



Additional Information

Helpful websites:

www.ibo.org

- IB organization website includes information on the IB MYP and the IB Diploma, university recognition policies, curriculum materials, and many supporting documents

www.fcps.edu/AnnandaleHS

- The Annandale HS home page includes information about both IB programs, as well as course catalogs; also has links to documents related to IB MYP Certificate process

www.fcps.edu/HolmesMS

www.fcps.edu/PoeMS

- Holmes and Poe home page includes information about the school and the IB MYP program.

www.ibmidatlantic.org

- Regional organization of IB schools that includes

John Ponton, Principal

Meredith Hedrick, MYP Program Coordinator

Annandale High School (703) 642-4100

Roberto Pamas, Principal

Joyce Covington, MYP Assistant Coordinator

Holmes Middle School (703) 658- 5900

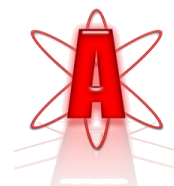
Sonya Swansbrough, Principal

David Horak, MYP Assistant Coordinator

Poe Middle School (703) 813- 3800



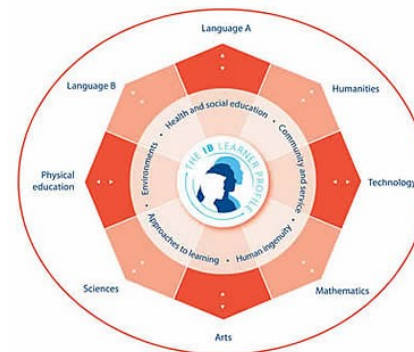
International Baccalaureate Middle Years Program



"We Teach to Touch Tomorrow"



Annandale High School
Holmes Middle School
Poe Middle School





From the Coordinators

We hope you find this a useful guide to better understand the International Baccalaureate Middle Years Program (IB MYP). We appreciate how difficult it is for parents and students to develop a good picture of the IB MYP, and feel that the particular topics covered here should meet that need.

The IB MYP is a strong effort by Annandale, Holmes, and Poe to create a coherent, continuous program that is developmentally appropriate and that respects the quality and requirements of existing County and Virginia curricula. We will continue to refine its structure and process to achieve this goal.

Contents

- From the Coordinators 2
- Contents 2
- What is the IB MYP? 3
- Who is the IB MYP Certificate Candidate? 4
- The IB MYP Student and the Learner Profile 5
- IB MYP Subjects 6
- Typical Course Sequences 7
- Technology and the Arts 8
- The Areas of Interaction 9
- Assessment and the MYP 10
- IBMYP Assessment Tasks 11
- The Personal Project 12
- Community and service 13
- IB MYP and the IB Diploma 14
- Planning for the IB MYP 15
- Additional Information 16



Planning for the IB MYP

6th grade—

- Receive program information
- Learn about the IB MYP
- Participate in IB MYP activities and assessments
- Complete community and service requirements

7th grade—

- Review program information
- Participate in the IB MYP activities and assessments
- Complete community and service requirements

8th grade—

- Participate in IB MYP activities and assessments
- Complete community and service requirements
- Learn about IB MYP Personal Project and Certificate
- Plan 9th grade schedule with counseling staff

9th grade—

- Participate in IB MYP activities and assessments
- Complete community and service requirements
- Meet with coordinators to learn about IB MYP Certificate
- Formally indicate to the IB MYP Coordinator a desire to pursue the IB MYP Certificate
- Complete community and service requirements
- Plan 10th grade schedule with counseling staff

10th grade—

- Participate in IB MYP activities and final year assessments
- Complete community and service requirements
- Formally registered for IB MYP Certificate by Coordinator
- Work on and complete Personal Project
- Participate in Personal Project Fair
- Receive final marks for IB MYP subjects
- Notification of IB MYP results
- IB MYP recognition ceremony



IB MYP and the IB Diploma

Students are not required to complete the IB MYP Certificate in order to enroll in IB Diploma courses.

As a middle school partnership, Annandale, Holmes and Poe offer two distinct International Baccalaureate programs—the **IB MYP** and the **IB Diploma**. The IB Diploma was authorized in 2001 for juniors and seniors at Annandale High School. The IB MYP was authorized in 2005 for all students in the 6th through 10th grades at all schools. Both programs are part of a continuum of education, providing students the opportunity to pursue a rigorous, outward-focused course of study that emphasizes mutual student characteristics.

