

# Maximize Your Potential with the IB Middle Years Programme

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## Why MYP?

- rigorous learning objectives
- a student-centered approach to teaching
- international perspectives
- concern for the whole child
- sustained teaching and learning in more than one language
- a focus on learning how to learn
- the development of flexible thinking that prepares students to evaluate information critically and apply knowledge in complex, unfamiliar situations.

## Features of the MYP

In the MYP, over the course of two years (Year 4-Grade 9 and Year 5-Grade 10), students study 8 subject groups, with a minimum of 50 teaching hours per subject group each year.

Distinctive features of the MYP include the following:

**Feature 1:** Key and related concepts are big ideas, which form the basis of teaching and learning in the MYP. They ensure breadth and depth in the curriculum and promote learning within and across traditional disciplines.

**Feature 2:** Global contexts provide shared starting points for inquiry into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement.

**Feature 3:** Approaches to teaching and learning, a unifying thread throughout all MYP subject groups, are skills which help students manage their own learning. They provide a foundation for success in further education and the world beyond the classroom.

**Feature 4:** Action and service, essential components of the MYP, set out clear learning outcomes that grow from students' participation in local and global communities. MYP projects are informed by respected models of service learning and provide stepping stones toward the Diploma Programme's core requirements for Creativity, Action and Service (CAS).

**Feature 5:** The personal project, for students completing the programme in year 5, is a culminating experience in which students apply their approaches to learning skills to complete an extended, self-directed piece of work. This required component provides opportunities for creative and truly personal demonstrations of learning.



## MYP Feature of the Month: Key and Related Concepts

### What is a Concept?

- Big ideas behind what is being learned
- A way to organize your thinking when learning facts and information
- It is categorized as universal, timeless, and abstract
  - 1) Universal-shared understanding and use across all subjects, by everyone, everywhere
  - 2) Timeless-useful and practical in the midst of changes within the world
  - 3) Abstract-something that does not physically exist; it exists as an idea or a suggestion of reality

### How does an MYP Classroom address Concepts?

To help make connections across the eight MYP subjects, students, over the course of the two years, are exposed to the following:

#### Key Concepts

- Total of 16
- Of the 16, 2 to 4 are suggested (that teachers cover in the curriculum) per each subject group
- Descriptions of each key concept are provided in the respective teacher subject guides.

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

#### Related Concepts

- These are additional concepts that teachers identify to meet the needs of students when engaging in a particular lesson.
- They lead to deeper understanding or offer other perspectives from which to understand the identified key concept.
- Each subject group has approximately 12 related concepts from which to choose. This list is found in the teacher subject guide.

## MYP Global Contexts

### What are Global Contexts?

- ◆ These concepts are used to aid students understanding of the curriculum in context.
- ◆ They provide a common language for learning, identifying specific settings/events/circumstances.
- ◆ They provide more concrete perspectives for teaching and learning.
- ◆ The following questions must be considered:
  - 1) Why are we engaged in this inquiry?
  - 2) Why are these concepts important?
  - 3) Why is it important for me to understand?
  - 4) Why do people care about this topic?



### How does an MYP classroom address Global Contexts

- ◆ Teachers identify 1 of the 6 global contexts that will establish a focus for meaningful teaching and learning  
Students will reflect on local, national and global communities, as well as the real-life issues and concerns of their age group.
- ◆ The respective subject group guides identify at least 2 of the 6 concepts to cover.
- ◆ Students will be exposed to all 6 global contexts over the course of the two year programme.

**When visiting an MYP Classroom, key and related concepts/global contexts will be noted on the board and/or teacher unit plan.**

Global Context	Focus Question (s)	Description	Example Topics of Exploration (complete list in subject guides)
Identities and Relationships	Who am I? What makes me who I am? How do I relate to others?	This global context helps you look at what makes you different from others and what you share with others.	⇒ Competition and cooperation; ⇒ Self-esteem ⇒ Lifestyle Choices
Orientation in Space and Time	How can understanding the “when” and “where” of events help me to understand the world in which I live today?	This global context is not just about studying the time and place of an event. It also means looking at how the event has made an impact on personal as well as global history.	⇒ Civilizations and social histories ⇒ Epochs, eras, turning points ⇒ Natural and human landscapes/resources
Personal and Cultural Expression	What does it mean to be creative? What are some ways I can express myself, my culture, my ideas and beliefs?	This global context is about creativity and forms of expression. It is also about seeing things from different points of view.	⇒ Artistry, craft, creation, beauty ⇒ Social constructions of reality ⇒ Metacognition and abstract thinking
Scientific and Technical Innovation	What impact does the natural world have on me? What impact do I have on the natural world?	This global context is important because science and innovation help you adapt to your world. Scientific inquiry into the natural world helps you understand your world and the impact you have on it.	⇒ Systems, models, methods ⇒ Adaptation, ingenuity and progress ⇒ Puzzles, principles and discoveries
Globalization and Sustainability	How are people connected and how does it impact me? How can our way of life and the systems we have in place last long term?	This global context is about how connected we are worldwide, how we make decisions about global issues and how we can act in a responsible way to make the world a better place.	⇒ Human impact on the environment ⇒ Population and demography ⇒ Consumption, conservation, natural resources and public goods
Fairness and Development	Why is there war in the global community? What are the consequences of our common humanity? How can we promote peace, fairness, and sustainability?	This global context addresses the nature of conflict and peace and how they both relate to the issues of fairness and sustainability.	⇒ Democracy, politics, government and civil society ⇒ Inequality, difference and inclusion ⇒ Power and privilege

**Both teacher and student will be actively engaged in the exploration/application of these concepts within the classroom and global community.**

**Students are expected to interact with this terminology and make it an integral part of their working vocabulary.**