

Arts

ART-MYP I							
Unit Title	Key Concepts	Related Concepts	Global Contexts	Statement of Inquiry	Objectives	ATL Skills	Content
The American Migration with Jacob Lawrence	Communities	Audience Visual Culture	<i>Identities and relationships</i>	<i>Visual culture is found in communities that can develop relationships with an audience.</i>	A B C D	<i>Communication skills, Research Skills</i>	<ul style="list-style-type: none">Students will be exposed to the history of the Harlem RenaissanceJacob Lawrence techniquesPractice and apply printmaking techniques
Virtual Art Museum Tour	Global Connections	Boundaries	<i>Orientation in space and time</i>	<i>With orientation in time and space, making global connections with boundaries set in place.</i>	A B C D	<i>Social Skills</i>	<ul style="list-style-type: none">Virtual view of different museums in different countries.

ART-MYP II							
Unit Title	Key Concepts	Related Concepts	Global Contexts	Statement of Inquiry	Objectives	ATL Skills	Content
Loss of Habitat	Change	Narrative, Expression	Globalization and sustainability	<i>Sustainable change can be expressed through a musical narrative.</i>	A-D	<i>Research, Communication</i>	-Habitat Loss -Activists speak out -A rap song about an endangered species -Writing a letter to county commission
Art O Motion	Aesthetic	Audience	Scientific and Technical Innovation	<i>Kinetic art models can be aesthetically attractive and interactive for an audience.</i>	A-D	<i>Self-management, Thinking skills</i>	Students will demonstrate understanding of the concept of kinetic energy can applied aesthetically in art.

ART-MYP III							
Unit Title	Key Concepts	Related Concepts	Global Contexts	Statement of Inquiry	Objectives	ATL Skills	Content
Wayne Thiebaud: Impasto Painting	Aesthetics	Representation Composition	Personal and cultural expression	<i>Aesthetics can be represented with cultural expression and composition.</i>	A B C D	<i>Self-Management Skills</i>	<ul style="list-style-type: none">Students will be exposed to a variety of mediumsResearch methods and applicationsApply the design method to a real-world application
Indigenous Plants of North America, using Cyanotype	Change	Innovation Style	Scientific and technical innovation	<i>Scientific changes can innovate technical styles in art.</i>	A B C D	<i>Research Skills</i>	<ul style="list-style-type: none">Students practice their research skillsResearch band understand indigenous plants of North AmericaWatercolor techniquesThe breakdown of shapes and forms.



Homestead Middle School

IB MYP Unit



Teacher(s)		Subject group and discipline	Arts		
Unit title		MYP year		Unit duration (hrs)	

Inquiry: Establishing the purpose of the unit

Key concept (KC)	Related concept(s) (RC)	Global context (GC)
<input type="checkbox"/> Aesthetic <input type="checkbox"/> Change <input type="checkbox"/> Communication <input type="checkbox"/> Identity	<input type="checkbox"/> Audience <input type="checkbox"/> Boundaries <input type="checkbox"/> Composition <input type="checkbox"/> Expression <input type="checkbox"/> Genre <input type="checkbox"/> Innovation <input type="checkbox"/> Interpretation <input type="checkbox"/> Representation <input type="checkbox"/> Style <input type="checkbox"/> Visual culture <input type="checkbox"/> Presentation <input type="checkbox"/> Narrative	Identities & relationships <input type="checkbox"/> Identity formation, self-esteem, status, roles & role models <input type="checkbox"/> Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life <input type="checkbox"/> Development, transitions, health and wellness; physical, psychological and social Orientation in space & time <input type="checkbox"/> Scale, duration, frequency, and variability <input type="checkbox"/> Peoples, boundaries, exchange, and interaction <input type="checkbox"/> Natural & human landscapes and resources Personal & cultural expression <input type="checkbox"/> Artistry, craft, creation, beauty – products, systems, & institutions <input type="checkbox"/> Social constructions of reality; philosophies & ways of life; belief systems; ritual and play Globalization & sustainability <input type="checkbox"/> Human impact on the environment <input type="checkbox"/> Commonality, diversity, & interconnection Fairness & development <input type="checkbox"/> Human capability & development <input type="checkbox"/> Rights, law, civic responsibility, & the public sphere Scientific and Technical Innovation <input type="checkbox"/> systems, models, methods; products, processes and solutions <input type="checkbox"/> mathematical puzzles, principles and discoveries <input type="checkbox"/> adaptation, ingenuity and progress

Statement of inquiry (1 KC+ 1-2 RC + 1GC) EX: *Technological innovations often alter the relationships people have with their local and global environments*

2021-2022

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IB MYP Unit

Inquiry questions		
<p>Factual—</p> <p>Conceptual—</p> <p>Debatable—</p>		
Objectives IB	Summative assessment <i>Please provide sufficient detail to explain how each strand of selected objective is addressed through the task</i>	
<p>Check which criteria applies to this unit: <i>Subject groups must address all strands of all four assessment criteria at least twice in each year of the MYP.</i></p> <p>Criterion A: Using knowledge</p> <p><input type="checkbox"/> demonstrate knowledge and understanding of the elements of the art form, including specialized language, concepts and processes</p> <p><input type="checkbox"/> demonstrate an understanding of the role of the art form in relation to time and place</p> <p><input type="checkbox"/> use acquired knowledge to purposefully inform artistic decisions.</p> <p>Criterion B: Developing skills</p> <p><input type="checkbox"/> demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p><input type="checkbox"/> demonstrate the application of skills and techniques to create, perform and/or present art.</p> <p>Criterion C: Thinking creatively</p> <p><input type="checkbox"/> develop artistic intention to a point of realization</p> <p><input type="checkbox"/> demonstrate lateral thinking</p> <p><input type="checkbox"/> demonstrate curiosity and take informed risks</p>	<p>Outline of summative assessment task(s) including assessment criteria: <i>(G.R.A.S.P)</i></p>	<p>Relationship between summative assessment task(s) and statement of inquiry: <i>(How does the summative assessment support the Statement of Inquiry)</i></p>

2021-2022

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IB MYP Unit

Criterion D: Responding <input type="checkbox"/> construct meaningful connections, consider feedback and transfer learning to new settings <input type="checkbox"/> reflect on artistic intention and evaluate the impact of realized art work <input type="checkbox"/> critique the artwork of others		
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Approaches to learning (ATL)

ATL Skill Category	MYP ATL Clusters	Learning Experience <i>Describe how the chosen ATL will help in deeper understanding of the contexts that are being explored</i>
<input type="checkbox"/> Communication	<input type="checkbox"/> Communication	
<input type="checkbox"/> Social	<input type="checkbox"/> Collaboration	
<input type="checkbox"/> Self-management	<input type="checkbox"/> Organization	
	<input type="checkbox"/> Affective	
	<input type="checkbox"/> Reflection	

2021-2022

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IB MYP Unit

<input type="checkbox"/> Research	<input type="checkbox"/> Information Literacy	
	<input type="checkbox"/> Media Literacy	
<input type="checkbox"/> Thinking	<input type="checkbox"/> Critical Thinking	
	<input type="checkbox"/> Creative Thinking	
	<input type="checkbox"/> Transfer	

Action: Teaching and learning through inquiry

Learning process
<u>Learning experiences and teaching strategies</u> <i>Outline the different approaches to teaching and learning that will be used during the unit.</i>

2021-2022

Homestead Middle School

IB MYP Unit

Formative assessment *Clearly defining the opportunities that exist for students to receive explicit feedback throughout the course of each unit*

Differentiation

☐ ELL _____

☐ Special Education _____

☐ Scaffolding _____

☐ Flexible grouping _____

☐ Flexible pacing _____

☐ Other _____

Content Standards *Describe the strand*

Learner Profile

☐ Inquirers

☐ Knowledgeable

☐ Thinkers

☐ Communicators

☐ Principled

☐ Open-minded

☐ Caring

☐ Risk-Takers

☐ Balanced

☐ Reflective

2021-2022

Homestead Middle School

IB MYP Unit

Learner Profile Learning Experience

Describe how the chosen Learner Profile characteristics will help in deeper understanding of the contexts that are being explored

Resources

☐ Technology _____

☐ Textbooks _____

☐ Content Resources _____

☐ IB Resources _____

2021-2022

Homestead Middle School

IB MYP Unit

Reflection & Connections: Considering the planning, process and impact of the inquiry

- *Write a paragraph detailing your experience prior, during, and after completing the unit.*

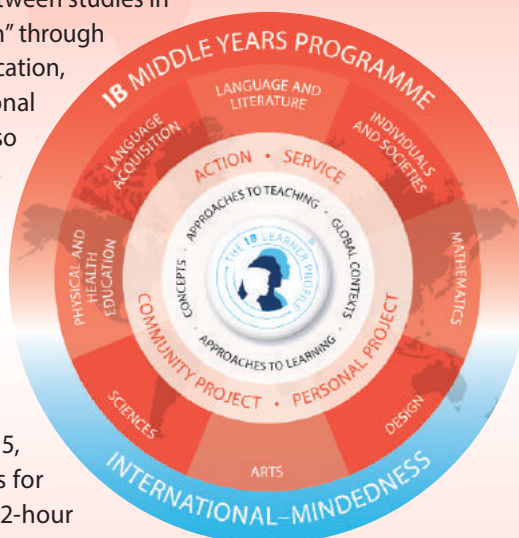
Prior to teaching the unit	During teaching	After teaching the unit
What attributes of the learner profile does this unit offer students the opportunity to develop?	What can we adjust or change?	What will you do differently next time?
<u>Service:</u> <i>What can students do in this unit to initiate service? Provide example</i> <input type="checkbox"/> Investigation _____ <input type="checkbox"/> Preparation _____ <input type="checkbox"/> Action _____ <input type="checkbox"/> Demonstration _____ <input type="checkbox"/> Reflection _____		<u>International Mindedness:</u> <i>How will this unit enable students to engage with issues of: (Provide details)</i> <input type="checkbox"/> Global importance _____ <input type="checkbox"/> Cultural perspectives _____

2021-2022

The IB Middle Years Programme (MYP) is designed for students aged 11 to 16. It provides a framework of learning that emphasizes intellectual challenge and encourages connections between studies in traditional subjects and the real world. The MYP focuses on “learning how to learn” through the systematic development of approaches to learning (ATL) skills for communication, collaboration, organization, self-management, reflection, research, informational literacy, media literacy, creative and critical thinking, and transfer of learning. It also fosters intercultural understanding and global engagement—essential qualities for young people today.

Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. The MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across eight subject groups.

For students seeking a formal qualification at the end of the programme’s Year 5, the IB offers eAssessments that lead to the IB MYP certificate or course results for individual subject areas. To earn the MYP certificate, students must complete 2-hour on-screen examinations in each of the following: language and literature, individuals and society, sciences, mathematics, and interdisciplinary learning. They must also submit an ePortfolio in language acquisition and in one of the following: design, arts, or physical and health education. Finally, they must complete a moderated personal project, and complete school-based expectations for service as action (community service).



I. Course description and aims

The arts in the MYP seek to stimulate young imaginations, challenge perceptions and develop creative and analytical skills. Involvement in the arts encourages students to understand the arts in context and the cultural histories of artworks, thus supporting the development of an inquiring and empathetic world view. The arts challenge and enrich personal identity, and build awareness of the aesthetic in a real-world context. Through development of the imagination, students can become more empathetic and compassionate, they can enrich their cultural lives and discover new ways to contribute actively both to their own communities and to the world.

The MYP values the processes of creating, performing and presenting artwork, and gives students opportunities to function as artists and to develop as learners. Students learn to use the arts to convey feelings, experiences and ideas about the world, and in doing so they acquire and develop techniques and creative skills. They learn the value of reflection and evaluation as a means of developing their ideas, their skills and their work.

The aims of MYP Arts are to encourage and enable students to:

- enjoy lifelong engagement with the arts
- explore the arts across time, cultures and contexts
- understand the relationship between art and its contexts
- develop the skills necessary to create and to perform art
- express ideas creatively
- reflect on their own development as young artists.

II. Curriculum model overview

The MYP promotes inquiry in the arts by developing conceptual understanding within global contexts.

Key concepts such as aesthetics, change, communication and identity broadly frame the MYP curriculum. Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP arts include audience, expression and genre.

Students explore key and related concepts through MYP global contexts

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

The MYP curriculum framework offers schools the flexibility to determine engaging, relevant, challenging and significant content that meets local and national curriculum requirements. This inquiry-based approach explores factual, conceptual and debatable questions in the study of the arts. Student learning may be focused on one or more of the following arts disciplines:

- Dance
- Music
- Theatre
- Media Arts
- Visual Arts

The MYP requires at least 50 hours of teaching time for each subject area in each year of the programme. This indicates that students must engage in 50 hours of structured learning in the arts in each year of MYP years 1–3. For students participating in MYP eAssessment, the IB recommends 70 hours of guided learning each year in MYP years 4 and 5. Guidance on how schools can structure their arts courses can be found in the *Arts guide* and *Arts teacher support material*.

III. Assessment criteria

Each arts objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Criterion A: Investigating

Through the study of art movements or genres and artworks/performances, students come to understand and appreciate the arts. They use their research skills to draw on a range of sources, and they develop information literacy skills to evaluate and select relevant information about the art movement or genre and artworks/performances.

Criterion B: Developing

Students develop ideas through practical exploration, which provides the opportunity for active participation in the art form. Practical exploration requires students to acquire and develop skills/techniques and to experiment with the art form. Students use both practical exploration and knowledge and understanding of art and artworks to purposefully inform artistic intentions and decisions.

Criterion C: Creating or performing

The students' command of skills and techniques is demonstrated through the creation or performance of a finalized artwork that is summatively assessed.

Criterion D: Evaluating

Through reflecting on their work and on themselves, students become more aware of their own artistic development and the role that the arts play in their lives and in the world.

MYP eAssessment

eAssessment in the arts is available at year 5/competent stage.

For each assessment session, the IB publishes a partially completed arts unit planner (including required assessment tasks) that teachers must develop and deliver in their own contexts. The partially completed unit planner provides the summative assessment tasks (which will assess all strands of each criterion) for the session.

