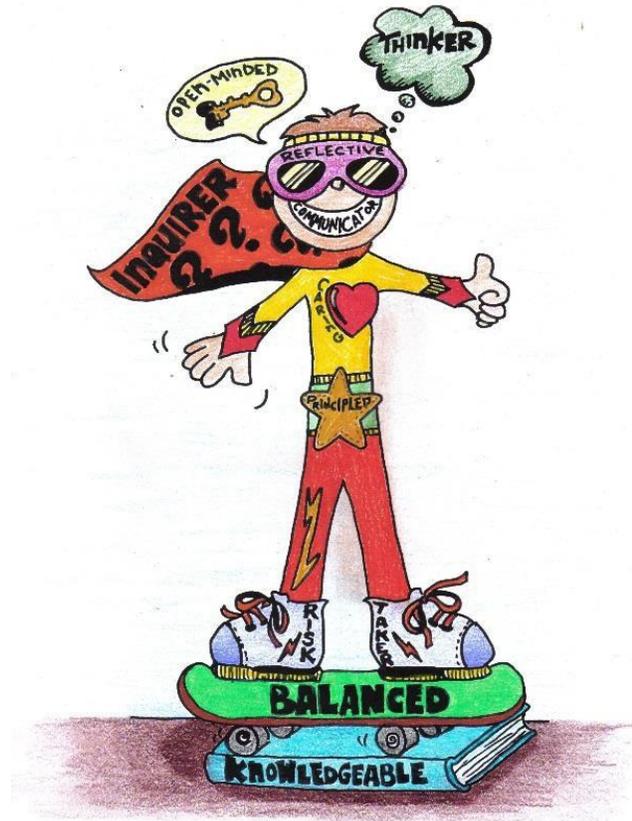


Name: \_\_\_\_\_

# MYP Student Workbook: What is the IB Middle Years Programme (IB MYP)?

**Overview:** As part of the IB program in grades 9 and 10, students are known as MYP students. MYP is designed for ALL students so that they will be exposed to the IB philosophy and skills, regardless of whether they decide to enter the rigorous IB DP or IB CP program. IB MYP philosophy seeks to encourage learning through inquiry and student-based learning. Some of the components to the MYP curriculum include:

- **Internationalism:** Preparing students to live in a global world will mean encouraging all students to take a second language and asking students to participate in the service of others.
- **Real-World Relevance:** MYP asks that all instruction be relevant, real-world, inquiry based, and goal-oriented (see “global contexts”).
- **Student-Driven:** the MYP philosophy asks that students reflect on their growth as a learner throughout the program. A goal of the MYP program is that students reflect on their growth using the “IB Learner Profile.” Students also reflect on their learning process by creating a learning goal and reporting their journey in a “Personal Project” during their 10<sup>th</sup> grade year.
- **Best practices in education:** MYP asks that teachers design unit plans that incorporate inquiry questions, conceptual learning, and common IB rubrics on assessments. MYP asks that all unit plans and assessments be made accessible for other teachers, students, and parents and that they are submitted periodically for monitoring by the IB.



## APPROACHES TO LEARNING: ATL

All curriculum is designed to assess growth in these skills, building complexity of tasks as students grow in the program and culminating in the Personal Project during grade 10.

- Social Skills
- Communication Skills
- Thinking Skills
- Research Skills
- Self-Management skills

## IB LEARNER PROFILE

Students are encouraged to:

- Ask challenging questions
- Learn how to learn and then reflect on their own learning
- Develop a strong sense of their own identity and their culture
- Develop the ability to communicate with and understand people from other cultures

## GLOBAL CONTEXTS

These are links to the “real world” application of all academic content. There are six designated MYP Global Contexts. There are used as different “lenses” with which to view the curriculum.



### Global Contexts



International Baccalaureate  
Baccalauréat International  
Bachillerato Internacional

#### 1. Identities and Relationships



- Who am I? Who are We?

#### 2. Orientation in Space and Time



- What is the meaning of “where” and “when”?

#### 3. Personal and Cultural expression



- What is the nature and purpose of creative expression?

#### 4. Scientific and Technical Innovation



- How do we understand the world in which we live?