The IB MYP is authorized from grades 6 through 10. All students enrolled in these grades are considered IB students. In 11th and 12th grades (in some cases earlier), students may enroll in IB Diploma classes. Although the two programs are very complementary, students are not required to formally apply for the IB MYP Certificate in order to be in IB Diploma courses. This is intended to provide as open an enrollment process as possible to encourage student participation in our most challenging courses.

One source of confusion has to do with the names of recognitions for the two programs.

- The IB MYP culminates in the 10th grade. Students who complete all requirements may be awarded **the IB MYP Certificate**.
- Students who complete the personal project, but do not complete all of the other requirements may be awarded the **IB Record of Achievement**
- Students who complete all requirements for the IB Diploma may be awarded the **IB Diploma** at the end of 12th grade.
- Students who take one or more IB Diploma classes but do not stand for the full IB Diploma, may receive **IB Diploma Certificates** for their efforts in specific subject areas.



What is the IB MYP?

The IB Middle Years Program provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

The program:

- encourages **international-mindedness** in IB students, starting with a foundation in their own language and culture
- encourages a **positive attitude toward learning** by challenging students to solve problems, show creativity and resourcefulness, and participate actively in their communities
- reflects **real life** by providing a framework that allows students to see the connections among the subjects themselves, and between the subjects and real issues
- supports the development of **communication skills** to encourage inquiry, understanding, language acquisition, and to allow student reflection and expression
- emphasizes, through the **learner profile**, the development of the whole student—physically, intellectually, emotionally, and ethically

Each IB Middle Years Program is authorized independently. This means that each school determines what the program will look like in their community. For example, at Annandale, Holmes, and Poe, the curricula used for the IB MYP are the Virginia SOLs and the FCPS Programs of Study. Each authorized program must follow the basic framework of the IB MYP but each has emphases and characteristics that are unique. At its heart, our IB MYP reflects the students, parents, teachers, and school leaders that have participated in its implementation and development over the last five years.



Who is the IB MYP Certificate Candidate?

All students in 6th through 10th grades are IB MYP students, regardless of other designations. IB MYP also offers its students the opportunity to stand for the full IB MYP Certificate at the end of 10th grade. This Certificate attests to student success in each of the eight subjects, the Personal Project, community and service and serves as formal recognition by the IB that the student completed the IB MYP. Student registration for the IB MYP Certificate is not a guarantee that students will be awarded the Certificate—there are a number of standards that have to be met.

- 1. Students indicate their interest in the MYP Certificate during 9th grade**, and are formally registered at the beginning of 10th grade.
- 2. Students must have participated successfully in the IB MYP in all years of the program.** Note: students who come to Annandale High School at the beginning of 9th grade *are eligible* for the IB MYP Certificate. The IB requires that students participate, at a minimum, in the final two years (9th and 10th grades) to be eligible.
- 3. Students must participate in the community and service programs at Annandale, Holmes, and Poe .**
- 4. Students must successfully complete a Personal Project by the spring of their 10th grade year.** The Project begins in the beginning of the 10th grade year (page 12).
- 5. Students must receive a sum of no less than 36 points (out of 63) for their subject grades** Students receive scores from 1-7 in each of eight subjects at the end of 10th grade, and a score of 1-7 on their Personal Project. No mark can be less than a “2,” except in the Personal Project where the mark cannot be less than a “3.”



Community and Service

Community and service is an important part of Annandale, Holmes, and Poe, and the International Baccalaureate Organization. IB Middle Years students are required to complete **25 hours of service each year or write 3 reflections** each of their 9th and 10th grade year. Service may be completed in the summer prior to the beginning of school. Students need to document hours and write their reflections on the Community and Service Log. The signature of the supervising adult **must** be part of the documentation. Completed Community and service Logs are to be turned in to the IB MYP Coordinator at the end of each quarter.

- In general, activities cannot be performed in private residences unless part of a group undertaking (for example, Habitat for Humanity).
- The adult certifying the activity must be present while the activity is being performed (unless it is a parent).
- The activity should involve interaction with others.
- Community and service activities cannot include any activity from which the student is rewarded either financially or with some other benefit (for example, extra credit for a class).
- All forms of duty within the family (for example, mowing the lawn, fixing the house, or making dinner) cannot be used for community and service.
- Community and service activities cannot be part of an academic assignment for a class, but classes can do group activities for community and service.