The completed assessments are presented as an ePortfolio, which should demonstrate students' achievement of the arts objectives. MYP ePortfolios are marked by the students' classroom teachers against published criteria for MYP year 5/competent stage. In each examination session, the IB moderates a sample of ePortfolios from each school, adjusting grades as necessary to ensure the application of rigorous and reliable international standards.

MYP arts summative assessment tasks are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in any of the arts disciplines.

The IB MYP certificate requires a satisfactory level of achievement in at least one course from physical and health education, arts or design.

About the IB: For over 50 years, the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and are able to contribute to creating a better, more peaceful world.

For further information on the IB Middle Years Programme, visit: <https://ibo.org/en/myp>.

Complete subject guides can be accessed through the Programme Resource Centre or purchased through the IB store: <https://www.follettibstore.com>.

Design

MYP I – Design

MYP Unit Title	Key Concepts	Related Concepts	Global Contexts	Statement of Inquiry	Objectives	ATL Skills	Content
Living The IB Learner Profile	Communication	Collaboration Innovation	Identities and Relationships Exploration-Competition and cooperation, Teams, Affiliation and leadership	Students will undertake relevant research that will allow for innovation and collaboration	A-D	Communication Research Thinking	Students are not familiar with the IB Learner Profile. Students understand the meaning of some words, but not most of them. Students will need to build their knowledge of how to use the IB Learner Profile words. Students will become familiar with the application of ATL.
Feeding the Globe in the age of climate change	Communities	Markets and trends Sustainability	Globalization and Sustainability	Market and trends determine communities' sustainability.	A-D	Communication Research	Role of Agriculture in society Science & technology application in food production Growing Plant in Space Fairchild/NASA Challenge Global comparison of food security PowerPoint Presentation

MYP II Design

MYP Unit Title	Key Concepts	Related Concepts	Global Contexts	Statement of Inquiry	Objectives	ATL Skills	Content
Let's Celebrate- Make a Decoration	Communication	Collaboration, Resources	Personal and cultural expression	Family cultural celebrations are important to the communication and preservation of human communities.	A-D	Communication	Students will inquire and analyse, design and make a decoration for use at a time of family celebration, then evaluate, and reflect on the process.
Logo Design	Aesthetics	Function Innovation	Scientific and Technical Innovation – Systems, models, methods	Aesthetics and function interrelate in the design of effective and innovative logos which influence client decisions.	A-D	Communication Critical and Creative Thinking Research	Development of a business logo design that accurately represents the nature of the business and is aesthetically attractive to the client and the public.

MYP III Design

MYP Unit Title	Key Concepts	Related Concepts	Global Contexts	Statement of Inquiry	Objectives	ATL Skills	Content
Innovation and Entrepreneurship Design Cycle	Creativity	Design	Personal and cultural expression	Innovation and entrepreneurial problem-solving promote human development	A-D	Communication Research Social Skills	Product Innovation Game and Business Ideation Business Plan Writing Business Pitch
Technological Innovations in Food Production Systems	Creativity	Design- Function & Invention	Scientific and technical innovation	Human Creativity and innovations have led to major changes in global food production systems and inequity,	A-D	Research Communication Social Skills	Agricultural Tool Identification Agricultural Invention/Inventor Research Project Report



Homestead Middle School

IB MYP Unit



Teacher(s)		Subject group and discipline	Design
Unit title		MYP year	Unit duration (hrs)

Inquiry: Establishing the purpose of the unit

Key concept (KC)	Related concept(s) (RC)	Global context (GC)
<input type="checkbox"/> Communication <input type="checkbox"/> Communities <input type="checkbox"/> Development <input type="checkbox"/> Systems	<input type="checkbox"/> Adaptation <input type="checkbox"/> Collaboration <input type="checkbox"/> Ergonomics <input type="checkbox"/> Evaluation <input type="checkbox"/> Form <input type="checkbox"/> Function <input type="checkbox"/> Innovation <input type="checkbox"/> Invention <input type="checkbox"/> Markets and Trends <input type="checkbox"/> Perspective <input type="checkbox"/> Resources <input type="checkbox"/> Sustainability	Identities & relationships <input type="checkbox"/> Identity formation, self-esteem, status, roles & role models <input type="checkbox"/> Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life <input type="checkbox"/> Development, transitions, health and wellness; physical, psychological and social Orientation in space & time <input type="checkbox"/> Scale, duration, frequency, and variability <input type="checkbox"/> Peoples, boundaries, exchange, and interaction <input type="checkbox"/> Natural & human landscapes and resources Personal & cultural expression <input type="checkbox"/> Artistry, craft, creation, beauty – products, systems, & institutions <input type="checkbox"/> Social constructions of reality; philosophies & ways of life; belief systems; ritual and play Globalization & sustainability <input type="checkbox"/> Human impact on the environment <input type="checkbox"/> Commonality, diversity, & interconnection Fairness & development <input type="checkbox"/> Human capability & development <input type="checkbox"/> Rights, law, civic responsibility, & the public sphere Scientific and Technical Innovation <input type="checkbox"/> systems, models, methods; products, processes and solutions <input type="checkbox"/> mathematical puzzles, principles and discoveries <input type="checkbox"/> adaptation, ingenuity and progress

Statement of inquiry (1 KC+ 1-2 RC + 1GC) Example: A local invention can be diffused into a global market through successful and targeted communication.

2021-2022

Homestead Middle School

IB MYP Unit

Inquiry questions		
<p>Factual—</p> <p>Conceptual—</p> <p>Debatable—</p>		
Objectives IB	Summative assessment <i>Please provide sufficient detail to explain how each strand of selected objective is addressed through the task</i>	
<p>Check which criteria applies to this unit: <i>Subject groups must address all strands of all four assessment criteria at least twice in each year of the MYP.</i></p> <p>Objective A: Inquiring and Analysing <i>Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> explain and justify the need for a solution to a problem for a specified client/target audience. <input type="checkbox"/> identify and prioritize the primary and secondary research needed to develop a solution to the problem. <input type="checkbox"/> analyse a range of existing products that inspire a solution to the problem. <input type="checkbox"/> develop a detailed design brief which summarizes the analysis of relevant research. <p>Objective B: Developing Ideas <i>Students write a detailed specification, which drives the development of a solution. They present the solution.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> develop a design specification which clearly states the success criteria for the design of a solution. <input type="checkbox"/> develop a range of feasible design ideas which can be correctly interpreted by others. <input type="checkbox"/> present the final chosen design and justify its selection. <input type="checkbox"/> develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution. <p>Objective C: Creating a Solution <i>Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution. 	<p>Outline of summative assessment task(s) <i>(G.R.A.S.P)</i></p>	<p>Relationship between summative assessment task(s) and statement of inquiry: <i>(How does the summative assessment support the Statement of Inquiry)</i></p>

2021-2022

Homestead Middle School

IB MYP Unit

- ☐ demonstrate excellent technical skills when making the solution
- ☐ fully justify changes made to the chosen design and plan when making the solution.

Objective D: Evaluating

Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.

- ☐ design detailed and relevant testing methods, which generate data, to measure the success of the solution
- ☐ critically evaluate the success of the solution against the design specification
- ☐ explain how the solution could be improved
- ☐ Explain the impact of the solution on the client/target audience.

Approaches to learning (ATL)

ATL Skill Category	MYP ATL Clusters	Learning Experience <i>Describe how the chosen ATL will help in deeper understanding of the contexts that are being explored</i>
<input type="checkbox"/> Communication	<input type="checkbox"/> Communication	
<input type="checkbox"/> Social	<input type="checkbox"/> Collaboration	
<input type="checkbox"/> Self-management	<input type="checkbox"/> Organization	
	<input type="checkbox"/> Affective	
	<input type="checkbox"/> Reflection	
<input type="checkbox"/> Research	<input type="checkbox"/> Information Literacy	
	<input type="checkbox"/> Media Literary	

2021-2022

IB MYP Unit

□ Thinking

□ Critical Thinking

□ Creative Thinking

□ Transfer

Learning process

Learning experiences and teaching strategies *Outline the different approaches to teaching and learning that will be used during the unit.*

Formative assessment *Clearly defining the opportunities that exist for students to receive explicit feedback throughout the course of each unit*

2021-2022

Homestead Middle School

IB MYP Unit

<u>Differentiation</u> <input type="checkbox"/> ELL _____ <input type="checkbox"/> Special Education _____ <input type="checkbox"/> Scaffolding _____ <input type="checkbox"/> Flexible grouping _____ <input type="checkbox"/> Flexible pacing _____ <input type="checkbox"/> Other _____ <hr/>	<u>Content Standards</u> <i>Describe the strands</i>
Learner Profile	
<input type="checkbox"/> Inquirers <input type="checkbox"/> Knowledgeable <input type="checkbox"/> Thinkers <input type="checkbox"/> Communicators <input type="checkbox"/> Principled	<input type="checkbox"/> Open-minded <input type="checkbox"/> Caring <input type="checkbox"/> Risk-Takers <input type="checkbox"/> Balanced <input type="checkbox"/> Reflective
Learner Profile Learning Experience	
<i>Describe how the chosen Learner Profile characteristics will help in deeper understanding of the contexts that are being explored</i> 	

2021-2022

Homestead Middle School

IB MYP Unit

Resources
<input type="checkbox"/> Technology _____ <input type="checkbox"/> Textbooks _____ <input type="checkbox"/> Content Resources _____ <input type="checkbox"/> IB Resources _____

Reflection & Connections: Considering the planning, process and impact of the inquiry

- *Write a paragraph detailing your experience prior, during, and after completing the unit.*

Prior to teaching the unit	During teaching	After teaching the unit
<i>Are there any possible opportunities for meaningful service learning?</i>	<i>What can we adjust or change?</i>	<i>Was the task sufficiently complex enough to allow students to reach the highest levels of the criteria?</i>
<u>Service:</u> <i>What can students do in this unit to initiate service? Provide example</i>		<u>International Mindedness:</u> <i>How will this unit enable students to engage with issues of: (Provide details)</i>

2021-2022

Homestead Middle School

IB MYP Unit

<input type="checkbox"/> Investigation _____	<input type="checkbox"/> Global importance _____
<input type="checkbox"/> Preparation _____	
<input type="checkbox"/> Action _____	<input type="checkbox"/> Cultural perspectives _____
<input type="checkbox"/> Demonstration _____	
<input type="checkbox"/> Reflection _____	

2021-2022

Individuals and Societies

MYP I – Individuals and Society – United States History

MYP Unit Title	Key Concepts	Related Concepts	Global Contexts	Statement of Inquiry	Objectives	ATL Skills	Content
From Colonial Revolt to Continental Revolution	Global Interactions	Governance Identity Ideology	Fairness and Development	Guided by religious convictions as well as Enlightenment ideals, American colonists established an independent republic.	A-D	Communication Self-Management	<p>The influences of the ideas of John Locke, the Baron de Montesquieu, Thomas Paine, John Witherspoon, and David Hume on the 13 colonies’ decision to declare independence from the British Empire.</p> <p>Analysis of primary and secondary sources to research the biography and historical contributions of a Founding-Era personage.</p>
A New Birth in Freedom?	Change	Governance Identity Ideology	Personal and Cultural Expression	During the Reconstruction Era (1863-1877), the U.S. Federal Government attempted to uphold and enforce the citizenship rights of African Americans to preserve their way of life.	A-D	Communication Thinking Skills	<p>Emancipation Proclamation, and the 13th, 14th, and 15th Amendments. Analysis of short excerpts composed by legislators and other participants in Reconstruction to explain their influences on American governance and society.</p> <p>Causes and effects of Reconstruction policies in creating a free and equal citizenry.</p>

MYP II Individuals and Society - Civics

MYP Unit Title	Key Concepts	Related Concepts	Global Contexts	Statement of Inquiry	Objectives	ATL Skills	Content
To Establish A More Perfect Union	Change	Causality Governance	Rights, law, civic responsibility, & the public sphere	In societies guided by the rule of law, systems of governance change to secure the rights of the people.	A-D	Communication Thinking	Analysis and evaluation of the U.S. constitutional governance and it guarantees basic human rights.
The Global U.S.A.	Global Interactions	Conflict Cooperation	Peoples, boundaries, exchange, and interaction	U.S. foreign policy regulates the United States' global interactions by managing conflict, cooperation, and exchange between the United States and the world's peoples.	A-D	Communication Thinking	Examination and evaluation of U.S. participation in 20th - and 21st -century global conflicts, intergovernmental agencies, and international NGOs

MYP III Individuals and Society – World History

MYP Unit Title	Key Concepts	Related Concepts	Global Contexts	Statement of Inquiry	Objectives	ATL Skills	Content
I am Rome	Perspective	Culture/Identity	Identities and Relationships	The culture of a nation is based on the perspective and identity of its people's role model and leaders.	A-D	Research/ Communication	Understand and interpret the life and accomplishments of Roman Leadership and how these leaders shaped the culture and identity of their people.
Greek Democracy	Systems	Citizenship/ Government	Personal and Cultural Expression	Greek democracy developed systems of citizenship and government to build a sustainable way of life.	A-D	Research	Exploration and research of the origins of democracy and its impact in society today.