#### 5. Globalization and Sustainability



- How is everything connected?

#### 6. Fairness and Development



- What are our rights and responsibilities?

# Learner Profile

## TASK # 1

**Directions:** Rank these according to your strengths (1-10) with 1 being your biggest strength and 10 the area for growth this year).

The **LEARNER PROFILE** is a list of characteristics you should keep trying to develop as you move through middle school on to high school. Refer back to this page occasionally and see how you are succeeding. Teachers and staff might also notice your great work and nominate you as a student of the month based on learner profile attributes, so make sure to keep these in mind!

Learner Attribute	Description	Ranking
Caring	We care about others and the world around us, and we are committed to having a positive impact on the world.	
Open-Minded	We accept other points of view and other people's beliefs and opinions. We understand that other people, even with ideas we don't agree with, could also be right.	
Balanced	We try to make sure our life and interests are given equal attention.	
Principled	We are fair, honest, and just.	
Inquirer	We are curious about the way the world works and ask intelligent questions in order to find out more.	
Thinkers	We take the initiative in solving our own problems.	
Knowledgeable	We develop our knowledge in more depth and with greater understanding. We apply our knowledge to global, local, and personal situations.	
Communicator	We aim to educate the world with what we have learned, so that others can make a positive difference.	
Reflective	We think about what we have achieved and the impact they have on the world around us/	
Risk-Taker	We are not afraid to take new challenges, to try new things or to make a positive difference in the world.	

## TASK # 2



**What skills does IB think a global citizen needs?**

Describe what **Approaches to Learning** activity you used to practice each ATL skill. It could be through a class, an activity/club, a sport, or even at home or in the community. Rank these 1-5 with 1 being your biggest strength. What activities should you challenge yourself with this year to improve?

ATL Skills	Examples of this Skill	Activities you do	Ranking
Social	<ul style="list-style-type: none"> <li>*How did you delegate responsibility, build consensus and make fair decisions (if in a group)?</li> <li>*How did you listen to many perspectives or pieces of advice?</li> <li>*How did you negotiate with others?</li> <li>*How did you take responsibility for your actions?</li> <li>* How did you build relationships?</li> </ul>		
Communication	<ul style="list-style-type: none"> <li>*How did you communicate with a variety of audiences?</li> <li>*How did you interpret and use non-verbal communication?</li> <li>*How did you include intercultural understandings?</li> <li>*How did you use a variety of forms of writing or speaking?</li> <li>*How did you clarify misunderstandings?</li> </ul>		
Thinking	<ul style="list-style-type: none"> <li>*How did you forecast possibilities and troubleshoot problems?</li> <li>*Develop opposing arguments?</li> <li>*Create original ideas and make unexpected connections?</li> <li>*Design new improvements or solutions?</li> <li>*Consider multiple alternatives?</li> <li>*Make connections between various subject groups and disciplines?</li> </ul>		
Research	<ul style="list-style-type: none"> <li>*How did you collect, record, and verify your information?</li> <li>*How did you evaluate and select information?</li> <li>*How did you understand and use technology systems effectively?</li> <li>*How did you use a variety of sources and media networks?</li> <li>*How did you compare, contrast, and draw connections between many sources?</li> </ul>		
Self-Management	<ul style="list-style-type: none"> <li>*How did you keep an organized and logical system for recording your progress?</li> <li>*Set goals that were both challenging and realistic?</li> <li>*Bring necessary materials and supplies?</li> <li>*Plan strategies for success and minimize obstacles?</li> <li>*Meet deadlines? Persevere over obstacles? Reduce stress?</li> <li>*How did you motivate yourself to get tasks done?</li> <li>*How did you reflect on your learning and reflect on your mistakes to learn from them?</li> </ul>		

My weakest skill is: \_\_\_\_\_

Something I could do to challenge myself to become better at this skill is: \_\_\_\_\_

What would be evidence that I have improved in this skill before the end of the year? \_\_\_\_\_

What would this skill look like in class? What would it look like outside of class? \_\_\_\_\_

### TASK # 3



Every day, in every task we do, we are demonstrating one of the ATL skills or IB Learner Profile. Below is a list of things that Gordon did today. Most of the tasks and activities he has completed can be categorized as a skill. Which IB Learner Profile attribute fits what Gordon did today?

