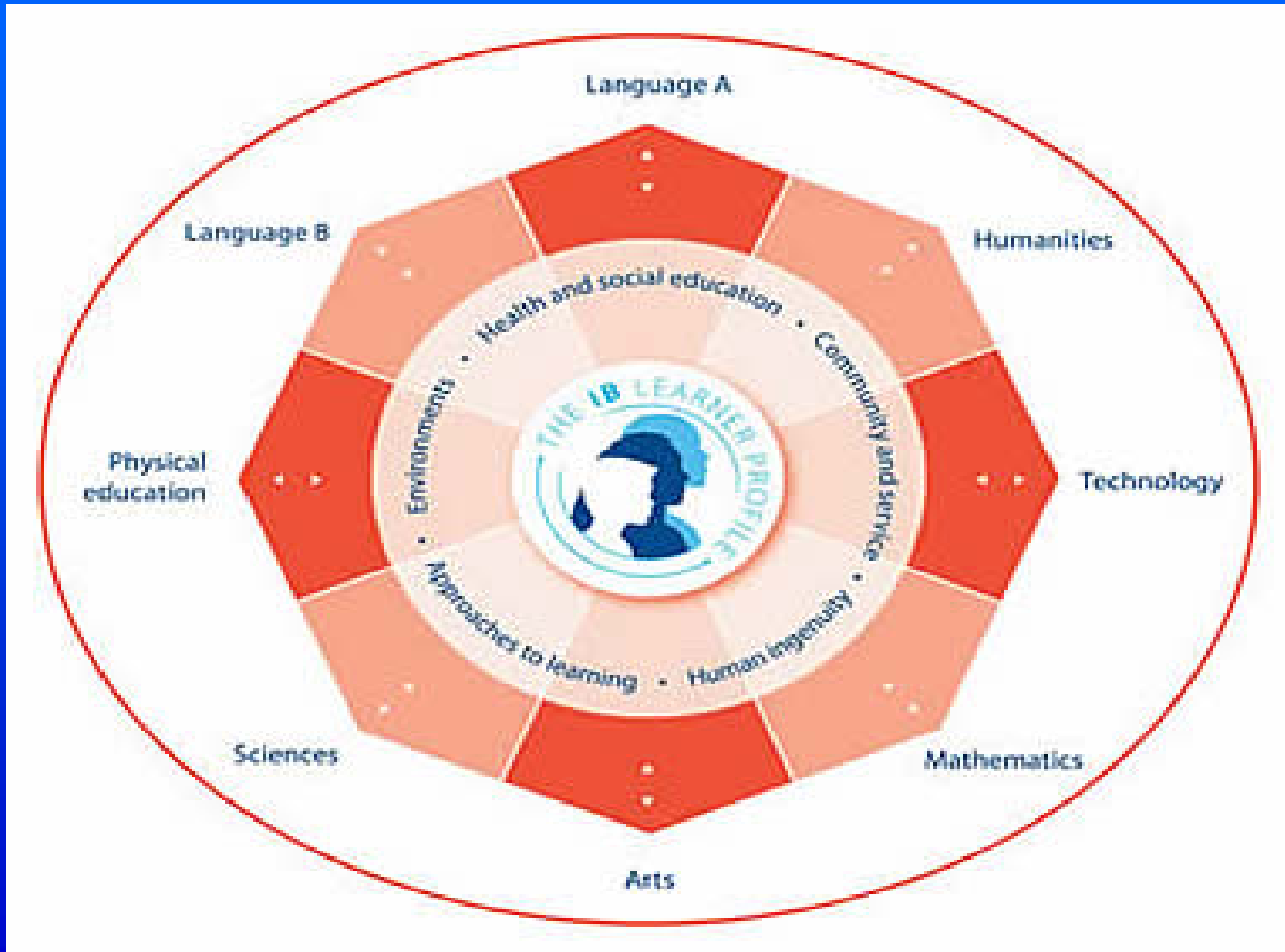
Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Fundamental Concepts of the Middle Years Programme

- Intercultural Awareness
- Communication
- Holistic Education with a Focus on Global Issues

The Programme Model



Schedules

All student have eight classes in a four by four block schedule as indicated below.

