



MIDDLE YEARS PROGRAMME (MYP)



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional



EDUCATION FOR A BETTER WORLD- THE IB MIDDLE YEARS PROGRAMME

WHAT IS IB/MYP?

IB Mission Statement:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



Franklin Academy Cooper City is a whole school International Baccalaureate (IB) Middle Years Program (MYP) School.

We have been an authorized IB MYP middle school since 2015, and we were the first charter school in Florida to have this designation.

This means that in addition to adhering to state and district curriculum, the Cooper City campus also incorporates the IB curriculum into all of our classrooms.



The IB MYP at our school is a three year program.

Some IB schools, have a five year MYP program.

The first three years of the program would be at the middle school level and the final two years would be offered at the high school level in grades 9 and 10.



Following the MYP, some IB high schools offer the IB Diploma Program (DP).

The Franklin Academy K-12 campus is an authorized MYP and DP school.

This will allow our Cooper City MYP students to continue on in the MYP for years 4 and 5, as well as the IB Diploma Program (DP) in grades 11 & 12.

Students who graduate high school with an IB DP diploma can enter a university with 24-52 hours of college credit.



Franklin Academy IB MYP is designed to build a framework for students to be able to succeed in the IB continuum.

We focus on the IB Learner Profile to encourage our students to be life long learners, the global contexts to get students perspective within their learning, and criterion based assessment in the form of subject-specific rubrics.

THE PROGRAMME MODEL



WHAT DOES THE MODEL MEAN?

Center

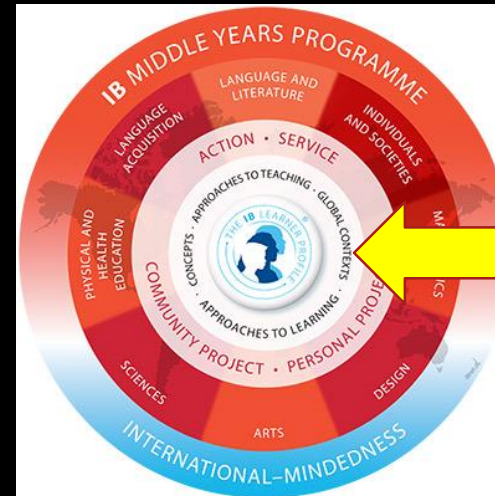
- In the programme model for MYP, the center shows the student with the understanding that the learner profile is at the core of the programme.



WHAT DOES THE MODEL MEAN?

1st Ring

- **Approaches to Learning (ATL)** – demonstrating a commitment to developing skills for learning.
- **Approaches to Teaching** – collaborative learning through inquiry.
- **Concepts** – highlighting a concept-driven curriculum.
- **Global Contexts** – showing how learning best takes place in context.

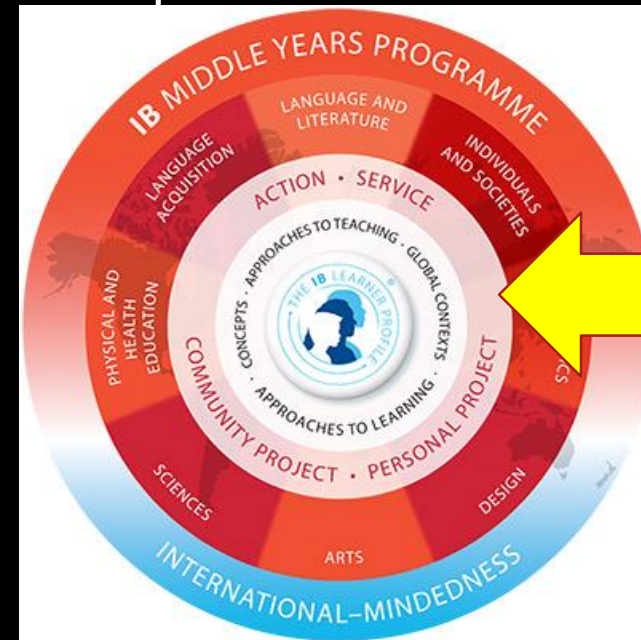


WHAT DOES THE MODEL MEAN?

2nd Ring

Student-initiated action, which may involve service within the community.

- **Action/Service (Years 1 - 3/6th - 8th Grade)** – MYP students all complete action/service each year of the MYP . There are seven learning outcomes they should complete within the MYP program.
- **Community Project (Year 3/8th Grade)**
MYP culminates in this student driven action project.



WHAT DOES THE MODEL MEAN?

3rd Ring

- Shows the broad and balanced curriculum of the MYP programme. The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject groups are connected through global contexts and key concepts.