Task/Activity	Learner Profile	ATL Skills
Gordon went to the store to buy some pencils and folders for school.	Example: Knowledgeable about what is needed for class.	Example: Organize Materials
Gordon was working with a group of people when he noticed a girl was upset. He made her feel better by asking her to join their group.		

<p>After-school, Gordon and a group of his friends planned to go outside and pick up the garbage around the school as a part of a club they belong to. When only two friends showed up, they had to adjust their goals for the day.</p>		
<p>The teacher asked Gordon if he could lead the class in singing “The Star Spangled Banner”. Gordon said he was very shy and was afraid to stand up in front of large groups of people so he refused to leave the class. However, he did stand up to sing with the group. Afterwards, he thought about how he could handle the situation differently next time.</p>		
<p>Gordon has a Science Fair Project due about space. He found an astronaut to interview and asked him many questions about space exploration.</p>		

TASK # 4

## What is Global Context?



### What is context?

- The circumstances that form the setting for an event, statement, or idea so that it can be fully understood

**Example:**

- Sally got a new \_\_\_\_\_.
- Sally got a new b \_\_\_\_\_.
- Sally got a new \_\_\_\_\_ **at the library.**

- Helps teachers narrow down a large amount of content by focusing on 1-2 contexts
- Helps students think critically about a topic by looking at multiple contexts

Context helps you understand WHY this is important in the "real world"—without context, you may not fully understand the facts/knowledge you learn in school

### The 6 IB Global Contexts are:

- Identities and Relationships (who am I? who are we?)
- Orientation in space and time (what is the meaning of when and where?)
- Personal and Cultural expression (what is the nature and purpose of expression?)
- Science and technological innovation (how do we understand our world?)
- Globalization and sustainability (How is everything connected?)

6 Fairness and

Every topic could be studied by asking a question specific to one of the contexts?  
Here's an example if you were studying rap music

- Identities and Relationships Student investigates why rap music appeals to him/her..
- Orientation in space and time How does rap look/sound different in different places/times?
- Personal and cultural expression How do I express myself through rap and why is that important?
- Scientific and technical innovation How to use new sound equipment to alter the mus
- Globalization and sustainability How can I effectively spread a message about environmentally friendly behaviors through rap
- Fairness and development Investigate stereotypes and negative media portrayals of rap music

Here's an example of how to investigate "rap" music by asking a different

Now you and a partner choose a topic you would like to learn about: \_\_\_\_\_

Write 6 RESEARCH QUESTIONS that you could use to investigate it through different global contexts, like in the example above.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

What topic are you studying now, or will you be studying next in your Individuals and Societies class?

\_\_\_\_\_

What Global Contexts might you be able to apply to this topic?

\_\_\_\_\_

# Using an Assessment Rubric

**Task 5 (continued on the next page)** Imagine you are the teacher and you have to grade your brother or sister on their morning hygiene (or score yourself if you are an only child). How would you assign the grade? In MYP, grades aren't just assigned based on compliance, but there are very specific criteria (descriptors that make it very clear what expectations are)

Here is an example of **CRITERIA** for **Morning Routines** and it is your task to assess your brother or sister or yourself on this **Criteria**.

Aspect	Face Washing: Do they clean their face and ears thoroughly?	Bathroom Tidiness: Do they leave the bathroom clean and tidy after they finish?	Tooth Brushing: Do they clean their teeth effectively?	Bed Made& Room Clean: Is the bed made?
7-S	Consistently washes thoroughly every day, including the face, ears, neck and hands	Consistently, leaves the bathroom in perfect condition. The seat is down, sink is clean, floor is dry, and the towels are hung.	Consistently, brushes teeth thoroughly for at least three minutes with toothpaste getting rid of all food and flosses.	Consistently, the bed is made with all the blankets and sheets smoothed out. Room is tidy and all the items are off the floor and in their proper place.
6-5	Washes thoroughly every day, including the face, ears, neck and hands	Leaves the bathroom in perfect condition. The seat is down, sink is clean, floor is dry, and the towels are hung.	Brushes teeth thoroughly for at least three minutes with toothpaste getting rid of all food and flosses.	The bed is made with all the blankets and sheets smoothed out. Room is tidy and all the items are off the floor and in their proper place.
4-3	Washes face most days but might sometimes forget to clean behind the ears.	Usually cleans the bathroom. Though may sometimes be a splash on the floor or on the toilet seat.	Usually brushes well, though sometimes for less than three minutes without enough toothpaste.	Usually makes bed and item are mostly in their proper place.
2-1	Rarely or never washes face. Looks sleepy and/or dirty.	Bathroom is a mess with the toilet seat up and wet. The bathroom is dirty, and the carpet is wet.	Rarely or never brushes teeth. Bits of meal might be left from the last meal.	Rarely or never makes bed and items are never in their proper place.

