

**IN THE NAME OF THE MOST MERCIFUL
GUIDE ACADEMY**



GUIDE ACADEMY

**INTERNATIONAL BACCALAUREATE (IB)
MIDDLE YEARS PROGRAM (MYP)**

STUDENT/PARENT HANDBOOK

Student Name: _____

IB MISSION STATEMENT:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



Come up with goals for YOU at YOUR school:

At guide academy we aim to become:

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Guide Academy

Mission and Vision

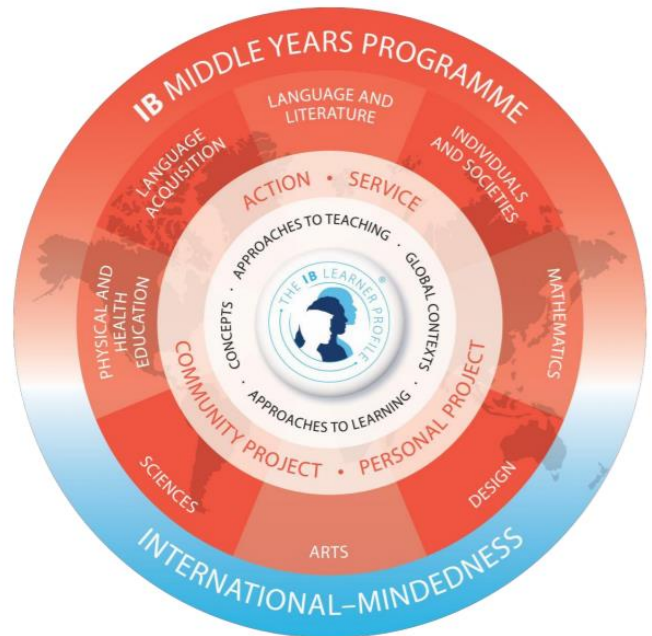
OUR MISSION: *We deliver an outstanding academic education to ensure our students can think creatively and achieve their full potential. We embrace a learning environment that focuses on ethics and professional success, with a track record of students who achieve admissions to recognized colleges and universities. Above all, we strive to develop lifelong learners who exemplify integrity and compassion to become active leaders who serve their communities with a dedicated sense of spiritual identity and cultural diversity.*

OUR VISION: *Is based on the principle that the graduating students become equipped with **advanced intellectual** and **ethical standards** to have the ability to function as successful **professionals** who will benefit the community and serve the Savior of their time.*

Highlight any elements similar to the goals you developed on the previous page!

What is International Baccalaureate MYP?

As IB explains, the International Baccalaureate Middle Years Program (IB MYP) is designed for students ages 11 to 16 (grades 7-10 in our school). It provides a framework of learning that encourages students to become creative, critical, and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in their subjects and the real world. It fosters the development of skills for communication, intercultural understanding, and global engagement; qualities that are essential for life in the 21st century. Importantly, the MYP is flexible enough to accommodate the demands of most national and local curriculums.



What does MYP mean for students?

The IB MYP creates a student-focused curricular framework that works towards the following:

- Addresses students' intellectual, social, emotional, and physical well-being holistically
- Provides students opportunities to develop the knowledge, attitudes, and skills they need in order to manage complexity and take responsible action for the future
- Ensures breadth and depth of understanding through study in eight subject groups
- Requires the study of an additional language
- Empowers students to participate in service within the community
- Helps to prepare students for further education, and/or the workplace

What does the IB model look like?

The MYP offers a curricular framework that allows school-specific and subject-specific curricular requirements to be met, while maintaining the IB mission and philosophy. The MYP requires schools to teach a broad and balanced choice of subjects in every year of the program, currently organized into six to eight subject groups:

- Arts (only offered in grades 7-8)
- Design
- Language and Literature (English)
- Language Acquisition (Arabic)
- Individuals and Societies (History and Geography)
- Sciences
- Mathematics
- Physical and Health Education

The program model is based on the concept of balance. This is important for a number of reasons, such as:

- The program provides learning in a broad base of disciplines to ensure that students acquire the knowledge and skills necessary to prepare for the future.
- The subject group objectives include skills, attitudes, and knowledge in addition to the understanding of concepts. The aim is to ensure that students are not only knowledgeable about a subject area, but also develop a genuine understanding and an ability to apply these in new contexts in preparation for further learning.
- The program promotes the principle of concurrency of learning, whereby students deal with a balanced curriculum each year in which different subjects are studied simultaneously. As students mature and develop higher-order thinking skills, they explore the disciplines in increasing depth, realizing how those disciplines are linked to each other and to local and global issues.
- The program encourages the use of a variety of teaching and learning methodologies to foster a climate in which students discover how they learn best in different situations.
- The program emphasizes the development of the whole person— affective, cognitive, creative, and physical—and its effective implementation depends on the school’s concern for the whole educational experience, including what students learn outside of the classroom. For more information on the above see the following @ <https://www.ibo.org/myp>

What will the MYP look like at Guide Academy?