MYP Schedule		
Odd Day	Even Day	Monday, Tuesday, Thursday, Friday
Homeroom		8:30 am – 8:40 am
1	2	8:42 am – 10:07 am
3	4	10:09 am – 11:34 am
5	6	11:36 am – 12:30 pm
LUNCH		12:30 am – 1:00 pm
5	6	1:02 pm – 1:33 pm
7	8	1:35 pm – 3:00 pm

Wednesday Schedule (70 minute periods)		
Extended Homeroom		8:30 am – 9:20 am
1	2	8:22 am – 10:22 am
3	4	10:24 am – 11:24 am
5	6	11:26 am – 12:26 pm
LUNCH		12:28 pm – 12:58 pm
7	8	1:00 pm – 2:00 pm

- The **MYP** provides a framework of academic challenge and life skills for middle school students. It engages them in a thorough study of eight disciplines viewed through the lenses of five areas of interaction
- **All students:**
 - take annual courses in Mathematics, Science, Social Studies, Language A (Language Arts), Language B (Spanish or Portuguese), Humanities in language A and B
 - take semester courses in Approaches to Learning (ATL), Technology, Physical Education and Fine arts.
 - Follow a 4X4 block schedule alternating between even periods one day 2, 4, 6, 8 and odd periods 1, 3, 5, 7 the following day
- They will have the opportunity to earn High School credits in math, science, and language B.

Characteristics of the Middle Years Program

FIVE AREAS OF INTERACTION

- They provide a framework for learning within and across the subject groups.
- They allow connections among the subjects themselves, and between the subjects and real-life issues.

MYP AREAS OF INTERACTION

The 5 Areas of Interaction:

- Approaches to Learning
- Community & Service
- Environments
- Health & Social Education
- Human Ingenuity



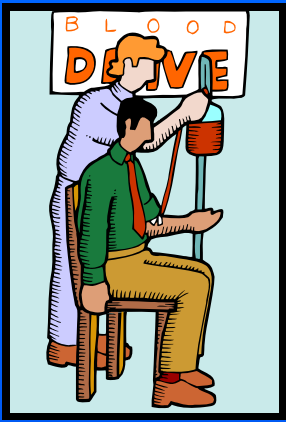
Approaches to Learning

- Develop effective study skills-
- Develop critical, coherent, and independent thought
- Learn problem solving and decision making skills
- Become life-long learners



Learning how to learn

- *How do I learn best?*
- *How do I know?*
- *How do I communicate my understanding?*



Community and Service



- Expand focus beyond the classroom
- Develop responsibility & caring participation in the local & global community
- Have Community Service requirements



Moving from "I" to "We"

- *How do we live in relation to each other?*
- *How can I contribute to the community?*
- *How can I help others?*

Health & Social Education

- Become better informed about life issues
- Develop a sense of responsibility for their own well-being
- Make informed choices
- Become aware of related issues & their effects on communities



Becoming Healthy, Happy, and Informed

- *How do I think and act?*
- *How am I changing?*
- *How can I look after myself and others?*

Human Ingenuity

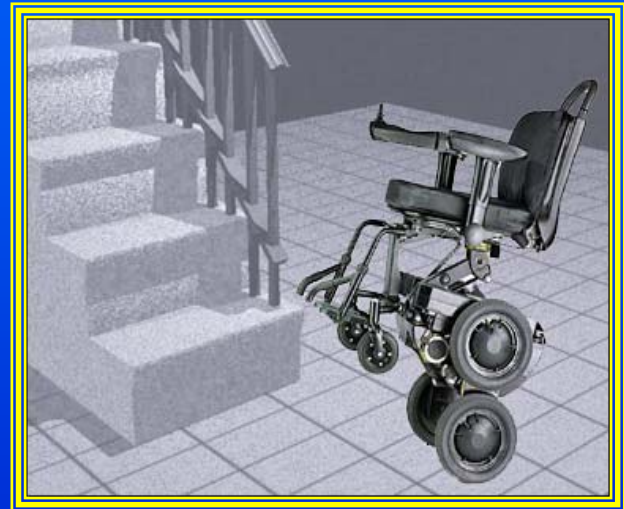
- Study impact of human inventions and creativity
- Use personal resources to improve quality of life