Homestead Middle School

IB MYP Unit



Teacher(s)		Subject group and discipline	Individuals & Societies		
Unit title		MYP year		Unit duration (hrs)	

Inquiry: Establishing the purpose of the unit

Key concept (KC)	Related concept(s) (RC)	Global context (GC)
<input type="checkbox"/> Change <input type="checkbox"/> Global Interactions <input type="checkbox"/> Systems <input type="checkbox"/> Time, Place & Space	<input type="checkbox"/> Causality (Cause and Consequence) <input type="checkbox"/> Civilization <input type="checkbox"/> Conflict <input type="checkbox"/> Cooperation <input type="checkbox"/> Culture <input type="checkbox"/> Governance <input type="checkbox"/> Identity Ideology <input type="checkbox"/> Innovation and Revolution <input type="checkbox"/> Interdependence <input type="checkbox"/> Perspective <input type="checkbox"/> Significance	Identities & relationships <ul style="list-style-type: none"> <input type="checkbox"/> Identity formation, self-esteem, status, roles & role models <input type="checkbox"/> Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life <input type="checkbox"/> Development, transitions, health and wellness; physical, psychological and social Orientation in space & time <ul style="list-style-type: none"> <input type="checkbox"/> Scale, duration, frequency, and variability <input type="checkbox"/> Peoples, boundaries, exchange, and interaction <input type="checkbox"/> Natural & human landscapes and resources Personal & cultural expression <ul style="list-style-type: none"> <input type="checkbox"/> Artistry, craft, creation, beauty – products, systems, & institutions <input type="checkbox"/> Social constructions of reality; philosophies & ways of life; belief systems; ritual and play Globalization & sustainability <ul style="list-style-type: none"> <input type="checkbox"/> Human impact on the environment <input type="checkbox"/> Commonality, diversity, & interconnection Fairness & development <ul style="list-style-type: none"> <input type="checkbox"/> Human capability & development <input type="checkbox"/> Rights, law, civic responsibility, & the public sphere

Statement of inquiry (1 KC+ 1-2 RC + 1GC) EX: *Nations form alliances to protect their military, cultural and economic interests*

Inquiry questions		
<p>Factual—</p> <p>Conceptual—</p> <p>Debatable—</p>		
Objectives IB	Summative assessment <i>Please provide sufficient detail to explain how each strand of selected objective is addressed through the task</i>	
<p>Check which criteria applies to this unit: <i>Subject groups must address <u>all strands of all four assessment criteria</u> at least <u>twice</u> in each year of the MYP.</i></p> <p>Criterion A: Knowing and Understanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> use individuals and societies terminology in context <input type="checkbox"/> demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples <p>Criterion B: Investigating</p> <ul style="list-style-type: none"> <input type="checkbox"/> formulate a clear and focused research question <input type="checkbox"/> formulate and follow an action plan to investigate a research question <input type="checkbox"/> use methods accurately to collect and record information consistent with the research question <input type="checkbox"/> effectively address the research question <p>Criterion C: Communicating</p> <ul style="list-style-type: none"> <input type="checkbox"/> analyze concepts, events, issues, models and arguments <input type="checkbox"/> analyze and evaluate a range of sources in terms of origin and purpose, recognizing values and limitations <input type="checkbox"/> interpret different perspectives and their implications <input type="checkbox"/> synthesize information in order to make valid, well-supported arguments <p>Criterion D: Thinking critically</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicate information and ideas using an appropriate style for the audience and purpose <input type="checkbox"/> structure information and ideas in a way that is appropriate to the specified format <input type="checkbox"/> document sources of information using a recognized convention 	<p>Outline of summative assessment task(s) <i>(G.R.A.S.P)</i></p>	<p>Relationship between summative assessment task(s) and statement of inquiry: <i>(How does the summative assessment support the Statement of Inquiry)</i></p>

Homestead Middle School

IB MYP Unit

ATL Skill Category	MYP ATL Clusters	Learning Experience <i>Describe how the chosen ATL will help in deeper understanding of the contexts that are being explored</i>
<input type="checkbox"/> Communication	<input type="radio"/> <i>Communication</i>	
<input type="checkbox"/> Social	<input type="radio"/> <i>Collaboration</i>	
<input type="checkbox"/> Self-management	<input type="radio"/> <i>Organization</i>	
	<input type="radio"/> <i>Affective</i>	
	<input type="radio"/> <i>Reflection</i>	
<input type="checkbox"/> Research	<input type="radio"/> <i>Information Literacy</i>	
	<input type="radio"/> <i>Media Literacy</i>	
<input type="checkbox"/> Thinking	<input type="radio"/> <i>Critical Thinking</i>	
	<input type="radio"/> <i>Creative Thinking</i>	
	<input type="radio"/> <i>Transfer</i>	

Action: Teaching and learning through inquiry



Learning process

Learning experiences and teaching strategies *Outline the different approaches to teaching and learning that will be used during the unit.*

Formative assessment *Clearly defining the opportunities that exist for students to receive explicit feedback throughout the course of each unit.*

Differentiation

- ☐ ELL _____
- ☐ Special Education _____
- ☐ Scaffolding _____
- ☐ Flexible grouping _____
- ☐ Flexible pacing _____
- ☐ Other _____

Content Standards *Describe the strands*

Learner Profile

☐ Inquirers

☐ Knowledgeable

☐ Thinkers

☐ Communicators

☐ Principled

☐ Open-minded

☐ Caring

☐ Risk-Takers

☐ Balanced

☐ Reflective

Learner Profile Learning Experience

Describe how the chosen Learner Profile characteristics will help in deeper understanding of the contexts that are being explored

Resources

☐ Technology _____

☐ Textbooks _____

☐ Content Resources _____

☐ IB Resources _____

Reflection & Connections: Considering the planning, process and impact of the inquiry

- *Write a paragraph detailing your experience prior, during, and after completing the unit.*

Prior to teaching the unit	During teaching	After teaching the unit
What attributes of the learner profile does this unit offer students the opportunity to develop?	What evidence of learning can you identify?	What will you do differently next time?
<u>Service:</u> <i>What can students do in this unit to initiate service? Provide example</i> <input type="checkbox"/> Investigation _____ <input type="checkbox"/> Preparation _____ <input type="checkbox"/> Action _____ <input type="checkbox"/> Demonstration _____ <input type="checkbox"/> Reflection _____		<u>International Mindedness:</u> <i>How will this unit enable students to engage with issues of: (Provide details)</i> <input type="checkbox"/> Global importance _____ <input type="checkbox"/> Cultural perspectives _____

2021-2022

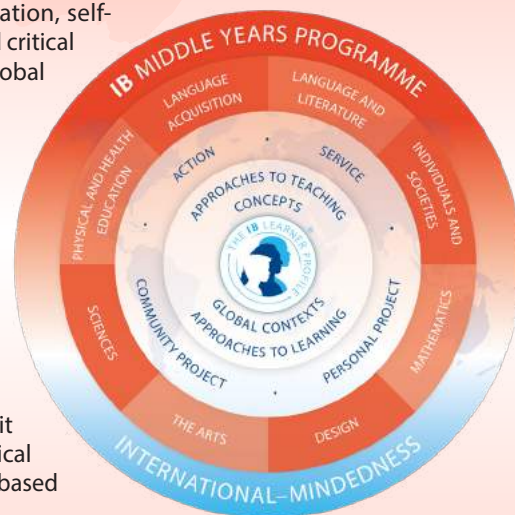
Individuals and societies

From 2014

The IB Middle Years Programme (MYP) is designed for students aged 11 to 16. It provides a framework of learning that emphasizes intellectual challenge and encourages connections between studies in traditional subjects and the real world. The MYP focuses on “learning how to learn” through the systematic development of approaches to learning (ATL) skills for communication, collaboration, organization, self-management, reflection, research, informational literacy, media literacy, creative and critical thinking, and transfer of learning. It also fosters intercultural understanding and global engagement—essential qualities for young people today.

Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. The MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across eight subject groups.

For students seeking a formal qualification at the end of the programme’s Year 5, the IB offers eAssessments that lead to the IB MYP certificate or course results for individual subject areas. To earn the MYP certificate, students must complete 2 hour on-screen examinations in each of the following: language and literature, individuals and society, sciences, mathematics and interdisciplinary learning; submit an ePortfolio in language acquisition and one of the following: design, arts or physical and health education; complete a moderated personal project; and complete school-based expectations for service as action (community service).



I. Course description and aims

II. Curriculum overview

III. Assessment criteria

IV. MYP eAssessment

I. Course description and aims

The MYP individuals and societies subject group incorporates disciplines traditionally studied under humanities and social sciences. This subject group encourages learners to respect and understand the world around them, and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments.

The study of individuals and societies helps students to appreciate critically the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognize that both content and methodology can be debatable and controversial, and for practising the tolerance of uncertainty.

The IB’s approach to this subject area includes a strong focus on inquiry and investigation. Students collect, describe and analyse data; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group and relevant to their lives and be encouraged to apply it to new situations.

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities

- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

II. Curriculum model overview

For MYP individuals and societies, schools develop courses in integrated humanities, history, economics, geography, philosophy, sociology/anthropology, business management, psychology, and world religions.

The MYP promotes **inquiry** in these subjects by developing **conceptual understanding** within **global contexts**.

Key concepts such as *change, global interactions, time, place and space, and systems* broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP individual and societies include *causality, globalization, culture and sustainability*.

Students explore key and related concepts through MYP **global contexts**

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

The MYP curriculum framework offers schools flexibility to determine engaging, relevant, challenging and significant content that meets local and national curriculum requirements. This inquiry-based curriculum explores factual, conceptual and debatable questions in the study of individuals and societies.

The MYP requires at least 50 hours of teaching time for each subject area in each year of the programme. For students participating in MYP eAssessment, the IB recommends 70 hours of guided learning each year in MYP years 4 and 5.

III. Assessment criteria

Each individuals and societies objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Criterion A: Knowing and understanding

Students develop factual and conceptual knowledge about individuals and societies.

Criterion B: Investigating

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

Criterion C: Communicating

Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.

Criterion D: Thinking critically

Students use critical-thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

IV. MYP eAssessment

Students seeking IB MYP course results or the IB MYP certificate must demonstrate their achievement of the subject group's objectives by completing an end-of-course on-screen examination. On-screen examinations are formal external examinations, and are available in **history, geography** and **integrated humanities**.

Topics explored in MYP individuals and societies on-screen examinations include:

- demographics and human movements
- settlement and urban morphology
- superpowers, empires, and supra-national alliances and organizations
- significant individuals
- warfare and peacekeeping
- rights and social protest
- trade, aid and exchange
- economic agents and their interests and role in the economy: consumers, producers, governments, banks
- measurements and trends
- industrialization and technological developments.

Examination blueprints define the structure of tasks that simulate, replicate and sample formative internal assessments. In MYP individuals and societies courses, on-screen examinations comprise three tasks.

Task	Assessment criteria	Marks
Investigating	Students will evaluate an investigation and plan their own. Students are also asked to demonstrate knowledge and understanding, either from their course or from information presented in source material. (Criteria A and B).	26
Communicating	The communicating task requires students to engage creatively with a given topic or context, presenting information and ideas effectively using an appropriate style for the audience and purpose and in a way that is appropriate to the specified format. (Criteria A and C)	18
Thinking critically	The final task assesses students' ability to think about and discuss issues, arguments and perspectives through structured questions culminating in an extended piece of writing. (Criteria A, C and D)	36

MYP individuals and societies on-screen examinations are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in **individuals and societies**.

Sample questions (from history eAssessment)

- **Explain** one value or one limitation of source B for a student researching protests.
- **Compare and contrast** source C and source D in terms of their usefulness in studying protest movements.
- To what extent do you agree that gaining support from different groups in society is the most important factor in making sure a protest movement is successful?

About the IB: For over 45 years, the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and are able to contribute to creating a better, more peaceful world.

For further information on the IB Middle Years Programme, and a complete list of MYP subject briefs, visit: www.ibo.org/en/myp.

Complete subject guides can be accessed through the the IB store: <https://ibo.org/news/news-about-the-ib/the-ib-store-has-moved/>.

Language Acquisition

Language Acquisition--MYP III							
Unit Title	Key Concepts	Related Concepts	Global Contexts	Statement of Inquiry	Objectives	ATL Skills	Content
Visitamos al Doctor	Communication	Setting Point of View	<i>Personal and cultural expression</i>	<i>Communication within a specific cultural setting may determine effective communication between doctors and patients</i>	Obj. A-D	<i>Communication</i>	Develop oral skills to be able to convey symptoms and illness related to the human body. Identify how culture may influence the ability to communicate effectively due to vocabulary variations and nuances.
Le Corps et les Maladies.	Creativity	System	<i>Scientific and technical innovation</i>	<i>Creative systems provide different healing methods.</i>	Obj. A-D	<i>Thinking - Creative thinking skills: Generating novel ideas and considering new perspectives. Transfer skills: Utilizing skills and knowledge in multiple contexts</i>	Students will use transfer skills to understand the importance of the health care system throughout the world. They will also discuss the need for scientific advancement to cure diseases.



Homestead Middle School

IB MYP Unit



Teacher(s)		Subject group and discipline	Language Acquisition		
Unit title		MYP year		Unit duration (hrs)	

Inquiry: Establishing the purpose of the unit

Key concept (KC)	Related concept(s) (RC) Phases 1-2	Global context (GC) Not Required for Emergent
<input type="checkbox"/> Communication <input type="checkbox"/> Connections <input type="checkbox"/> Creativity <input type="checkbox"/> Culture	<input type="checkbox"/> Context <input type="checkbox"/> Conventions <input type="checkbox"/> Form <input type="checkbox"/> Meaning <input type="checkbox"/> Message <input type="checkbox"/> Patterns <input type="checkbox"/> Purpose <input type="checkbox"/> Message <input type="checkbox"/> Structure <input type="checkbox"/> Word Choice	Identities & relationships <input type="checkbox"/> Identity formation, self-esteem, status, roles & role models <input type="checkbox"/> Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life <input type="checkbox"/> Development, transitions, health and wellness; physical, psychological and social Orientation in space & time <input type="checkbox"/> Scale, duration, frequency, and variability <input type="checkbox"/> Peoples, boundaries, exchange, and interaction <input type="checkbox"/> Natural & human landscapes and resources Personal & cultural expression <input type="checkbox"/> Artistry, craft, creation, beauty – products, systems, & institutions <input type="checkbox"/> Social constructions of reality; philosophies & ways of life; belief systems; ritual and play Globalization & sustainability <input type="checkbox"/> Human impact on the environment <input type="checkbox"/> Commonality, diversity, & interconnection Fairness & development <input type="checkbox"/> Human capability & development <input type="checkbox"/> Rights, law, civic responsibility, & the public sphere Scientific and Technical Innovation <input type="checkbox"/> systems, models, methods; products, processes and solutions <input type="checkbox"/> mathematical puzzles, principles and discoveries <input type="checkbox"/> adaptation, ingenuity and progress

Statement of inquiry (1 KC+ 1-2 RC + 1GC) EX: *Persuasive texts use language intended to influence our behavior and decisions*