Each year, teachers work to create and implement new, as well as existing units, that have all the components of the IB MYP. Students are assessed according to the predetermined IB criteria, and both teachers and students reflect on that unit in order to revise or refine it for the future. Students will begin

using some of the IB terminology from the Learner Profile when describing characteristics about themselves and others. They will also be encouraged to ask relevant questions and seek answers.



IB LEARNER PROFILE



Who are we becoming through our learning in MYP?

Adapted from: ibo.org/benefits/learner-profile/



INQUIRERS

As IB Learners we strive to:

- Nurture our curiosity
- Learn independently and with others
- Learn with enthusiasm all our life



KNOWLEDGEABLE

As IB Learners we strive to:

- Develop and use conceptual understanding to explore knowledge
- Engage with issues and ideas that are important in our lives and for the whole world



THINKERS

As IB Learners we strive to:

- Use critical and creative thinking skills to analyze and take action on complex problems
- Show initiative in making reasoned and ethical decisions



COMMUNICATORS

As IB Learners we strive to:

- Express ourselves confidently and creatively in more than one language
- Collaborate effectively by listening carefully to the perspectives of others
- Share our ideas respectfully



PRINCIPLED

As IB Learners we strive to:

- Act with integrity, honesty and a strong sense of fairness and justice for all
- Take responsibility for our actions and their consequences



OPEN-MINDED

As IB Learners we strive to:

- Appreciate our own cultures and personal histories, as well as the traditions and values of others
- Seek and evaluate a range of points of view
- Grow from our experiences



CARING

As IB Learners we strive to:

- Show empathy, compassion and respect
- Commit to service learning
- Act to make a positive difference in the lives of others and in the world



RISK-TAKERS

As IB Learners we strive to:

- Work independently and cooperatively to explore new ideas
- Develop innovative strategies
- Be resourceful and resilient in the face of challenge, change and uncertainty



BALANCED

As IB Learners we strive to:

- Balance different aspects of our lives - intellectual, physical, and emotional
- Create well-being for ourselves and others
- Recognize our interdependence with other people and the world in which we all live



REFLECTIVE

As IB Learners we strive to:

- Consider the world, our own ideas and our experiences thoughtfully
- Understand our strengths and weaknesses in order to support our learning and personal development

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Which IB learner profile attribute is your strongest characteristic and why?

Which IB Learner profile attribute is your weakest characteristic? How and by when will you strengthen this?

What are the major components of an IB unit?

Key concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between other subjects.

Related concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

Global contexts for teaching and learning

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, the MYP can develop meaningful explorations of:

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

Statements of inquiry

The statement of inquiry is generated by synthesizing the key concept, the related concepts, and the global context of the unit. The concepts may be explicit or implicit in the statement, but the statement of inquiry should express the depth of conceptual understanding to be developed through the unit. Statements of inquiry set conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning.