MYP (Community and service) and Diploma (CAS)

Community and service for the MYP closely matches the spirit and letter of the Creativity—Action—Service (CAS) portion of the IB Diploma Program. The differences are in reporting requirements:

- no approval is required prior to completing MYP service requirements
- CAS implies a commitment to other activities beyond service



The Personal Project

The Personal Project is the culminating activity for the IB MYP. At Annandale High School, students may choose to complete a Personal Project. Participation in the **IB MYP Certificate**, however, requires completion of a Project. The Personal Project is completed during the spring of a student's 10th grade year.

The Personal Project is a student's unique response to the challenge of identifying and pursuing a personal goal to its conclusion. Goals are developed around one of the five Areas of Interaction, and are intended to allow students to demonstrate their growth as learners and active members of the community. For many students, the Personal Project is a particularly meaningful activity.

Students begin working toward their goal in the fall of 10th grade after initial discussions with the coordinators. Students will be asked to identify a supervisor (typically a school staff member) and work with them to ensure they are progressing towards their goal. The Projects are assessed and displayed during the spring, and counts toward the final MYP marks for IB MYP Certificate students.

Each Project is a unique expression of a student's interests. Examples of projects include:

- Art—painting, music, video, photography
- Community—environmental projects, concerts, fund-raising, tutoring
- Design—bridges, gardens, studios, games, computer software
- Writing—novels, short stories, poetry, essays

Note: Students may choose to complete a Personal Project without being registered for the IB MYP Certificate.



The IB MYP Student and the Learner Profile

The aim of all IB programs 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. 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 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 so doing, 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 decisions.

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.

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.



IB MYP Subjects

The IB MYP has a core composed of eight subjects. Each student in the IB MYP is expected to take all subjects each year of the program. The eight subjects are:

- Language A (English)
- Language B
- Humanities
- Physical Education
- Sciences
- Arts (Visual and Performing)
- Mathematics
- Technology

Each of these subjects corresponds generally to what is offered as a part of the FCPS curriculum. IB MYP courses are characterized by the:

- use of MYP aims, objectives and criteria for assessments
- use of the Areas of Interaction to connect content across subjects
- use of unit questions and reflective writing
- infusion of international-mindedness

Our schools offer French and Spanish (regular, immersion, and fluent speakers) to meet the world language (Language B) requirements.

The IB MYP is fundamentally an instructional model with a curricular framework. This means that any course can be taught as an IB MYP course, not just those at a high academic level. At Annandale, Holmes, and Poe all teachers participate in IB MYP activities and expectations, regardless of what level of students they teach. This allows the IB MYP model to be implemented in pre-IB, special education, English for Speakers of Other Languages, and regular classes, as appropriate.



IB MYP Assessment Tasks

Assessments in each IB MYP subject must take the form of the particular tasks listed here. Note: the *form* of the assessment is defined, but the topic, content, implementation, and delivery of the assessment is the purview of the school and the teacher.

IB MYP Subject	Assessment Tasks
Language A	<ul style="list-style-type: none"> • Response to literature • Creative writing • Extended writing
Language B	<ul style="list-style-type: none"> • Speaking • Reading • Writing
Humanities	<ul style="list-style-type: none"> • Extended writing • Classwork/homework • Unit exam (not multiple choice only)
Physical Education	<ul style="list-style-type: none"> • Two pieces of written work • Performance/composition (video) • Demonstration (video)
Sciences	<ul style="list-style-type: none"> • Extended writing connecting science topic to global issue • Independent laboratory • Unit exam (not multiple choice only)
Mathematics	<ul style="list-style-type: none"> • Broad-based Test (not multiple choice only) • Mathematical Investigation • Real-life problem
Arts	<ul style="list-style-type: none"> • Final piece of work • Developmental notebook
Technology	<ul style="list-style-type: none"> • Design cycle (2)



Assessment and the MYP

Assessment of student achievement in the IB MYP is different from typical assessment practices and includes several distinct components. The intention of IB MYP assessment is to use criterion-based rubrics each year of the program that prepare students for 10th grade assessment activities.