2021-2022

Homestead Middle School

IB MYP Unit

Inquiry questions		
<p>Factual—</p> <p>Conceptual—</p> <p>Debatable—</p>		
Objectives IB	Summative assessment <i>Please provide sufficient detail to explain how each strand of selected objective is addressed through the task</i>	
Use the IB Criteria to help you select the objectives that apply.		
<p>Check which criteria applies to this unit:</p> <p><i>Subject groups must address all strands of all four assessment criteria at least twice in each year of the MYP.</i></p> <p>Criterion A: Comprehending spoken and visual text</p> <p><input type="checkbox"/>listen for specific purposes and respond to show understanding</p> <p><input type="checkbox"/>interpret visual text that is presented with spoken text</p> <p><input type="checkbox"/>engage with the text by supporting opinion and personal response with evidence and examples from the text.</p> <p>Criterion B : Comprehending written and visual text</p> <p><input type="checkbox"/>read for specific purposes and respond to show understanding</p> <p><input type="checkbox"/>interpret visual text that is presented with written text</p> <p><input type="checkbox"/>engage with the text by supporting opinion and personal response with evidence and examples from the text.</p> <p>Criterion C: Communicating in response to spoken, written and visual text</p> <p><input type="checkbox"/>interact and communicate in various situations</p> <p><input type="checkbox"/>express thoughts, feelings, ideas, opinions and information in spoken and written form</p> <p><input type="checkbox"/>speak and write for specific purposes</p> <p>Criterion D: Using language in spoken and written form</p> <p><input type="checkbox"/>organize thoughts, feelings, ideas, opinions and information in spoken and written form</p> <p><input type="checkbox"/>develop accuracy when speaking and writing in the target language.</p>	<p>Outline of summative assessment task(s)</p> <p><i>(G.R.A.S.P)</i></p>	<p>Relationship between summative assessment task(s) and statement of inquiry: <i>(How does the summative assessment support the Statement of Inquiry)</i></p>

2021-2022

Homestead Middle School

IB MYP Unit

Approaches to learning (ATL)		
ATL Skill Category	MYP ATL Clusters	Description of Chosen ATL <i>Describe how the chosen ATL will help in deeper understanding of the contexts that are being explored</i>
<input type="checkbox"/> Communication	<input type="checkbox"/> Communication	
<input type="checkbox"/> Social	<input type="checkbox"/> Collaboration	
<input type="checkbox"/> Self-management	<input type="checkbox"/> Organization	
	<input type="checkbox"/> Affective	
	<input type="checkbox"/> Reflection	
<input type="checkbox"/> Research	<input type="checkbox"/> Information Literacy	
	<input type="checkbox"/> Media Literary	
<input type="checkbox"/> Thinking	<input type="checkbox"/> Critical Thinking	
	<input type="checkbox"/> Creative Thinking	
	<input type="checkbox"/> Transfer	

2021-2022

Homestead Middle School

IB MYP Unit

Action: Teaching and learning through inquiry

Learning process

Learning experiences and teaching strategies *Outline the different approaches to teaching and learning that will be used during the unit.*

Formative assessment *Clearly defining the opportunities that exist for students to receive explicit feedback throughout the course of each unit.*

Differentiation

☐ ELL _____

☐ Special Education _____

☐ Scaffolding _____

☒ Flexible grouping _____

☐ Flexible pacing _____

☐ Other _____

Content Standards *Describe the strands*

2021-2022

Homestead Middle School

IB MYP Unit

Learner Profile	
<input type="checkbox"/> Inquirers <input type="checkbox"/> Knowledgeable <input type="checkbox"/> Thinkers <input type="checkbox"/> Communicators <input type="checkbox"/> Principled	<input type="checkbox"/> Open-minded <input type="checkbox"/> Caring <input type="checkbox"/> Risk-Takers <input type="checkbox"/> Balanced <input type="checkbox"/> Reflective
Learner Profile Learning Experience	
<i>Describe how the chosen Learner Profile characteristics will help in deeper understanding of the contexts that are being explored</i>	
Resources	
<input type="checkbox"/> Technology: Promethean Board/ Tablets _____ <input type="checkbox"/> Textbooks _____ <input type="checkbox"/> Content Resources: Videos _____ <input type="checkbox"/> IB Resources LP; AtL; Global Contexts; Subject Guide _____	

Reflection & Connections: Considering the planning, process and impact of the inquiry

- *Write a paragraph detailing your experience prior, during, and after completing the unit.*

Prior to teaching the unit	During teaching	After teaching the unit
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2021-2022

Homestead Middle School

IB MYP Unit

<i>What attributes of the learner profile does this unit offer students the opportunity to develop?</i>	<i>What skills need more practice?</i>	<i>Was the task sufficiently complex enough to allow students to reach the highest levels of the criteria?</i>
<u>Service:</u> <i>What can students do in this unit to initiate service? Provide example</i> <input type="checkbox"/> Investigation _____ <input type="checkbox"/> Preparation _____ <input type="checkbox"/> Action _____ <input type="checkbox"/> Demonstration _____ <input type="checkbox"/> Reflection _____		<u>International Mindedness:</u> <i>How will this unit enable students to engage with issues of: (Provide details)</i> <input type="checkbox"/> Global importance:- <input type="checkbox"/> Cultural perspectives

2021-2022

International Baccalaureate Middle Years Programme Subject Brief

Language acquisition

From 2020

The IB Middle Years Programme (MYP) is designed for students aged 11 to 16. It provides a framework of learning that emphasizes intellectual challenges and encourages students to make connections between their studies and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people today.

Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. The MYP uses concepts and contexts as starting points for meaningful integration and the transfer of knowledge across eight subject groups.

The MYP focuses on “learning how to learn” through the systematic development of approaches to learning (ATL) skills for communication, collaboration, organization, self-management, reflection, research, information literacy, media literacy, creative thinking, critical thinking, and transfer of learning.

For students seeking a formal qualification at the end of the programme, the IB offers eAssessments that lead to MYP course results and the MYP certificate. Additionally, students who demonstrate additional proficiency in a second language or mother tongue can earn the MYP bilingual certificate. The MYP recognizes student achievement across a broad and balanced curriculum using a range of assessment strategies to establish grades that have been externally validated against a common, rigorous global standard. MYP eAssessments meet the General Conditions for Recognition established by England’s Office of Qualifications and Examinations Regulation and are recognized by other national education systems as preparation for further study at the senior secondary level.

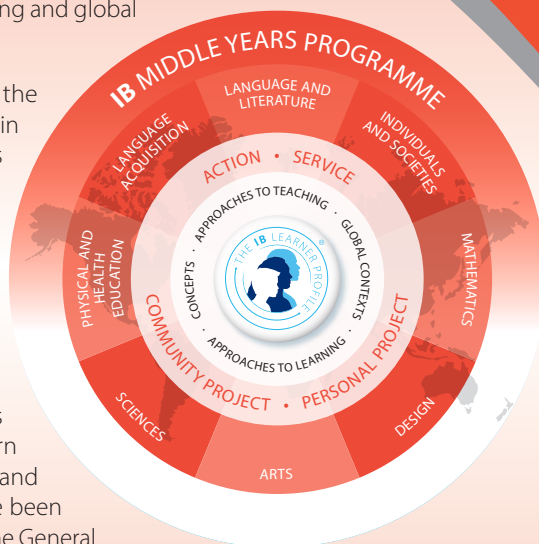
This IB MYP subject brief has for key components:

I. Course description and aims

II. Curriculum overview

III. Assessment criteria

IV. MYP eAssessment



I. Course description and aims

The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding, and it is central to the IB’s mission. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

Acquiring an additional language and exploring and reflecting on the cultural perspectives of our own and other communities:

- are central to developing critical thinking and international-mindedness
- provide an intellectual framework to support personal development, cultural identity and conceptual understanding
- greatly contribute to the holistic development of students and to the strengthening of lifelong learning skills
- equip students with the necessary multiliteracy skills and attitudes to communicate successfully in various global contexts.

The aims of MYP language acquisition are to encourage and enable students to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages

- develop the communication skills necessary for further language learning, and for study, work and leisure in a range of contexts
- develop multiliteracy skills through the use of a range of learning tools
- develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects
- understand the nature of language and the process of language learning
- gain insight into the cultural characteristics of the communities where the language is spoken
- gain an awareness and understanding of the perspectives of people from their own and other cultures
- develop curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

II. Curriculum overview

The MYP promotes **inquiry** in language acquisition by developing conceptual understanding within global contexts.

Key concepts such as **communication**, **connections**, **creativity** and **culture** broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP language acquisition include **word choice**, **conventions** and **idiom**.

Students explore key and related concepts through MYP **global contexts**.

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

The MYP curriculum framework offers schools the flexibility to determine engaging, relevant, challenging and significant content that meets local and national curriculum requirements. This inquiry-based curriculum explores factual, conceptual and debatable questions in the study of language acquisition.

MYP language acquisition is a compulsory component in every year of the MYP, except for bilingual students who pursue courses of study in multiple languages in the MYP language and literature subject group.

The MYP requires at least 50 hours of teaching time for each subject area in each year of the programme. For students participating in MYP eAssessment, the IB recommends 70 hours of guided learning each year in MYP years 4 and 5.

III. Assessment criteria

Each language acquisition objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Criterion A: Listening

Students interpret and construct meaning from spoken multimodal text to understand how images and other spatial aspects presented with oral text interplay to convey ideas, values and attitudes.

Criterion B: Reading

Students construct meaning and interpret written, spatial and visual aspects of texts to understand how these aspects presented with written text interplay to convey ideas, values and attitudes.

Criterion C: Speaking

Students develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, with the support of spoken, written and visual texts in the target language. Students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies and techniques with increasing skill and effectiveness.

Criterion D: Writing

Students recognize and use language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, and social and academic language. Students apply their understanding of language, form, mode, medium and literary concepts to express ideas, values and opinions in creative and meaningful way.

IV. MYP eAssessment

Students seeking MYP course results or the MYP certificate must demonstrate their achievement of the subject group's objectives by completing an end-of-course on-screen examination and an internally assessed IB moderated speaking examination. MYP language acquisition courses are formally assessed at one of three proficiency levels: emergent, capable or proficient.

MYP on-screen examinations are constructed as a series of tasks that sample, simulate or replicate internal assessment practices. The assessments follow an agreed structure that provides a clear framework for developing each examination. The distribution of marks within each eAssessment may vary by no more than three marks from those displayed in the blueprint.

These blueprints enable teachers and students to review the nature and purpose of MYP eAssessment. They provide an important resource for helping students to prepare for on-screen examinations, focusing attention on subject-group criteria and assessment strategies in each subject group.

The MYP language acquisition on-screen examination comprises receptive and productive summative assessment tasks. The internally assessed IB moderated speaking examination is an interactive summative assessment task.

In MYP language acquisition courses, on-screen examinations comprise of three tasks and may include any topics from the language acquisition list.

Objective	Assessment criteria	Mark
Listening to spoken multimodal texts	Criterion A	32
Reading written multimodal texts	Criterion B	32
Writing in response to multimodal texts	Criterion D	32

The individual speaking assessment task is marked by students' classroom teachers against published speaking examination marking criteria for MYP year 5. In each examination session, the IB moderates a sample of the interactive speaking examination from each school, adjusting grades as necessary to ensure the application of rigorous and reliable international standards.

Objective	Assessment criteria	Mark
Speaking in response to multimodal texts	Criterion C	32

MYP language acquisition examination tasks are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in **language acquisition** and **studies in language and literature**.

The MYP certificate requires a satisfactory level of achievement in language acquisition.

About the IB: For over 50 years, the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and are able to contribute to creating a better, more peaceful world.

For further information on the IB Diploma Programme, visit: www.ibo.org/en/myp.

Complete subject guides can be accessed through the programme resource centre or purchased through the IB store: store.ibo.org.

For more on how the MYP prepares students for success, visit: www.ibo.org/recognition or email: recognition@ibo.org.

Language and Literature

MYP I Unit Title	Key Concepts	Related Concepts	Global Contexts	Statement of Inquiry	Objectives	ATL Skills	Content
What Tales Tell	Perspective	Theme, intertextuality	Personal and cultural expression	New perspectives can be gained by analyzing the elements, intertextuality, and themes of belief systems from various cultures.	A-D	Self-Management Organization Affective Reflection	<p>Students must be able to define key concepts such as theme and intertextuality.</p> <p>Students must be able to demonstrate that they understand the theme of the story.</p> <p>Students must be able to complete a response that gathers information from multiple sources and includes multimedia components</p>
Exploring Animal Intelligence	Connections	Point of view Purpose Message	Identities and relationships	Author's purpose influences the readers understanding of the message of the text and the reader's interpretation of the author's point of view of the topic.	A-D	Thinking	<p>Student must be able to define key concepts such as point of view, purpose, and message.</p> <p>Student must demonstrate that they understand the author's (Dorothy Patent) point of view</p> <p>Students must be able to apply the author's point of view to another text</p>

MYP II Unit Title	Key Concepts	Related Concepts	Global Contexts	Statement of Inquiry	Objectives	ATL Skills	Content
Loss of Habitat versus Land Development	Connections	-Innovation -Perception -Significance	<i>Fairness and development</i>	Guided by a cause, one will find their purpose though human rights, personal civic responsibility, and making theoretical connections.	A-D	<i>Self-management (reflection)</i>	-Timelines -Oral presentation -Primary and secondary sources -Historical investigation The unit fits in the broader plans for teaching and learning because it discusses real world history, problems, and themes. Students can invent resolutions of their own, determine their own way of thinking about the issues, and discuss with diverse peers on the topics at hand.
MYP II Unit Title	Key Concepts	Related Concepts	Global Contexts	Statement of Inquiry	Objectives	ATL Skills	Content
Facing Adversity	Perspective	Context	Personal and Cultural Expression	Critical readers understand that context and authors' perspectives affect readers' interpretations of literary texts and the social constructs of reality.	A-D	Communication	Students touch upon their insights and experiences of their own or others in facing challenges in life and being able to overcome them. By being able to illustrate through an infographic their interpretation of how the characters dealt with obstacles and connect that to their own lives will enable them to think outside of themselves and provide a helpful guide for others.