- What would you give them for an overall grade? \_\_\_\_\_
- Does this type of grading help you know exactly what students need to do in order to improve?
- Use CRITERIA RUBRICS in all your classes to improve
- Each class has 4 criteria except Personal Projects (has 3 Criteria) and Interdisciplinary Unit (has 3 Criteria)
- This gives you more detailed information about how you can improve in each subject
- It also tells you how close you are to meeting IB expectations for global citizens

# What are the 4 Assessment Criteria for each class?

Subject Area	Assessment Criteria (each criterion <i>is</i> scored 1-8)	Possible examples of assessments meeting criteria
Arts	A Knowing and Understanding 8. Developing Skills C. Thinking Creatively D. Responding	<ul style="list-style-type: none"> <li>• Selection from developmental workbook</li> <li>• Representation of finished artwork/performance (including evidence of preparation of underlying: theory)</li> </ul>
English: Language and Literature	A. Analyzing 8. Organizing C. Producing Text D. Using Language	<ul style="list-style-type: none"> <li>• Essay (literary, argumentative, persuasive, or analytical)</li> <li>• Oral presentation response to literature</li> <li>• Creative writing piece (dramatic scene, poetry, story)</li> </ul>
Language Acquisition (Spanish, French or Chinese)	A. Listening B. Reading C. Speaking D. Writing	<ul style="list-style-type: none"> <li>• Interactive oral tasks</li> <li>• Reading comprehension task</li> <li>• Writing tasks</li> </ul>
Social Studies: (Individuals and Societies)	A Knowing and Understanding B. Investigating C. Communicating D. Thinking Critically	<ul style="list-style-type: none"> <li>• Oral presentation on an investigation</li> <li>• Document analysis/Source Evaluation</li> </ul>
Mathematics	A. Knowing and Understanding 8. Investigating patterns C. Communicating D. Applying mathematics in real-life contexts	<ul style="list-style-type: none"> <li>• Classroom test</li> <li>• Mathematics investigation</li> <li>• Real life-problem application with reflection</li> </ul>
Physical Education	A Knowing and Understanding 8. Planning for performance C. Applying and performing D. Reflecting and improving performance	<ul style="list-style-type: none"> <li>• Evidence of student composition and performance</li> <li>• Written work illustrating use of PE terminology</li> <li>• Reflection of group performance</li> </ul>
Science	A Knowing and Understanding 8. Inquiring and designing C. Processing and evaluating D. Reflecting on the impacts of science	<ul style="list-style-type: none"> <li>• An experimental investigation</li> <li>• Unit test</li> <li>• Written essay applying science in society with documented sources</li> </ul>
Design	A Inquiring and analyzing 8. Developing ideas C. Creating the solution D. Evaluating	<ul style="list-style-type: none"> <li>• Application of the design cycle to create a final product such as a webpage</li> <li>• Reflection on the design cycle process</li> </ul>

Circle your classes. All of the rubrics for these classes are on [www.woostercolts.com](http://www.woostercolts.com) and you will see your teachers referring to them often. Circle any of the examples in the 3<sup>rd</sup> column that you have been assigned in that class.

As we use the rubrics in this class, you will be asked to reflect on how you could improve and to reflect on what are your areas of strength. Write one rubric (from any listed above) that you think is a strength and one that you think is a weakness. Discuss with a partner and describe evidence of this strength or weakness. Describe what you think you could do to improve.