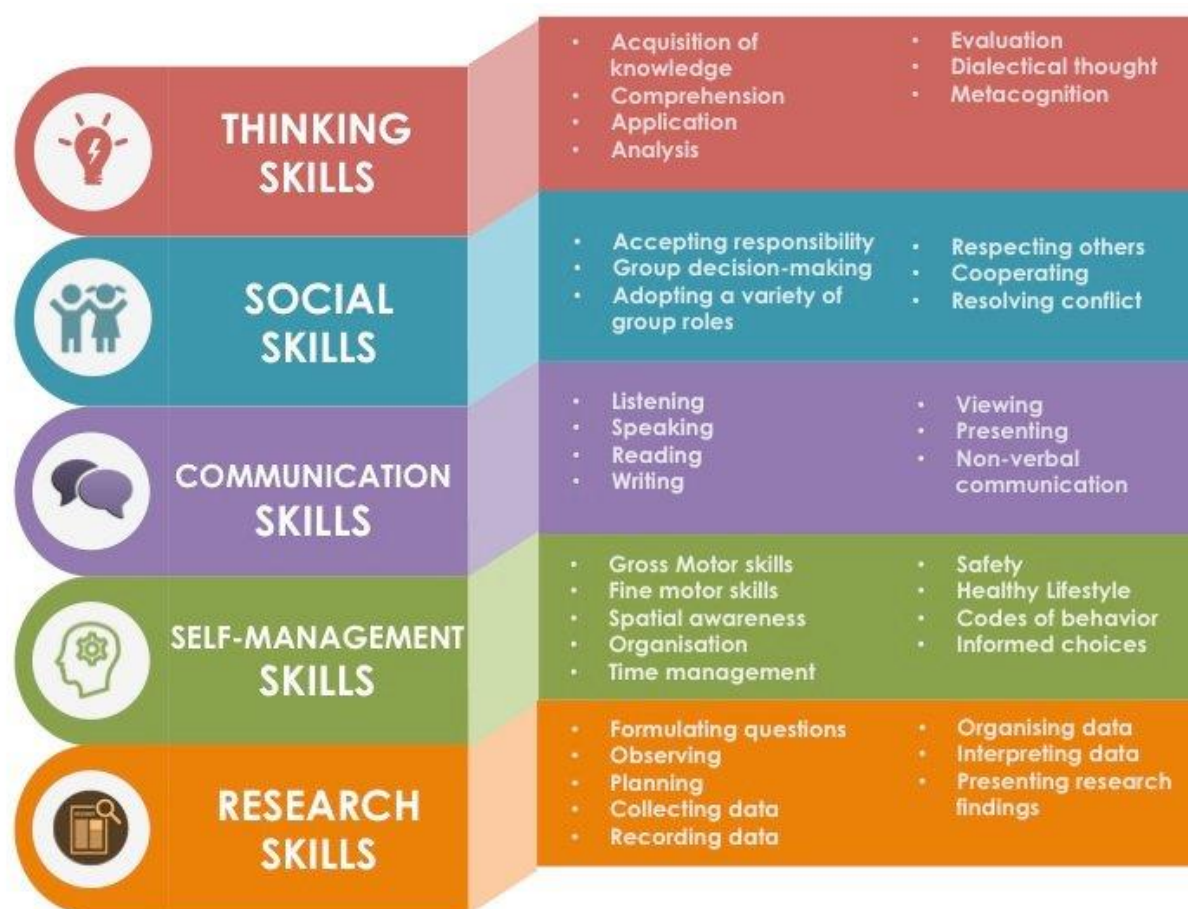
Inquiry questions

Teachers and students use statements of inquiry to help them identify factual, conceptual, and debatable inquiry questions. Inquiry questions give direction to teaching and learning, and they help to organize and sequence learning experiences.

Approaches to learning (ATL)

All MYP units offer opportunities for students to develop and practice ATL skills. ATL skills are grouped into five categories that span the IB continuum of an international education. IB programs identify discrete skills in each category that can be introduced, practiced and consolidated in the classroom and beyond. ATL skills are explicitly taught and practiced in the MYP classroom.

There are five main categories of approaches to learning:



IB MYP ASSESSMENT

What are the assessment components of the MYP program?

Assessment in the MYP is best described as internal because the assessment tasks, strategies, and tools are designed, developed, and applied by teachers working with students in their schools. The IB believes that teachers are best placed to assess the work of their MYP students; the assessment model supports the professional judgment of the teacher in deciding the levels of achievement of individual students. The MYP identifies a set of objectives for each subject group, which are directly related to the assessment criteria of that particular subject group. Teachers are responsible for structuring varied and valid assessment tasks that will allow students to demonstrate achievement according to the required objectives within each subject group. These include, but are not limited to, open-ended, problem-solving activities and investigations, organized debates, tests and examinations, hands-on experimentation, analysis, and reflection.

Assessment Strategies and Tasks used in the MYP:

- Observation of student (particularly useful for assessing some attitudes and skills)
- Selected responses (tests and quizzes)
- Open-ended tasks (essays, diagrams, presentations, organized debates, problem-solving activities, investigations and research)
- Performances
- Hands-on experimentation
- Process journals (reflection)
- Portfolio assessment

The most important aim of the MYP assessment is to support and to encourage student learning, recognizing the importance of assessing the processes as well as the products of learning. To this end, students know the criteria at the beginning of the unit and have an understanding of what it will take to achieve the criteria level they aspire to. They also receive feedback from teachers letting them know where they are on the criterion rubric scale. These

Criterion	A	B	C	D
Language & Literature	Analyzing	Organizing	Producing text	Using language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating in response to spoken and/or written and/or visual text	Using language in spoken and/or written form
Individuals & Societies	Knowing and Understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and Understanding	Inquiring and designing	Processing and evaluating	Reflecting on the aspects of science
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying mathematics in the real-world contexts
Arts	Knowing and Understanding	Developing skills	Thinking creatively	Responding
Physical & Health Education	Knowing and Understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating

assessment criteria will be shared in the beginning of the unit, and the scores will be shared at the unit’s conclusion. You will receive a grade from 0-8 for each summative task. The following is an example of the descriptors for a science class –