MYP III Unit Title	Key Concepts	Related Concepts	Global Context	Statement of Inquiry	Objectives	ATL Skills	Content
Rap Hip Hop and Culture	Culture	Relationships -Power -Change	<i>Personal and cultural expression</i>	Rap music was a defining event in the 20th century. It was created by urban youth in New York city. The music started as a creative outlet to express themselves with the use of words and rhyme that was put to a beat using records and turntables. Over time the themes changed	A-D	<i>Communication skills</i>	Historical Investigation -Primary and Secondary Sources -World War II -Citizenship The student will be able to analyze the key elements of a drama, including its structure, characters, dialogue, and events.
Rites of Passage	Creativity	Self Expression	Identities and Relationships	Self-expression through creative means will aid in the development of identity and self-esteem through reflection.	A-D	Thinking – Creative Thinking	Through creative writing (a letter to self in this scenario) students will be able to express themselves and be able to properly reflect on a key period of their lives that they were greatly impacted by. By allowing them to reflect and analyze their past, they will be able to see it from an outsider's perspective and be able to offer consolation, reassurance, positive words, etc. as needed to help them see their ability to see events outside of a perfunctory capacity.



Teacher(s)		Subject group and discipline	Language & Literature		
Unit title		MYP year I		Unit duration (hrs)	

Inquiry: Establishing the purpose of the unit

Key concept (KC)	Related concept(s) (RC)	Global context (GC)
<input type="checkbox"/> Communication <input type="checkbox"/> Connections <input type="checkbox"/> Creativity <input type="checkbox"/> Perspectives	<input type="checkbox"/> Audience <input type="checkbox"/> Character <input type="checkbox"/> Context <input type="checkbox"/> Genres <input type="checkbox"/> Intertextuality <input type="checkbox"/> Point of View <input type="checkbox"/> Purpose <input type="checkbox"/> Self-expression <input type="checkbox"/> Setting <input type="checkbox"/> Structure <input type="checkbox"/> Style <input type="checkbox"/> Theme	Identities & relationships <input type="checkbox"/> Identity formation, self-esteem, status, roles & role models <input type="checkbox"/> Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life <input type="checkbox"/> Development, transitions, health and wellness; physical, psychological and social Orientation in space & time <input type="checkbox"/> Scale, duration, frequency, and variability <input type="checkbox"/> Peoples, boundaries, exchange, and interaction <input type="checkbox"/> Natural & human landscapes and resources Personal & cultural expression <input type="checkbox"/> Artistry, craft, creation, beauty – products, systems, & institutions <input type="checkbox"/> Social constructions of reality; philosophies & ways of life; belief systems; ritual and play Globalization & sustainability <input type="checkbox"/> Human impact on the environment <input type="checkbox"/> Commonality, diversity, & interconnection Fairness & development <input type="checkbox"/> Human capability & development <input type="checkbox"/> Rights, law, civic responsibility, & the public sphere Scientific and Technical Innovation <input type="checkbox"/> systems, models, methods; products, processes and solutions <input type="checkbox"/> mathematical puzzles, principles and discoveries <input type="checkbox"/> adaptation, ingenuity and progress

Statement of inquiry (1 KC+ 1-2 RC + 1GC) EX: *Persuasive texts use language intended to influence our behavior and decisions*

--

Factual—

Conceptual—

Debatable—

Use the IB Criteria to help you select the objectives that apply.

Check which criteria applies to this unit:

Subject groups must address *all strands* of *all four assessment criteria* at least twice in each year of the MYP.

- ☐ analyse the effects and purposes of the content, context, language, structure, technique and style of texts created by others
- ☐ analyse the effects of the creator's choices on an audience
- ☐ justify opinions and ideas, using appropriate examples, thorough explanation and accurate terminology
- ☐ compare and contrast works
- ☐ connect literary and non-literary features across and within genres or texts

- ☐ employ organizational structures that serve the context and intention organize opinions and ideas in a sustained, coherent and logical manner with ideas building on each other
- ☐ use language-specific conventions to show the reason for the order of their ideas acknowledge sources according to a recognized convention
- ☐ use a presentation style suitable to the context and intention

- ☐ create works that demonstrate insight, imagination and sensitivity make choices that serve the content, context and intention, and which are designed to have an impact on an audience
- ☐ select relevant details and examples to justify ideas
- ☐ employ a range of literary techniques
- ☐ explore and reflect critically on new perspectives and ideas arising from personal engagement with the creative process.

- ☐ use accurate and varied vocabulary, sentence structures and forms of expression
- ☐ use an appropriate register and style that serves the context and intention use correct grammar, syntax and punctuation
- ☐ use correct spelling or writing and pronunciation

Outline of summative assessment task(s)	Relationship between summative
---	--------------------------------

(G.R.A.S.P)

Relationship between summative assessment task(s) and statement of inquiry: *(How does the summative assessment support the Statement of Inquiry)*

<input type="checkbox"/> use appropriate non-verbal communication techniques in oral, presentation or visual work.		
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Approaches to learning (ATL)		
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ATL Skill Category	MYP ATL Clusters	Learning Experience <i>Describe how the chosen ATL will help in deeper understanding of the contexts that are being explored</i>
<input type="checkbox"/> Communication	<input type="checkbox"/> Communication	
<input type="checkbox"/> Social	<input type="checkbox"/> Collaboration	
<input type="checkbox"/> Self-management	<input type="checkbox"/> Organization	
	<input type="checkbox"/> Affective	
	<input type="checkbox"/> Reflection	

<input type="checkbox"/> Research	<input type="checkbox"/> Information Literacy	
	<input type="checkbox"/> Media Literacy	
<input type="checkbox"/> Thinking	<input type="checkbox"/> Critical Thinking	
	<input type="checkbox"/> Creative Thinking	
	<input type="checkbox"/> Transfer	

Action: Teaching and learning through inquiry

Learning process
<u>Learning experiences and teaching strategies</u> <i>Outline the different approaches to teaching and learning that will be used during the unit.</i>

Formative assessment *Clearly defining the opportunities that exist for students to receive explicit feedback throughout the course of each unit*

Differentiation

- ☐ ELL _____
- ☐ Special Education _____
- ☐ Scaffolding _____
- ☐ Flexible grouping _____
- ☐ Flexible pacing _____
- ☐ Other _____
-

Content Standards *Describe the strands*

Learner Profile

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> Inquirers | <input type="checkbox"/> Open-minded |
| <input type="checkbox"/> Knowledgeable | <input type="checkbox"/> Caring |
| <input type="checkbox"/> Thinkers | <input type="checkbox"/> Risk-Takers |
| <input type="checkbox"/> Communicators | <input type="checkbox"/> Balanced |
| <input type="checkbox"/> Principled | <input type="checkbox"/> Reflective |

Learner Profile Learning Experience

Describe how the chosen Learner Profile characteristics will help in deeper understanding of the contexts that are being explored

Resources
<input type="checkbox"/> Technology _____ <input type="checkbox"/> Textbooks _____ <input type="checkbox"/> Content Resources _____ <input type="checkbox"/> IB Resources _____

Reflection & Connections: Considering the planning, process and impact of the inquiry

- *Write a paragraph detailing your experience prior, during, and after completing the unit.*

Prior to teaching the unit	During teaching	After teaching the unit
----------------------------	-----------------	-------------------------

<p><i>Are there any possible opportunities for meaningful service learning?</i></p>	<p><i>What can we adjust or change?</i></p>	<p><i>Was the task sufficiently complex enough to allow students to reach the highest levels of the criteria?</i></p>
<p><u>Service:</u> <i>What can students do in this unit to initiate service? Provide example</i></p> <p><input type="checkbox"/> Investigation _____</p> <p><input type="checkbox"/> Preparation _____</p> <p><input type="checkbox"/> Action _____</p> <p><input type="checkbox"/> Demonstration _____</p> <p><input type="checkbox"/> Reflection _____</p>	<p><u>International Mindedness:</u> <i>How will this unit enable students to engage with issues of: (Provide details)</i></p> <p><input type="checkbox"/> Global importance _____</p> <p><input type="checkbox"/> Cultural perspectives _____</p>	

International Baccalaureate Middle Years Programme Subject Brief

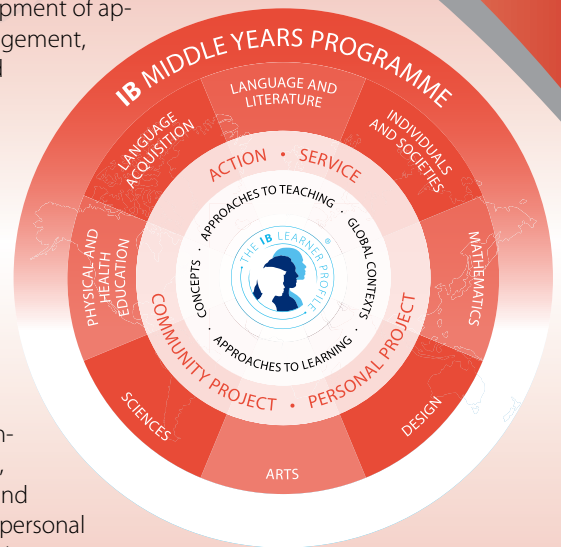
Language and literature

From 2014

The IB Middle Years Programme (MYP) is designed for students aged 11 to 16. It provides a framework of learning that emphasizes intellectual challenge and encourages connections between studies in traditional subjects and the real world. The MYP focuses on “learning how to learn” through the systematic development of approaches to learning (ATL) skills for communication, collaboration, organization, self-management, reflection, research, informational literacy, media literacy, creative and critical thinking, and transfer of learning. It also fosters intercultural understanding and global engagement—essential qualities for young people today.

Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. The MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across eight subject groups.

For students seeking a formal qualification at the end of the programme’s Year 5, the IB offers eAssessments that lead to the IB MYP certificate or course results for individual subject areas. To earn the MYP certificate, students must complete 2 hour on-screen examinations in each of the following: language and literature, individuals and society, sciences, mathematics and interdisciplinary learning; submit an ePortfolio in language acquisition and one of the following: design, arts or physical and health education; complete a moderated personal project; and complete school-based expectations for service as action (community service).



I. Course description and aims

II. Curriculum overview

III. Assessment criteria

IV. MYP eAssessment

I. Course description and aims

Language is fundamental to learning, thinking and communicating, as well as providing an intellectual framework to support conceptual development. It plays a central role in developing critical thinking, cultivating international-mindedness, exploring and sustaining personal development and cultural identity, and responsibly participating in local, national and global communities.

MYP language and literature courses equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains—listening, speaking, reading, writing, viewing and presenting—both independently and with others.

MYP language and literature courses include a balanced study of genres and literary texts, including a world literature component. Students’ interactions with texts generate moral, social, economic, political, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning.

The aims of MYP language and literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts

- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

II. Curriculum overview

The MYP promotes sustained **inquiry** in language and literature by developing **conceptual understanding** in **global contexts**.

Key concepts such as *communication, connections, creativity* and *perspective* broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP language and literature include *genre, purpose, context* and *style*.

Students explore key and related concepts through MYP **global contexts**.

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

The MYP curriculum framework offers schools flexibility to determine engaging, relevant, challenging and significant content that meets local and national curriculum requirements. This inquiry-based curriculum explores factual, conceptual and debatable questions in the study of language and literature.

The MYP requires at least 50 hours of teaching time for each subject area in each year of the programme. For students participating in MYP eAssessment, the IB recommends 70 hours of guided learning each year in MYP years 4 and 5.

III. Assessment criteria

Each language and literature objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students’ work.

Criterion A: Analysing

Students demonstrate an understanding of the creator’s choices, the relationship between the various components of a text and between texts, and make inferences about audience responses and creators’ purposes. Students use the text to support their own responses and reflect on different perspectives and interpretations.

Criterion B: Organizing

Students understand and organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students recognize the importance of maintaining academic honesty, respecting intellectual property rights and referencing all sources accurately.

Criterion C: Producing text

Students produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. Students make choices aimed at producing texts that affect both the creator and the audience.

Criterion D: Using language

Students develop, organize and express themselves and communicate thoughts, ideas and information. They use accurate and varied language that is appropriate to the context and intention.

IV. MYP eAssessment

Students seeking IB MYP course results or the IB MYP Certificate must demonstrate their achievement of the subject group’s objectives by completing an end-of-course on-screen examination.

Ideas and issues explored in MYP language and literature include:

- identity, heritage, culture, diversity
- communities, globalization, migration, displacement
- social history, civilizations, journeys
- media and mass communication
- childhood, adolescence, youth, rebellion, innocence and experience, human sexuality
- families, friendships, relationships

- systems, power and protest, justice, peace and conflict, freedom and independence
- health and well-being, environment, lifestyle
- social roles, norms and expectations, gender, inclusion, minorities, class
- utopias, dystopias, survival
- religion, faith, values, ritual, spirituality, taboos
- allegiance, betrayal, revenge, atonement, forgiveness.

Examination blueprints define the structure of tasks that simulate, replicate and sample formative internal assessments. In MYP language and literature courses, on-screen examinations comprise two tasks.

Task	Assessment criteria	Marks
Analysis	Assesses students’ ability to analyse, compare and contrast two text extracts giving opinions and justifications, organize their work in a coherent and logical manner, and produce language demonstrating a high degree of linguistic and grammatical accuracy (criteria A, B and D).	30
Creative writing	Assesses students’ ability to organize their work in a coherent and logical manner (criterion B), produce text that demonstrates engagement with the creative process and an awareness of impact on audience, and produce language demonstrating a high degree of linguistic and grammatical accuracy (criteria C and D).	50

MYP language and literature on-screen examinations are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in **studies in language and literature**.

Sample question (creative writing)

Students are presented with a visual image and write a response of 400–600 words using one of the following three prompts.

- **Write down** an internal monologue expressing the thoughts and feelings of a narrator involved in this scene.
- **Narrate** the events that follow on from the moment shown in the image.
- Imagine you are the person in this image. **Describe** what you can see.

About the IB: For over 45 years, the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and are able to contribute to creating a better, more peaceful world.

