



# MIDDLE YEARS PROGRAMME: OVERVIEW

MYP COORDINATORS:

KRISTEN AKSIONOFF AND DARCY GILCHRIST

# THIS PRESENTATION INCLUDES INFORMATION ON THE FOLLOWING:

- **Interdisciplinary Units**
- **Inquiry Based Learning**
- **Approaches to Teaching and Learning**
- **Meta-Cognition (Self-Reflection) charts**
- **Learner Profile Traits**
- **Community Project**

# INTERDISCIPLINARY LEARNING

- **The Middle Years Programme has a focus on making connections through Interdisciplinary Teaching and Learning.**
- **At the Middle School, students engage in interdisciplinary units. For example, Language Acquisition and Physical Health Education, Individuals and Societies and the Arts and Mathematics and Design.**

*Inquiry: Establishing the purpose of an interdisciplinary unit*

# EXAMPLE:

Purpose of Integration  
(Why)

**Purpose:** The purpose of this integration is to establish that healthy, balanced choices are universal.

Key concept(s)/Related concept(s)

Global Context

Key Concept: Change, Perspective

Related Concept: Balance, Choice, Systems

**Global Context: Identities and Relationships**

Statement of Inquiry:

Students will acquire the following conceptual understanding: Awareness of relationships between physical activity and nutrition support changes in balanced choices to positively affect health, development and well-being of bodily systems.

Inquiry Questions:

**Factual —** What do the nutrition facts on the food label tell us in regards to sustaining a healthy lifestyle?

**Conceptual —** What is a healthy balanced diet composed of? What is the relationship between energy in and energy out? What influences food choices? What types of changes to your current nutritional practice could you improve upon? What does the phrase “you are what you eat” mean to you? **What cultural aspects can influence your food choice?**

**Debatable —** How does the relationship between good nutrition and balanced choices affect your emotional and physical health?

# INQUIRY BASED LEARNING

- **The MYP promotes Inquiry Based Learning.**
- **Factual, Conceptual and Debatable questions are developed by teachers in a unit of study. These questions give students an opportunity to delve deeply into a given topic as opposed to rote memorization of facts.**
- **These questions are posted in the classroom during the unit and referred to regularly.**
- **Students have opportunities to change their answers and take the responses of their peers into consideration to shift their perspectives.**
- **Teachers have a different take on how they implement these questions.**

# MYP IN ACTION AT SSMS

## MATH 7: AN MYP WORKING DOCUMENT

- Students were given this handout at the beginning of their Ratio and Proportions Unit.
- As students learn the content, they are able to return to this handout and respond to the Inquiry Questions.

Name: \_\_\_\_\_  
Unit 4 MYP Questions

Math 7

**Directions:** Answer the following questions to the right of the question.

Question

Answer

**1) Essential Question:**

How can proportions help us to solve everyday problems?

**2) Factual Question:**

What is a proportion?  
How do you solve for the missing piece of a proportion?

**3) Conceptual Question:**

When can you simply divide to determine a rate and when is a proportion necessary?

**4) Debatable Question:**

Where do you often see ratios and rates in the real world? How are they useful?

