



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/SouthLakesHS/

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

www.fcps.edu/HughesMS

- Hughes home page includes information about the school and the IB MYP program; also has links to community service forms

www.ibmidatlantic.org

- Regional organization of IB schools that includes links to other IB schools and programs

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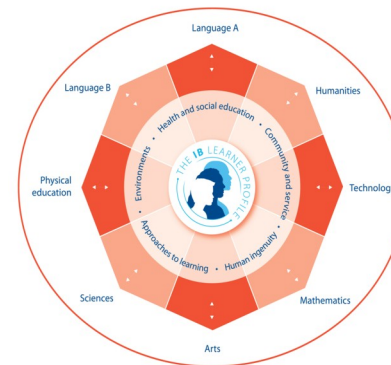
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International Baccalaureate Middle Years Program



South Lakes High School/
Langston Hughes Middle School
Reston, Virginia





From the Coordinators

We hope you find this a useful guide to better understand the International Baccalaureate Middle Years Program (IB MYP) here at South Lakes and Hughes. 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 both schools 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.

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Planning for the IB MYP

7th grade—

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

8th grade—

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

9th grade—

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

10th grade—

- Formally declare candidacy for the FCPS IB MYP Certificate
- Participate in IB MYP activities and final year assessments
- Work on and complete Personal Project
- Participate in Personal Project Fair
- Receive final marks for IB MYP subjects
- Complete community service requirements
- Notification of final IB MYP results
- IB MYP recognition ceremony—June



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, South Lakes and Langston Hughes 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 South Lakes. The IB MYP was authorized in 2003 for all students in the 7th through 10th grades at both schools. The IB MYP and the IB Diploma are part of a continuum of education, providing students in Reston the opportunity to pursue a rigorous, outward-focused course of study that emphasizes mutual student characteristics.

The IB MYP is authorized from grades 7 through 10. All students enrolled in those grades at either school 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 complimentary, students are not required to complete the FCPS IB MYP Certificate in order to be in IB Diploma courses. This is intended to provide open enrollment and an open-access to encourage student participation in our most challenging and rigorous 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 have declared their candidacy, receive eligible scores, and complete all requirements may be awarded the **FCPS IB MYP Certificate**.
- Students who complete the full 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 an **IB Diploma Certificate** 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 South Lakes/Langston Hughes, 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 10 years.



Who is the IB MYP Certificate Candidate?

All students in 7th through 10th grades are IB MYP students, regardless of other designations. The South Lakes/Langston Hughes IB MYP also offers its students the opportunity to achieve the FCPS IB MYP Certificate at the end of 10th grade. This accolade reflects that of the full MYP Certificate awarded by the IBO. Student declaration 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 declared 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 South Lakes at the beginning of 9th grade *are eligible* for the FCPS IB MYP Certificate. This requires that students participate, at a minimum, in the final two years (9th and 10th grades) to be eligible.
3. **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.”
4. **Students must successfully complete a Personal Project by the spring of their 10th grade year.** The Project begins in late spring of their 9th grade year (page 12).
5. **Students must participate and document through the service learning programs at Hughes and South Lakes.**



Service Learning

Service Learning is an important part of Reston, South Lakes High, Hughes Middle, and the International Baccalaureate Program. IB Middle Years students are required to complete **25 hours of service each year or 3 significant reflections (SLHS only)**.

Service may be completed in the summer prior to the beginning of school. Students need to document hours and write their reflections on the Service Log. The signature of the supervising adult **must** be part of the documentation. Completed Service Logs are to be turned in to a social studies teacher or the IB MYP Coordinator at the end of each quarter. See your service learning tab on 24/7 Blackboard for school-specific instructions for receiving your service credit.

- 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 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 service.
- Community service activities cannot be part of an academic assignment for a class, but classes can do group activities for community service.

MYP (Service Learning) and Diploma (CAS)

Community 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 South Lakes/Hughes, all students in the 10th grade are given the provision and encouraged to complete the Personal Project. Participation in the **FCPS 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 to identify and pursue 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 and a point of reference for future academic pursuits: college applications/admission; advanced academic coursework (IB Diploma classes), and the Extended Essay.

Students begin working toward their goal in the 9th grade after initial discussions with their selected supervisors. 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 their 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
- Writing—novels, short stories, poetry, essays
- Design—bridges, gardens, studios, games, computer software
- Community—environmental projects, concerts, fund-raising, tutoring



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 (Fine 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 and concepts across subjects
- use of unit questions and reflective writing
- infusion of international-mindedness

Additionally, our schools have made a strong commitment to offer as wide a range of world languages (Language B) as possible. These include three types of Spanish (regular, immersion, fluent speakers). German, French Japanese and Latin (only at South Lakes).

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 South Lakes and Hughes 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 used in honors, 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 (3-5 minutes) • Reading (750 words) • Writing (200 words)
Humanities	<ul style="list-style-type: none"> • Extended writing • Classwork/homework • Unit exam (not multiple choice)
Physical Education	<ul style="list-style-type: none"> • Written work • Performance/composition • Demonstration
Sciences	<ul style="list-style-type: none"> • Extended writing connecting science topic to global issue • Independent laboratory • Unit exam (not multiple choice)
Mathematics	<ul style="list-style-type: none"> • Reasoned piece of work • Unit exam (not multiple choice) • Investigation
Arts	<ul style="list-style-type: none"> • Final piece of work • Developmental notebook
Technology	<ul style="list-style-type: none"> • Design cycle



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 four-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 South Lakes teachers and evaluate student achievement on the regular course goals. These tasks are validated through monitoring by the IB to ensure they meet an international standard for rigor.
- Student results on the 10th grade assessment tasks are collected from teachers 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 9th and 10th grade classes are considered 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. However, South Lakes and Hughes recognize that some students will not be able to meet the course requirements of the MYP or may choose to not participate in the program as designed. Because the IB MYP is an instructional approach, even students who are not fully participating in the IB MYP Certificate are to benefit.

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- Language A: English 7, 8, 9, and 10 (all levels, including honors)
- Language B: French 1 (either 1A-1B or 1), 2, 3
German 1, 2, 3
Spanish (either 1A-1B or 1), 2, 3
* also Spanish Immersion and Fluent-Speakers
- Humanities: History 7, Civics/Economics 8, **either** World History 1 and World History 2 **or** World History 1/2 and AP Government
- Phys. Education: Health and PE 7, 8, 9, and 10
- Sciences: Life Sciences 7, Investigating Matter and Energy 8, Biology, Chemistry
- Mathematics: Various sequences. Students in 10th grade should be *at least* in Geometry to qualify for the IB MYP Certificate.
- Technology: There are numerous Technology courses, including courses in programming, design, and business.
- Arts: There are full sequences in Visual Arts, Drama, Music (Chorus, Orchestra, and Band), and Dance available. (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 (fine and performing) and technology (career/business/technology) classes in each year of the program, where possible. **During the 9th and 10th grades at South Lakes, however, students may take any combination of art and technology classes.**

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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 this MYP uses requires that 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.

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Q: What about the student who chooses technology rather than arts?

A: Most of the 9th and 10th graders take one of the many art sequences offered at South Lakes. Students who are pursuing primarily technology offerings in 9th and 10th grades exclusively will be eligible for the FCPS IB MYP Record of Achievement.



The Areas of Interaction

The Areas of Interaction are a critical piece of the IB MYP instructional model, serving to connect students to real-world learning as well as to challenge them with deeper questions about their subject material. The Areas are five specific themes that are used to help shape teaching units over the four years of the program. Teachers identify one of 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