Mathematics

MYP I Unit Title	Key Concepts	Related Concepts	Global Contexts	Statement of Inquiry	Objectives	ATL Skills	Content
Expressions & Equations	Relationships	Equivalence Simplification	Identities & Relationships - Value	Equivalence of a value can be justified in a relationship	A-D See unit planners for specific objective breakdown by criteria	<i>Communication (Inquiry) Collaboration</i>	Inquiry Lab: Structure of Expressions Powers & Exponents Numerical Expressions Algebra: Variables & expression Inquiry Lab: Write Expressions Algebra: Write Expressions Algebra: Properties Inquiry Lab: Distributive Property The Distributive Property Inquiry Lab: Equivalent Expressions Equivalent Expressions
The Number System	Logic	Model Measurement	<i>Orientation in space and time</i>	<i>Measurement can be logically modeled in orientation & space</i>	A-D See unit planners for specific objective breakdown by criteria	<i>Information literacy Reflect</i>	Inquiry Lab: Integers Integers & Graphing Compare & Order Integers Inquiry Lab: Number Lines Compare & Order Rational Numbers The Coordinate Plane Graph on the Coordinate Plane Inquiry Lab: Find Distance on the Coordinate Plane

MYP II Unit Title	Key Concepts	Related Concepts	Global Contexts	Statement of Inquiry	Objectives	ATL Skills	Content
Modeling in 3-D Space	Form	Measurement Model	<i>Scientific and Technical Innovation</i>	<i>3-D models give designers a chance to model and calculate real world effects on a smaller scale form.</i>	A-D See unit planners for specific objective breakdown by criteria	<i>Communication Self- Management Thinking</i>	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
Reasoning Algebraically	Relationships	Model Representation	<i>Fairness and development</i>	<i>Decision-making can be improved by using models to represent relationships</i>	A-D See unit planners for specific objective breakdown by criteria	Media Literacy	Evaluate Algebraic Expressions Use Operations to Solve Equations Use Multiple Representations to Solve Problems

MYP III Unit Title	Key Concepts	Related Concepts	Global Contexts	Statement of Inquiry	Objectives	ATL Skills	Content
Expression & Equations	Logic	Justification Patterns	<i>Personal and cultural expression</i>	<i>Using logic to identify patterns helps to justify expression amongst individuals and cultural groups.</i>	A-D See unit planners for specific objective breakdown by criteria	<i>Communication Collaboration</i>	Creating & Solving expressions equations and inequalities
Functions	Relationships	Representation Model	<i>Scientific and technical innovation</i>	<i>Expressing Relationships through modeling and multiple representation helps us to understand the world</i>	A-D See unit planners for specific objective breakdown by criteria	<i>Critical Thinking</i>	Functions



Homestead Middle School

IB MYP Unit



Teacher(s)		Subject group and discipline	Mathematics		
Unit title		MYP year		Unit duration (hrs)	

Inquiry: Establishing the purpose of the unit

Key concept (KC)	Related concept(s) (RC)	Global context (GC)
<input type="checkbox"/> Form <input type="checkbox"/> Relationships <input type="checkbox"/> Logic	<input type="checkbox"/> Change <input type="checkbox"/> Equivalence <input type="checkbox"/> Generalization <input type="checkbox"/> Justification <input type="checkbox"/> Measurement <input type="checkbox"/> Model <input type="checkbox"/> Pattern <input type="checkbox"/> Quantity <input type="checkbox"/> Representation <input type="checkbox"/> Simplification <input type="checkbox"/> Space <input type="checkbox"/> System	Identities & relationships <input type="checkbox"/> Identity formation, self-esteem, status, roles & role models <input type="checkbox"/> Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life <input type="checkbox"/> Development, transitions, health and wellness; physical, psychological and social Orientation in space & time <input type="checkbox"/> Scale, duration, frequency, and variability <input type="checkbox"/> Peoples, boundaries, exchange, and interaction <input type="checkbox"/> Natural & human landscapes and resources Personal & cultural expression <input type="checkbox"/> Artistry, craft, creation, beauty – products, systems, & institutions <input type="checkbox"/> Social constructions of reality; philosophies & ways of life; belief systems; ritual and play Globalization & sustainability <input type="checkbox"/> Human impact on the environment <input type="checkbox"/> Commonality, diversity, & interconnection Fairness & development <input type="checkbox"/> Human capability & development <input type="checkbox"/> Rights, law, civic responsibility, & the public sphere Scientific and Technical Innovation <input type="checkbox"/> systems, models, methods; products, processes and solutions <input type="checkbox"/> mathematical puzzles, principles and discoveries <input type="checkbox"/> adaptation, ingenuity and progress

Statement of inquiry (1 KC+ 2 RC + 1GC) EX: *Logic is a powerful tool for justifying what we discover through measurement and observation.*

Inquiry questions

2021-2022

Homestead Middle School

IB MYP Unit

Factual—

Conceptual—

Debatable—

Objectives IB

Use the IB Criteria to help you select the objectives that apply.

Check which criteria applies to this unit:

Subject groups must address all strands of all four assessment criteria at least twice in each year of the MYP.

Criterion A: Knowing and understanding

- ☐ demonstrate knowledge and understanding of the four branches of mathematics (number, algebra, geometry and trigonometry, statistics and probability)
- ☐ select appropriate mathematics when solving problems
- ☐ apply the selected mathematics successfully when solving problems
- ☐ solve problems correctly in both familiar and unfamiliar situations in a variety of contexts.

Criterion B : Investigating

- ☐ select and apply mathematical problem-solving techniques to discover complex patterns
- ☐ describe patterns as general rules consistent with findings
- ☐ prove, or test and justify, general rules.

Criterion C: Communicating

- ☐ use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- ☐ select appropriate forms of mathematical representation to present information
- ☐ move between different forms of mathematical representation
- ☐ communicate complete, coherent and concise mathematical lines of reasoning
- ☐ organize information using a logical structure.

Criterion D: Applying Mathematics

- ☐ identify relevant elements of authentic real-life problems
- ☐ select appropriate mathematics when solving authentic real-life problems
- ☐ apply the selected mathematics successfully to reach a solution
- ☐ justify the degree of accuracy of a solution
- ☐ justify whether a solution makes sense in real life

Summative assessment

Please provide sufficient detail to explain how each strand of selected objective is addressed through the task

Outline of summative assessment task(s)
(G.R.A.S.P) Goal, Role, Audience, Situation, Product

Relationship between summative assessment task(s) and statement of inquiry:
(How does the summative assessment support the Statement of Inquiry)

2021-2022

Homestead Middle School

IB MYP Unit

Approaches to learning (ATL)		
ATL Skill Category	MYP ATL Clusters	Learning Experience <i>Describe how the chosen ATL will help in deeper understanding of the contexts that are being explored</i>
<input type="checkbox"/> Communication	<input type="checkbox"/> Communication	
<input type="checkbox"/> Social	<input type="checkbox"/> Collaboration	
<input type="checkbox"/> Self-management	<input type="checkbox"/> Organization	
	<input type="checkbox"/> Affective	
	<input type="checkbox"/> Reflection	
<input type="checkbox"/> Research	<input type="checkbox"/> Information Literacy	
	<input type="checkbox"/> Media Literacy	
<input type="checkbox"/> Thinking	<input type="checkbox"/> Critical Thinking	
	<input type="checkbox"/> Creative Thinking	
	<input type="checkbox"/> Transfer	

2021-2022

Homestead Middle School

IB MYP Unit

Action: Teaching and learning through inquiry

Learning process

Learning experiences and teaching strategies *Outline the different approaches to teaching and learning that will be used during the unit.*

Formative assessment *Clearly defining the opportunities that exist for students to receive explicit feedback throughout the course of each unit.*

Differentiation

☐ ELL _____

☐ Special Education _____

☐ Scaffolding _____

☐ Flexible grouping _____

☐ Flexible pacing _____

☐ Other _____

Content Standards *Describe the strands*

2021-2022

Homestead Middle School

IB MYP Unit

Learner Profile

- ☐ Inquirers
- ☐ Knowledgeable
- ☐ Thinkers
- ☐ Communicators
- ☐ Principled

- ☐ Open-minded
- ☐ Caring
- ☐ Risk-Takers
- ☐ Balanced
- ☐ Reflective

Learner Profile Learning Experience

Describe how the chosen Learner Profile characteristics will help in deeper understanding of the contexts that are being explored

Resources

- ☐ Technology _____
- ☐ Textbooks _____
- ☐ Content Resources _____
- ☐ IB Resources _____

2021-2022

Homestead Middle School

IB MYP Unit

Reflection & Connections: Considering the planning, process and impact of the inquiry

- *Write a paragraph detailing your experience prior, during, and after completing the unit.*

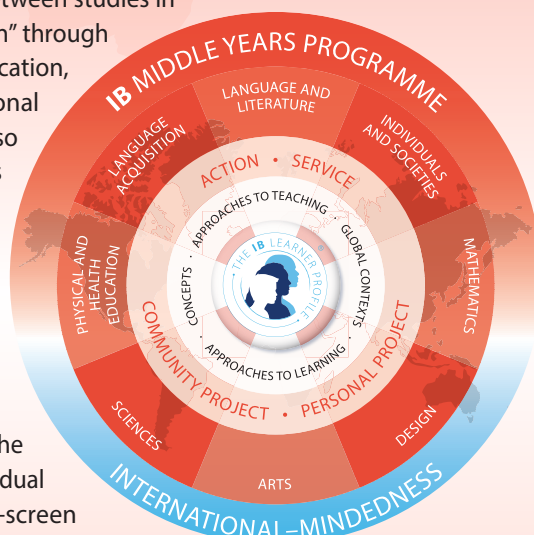
Prior to teaching the unit	During teaching	After teaching the unit
<i>Are there any possible opportunities for meaningful service learning?</i>	<i>What can we adjust or change?</i>	<i>What will you do differently next time?</i>
<u>Service:</u> <i>What can students do in this unit to initiate service? Provide example</i> <input type="checkbox"/> Investigation _____ <input type="checkbox"/> Preparation _____ <input type="checkbox"/> Action _____ <input type="checkbox"/> Demonstration _____ <input type="checkbox"/> Reflection _____		<u>International mindedness:</u> <i>How will this unit enable students to engage with issues of: (Provide details)</i> <input type="checkbox"/> Global importance _____ <input type="checkbox"/> Cultural perspectives _____

2021-2022

The IB Middle Years Programme (MYP) is designed for students aged 11 to 16. It provides a framework of learning that emphasizes intellectual challenge and encourages connections between studies in traditional subjects and the real world. The MYP focuses on “learning how to learn” through the systematic development of approaches to learning (ATL) skills for communication, collaboration, organization, self-management, reflection, research, informational literacy, media literacy, creative and critical thinking, and transfer of learning. It also fosters intercultural understanding and global engagement —essential qualities for young people today.

Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. The MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across eight subject groups.

For students seeking a formal qualification at the end of the programme’s Year 5, the IB offers eAssessments that lead to the IB MYP certificate or course results for individual subject areas. To earn the MYP certificate, students must complete 2 hour on-screen examinations in each of the following: language and literature, individuals and society, sciences, mathematics and interdisciplinary learning; submit an ePortfolio in language acquisition and one of the following: design, arts or physical and health education; complete a moderated personal project; and complete school-based expectations for service as action (community service)



I. Course description and aims

The framework for MYP mathematics outlines four branches of mathematical study.

1. Numerical and abstract reasoning
2. Thinking with models
3. Spatial reasoning
4. Reasoning with data

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. The MYP mathematics and extended mathematics courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school.

Mathematics in the MYP is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students should see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations.

The aims of MYP mathematics courses are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other; the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics; the international dimension in mathematics; and the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

II. Curriculum model overview

For MYP mathematics, schools can develop courses at two level of challenge: **standard** and **extended**.

Standard mathematics aims to provide a sound knowledge of basic mathematical principles. **Extended mathematics** supplements the standard curriculum with additional topics and skills, providing greater breadth and depth of study.

The MYP promotes sustained **inquiry** in mathematics by developing **conceptual understanding** within **global contexts**.

Key concepts such as *form*, *logic* and *relationships* broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP mathematics include equivalence, approximation, quantity and validity.

Students explore key and related concepts through MYP **global contexts**.

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

The MYP curriculum framework offers schools flexibility to determine engaging, relevant, challenging and significant content that meets local and national curriculum requirements. This inquiry-based curriculum explores factual, conceptual and debatable questions in the study of mathematics.

The MYP requires at least 50 hours of teaching time for each subject area in each year of the programme. For students participating in MYP eAssessment, the IB recommends 70 hours of guided learning each year in MYP years 4 and 5.

III. Assessment criteria

Each mathematics objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Criterion A: Knowing and understanding

Students select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts, demonstrating knowledge and understanding of the framework's branches (number, algebra, geometry and trigonometry, statistics and probability).

Criterion B: Investigating patterns

Students work through investigations to become risk-takers, inquirers and critical thinkers.

Criterion C: Communicating

Students use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

Criterion D: Applying mathematics in real-life contexts

Students transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

IV. MYP eAssessment

Students seeking IB MYP course results or the IB MYP Certificate must demonstrate their achievement of the subject group's objectives by completing an end-of-course on-screen examination. On-screen examinations are formal external examinations, and are available in **mathematics** and **extended mathematics**.

On-screen examinations address all four branches of mathematical study and may include any topics or skills in the MYP mathematics framework.

Examination blueprints define the structure of tasks that simulate, replicate and sample formative internal assessments. In MYP mathematics courses, on-screen examinations comprise three tasks.

Task	Assessment criteria	Mark
Knowing and understanding	Assesses knowledge and understanding of mathematics and communication of the approaches/ method used (criteria A and C).	31–35*
Investigating patterns	Assesses investigative skills in mathematics and the interpretation of findings using appropriate communication techniques (criteria B and C).	31–35*
Applying mathematics in real-life contexts	Assesses ability to apply mathematics in a real-life, likely global, context. Students may be required to produce pieces of extended writing to evaluate and justify the validity of mathematics models (criteria C and D).	31–35*

*Note that criterion C is assessed equally across all tasks to a mark total of 25 marks

MYP mathematics on-screen examinations are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in **mathematics**.

V. Sample question

From a video recording, a researcher notes how many cars pass through a junction in Mexico City over a period of minutes, creating a data table that is also visualized as a graph.

The data is modelled by the equation $y = -0.05x^2 + x + 6$

where y represents the number of cars and x represents the period of time in minutes.

- **Calculate** the number of cars passing through the junction during [an indicated period].
- **Comment** on the validity of the answer(s) to your calculations.

Use the equation **solved** for x to find the time when there are no cars passing the junction [extended mathematics assessment only].

About the IB: For over 50 years, the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and are able to contribute to creating a better, more peaceful world.

For further information on the IB Diploma Programme, visit: <https://ibo.org/en/dp>.

Complete subject guides can be accessed through the programme resource centre or purchased through the IB store: <https://store.ibo.org>.

