



Walker IB MYP Basics

Walker Middle Magnet IB World School

The International Baccalaureate Middle Years Programme at Walker Middle Magnet provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The Middle Years Programme emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement

Walker IB MYP Terminology

- IB: International Baccalaureate
- MYP: Middle Years Programme (3 year /Middle School in HCPS. A traditional MYP is 5 years)

Walker IB MYP Leaders

- Head of School (Principal): Mrs. Heather Holloway
- Assistant Head of School (AP): Mrs. Sarah Caldwell and Mr. Henry Lefler
- IB Coordinator (Magnet Lead): Mrs. Josephine Corder

Walker IB MYP Levels

- Year 1 (6th grade)
- Year 2 (7th grade)
- Year 3 (8th grade)

Walker IB MYP Languages

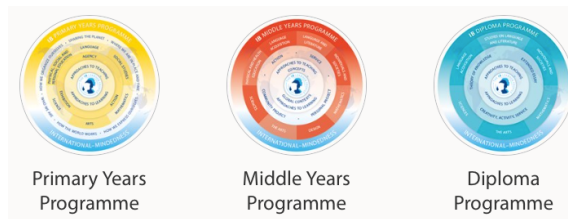
Working language and Language of Instruction: English

Access Language: Spanish - *We provide translations to district documents in Spanish.*

Language Acquisition: Spanish and French

Continuum of International Baccalaureate Programmes

- PYP: Primary Years Programme (Elementary)
- MYP: Middle Years Programme (3 year /Middle School in HCPS) A traditional MYP is 5 years
- DP: Diploma Program (High School – grades 11, 12) HCPS refers to grades 9, 10 as “pre-IB”

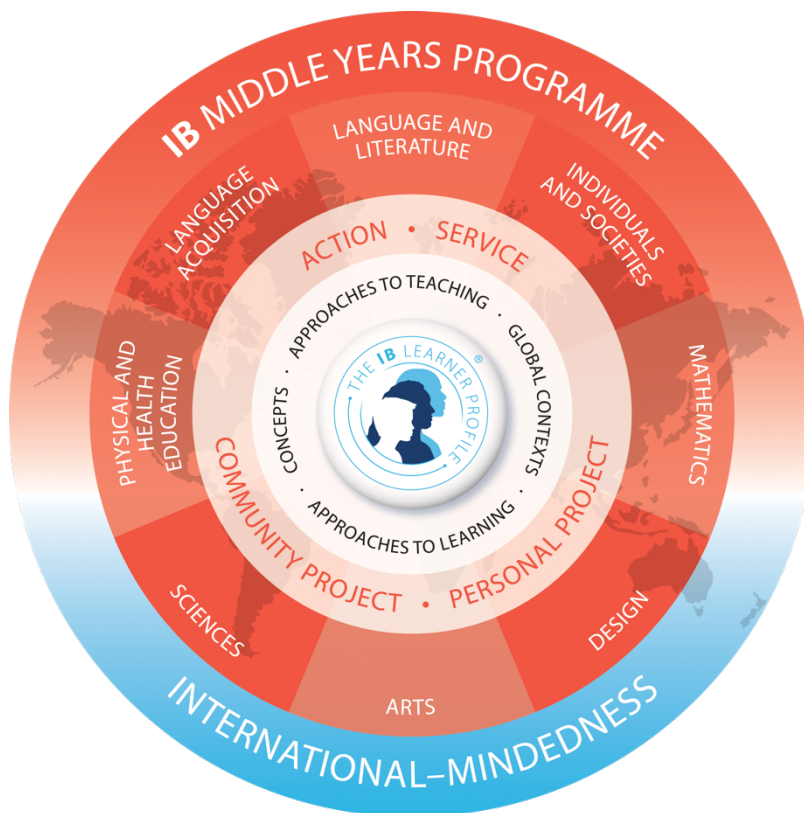




Walker IB MYP Basics

Required IB MYP Subjects:

- Mathematics (Math)
- Sciences (Science)
- Language and Literature (English Language Arts/ELA and Reading)
- Language Acquisition (Spanish and French)
- Individuals and Societies (World History, Civics, US History)
- Physical and Health Education (PE)
- Arts (Agriculture, Art, AVID, Band, Computer, Culinary, Orchestra, Robotics, Yearbook)
- Design
 - Year 1: Incorporated into Earth/Space Science – STEM fair research projects
 - Year 2: Computer Applications in Business (C.A.B)
 - Year 3: Critical Thinking - IB Design and Community Project



The MYP requires at least 50 hours of teaching time for each subject group in each year of the programme. Each year, students in the MYP also engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups.