IB SUBJECT GROUPS

Language Acquisition (Spanish)
Language and Literature (ELA)
Individuals & Societies (History)
Mathematics
Design (Chess, Technology, Career Ed)
Arts (Visual and Performing)
Sciences
Physical & Health Education



*Student schedules are different. The IB requires students to have a minimum of 50 hours of teaching per subject group.

THE IB LEARNER PROFILE

IB learners strive to be:

Inquirers

Knowledgeable

Thinkers

Communicators

Principled

Open-minded

Caring

Risk-takers

Balanced

Reflective



MYP UNITS OF INSTRUCTION

- Inquiry-based (similar to project-based)
- Grounded in key concepts with a focus on a global context
 - Example of key concept: communication
 - Example of a global context: identities and relationships
- Teachers use key concepts to teach their content within a global context
- Ongoing and frequent formative assessments lead students to demonstrate learning through summative tasks



MYP ASSESSMENT

Final grades are calculated based on summative assessment scores

- Summative Assessment - occurs at the end of unit of instruction. The purpose is to evaluate mastery of learning
 - Examples of summative assessments can be: chapter exams, performance tasks, essays, presentations, and projects

MYP ASSESSMENT

- Formative Assessment occur after small amounts of instruction while you are making meaning of new concepts. The feedback is nearly immediate and helps you integrate new information with previous knowledge. Formative assessments also help teachers adjust instruction to best meet the needs of our students. Formative assessments are powerful tools that can help improve your understanding.
 - Examples of formative assessments can be: classwork, exit tickets, interviews, homework, quick writes, quizzes, Socratic Seminars, and warm-ups

IB OBJECTIVES/CRITERIA

Subject Area	A	B	C	D
Language and Literature	Analysing	Organizing	Producing text	Using language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP Projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

SAMPLE RUBRIC

Achievement level	Level descriptor (from MYP Language and literature guide, p. 28)	Task-specific clarification
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student rarely justifies opinions and ideas with examples or explanations; uses little or no terminology.	Through your screenplay, you rarely justify opinions and ideas about Cleopatra's character with examples and explanations; you use little to no terminology in reference to Cleopatra.
3-4	The student justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology.	Through your screenplay, you justify opinions and ideas about Cleopatra's character with some examples and explanations; you use some terminology in reference to Cleopatra.
5-6	The student sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology.	Through your screenplay, you sufficiently justify opinions and ideas about Cleopatra's character with examples and explanations; you use accurate terminology in reference to Cleopatra.
7-8	The student gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology.	Through your screenplay, you give detailed justification of your opinions and ideas about Cleopatra's character using a range of examples and thorough explanations; you use accurate terminology in reference to Cleopatra.

MYP GRADING

- Teachers assess student learning based on FL state standards and according to IB Grading criteria
- Each subject area has four Grading Criteria and they are assigned letters: A, B, C, D
- All grades are based on a 1-8 grading rubric given to students ahead of time

so they know exactly what they need to do in order to get a score of an “8”

- For example: a Language and Literature essay may be graded on:

A: Analyzing

B: Organizing

Students on this essay will get two grades

A grade of (1-8) for A: Analyzing AND a grade of (1-8) for B: Organizing

MYP GRADING

- Determining Final Grades (at end of quarter/semester)
 - Teachers look at all the scores for each criterion and assign a best fit judgement final score for each criterion
 - A: Analyzing
 - 1st assessment = 5
 - 2nd assessment = 4
 - Teacher's final score for A = 5
 - ADD all the final scores
 - Sum of all four scores correlates to an IB MYP International Grade

IB GRADES

- Are not reported to the State of Florida Department of Education
- Are not included in the calculation of a student's GPA
- Are calculated using a growth approach (when there is more than one grade per criterion)
- Are calculated by adding up all four criteria scores and using the scale below

Subject	Criterion A	Criterion B	Criterion C	Criterion D	Final Grade
Sciences	5	4	4	6	5
Ind. & Soc.	5	6	7	5	5
Design	4	3	3	0	3

Overall Points Earned	Overall Grade Earned
1-5	1
6-9	2
10-14	3
15-18	4
19-23	5
24-27	6
28-32	7

IB GRADE DESCRIPTORS

Grade	Grade Boundary	Descriptors
1	1-5	Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of a limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical and creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts with occasional significant misunderstandings or gaps. Begins to demonstrate some creative and critical thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real world situations and, with support, some unfamiliar real world situations.
6	24-27	Produces high quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.
7	28-32	Produces high quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real world situations



Questions?

Please make sure your questions are in the chat, we will send out an overall Q&A by the end of the week.

You can also email me directly –
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