Physical Education and Health

Physical Education-MYP I

Unit Title	Key Concepts	Related Concepts	Global Contexts	Statement of Inquiry	Objectives	ATL Skills	Content
Are You Ready?	Relationships	Function and Systems	<i>Scientific and Technical Innovations</i>	<i>"Consequences and responsibilities can be affected by the relationship between function and systems."</i>	A-D	<i>Communication Skills</i>	<p>describe physical health education factual, procedural, and conceptual knowledge.</p> <ul style="list-style-type: none"> • apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations. • apply physical and health terminology effectively to communicate understanding.
Fitness Appreciation	Communication	Balance, movement, perspectives	<i>Identities and relationships</i>	"Fitness can be an ongoing process in the life of a person. "	A-D	<i>Communication Skills</i>	<p>Help to learn the skills and techniques necessary to play team sports.</p> <p>Help acquire skills that are transferable to other learning situations.</p> <p>Learning how to solve problems while working in teams, collaboration, and group work.</p> <p>Setting realistic short- and long-term goals.</p> <p>Evaluating one's own and others' achievements.</p>

Physical Education-MYP II

Unit Title	Key Concepts	Related Concepts	Global Contexts	Statement of Inquiry	Objectives	ATL Skills	Content
Play It Again	Development	Perspective Refinement	<i>Identities and Relationships</i>	Sports can develop and refine our perspectives on the purpose and application of rules while giving us opportunities to improve our health outcomes for ourselves and our community.	A-D	<i>Social Self Management Thinking</i>	Students demonstrate their knowledge of sports rules and procedures by designing their own. Students transfer their knowledge to the unfamiliar context of developing their own activity. Students are developing a plan which they must justify to improve public health outcomes (e.g.: better engagement in fitness activity).
Are You Ready? (review)	Relationships	Adaptation	<i>Fairness and development</i>	<i>"Fairness in sports develop relationship and adaptation among players"</i>	A-D	<i>Communication Skills</i>	<p>describe physical health education factual, procedural, and conceptual knowledge.</p> <ul style="list-style-type: none"> • apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations. • apply physical and health terminology effectively to communicate understanding.

Physical Education-MYP III

Unit Title	Key Concepts	Related Concepts	Global Contexts	Statement of Inquiry	Objectives	ATL Skills	Content
Sports Appreciation (review)	Communication	Energy	<i>Personal and cultural expression</i>	"Fitness can be an expression of one's culture and energy"	A-D	<i>Communication Skills</i>	<p>Help to learn the skills and techniques necessary to play team sports.</p> <p>Help acquire skills that are transferable to other learning situations.</p> <p>Learning how to solve problems while working in teams, collaboration, and group work.</p> <p>Setting realistic short- and long-term goals.</p> <p>Evaluating one's own and others' achievements.</p>
Flag Football Frenzy	Change	Movement	<i>Scientific and technical innovation</i>	"For a team to move effectively, all team members must learn to adapt to change and master sport technical innovation."	A-D	<i>Collaboration skills, Organization skills</i>	<p>Students will learn the skills of planning out and researching certain flag football strategies such as throwing, catching, and running with a football. They will discuss coping skills. These will enable students to be able to respond to the statement of inquiry.</p>



Homestead Middle School

IB MYP Unit



Teacher(s)		Subject group and discipline	Physical and Health Education		
Unit title		MYP year		Unit duration (hrs)	

Inquiry: Establishing the purpose of the unit

Key concept (KC)	Related concept(s) (RC)	Global context (GC)
<input type="checkbox"/> Communication <input type="checkbox"/> Change <input type="checkbox"/> Development <input type="checkbox"/> Relationships	<input type="checkbox"/> Adaptation <input type="checkbox"/> Balance <input type="checkbox"/> Choice <input type="checkbox"/> Energy <input type="checkbox"/> Environment <input type="checkbox"/> Function <input type="checkbox"/> Interaction <input type="checkbox"/> Movement <input type="checkbox"/> Perspective <input type="checkbox"/> Refinement <input type="checkbox"/> Space <input type="checkbox"/> Systems	Identities & relationships <input type="checkbox"/> Identity formation, self-esteem, status, roles & role models <input type="checkbox"/> Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life <input type="checkbox"/> Development, transitions, health and wellness; physical, psychological and social Orientation in space & time <input type="checkbox"/> Scale, duration, frequency, and variability <input type="checkbox"/> Peoples, boundaries, exchange, and interaction <input type="checkbox"/> Natural & human landscapes and resources Personal & cultural expression <input type="checkbox"/> Artistry, craft, creation, beauty – products, systems, & institutions <input type="checkbox"/> Social constructions of reality; philosophies & ways of life; belief systems; ritual and play Globalization & sustainability <input type="checkbox"/> Human impact on the environment <input type="checkbox"/> Commonality, diversity, & interconnection Fairness & development <input type="checkbox"/> Human capability & development <input type="checkbox"/> Rights, law, civic responsibility, & the public sphere Scientific and Technical Innovation <input type="checkbox"/> systems, models, methods; products, processes and solutions <input type="checkbox"/> mathematical puzzles, principles and discoveries <input type="checkbox"/> adaptation, ingenuity and progress

Statement of inquiry (1 KC+ 1-2 RC + 1GC) EX: *Persuasive texts use language intended to influence our behavior and decisions*

2021-2022

Homestead Middle School

IB MYP Unit

Inquiry questions		
<p>Factual—</p> <p>Conceptual—</p> <p>Debatable—</p>		
Objectives IB	Summative assessment <i>Please provide sufficient detail to explain how each strand of selected objective is addressed through the task</i>	
Use the IB Criteria to help you select the objectives that apply.		
<p>Check which criteria applies to this unit:</p> <p><i>Subject groups must address <u>all strands of all four assessment criteria</u> at least twice in each year of the MYP.</i></p> <p>Objective A: Knowing and Understanding <i>Students develop knowledge and understanding about health and physical activity in order to identify and solve problems</i></p> <p><input type="checkbox"/> explain physical and health education factual, procedural and conceptual knowledge</p> <p><input type="checkbox"/> apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations</p> <p><input type="checkbox"/> apply physical and health terminology effectively to communicate understanding</p> <p>Objective B: Planning for performance <i>Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.</i></p> <p><input type="checkbox"/> develop goals to enhance performance</p> <p><input type="checkbox"/> design, explain and justify a plan to improve physical performance and health.</p> <p>Objective C: Applying and Performing <i>Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities</i></p> <p><input type="checkbox"/> demonstrate and apply a range of skills and techniques effectively</p> <p><input type="checkbox"/> demonstrate and apply a range of strategies and movement concepts effectively</p> <p><input type="checkbox"/> analyse and apply information to perform effectively.</p> <p>Objective D: Reflecting and Improving Performance <i>Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others</i></p> <p><input type="checkbox"/> explain and demonstrate strategies to enhance interpersonal skills</p> <p><input type="checkbox"/> analyse and evaluate the effectiveness of a plan based on the outcome</p> <p><input type="checkbox"/> analyse and evaluate performance</p>	Outline of summative assessment task(s) (G.R.A.S.P)	Relationship between summative assessment task(s) and statement of inquiry: <i>(How does the summative assessment support the Statement of Inquiry)</i>

2021-2022

Homestead Middle School

IB MYP Unit

Approaches to learning (ATL)		
ATL Skill Category	MYP ATL Clusters	Learning Experience <i>Describe how the chosen ATL will help in deeper understanding of the contexts that are being explored</i>
<input type="checkbox"/> Communication	<input type="checkbox"/> Communication	
<input type="checkbox"/> Social	<input type="checkbox"/> Collaboration	
<input type="checkbox"/> Self-management	<input type="checkbox"/> Organization	
	<input type="checkbox"/> Affective	
	<input type="checkbox"/> Reflection	
<input type="checkbox"/> Research	<input type="checkbox"/> Information Literacy	
	<input type="checkbox"/> Media Literacy	
<input type="checkbox"/> Thinking	<input type="checkbox"/> Critical Thinking	
	<input type="checkbox"/> Creative Thinking	
	<input type="checkbox"/> Transfer	

2021-2022

Homestead Middle School

IB MYP Unit

Action: Teaching and learning through inquiry

Learning process	
<u>Learning experiences and teaching strategies</u> <i>Outline the different approaches to teaching and learning that will be used during the unit.</i>	
<u>Formative assessment</u> <i>Clearly defining the opportunities that exist for students to receive explicit feedback throughout the course of each unit</i>	
<u>Differentiation</u> <input type="checkbox"/> ELL _____ <input type="checkbox"/> Special Education _____ <input type="checkbox"/> Scaffolding _____ <input type="checkbox"/> Flexible grouping _____ <input type="checkbox"/> Flexible pacing _____ <input type="checkbox"/> Other _____	<u>Content Standards</u> <i>Describe the strands</i>

2021-2022

Homestead Middle School

IB MYP Unit

Learner Profile	
<input type="checkbox"/> Inquirers <input type="checkbox"/> Knowledgeable <input type="checkbox"/> Thinkers <input type="checkbox"/> Communicators <input type="checkbox"/> Principled	<input type="checkbox"/> Open-minded <input type="checkbox"/> Caring <input type="checkbox"/> Risk-Takers <input type="checkbox"/> Balanced <input type="checkbox"/> Reflective
Learner Profile Learning Experience	
<i>Describe how the chosen Learner Profile characteristics will help in deeper understanding of the contexts that are being explored</i>	
Resources	
<input type="checkbox"/> Technology _____	
<input type="checkbox"/> Textbooks _____	

2021-2022

Homestead Middle School

IB MYP Unit

<input type="checkbox"/> Content Resources _____
<input type="checkbox"/> IB Resources _____

Reflection & Connections: Considering the planning, process and impact of the inquiry

- *Write a paragraph detailing your experience prior, during, and after completing the unit.*

Prior to teaching the unit	During teaching	After teaching the unit
<i>Are there any possible opportunities for meaningful service learning?</i>	<i>What can we adjust or change?</i>	<i>Was the task sufficiently complex enough to allow students to reach the highest levels of the criteria?</i>
<u>Service:</u> <i>What can students do in this unit to initiate service? Provide example</i> <input type="checkbox"/> Investigation _____ <input type="checkbox"/> Preparation _____ <input type="checkbox"/> Action _____ <input type="checkbox"/> Demonstration _____ <input type="checkbox"/> Reflection _____		<u>International Mindedness:</u> <i>How will this unit enable students to engage with issues of: (Provide details)</i> <input type="checkbox"/> Global importance _____ <input type="checkbox"/> Cultural perspectives _____

2021-2022

International Baccalaureate

Middle Years Programme Subject Brief

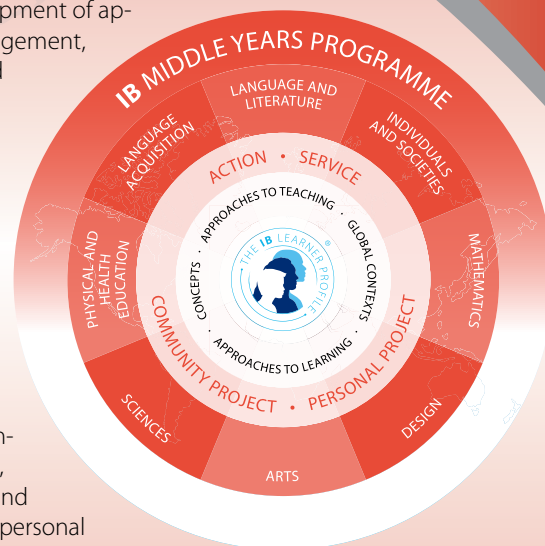
Physical and health education

From 2014

The IB Middle Years Programme (MYP) is designed for students aged 11 to 16. It provides a framework of learning that emphasizes intellectual challenge and encourages connections between studies in traditional subjects and the real world. The MYP focuses on “learning how to learn” through the systematic development of approaches to learning (ATL) skills for communication, collaboration, organization, self-management, reflection, research, informational literacy, media literacy, creative and critical thinking, and transfer of learning. It also fosters intercultural understanding and global engagement—essential qualities for young people today.

Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. The MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across eight subject groups.

For students seeking a formal qualification at the end of the programme’s Year 5, the IB offers eAssessments that lead to the IB MYP certificate or course results for individual subject areas. To earn the MYP certificate, students must complete 2 hour on-screen examinations in each of the following: language and literature, individuals and society, sciences, mathematics and interdisciplinary learning; submit an ePortfolio in language acquisition and one of the following: design, arts or physical and health education; complete a moderated personal project; and complete school-based expectations for service as action (community service).



I. Course description and aims

II. Curriculum overview

III. Assessment criteria

IV. MYP eAssessment

I. Course description and aims

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes contributing to a balanced and healthy lifestyle.

Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, as well as positive social interaction. Physical activity and health are of central importance to human identity and global communities, creating meaningful connections among people, nations, cultures and the natural world.

Through physical and health education, students learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility and intercultural understanding.

The aims of MYP physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.

II. Curriculum overview

The MYP promotes sustained **inquiry** in physical and health education by developing **conceptual understanding** within **global contexts**.

Key concepts such as *change*, *communication* and *relationships* broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP physical and health education include *energy*, *balance* and *refinement*.

Students explore key and related concepts through MYP **global contexts**.

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

The MYP curriculum framework offers schools flexibility to determine engaging, relevant, challenging and significant content that meets local and national curriculum requirements. This inquiry-based curriculum explores factual, conceptual and debatable questions in the study of physical and health education.

The MYP requires at least 50 hours of teaching time for each subject area in each year of the programme. For students participating in MYP eAssessment, the IB recommends 70 hours of guided learning each year in MYP years 4 and 5.

III. Assessment criteria

Each physical and health education objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Criterion A: Knowing and understanding

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

Criterion B: Planning for performance

Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

Criterion C: Applying and performing

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

Criterion D: Reflecting and improving performance

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

IV. MYP eAssessment

Students seeking IB-validated physical and health education course results must demonstrate their achievement of the subject group's objectives by submitting an ePortfolio in which they:

- identify a target that incorporates physical and psychological dimensions of performance in physical and health education
- create, implement and document progress towards their goal through multiple interim cycles of analysis
- record and evaluate their final performance
- reflect on their personal growth and interpersonal skills.