Systems, products, and solutions

- *Why and how do we create?*
- *What are the consequences?*
- *What is the impact of human ingenuity on the environments?*

Invention Convention



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Environments

- Become aware of interdependency with the environments
- Take positive responsible action for the future
- Accept responsibility for environmental maintenance
- Reflect on actions and their impact



Developing appreciation and responsibility

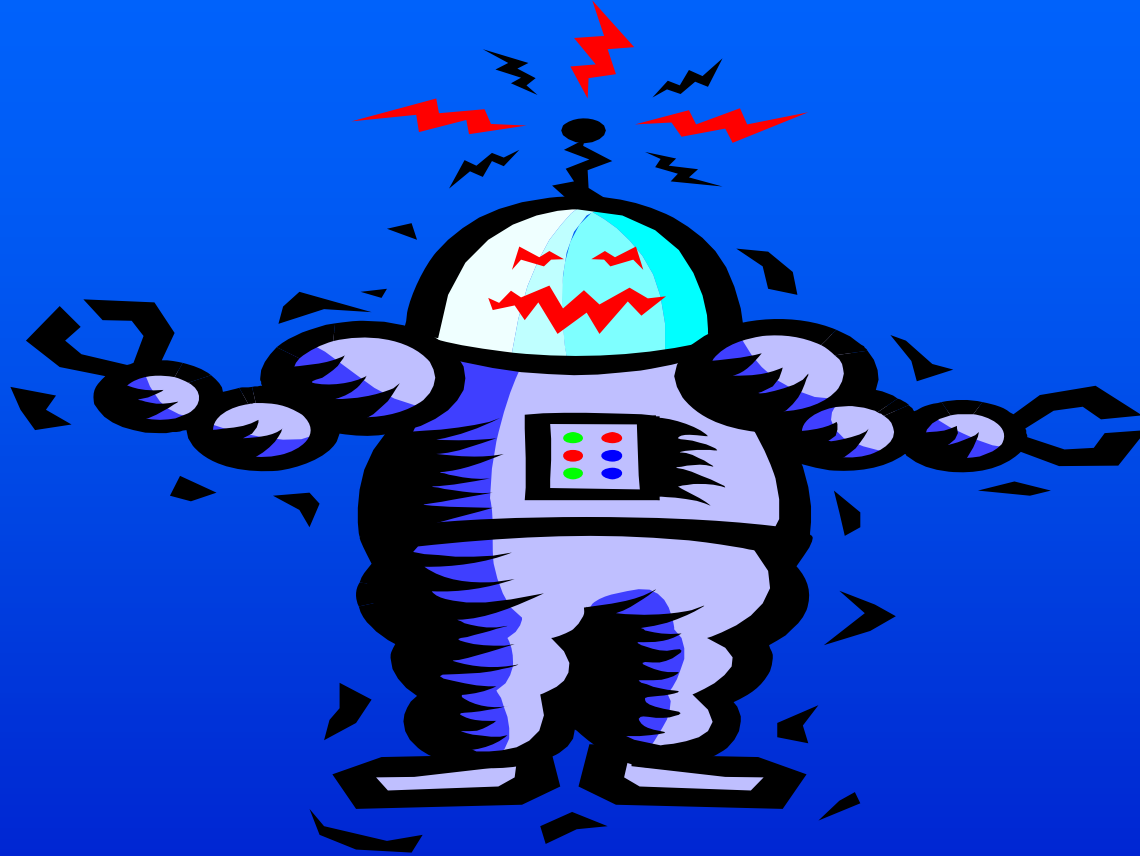
- *Where do we live?*
- *What resources do we have or need?*
- *What are my responsibilities?*

Apply Your Knowledge



- Write a sentence to talk about this bottle looking at it through the area of interaction assigned to your table