Walker IB MYP Basics

Key Components of IB:

- **Conceptual understanding**

- Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically. The MYP prescribes sixteen key interdisciplinary concepts along with related concepts for each discipline.

MYP Key Concepts

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global Interactions	Identity	Logic
Perspective	Relationships	Time, Place and Space	Systems

Group 1 - **Language and Literature:** [Communication](#), [Connections](#), [Creativity](#), [Perspective](#)

Group 2 - **Language Acquisition:** [Communication](#), [Connections](#), [Creativity](#), [Culture](#)

Group 3 - **Individuals and Societies:** [Change](#), [Global Interactions](#), [Time, Place and Space](#), [Systems](#)

Group 4 - **Sciences:** [Change](#), [Relationships](#), [Systems](#)

Group 5 - **Mathematics:** [Form](#), [Logic](#), [Relationships](#)

Group 6 - **Arts:** [Aesthetics](#), [Change](#), [Communication](#), [Identity](#)

Group 7 - **Physical and Health Education:** [Change](#), [Communication](#), [Development](#), [Relationships](#)

Group 8 - **Design:** [Communication](#), [Communities](#), [Development](#), [Systems](#)

Although each subject has three to four key concepts they should focus on and take responsibility for actively teaching and discussing with their students, any key concept can be used for any subject. Key concepts are a great way to ensure conceptual learning, transfer between subjects and for building interdisciplinary links and units.

- **Global Contexts**

- Students learn best when their learning experiences have context and are connected to their lives and their experiences of the world. Using global contexts, MYP students develop an understanding of their common humanity and shared guardianship of the planet through developmentally appropriate explorations of:

- identities and relationships
- personal and cultural expression
- orientation in space and time
- scientific and technical innovation
- fairness and development
- globalization and sustainability





Walker IB MYP Basics

- **Approaches to Learning (ATL)**

- A unifying thread throughout all MYP subject groups, approaches to learning (ATL) provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts.
- Developing and applying these skills helps students learn how to learn:

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



- **Service as action**

- Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment.
- Service as action is an integral part of the programme, especially in the Year 3 MYP Community Project.

Direct service	You interact directly with people, animals or the environment.
Indirect service	Your actions will benefit people, animals or the environment, but you do not meet with them directly.
Advocacy	You promote awareness and understanding of a cause or concern to promote action on an issue of public interest.
Research	You collect information through varied sources, analyse data and report on a topic of importance in order to influence policy or practice.



Walker IB MYP Basics

- **Inclusion and learning diversity**

Learning is the Heart of an IB Education



As part of the MYP curriculum, schools address differentiation within the written, taught and assessed curriculum. This is demonstrated in the unit planner and in the teaching environment.

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. It is a continual process of increasing learning and participation for all students.

Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

- The IB supports the following principles of an inclusive education where:
 - education for all is considered a human right
 - education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student
 - every educator is an educator of all students
 - learning is considered from a strength-based perspective
 - learning diversity is valued as a rich resource for building inclusive communities
 - all learners belong and experience equal opportunities to participate and engage in quality learning
 - full potential is unlocked through connecting with, and building on, previous knowledge
 - assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated
 - multilingualism is recognized as a fact, a right and a resource
 - all students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens
 - all students in the school community have a voice and are listened to so that their input and insights are taken into account
 - all students in the school community develop the IB learner profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
 - diversity is understood to include all members of a community
 - all students experience success as a key component of learning.



Walker IB MYP Basics

- **STEM education**

- STEM education is the intentional integration of science, technology, engineering, and mathematics, and their associated practices to create a student-centered learning environment in which students investigate and engineer solutions to problems, and construct evidence-based explanations of real-world phenomena with a focus on a student's social, emotional, physical, and academic needs through shared contributions of schools, families, and community partners.
- The MYP curriculum focuses on STEM as an important perspective from which to consider integrated teaching and learning in concepts and skills. STEM-based learning can be structured through the Year 3 (8th grade) community project as well as through both formal and informal interdisciplinary learning experiences in many MYP subject groups.



- **IB Learner Profile**

- The aim of the IB MYP 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.
- As IB learners we strive to be:
 - Balanced
 - Risk Taker
 - Inquirer
 - Caring
 - Knowledgeable
 - Communicator
 - Principled
 - Open Minded
 - Reflective
 - Thinker



*TIP to remember the “Walker order” of the IB Learner Traits: **BRICK C PORT***