MYP ePortfolios are marked by students' classroom teachers against published criteria for MYP year 5. In each exam session, the IB moderates a sample of ePortfolios from each school, adjusting grades as necessary to ensure the application of rigorous and reliable international standards.

MYP physical and health education ePortfolio tasks are aligned with understanding and skills that prepare students for high levels of achievement in the IB Diploma Programme course in **sports, exercise and health science**.

The IB MYP certificate requires a satisfactory level of achievement in at least one course from physical and health education, arts or design.

About the IB: For over 45 years, the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and are able to contribute to creating a better, more peaceful world.

For further information on the IB Middle Years Programme, and a complete list of MYP subject briefs, visit: www.ibo.org/myp/.

Complete subject guides can be accessed through the IB online curriculum centre (OCC) or purchased through the IB store: <http://store.ibo.org>.

Science

Subject Area: Science MYP Level: I

Unit Title	Key Concepts	Related Concepts	Global Contexts	Statement of Inquiry	Objectives	ATL Skills	Content
Electromagnetic Waves and the EM Spectrum	Change	Form Energy	Orientation in Space and Time	Increasing electrical energy production to meet the needs of an expanding global population can have environmental consequences.	Explain scientific knowledge. Formulate a testable hypothesis and explain it using scientific reasoning.	Thinking	Electromagnetic Waves Reflection Absorption Refraction Spectrum Wavelength Planck Frequency
Human Body Systems	Systems	Movement Balance	Identities and Relationships	Scientific and technological advances enable societies to use, control and transform the function of organisms and biological molecules.	Evaluate the validity of a hypothesis based on the outcome of the scientific investigation.	Social	Sensory Organs Brain Spinal Cord Nerves Bone Marrow Virus Infection Disease Prevention



SCIENCE -MYP II

Unit Title	Key Concepts	Related Concepts	Global Contexts	Statement of Inquiry	Objectives	ATL Skills	Content
Genetics and DNA	Changes	Patterns Consequences	<i>Personal and cultural expression</i>	Patterns in personal changes can be a consequence of distinct interactions	A-D	<i>Collaboration</i> <i>Research</i>	<ol style="list-style-type: none">1. Understand Mendelian inheritance patterns2. Differentiate between dominant and recessive genes3. Understand how geneticists utilize probability to predict dominant and recessive traits in families4. Differentiate between phenotypes and genotypes
Plants and Patterns of Life	Relationships	Energy Environment	<i>Scientific and technical innovation</i>	Scientific and technical innovation can be used to study relationships among organisms in the environment	A-D	<i>Thinking</i> <i>Collaboration</i>	<ol style="list-style-type: none">1. Differentiate between mitosis and meiosis2. Analyze the relationship between plants and animals through photosynthesis and cell respiration3. Differentiate between photosynthesis and cell respiration4. Understand energy transfer in the environment



SCIENCE -MYP III

Unit Title	Key Concepts	Related Concepts	Global Contexts	Statement of Inquiry	Objectives	ATL Skills	Content
Building Blocks of Life (Cells)	Relationships	1. Balance 2. Function	<i>Globalization and sustainability</i>	Models can represent the structural and functional relationship between <u>cell</u> , <u>their</u> organelles and larger human systems.	A-D	<i>Research Skills</i>	<ul style="list-style-type: none"> Explain how the cells of all organisms maintain homeostasis. Research the central statements of cell theory. Describe the function and significance of each organelle. Explain the relationship between organelles and homeostasis.
Human Organs	Systems	1. Movement 2. Environment	<i>Identities and Relationships</i>	Organisms' systems collaborate with and rely on each other by transferring matter and energy.	A-D	<i>Thinking Skills</i>	<ul style="list-style-type: none"> Identify and describe the major organs of the human body. Identify and describe the general functions of the major organ systems. Investigate and connect how all body systems interact with one another to maintain homeostasis. Explain how the immune system opposes infectious



Teacher(s)		Subject group and discipline	Sciences		
Unit title		MYP year	2020-2021	Unit duration (hrs)	

Inquiry: Establishing the purpose of the unit

Key concept (KC)	Related concept(s) (RC)	Global context (GC)
<input type="checkbox"/> Change <input type="checkbox"/> Relationships <input type="checkbox"/> System	<input type="checkbox"/> Balance <input type="checkbox"/> Environments <input type="checkbox"/> Transformation <input type="checkbox"/> Consequences <input type="checkbox"/> Energy <input type="checkbox"/> Evidence <input type="checkbox"/> Form <input type="checkbox"/> Function <input type="checkbox"/> Interaction <input type="checkbox"/> Models <input type="checkbox"/> Movement <input type="checkbox"/> Patterns	Identities & relationships <input type="checkbox"/> Identity formation, self-esteem, status, roles & role models <input type="checkbox"/> Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life <input type="checkbox"/> Development, transitions, health and wellness; physical, psychological and social Orientation in space & time <input type="checkbox"/> Scale, duration, frequency, and variability <input type="checkbox"/> Peoples, boundaries, exchange, and interaction <input type="checkbox"/> Natural & human landscapes and resources Personal & cultural expression <input type="checkbox"/> Artistry, craft, creation, beauty – products, systems, & institutions <input type="checkbox"/> Social constructions of reality; philosophies & ways of life; belief systems; ritual and play Globalization & sustainability <input type="checkbox"/> Human impact on the environment <input type="checkbox"/> Commonality, diversity, & interconnection Fairness & development <input type="checkbox"/> Human capability & development <input type="checkbox"/> Rights, law, civic responsibility, & the public sphere Scientific and Technical Innovation <input type="checkbox"/> systems, models, methods; products, processes and solutions <input type="checkbox"/> mathematical puzzles, principles and discoveries <input type="checkbox"/> adaptation, ingenuity and progress

Statement of inquiry (1 KC+ 2 RC + 1GC) EX: *Technological innovations often alter the relationships people have with their local and global environments*

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<input type="checkbox"/> document the work of others and sources of information used			
Approaches to learning (ATL)			
ATL Skill Category	MYP ATL Clusters	Learning Experience <i>Describe how the chosen ATL will help in deeper understanding of the contexts that are being explored</i>	
<input type="checkbox"/> Communication	<input type="checkbox"/> Communication		
<input type="checkbox"/> Social	<input type="checkbox"/> Collaboration		
<input type="checkbox"/> Self-management	<input type="checkbox"/> Organization		
	<input type="checkbox"/> Affective		
	<input type="checkbox"/> Reflection		
<input type="checkbox"/> Research	<input type="checkbox"/> Information Literacy		
	<input type="checkbox"/> Media Literary		
<input type="checkbox"/> Thinking	<input type="checkbox"/> Critical Thinking		
	<input type="checkbox"/> Creative Thinking		
	<input type="checkbox"/> Transfer		

Action: Teaching and learning through inquiry

Learning process

Learning experiences and teaching strategies *Outline the different approaches to teaching and learning that will be used during the unit.*

Formative assessment *Clearly defining the opportunities that exist for students to receive explicit feedback throughout the course of each unit.*

Differentiation

☐ ELL _____

☐ Special Education _____

☐ Scaffolding _____

Content Standards *Describe the strands*

<input type="checkbox"/> Flexible grouping _____ <input type="checkbox"/> Flexible pacing _____ <input type="checkbox"/> Other _____ _____	
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Learner Profile

<input type="checkbox"/> Inquirers <input type="checkbox"/> Knowledgeable <input type="checkbox"/> Thinkers <input type="checkbox"/> Communicators <input type="checkbox"/> Principled	<input type="checkbox"/> Open-minded <input type="checkbox"/> Caring <input type="checkbox"/> Risk-Takers <input type="checkbox"/> Balanced <input type="checkbox"/> Reflective
--	---

Learner Profile Learning Experience
--

<i>Describe how the chosen Learner Profile characteristics will help in deeper understanding of the contexts that are being explored</i>
--

Resources

☐ Technology _____

☐ Textbooks _____

☐ Content Resources _____

☐ IB Resources _____

Reflection & Connections: Considering the planning, process and impact of the inquiry

- *Write a paragraph detailing your experience prior, during, and after completing the unit.*

Prior to teaching the unit	During teaching	After teaching the unit
<i>Are there any possible opportunities for meaningful service learning?</i>	<i>What is the level of students' engagement?</i>	<i>What evidence of learning can we document?</i>
<p><u>Service:</u> <i>What can students do in this unit to initiate service? Provide example</i></p> <p><input type="checkbox"/> Investigation _____</p> <p><input type="checkbox"/> Preparation _____</p> <p><input type="checkbox"/> Action _____</p> <p><input type="checkbox"/> Demonstration _____</p> <p><input type="checkbox"/> Reflection _____</p>	<p><u>International Mindedness:</u> <i>How will this unit enable students to engage with issues of: (Provide details)</i></p> <p><input type="checkbox"/> Global importance _____</p> <p><input type="checkbox"/> Cultural perspectives _____</p>	

International Baccalaureate

Middle Years Programme Subject Brief

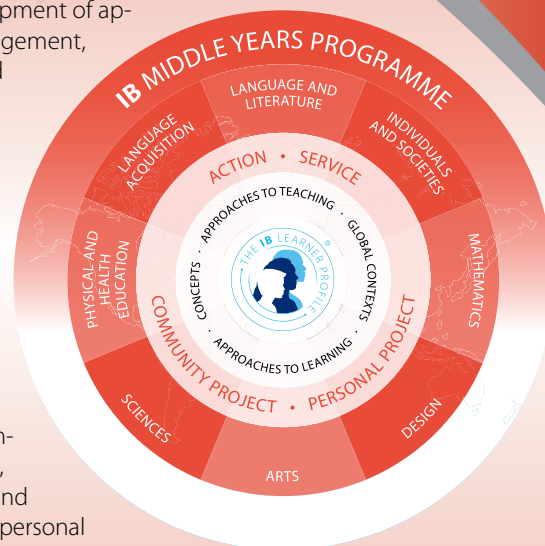
Sciences

From 2014

The IB Middle Years Programme (MYP) is designed for students aged 11 to 16. It provides a framework of learning that emphasizes intellectual challenge and encourages connections between studies in traditional subjects and the real world. The MYP focuses on “learning how to learn” through the systematic development of approaches to learning (ATL) skills for communication, collaboration, organization, self-management, reflection, research, informational literacy, media literacy, creative and critical thinking, and transfer of learning. It also fosters intercultural understanding and global engagement—essential qualities for young people today.

Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. The MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across eight subject groups.

For students seeking a formal qualification at the end of the programme's Year 5, the IB offers eAssessments that lead to the IB MYP certificate or course results for individual subject areas. To earn the MYP certificate, students must complete 2 hour on-screen examinations in each of the following: language and literature, individuals and society, sciences, mathematics and interdisciplinary learning; submit an ePortfolio in language acquisition and one of the following: design, arts or physical and health education; complete a moderated personal project; and complete school-based expectations for service as action (community service).



I. Course description and aims

II. Curriculum overview

III. Assessment criteria

IV. MYP eAssessment

I. Course description and aims

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

The MYP sciences group aims to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

II. Curriculum overview

Although schools may vary the structure of the curriculum throughout the five years of the programme, they generally develop discrete, modular or integrated science courses. Discrete sciences courses typically encompass biology, chemistry and physics, but may include other science disciplines, such as environmental sciences, life sciences or physical sciences. Modular sciences courses include two or more discrete sciences taught in rotation.

The MYP promotes **inquiry** in sciences by developing **conceptual understanding** within **global contexts**.

Key concepts such as *change*, *relationships* and *systems* broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP sciences include *energy*, *movement*, *transformation* and *models*. Additional concepts may also be identified and developed to meet local circumstances and curriculum requirements.

Students explore key and related concepts through MYP **global contexts**.

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

These same global contexts are discussed across the curriculum, supporting transfer and interdisciplinary learning.

The MYP curriculum framework offers schools flexibility to determine engaging, relevant, challenging and significant content that meets local and national curriculum requirements. This inquiry-based curriculum explores factual, conceptual and debatable questions in the study of sciences.

The MYP requires at least 50 hours of teaching time for each subject area in each year of the programme. For students participating in MYP eAssessment, the IB recommends 70 hours of guided learning each year in MYP years 4 and 5.

III. Assessment criteria

Each sciences objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Criterion A: Knowing and understanding

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.

Criterion B: Inquiring and designing

Students develop intellectual and practical skills through designing, analysing and performing scientific investigations.

Criterion C: Processing and evaluating

Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached.

Criterion D: Reflecting on the impacts of science

Students evaluate the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language is applied to demonstrate understanding. Students should become aware of the importance of documenting the work of others when communicating in science.

IV. MYP eAssessment

Students seeking IB MYP course results or the IB MYP certificate must demonstrate their achievement of the subject group's objectives by completing an end-of-course on-screen examination. On-screen examinations are formal external examinations, and are available in *biology*, *chemistry*, *physics* and *integrated sciences*.

Topics explored in MYP sciences on-screen examinations include:

- atomic structure and bonding
- cells
- cycles
- electromagnetism
- evolution
- interactions between organisms
- forces

- states and properties of matter
- metabolism
- organisms
- waves.

Examination blueprints define the structure of tasks that simulate, replicate and sample formative internal assessments. MYP sciences, on-screen examinations comprise three tasks.

Task	Assessment criteria	Marks
Knowing and understanding	Assesses knowledge and understanding of science (criterion A).	25
Investigation skills	Assesses the skills involved in inquiring, designing, processing and evaluating. May involve a single investigation or a number of discrete scenarios. Students must formulate hypotheses, plan investigations and collect, present, interpret and evaluate data (criteria B and C).	50
Applying science	Requires students to reflect on the impact of science, and explain how science addresses real-life issues (criterion D).	25

MYP sciences on-screen examinations are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in **sciences**.

Sample questions (from biology eAssessment)

- **Outline** one advantage and one disadvantage of using a model to understand interaction between organisms.
- The designers of a water filter claim that particles up to $0.2\text{ }\mu\text{m}$ (micrometres) in size will be removed. From your measurements in parts (a) and (b) **deduce** whether the filter will remove both viruses and bacteria.
- **Evaluate** two methods for preparing drinking water. In an extended piece of writing:
 - explain what makes these methods effective
 - explain the strengths and limitations of each method

Use scientific knowledge and understanding to support your answer.

About the IB: For over 45 years, the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and are able to contribute to creating a better, more peaceful world.

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