Criterion A: Knowledge and Understanding				
(0)	Beginning (1-2)	Developing (3-4)	Accomplished (5-6)	Exemplary (7-8)
<i>I have not achieved a standard described by any of the descriptors to the right.</i>	<p><i>I am able to:</i> state scientific knowledge</p> <p>apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations</p> <p>interpret information to make judgments.</p>	<p><i>I am able to:</i> outline scientific knowledge</p> <p>apply scientific knowledge and understanding to solve problems set in familiar situations</p> <p>interpret information to make scientifically supported judgments.</p>	<p><i>I am able to:</i> describe scientific knowledge</p> <p>apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations</p> <p>analyse information to make scientifically supported judgments.</p>	<p><i>I am able to:</i> explain scientific knowledge</p> <p>apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations</p> <p>analyse and evaluate information to make scientifically supported judgments.</p>

Your grades from each criterion will then be added to a final grade out of 32. This grade is then converted to a grade out of 7 for your report card as shown below.

Criterion Total /32	FINAL IB LEVEL	IB Final Grade	Descriptor
1-5	1	1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Vary rarely applies knowledge or skills.
6-9	2	2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Infrequently applies knowledge and skills.
10-14	3	3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Occasionally applies knowledge and skills, requiring support even in familiar classroom situations.
15-18	4	4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Applies knowledge and skills in familiar classroom situations, but requires support in unfamiliar situations.
19-23	5	5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Applies knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
24-27	6	6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Applies knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
28-32	7	7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently applies knowledge and skills with independence and expertise in a variety of complex familiar and unfamiliar classroom and real-world situations.

When will I know that students are experiencing MYP components?

Classroom teachers will post the unit planner on Managebac and instruct students on the components of the IB unit. Students and parents are encouraged to be active on Managebac on a daily basis. All learning is organized into the structure of IB units and the philosophy of IB is interwoven into all aspects of teaching and learning. IB MYP requires that classrooms are student-centered. Teachers follow best practices that engage students in carefully sequenced inquiry-based learning experiences. These experiences are framed in units that cause students to think and answer inquiry questions that help students make global connections and build toward the assessments. Action-based lessons, group collaboration, and developing habits of mind integrate the social-emotional component of learning. IB MYP also embraces and utilizes best practices of differentiated instruction, helping challenge and support all students – from those who are struggling to those who are advanced. This student-centered learning allows for a wide range of involvement for the student, which in turn encourages students to become lifelong learners, connected to their world and others, who inhabit the world with them.

What is International Mindedness in the MYP?

All IB programs support international-mindedness and understanding of other cultures. Our teachers work diligently to create learning experiences that open up the minds of our students to different perspectives. Global contexts are integrated into classroom learning so that students can see how learning can benefit our global community.

How is Service Learning implemented in the MYP?

The MYP aims to help students develop their personal understanding, their emerging sense of self, and their developmentally appropriate responsibility in their community. Service in the MYP helps students build authentic connections between what they learn in the classroom and what they encounter in the community. When connected to classroom learning, the experience of service offers opportunities to apply concepts, skills, and knowledge. Classroom teachers encourage students to apply their learning to meeting needs in the community and seek opportunities for service. Guided classroom learning and discussions lead to generating ideas on how students can find meaningful ways to serve and see their learning in action. Students take the initiative to find opportunities to serve in their community that incorporates their interests, skills, and talents. By reflecting on their service experience, students may gain a greater awareness of the community and world they live in, and their role and responsibility in improving the world around them.

MYP SERVICE LEARNING OUTCOMES

SERVICE LEARNING

Service is for and with others.

Through service learning, **I learn to:**

-  Become more aware of my **strengths** and **areas for growth**.
-  **Challenge myself** to develop new skills.
-  **Discuss, plan** and **evaluate** action with my peers.
-  **Persevere** in action, *keeping up the effort* even when things are challenging.
-  **Collaborate** effectively with others.
-  Develop **international mindedness** by *engaging with the world, using different languages & understanding other cultures.*
-  Consider the **ethical implications** of my actions, *thinking carefully about right and wrong.*

Service Learning Cycle



Service Learning is...
 sustained & sustainable
 culturally-sensitive
 for & with others
 meaningful
 authentic



*All Service Learning Projects must be negotiated through the Service Learning Coordinator before any action or communication with external organizations.

Describe to the person next to you a service activity you have done in the past and which outcomes you met in that experience. Then summarize here:

Start planning a service activity you can do in the future – share with the class

Parent Acknowledgement

I _____ parent of _____ have read and understood this document.

The highlights of the MYP program for me are:

- .
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- .
- .

I am confused or have more questions about:

- .
- .
- .
- .
- .
- .
- .

Signature _____

Date: _____