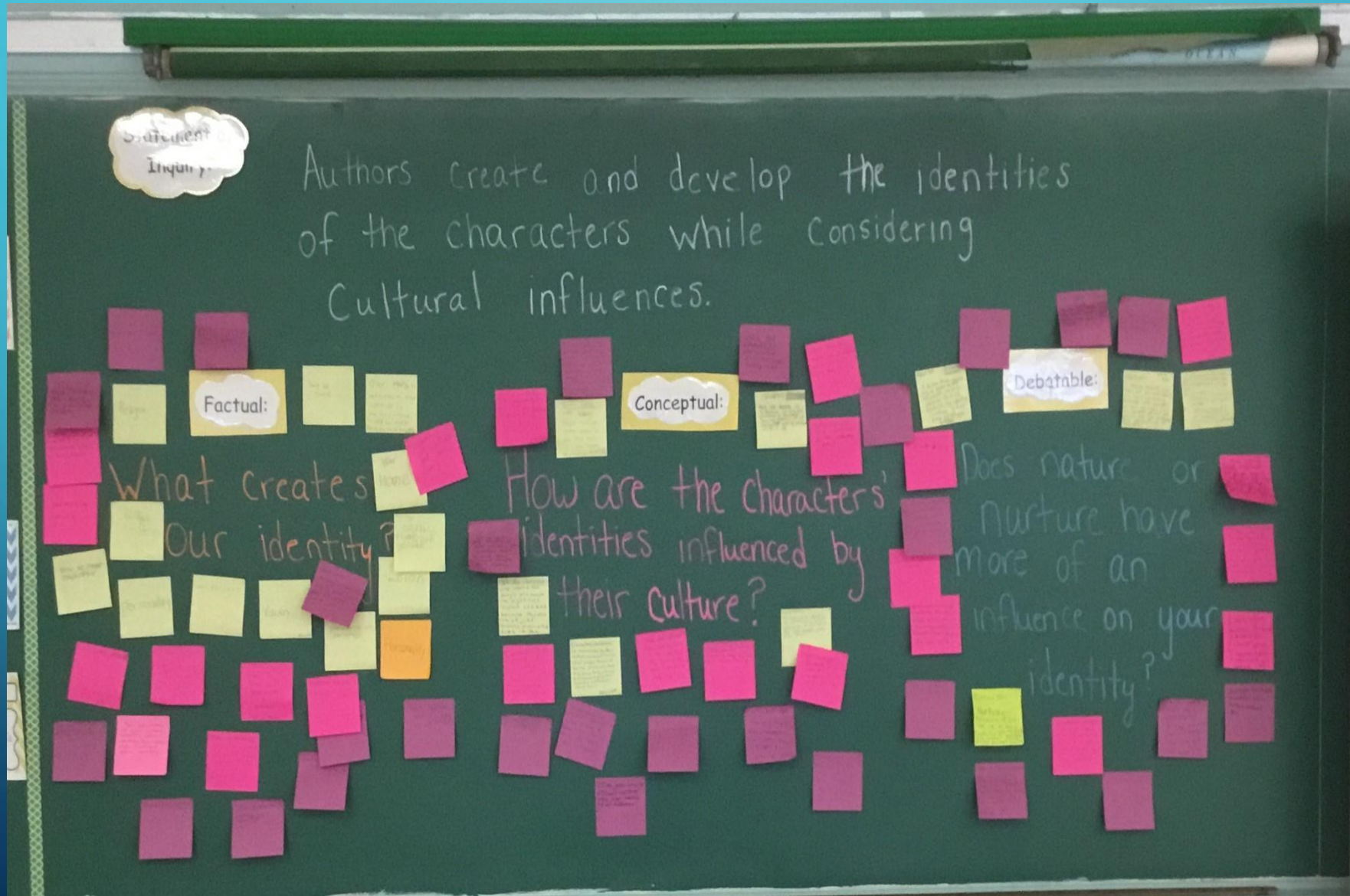




# SOCIAL STUDIES 8 – INDIVIDUALS & SOCIETIES WESTWARD EXPANSION

- Students had to answer Factual, Conceptual and Debatable Questions.
- Students sat at a factual table and answered the questions before moving on to the conceptual table.
- Students answered the questions at the conceptual table before moving on to the debatable table.
- At the debatable table, students created a Thesis Statement (or claim) in order to defend whether Westward Expansion was a positive or negative change in the history of the United States.

# ELA 6: Inquiry Questions and Student Responses





# APPROACHES TO TEACHING AND LEARNING

- Through approaches to learning students develop skills that have relevance across the curriculum that help them “learn how to learn.” These skills are improved with practice and developed incrementally.
- They provide a solid foundation for learning independently and with others.
- ATL skills help students prepare for, and demonstrate learning through, meaningful assessment.
- They provide a common language that students and teachers can use to reflect on and articulate on the process of learning.