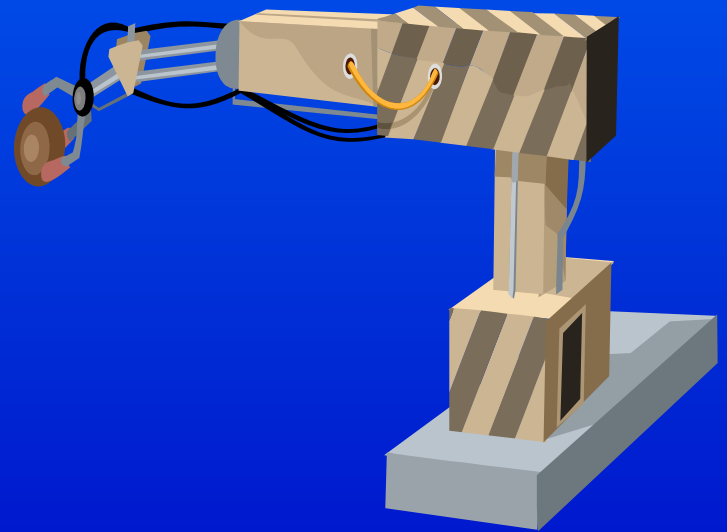
School-wide Initiatives



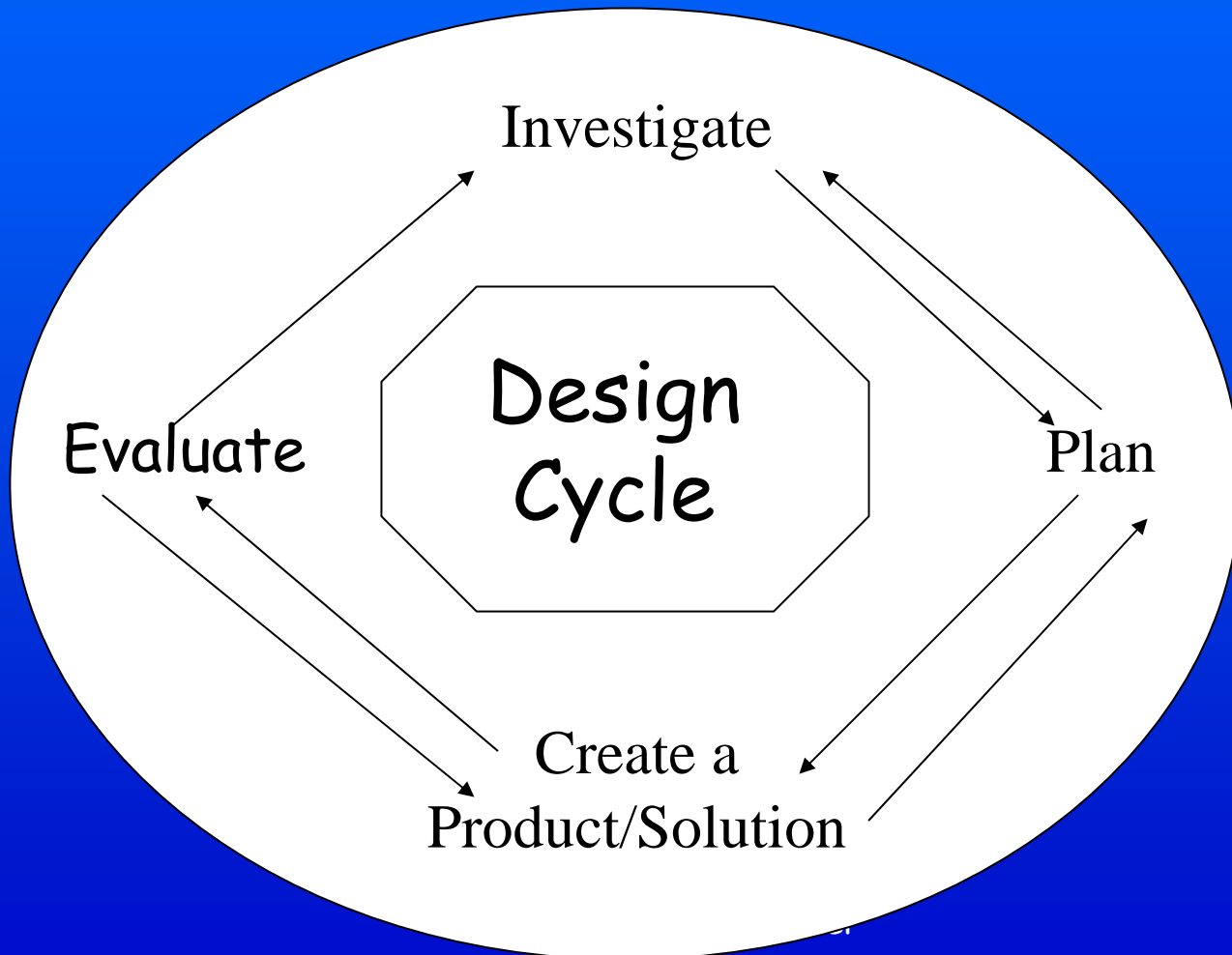
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Technology

- Utilization of tools to solve problems, research and produce
- Subject Area in IB
- Three branches
 - Information
 - Materials
 - Systems



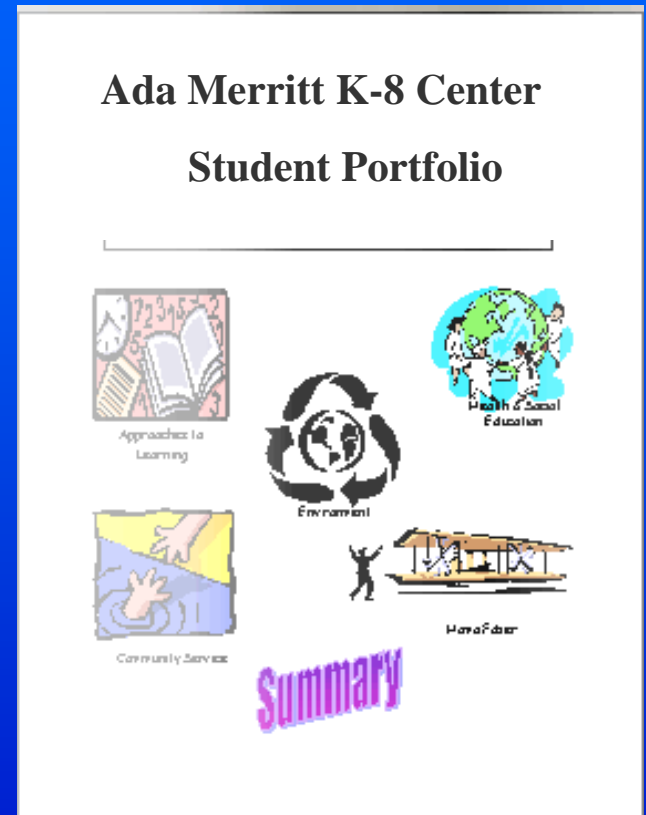
Core of the Technology Program



Portfolios

Students:

- Collect samples of their work in each Area of Interaction
- Write a reflection form for each entry
- Accumulate work for 6th -8th grades



Clubs

Eligible students may participate in a variety of clubs:

- Student council
- FFEA (*Florida Future Educators of America*)
- NJHS (*National Junior Honor Society*)
- Mentoring club
- Music
- Art
- Environment
- Technology

Requirements

- Maintain grades of C or higher in all subjects and in conduct
- Maintain acceptable effort grades
- Follow the schools attendance, punctuality, uniform and behavior guidelines
- Complete home learning assignments regularly and use the student agenda
- Complete the required Community and Service hours:
 - 10 hours in 6th and 7th grade
 - 20 hours in 8th grade
- Maintain a portfolio

Transition Challenges

- Become independent and responsible
- Acquire and maintain good study habits
- More subjects
- Home learning in all subjects
- Mid term and year end exams
- Block schedule
- Age related challenges

How can parents help?

- Making sure the child is attending school regularly and on time
- Monitoring the child's progress through the student agenda, the Grade Book Parent Viewer and communication with the school
- Ensuring that students meet the expectations of the Parent/Student Honor Code
- Reading, watching or listening to national and international news and discussing their impact
- Asking students open-ended questions to allow them to define and express their opinions
- Encouraging and assisting your child in becoming more involved in community service and school activities

Fifth Grade Parents Orientation
Monday, December 15, 2008



*Intellectual growth should commence at
birth and cease only at death.*

Albert Einstein