General assessment practices:

- The use of formative (during learning) and summative (after learning) assessments. Assessment is seen as an integrated part of learning.
- Rubrics are used to increase student awareness of, and achievement toward, the specific learning goals of the teaching unit.
- Assessments build toward the tenth grade year of the IB MYP. Vertical articulation, shared assessment development, and standardized scoring support a consistent and logical progression in student success.

Final Year Assessments

- Conceptually, each IB MYP subject is a five-year course in an area of study, ending in the 10th grade.
- During the 10th grade students participate in IB MYP assessment tasks that use the assessment criteria from the MYP subject guides. These tasks (listed on the next page) are incorporated as part of the regular teaching and assessing process, and do not constitute additional work for students.
- All assessment tasks are designed by Fairfax County teachers and evaluate student achievement on the regular course goals. These tasks are validated by the IB to ensure they meet an international standard for rigor.
- Student results on the 10th grade assessment tasks are tabulated and serve as the primary basis for their final MYP mark in each subject.



Typical Course Sequences

The following are typical course sequences for the MYP. Not all class possibilities are listed—this list is illustrative. All classes are IB MYP, regardless of formal designation.

All students are encouraged to meet the requirements of the IB MYP Certificate through following the course sequences below. Although, we realize that not all students will be able to meet the course requirements of the MYP or some may choose to not participate in the program as designed, we teach all subjects through the MYP philosophy and framework. With this instructional approach, even students who are not fully participating in the IB MYP Certificate are expected to benefit.

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- Language A: English 6,7, 8, 9, and 10
- Language B: French 1, 2, 3
Spanish 1, 2, 3
* also Spanish Immersion and Fluent-Speakers
- Humanities: US History 6, History 7, Civics/Economics 8, **either** World History 1 and World History 2 **or** World History 1/2 and pre-IB Government
- Phys. Education: Health and PE 6,7, 8, 9, and 10
- Sciences: Science 6, Science 7, Science 8, Biology, Chemistry
- Mathematics: Various sequences. Students in 10th grade should be *at least* in Geometry to qualify for full IB MYP Certificate.
- Technology: The technology requirement will be met in the content classes as well as in numerous elective classes. (Please see the discussion on page 8.)
- Arts: There are full sequences in Fine and Performing Arts . (Please see the discussion on page 8.)



Technology and the Arts

The IB MYP requires that students take courses in all eight subjects each year. Many students are interested in specializing in either Technology or the Arts once they reach high school, however, so the IB MYP offers some flexibility as far as these subjects are concerned.

Students are encouraged to take BOTH art (visual and performing) and technology (design cycle) classes in each year of the program, where possible. During the 9th and 10th grade years at Annandale High School, however, students may take *any* combination of art and technology classes. Starting in 2011 the technology requirements will be met in content and elective classes.

Q: If students are allowed to choose any combination of art and technology classes, how can we ensure that they meet the requirements of the IB MYP Certificate regarding technology?
A: The “integrated technology” approach that MYP uses requires that all teachers incorporate a Technology Design Cycle unit in their planning. Students are assessed according to the MYP Technology criteria in these units; the units in 9th and 10th grades are used to provide student grades for the Technology subject.



The Areas of Interaction

The Areas of Interaction are a critical components of the IB MYP instructional model, serving to connect students to real-world learning as well as to give them a deeper understanding of their subject material. The Areas are five specific themes that are used to help shape teaching units over the five years of the program. Teachers identify one or more Areas to guide discussion about the content of the unit. This may take the form of unit questions, reflections, reading selections, or even broader projects.

The Five Areas of Interaction

Approaches to Learning:

- effective study, reading, and learning strategies
- habits of mind (critical inquiry and thinking skills)

Community and Service:

- opportunities to make an impact on family, peers, school and outside community
- exploration of community and the student’s place in it

Human Ingenuity:

- explore the impact of innovation, creative thinking, artistic expression, invention
- understand that through time, history and society have been changed by humanity’s creative genius

Environments:

- examine sides of environmental issues
- understand how issues effect society, ecology, and economy
- explore ways to influence the school environment

Health and Social Education:

- make physically and mentally healthy life decisions
- develop a sense of responsibility for own well-being and personal relationships