IB SKILL CATEGORY	MYP Skill Cluster
Communication	I. Communication
Social	II. Collaboration
Self-Management	III. Organization IV. Affective V. Reflection
Research	VI. Information Literacy VII. Media Literacy
Thinking	VIII. Critical IX. Creative X. Transfer

\*Reminder that ATLs are not to be formally assessed.

# MOST COMMON APPROACHES USED

- Give and Receive Meaningful feedback (ATL: Communication ATL Cluster: Communication skills)
- Listen actively to other perspectives and ideas (ATL: Social ATL Cluster: Collaboration skills)
- Plan short and long term assignments; meet deadlines (ATL: Self-Management Cluster: Organization skills)
- Resilience: Practice failing well (ATL: Self-Management ATL Cluster: Affective Skills)
- Identify Strengths and Weaknesses of personal learning strategies (self-assessment) (ATL: Self-Management ATL Cluster: Reflection Skills)

# The MYP and Special Education

**Objective: To review science concepts and key vocabulary**  
**Topic: The Digestive System**

**MYP Skill – Managing State of Mind**  
**How can I practice strategies to overcome distractions?**

**Do Now:**

- 1). Place all books under your desk.**
- 2). You need an iPad and something to write with.**
- 3). You also need your Science flash cards OR your notes packet.**



# The MYP and Special Education

**Objective: To distinguish between “there,” “their,” and “they’re” in a sentence.**

**MYP Skill: Communication**


**Use appropriate forms of writing for different purposes and audiences.**

Do Now:



Fill in the blank with the correct usage of “there,” “their,” or “they’re”

\_\_\_\_\_ books are on the desk.





While teachers are responsible for explicitly teaching ATL skills , over time, students should develop clear and sophisticated understandings of how they learn best and how they can evaluate the effectiveness of their learning. This kind of **self-regulated** (independent and autonomous) learning helps students:

- reflect purposefully on their learning(metacognition)
  - evaluate and provide evidence of their learning
  - develop the confidence to try new strategies and explore new concepts and contexts for learning
  - prepare for further study and responsible participation in local and global communities.
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# The Metacognitive Approach to ATL Skills

- The development of ATL skills is an essential part of the MYP.
- It is an important aspect of each student's own metacognitive development.
- Skill acquisition passes through four distinct phases: Level 1 (Novice), Level 2 (Learner), Level 3 (Practitioner), and Level 4 (Expert)

Name: \_\_\_\_\_  
Unit 10 & ATL Reflections Grid

Date: \_\_\_\_\_ Pd. \_\_\_\_\_  
LoGiudice/ Chillemi/ Lee

<b>MYP Unit Reflection</b>				
<b>Directions:</b> Put a check in a box showing where you think you are up to in gaining each of these particular unit skills				
<b>Unit Skill</b>	<b>Novice</b> (observing others)	<b>Learner</b> (copying others)	<b>Practitioner</b> (demonstrating to others)	<b>Expert</b> (teaching others)
• describe the ways in which science is applied and used to address a specific problem or issue they must make connections between various sources of information				
• discuss and analyze the various implications of using science and its application in solving a specific problem or issue they must evaluate evidence and arguments				
• apply scientific language effectively they must draw reasonable conclusions and generalizations				

Use examples from throughout the unit to explain your choices from above.

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Put a check in a box showing  
Where you think you are up to in gaining each of these particular skills

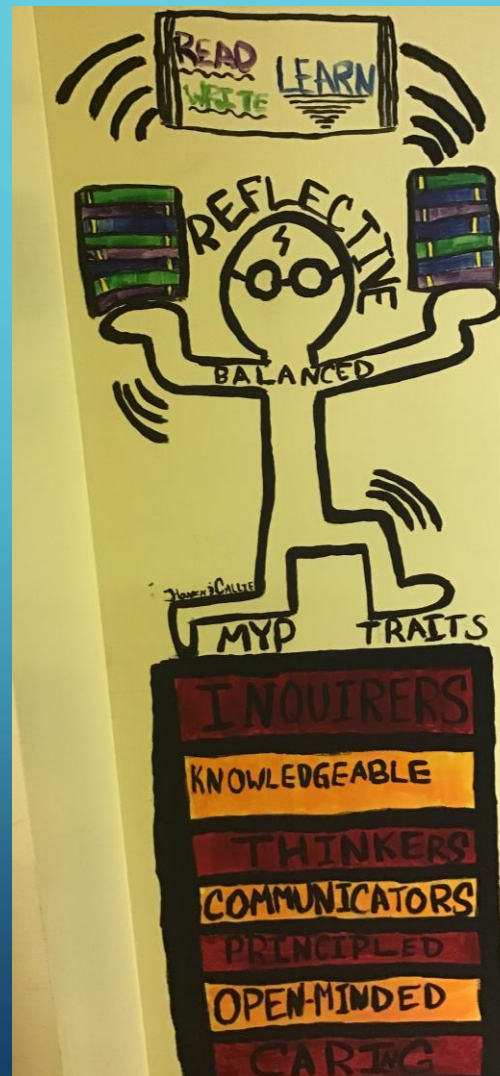
<b>Skills this Unit:</b>	<b>Novice -observing others</b>	<b>Learner -copying others</b>	<b>Practitioner -demonstrating to others</b>	<b>Expert -teaching others</b>
Uses a variety of speaking techniques to communicate				
Works collaboratively in teams				
Listens actively to other perspectives and ideas				
Meets deadlines				
Combines knowledge, understanding and skills to create products or solutions.				

A reflection chart used at the end of a Phase 2 Language Acquisition Summative Assessment

## The Learner Profile Traits

*“The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.”*

**Inquirers Knowledgeable**  
**Thinkers Communicators**  
**Principled**



**Open-minded**  
**Caring**  
**Risk-**  
**takers/Courageous**  
**Balanced**  
**Reflective**

# GOLDEN TICKET

- Each 6th, 7th, 8th, and Specials teacher (who meets with 6th-8th graders) will get five tickets at the beginning of each month and distribute the tickets within that month.
- These tickets can be given to any student you teach who demonstrates the learner profile trait(s) of the month.
- When a student receives a Golden Ticket, they will bring half home to share with their parent(s)/guardian(s).

# NOVEMBER'S EXAMPLE

**I got caught being...**

**Student:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Principled**



**I got caught demonstrating an MYP learner profile trait!**

**Dear parents,**

**We are happy to say that your child was “caught demonstrating the MYP learner profile trait of the month.” We are so proud of them and hope you are, too. Please ask them about which IB Learner Profile trait they represent!**

**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.**



# Teacher/Parent Correspondence

“Hi Mr. & Mrs. \_\_\_\_\_,

Starting this month, teachers will be recognizing students who demonstrate the MYP Learner Profile of the month. For the month of November, I will be awarding students who are “Principled,” with a Golden Ticket to be entered into a raffled. Being a Principled student means:

“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.”

In the few months I have known \_\_\_\_\_, I have been impressed with his drive to succeed. He knows what needs to be accomplished to work towards success, and is constantly working towards that goal.

Congratulations \_\_\_\_\_!”

“Dear \_\_\_\_\_,  
My husband and I are extremely delighted to learn that \_\_\_\_\_ has been recognized as a principled student and selected to receive this award. We honestly believe that the encouragement, guidance, and support he has received from his dedicated teachers has inspired him as a student. Thank you for bringing out the best in our child and for shaping the attributes needed to receive this award.”

# Teacher/Parent Correspondence

“Hi \_\_\_\_\_,

Starting this year, teachers will be recognizing students who demonstrate the MYP Learner Profile of the month. For the month of December, I will be awarding students who are “Caring,” with a Golden Ticket to be entered into a raffled. Being a Caring student means:

“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.”

In the few months I have known \_\_\_\_\_, I have been impressed with her caring nature towards her classmates. She is a great example of this MYP Learner Profile.

Congratulations \_\_\_\_\_!”

“Hi! Wow! What an amazing way to be recognized. We are very proud of her!

Thank you!!!”

# LEARNER PROFILE TREE





# SERVICE IN ACTION: THE 8<sup>TH</sup> GRADE COMMUNITY PROJECT

- The community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning.