



Alignment Document IB MYP Objectives and Indiana State Standards



The Metropolitan School District of Washington Township (MSDWT) has recently received official verification from International Baccalaureate (IB) that **Northview Middle School, Westlane Middle School, Eastwood Middle School and North Central High School** are now recognized as an authorized IB World School Middle Years Program (MYP) Partnership for grades six through ten. The MYP assures that MSDWT students will receive an internationally recognized education that will prepare them for the challenges of participating in and contributing to a global society in the twenty-first century and beyond.

This *Alignment Document* is designed to inform MSDWT middle and high school parents, students, and teachers about the connections between the learning expectations established by the IB and those established by the Indiana Department of Education. IB recognizes eight subject areas in the MYP that help students experience a holistic and well-rounded education. The curricular expectations of each subject area are reflected in the four different objectives created for each subject area. These objectives focus on curricular elements such as knowledge & understanding, critical thinking, skill development, and reflection; the Indiana state standards in each subject area contain similar curricular expectations. The high expectations of the IB objectives align well with the high expectations of the Indiana state standards. For additional information about how IB and Indiana expectations align, please contact your child's teacher or the MYP coordinator at your school.

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IB MYP Objectives and Indiana State Standards

	Objective A		Objective B		Objective C		Objective D	
	Analyzing		Organizing		Producing text		Using language	
Language and Literature (Reading, English, Language Arts, etc.)	<i>IB says students should:</i>	<i>IN says students should:</i>	<i>IB says students should:</i>	<i>IN says students should:</i>	<i>IB says students should:</i>	<i>IN says students should:</i>	<i>IB says students should:</i>	<i>IN says students should:</i>
	<ul style="list-style-type: none"> • analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts • analyze the effects of the creator's choices on an audience • justify opinions and ideas, using examples, explanations and terminology • evaluate similarities and differences by connecting features across and within genres and texts 	<ul style="list-style-type: none"> • read a wide range of fiction, nonfiction, classic, and contemporary works as well as a wide range of literature in many genres from a variety of time periods and cultures • apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts • draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined 	<ul style="list-style-type: none"> • employ organizational structures that serve the context and intention • organize opinions and ideas in a sustained, coherent and logical manner • use referencing and formatting tools to create a presentation style suitable to the context and intention 	<ul style="list-style-type: none"> • employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes • apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing 	<ul style="list-style-type: none"> • produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process • make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience • select relevant details and examples to develop ideas 	<ul style="list-style-type: none"> • employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes • apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing • conduct research on issues and interests by generating ideas and questions, and by posing problems • gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience 	<ul style="list-style-type: none"> • use appropriate and varied vocabulary, sentence structures and forms of expression • write and speak in a register and style that serve the context and intention • use correct grammar, syntax and punctuation • spell (alphabetic languages), write (character languages) and pronounce with accuracy • use appropriate non-verbal communication techniques 	<ul style="list-style-type: none"> • listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas • adjust the use of language to communicate effectively with a variety of audiences and for different purposes • develop an understanding of and respect for diversity in language use, patterns, and dialects

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	Objective A		Objective B		Objective C		Objective D	
	Comprehending spoken and visual text		Comprehending written and visual text		Communicating		Using language	
Language Acquisition (Foreign Languages: Spanish, French, Chinese, etc.)	<i>IB says students should:</i>	<i>IN says students should:</i>	<i>IB says students should:</i>	<i>IN says students should:</i>	<i>IB says students should:</i>	<i>IN says students should:</i>	<i>IB says students should:</i>	<i>IN says students should:</i>
	<ul style="list-style-type: none"> listen for specific purposes and respond to show understanding interpret visual text that is presented with spoken text engage with the text by supporting opinion and personal response with evidence and examples from the text 	<ul style="list-style-type: none"> interpret spoken language on a variety of topics examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied compare languages to better understand how language is used 	<ul style="list-style-type: none"> read for specific purposes and respond to show understanding interpret visual text that is presented with written text engage with the text by supporting opinion and personal response with evidence and examples 	<ul style="list-style-type: none"> interpret written language on a variety of topics examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied compare languages to better understand how language is used 	<ul style="list-style-type: none"> interact and communicate in various situations express thoughts, feelings, ideas, opinions and information in spoken and written form speak and write for specific purposes 	<ul style="list-style-type: none"> engage in written and spoken conversations on a variety of topics present to an audience of listeners or readers on a variety of topics 	<ul style="list-style-type: none"> organize thoughts, feelings, ideas, opinions and information in spoken and written form develop accuracy when speaking and writing in the target language 	<ul style="list-style-type: none"> present to an audience of listeners or readers on a variety of topics use the target language to expand their knowledge of and make connections among multiple content areas strengthen language proficiency and cultural knowledge by using current digital media and authentic resources use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement

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	Objective A		Objective B		Objective C		Objective D	
	Knowing and understanding		Investigating		Communicating		Thinking critically	
Individuals and Societies (Social Studies, History, Humanities, etc.)	<i>IB says students should:</i> <ul style="list-style-type: none"> use terminology in context demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples 	<i>IN says students should:</i> <ul style="list-style-type: none"> examine the relationship and significance of themes, concepts and movements of local, national and global history explain the major principles, values, institutions and systems related to civics and government identify the major geographic features of local, national and global regions and explain the influence of these features on development identify, describe and evaluate the influence of economic factors on local, national and global development 	<i>IB says students should:</i> <ul style="list-style-type: none"> formulate a clear and focused research question and justify its relevance formulate and follow an action plan to investigate a research question use research methods to collect and record relevant information evaluate the process and results of the investigation 	<i>IN says students should:</i> <ul style="list-style-type: none"> appreciate historical thinking utilize thinking and research skills 	<i>IB says students should:</i> <ul style="list-style-type: none"> communicate information and ideas using an appropriate style for the audience and purpose structure information and ideas in a way that is appropriate to the specified format document sources of information using a recognized convention 	<i>IN says students should:</i> <ul style="list-style-type: none"> write for different purposes and to specific audiences or people produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others 	<i>IB says students should:</i> <ul style="list-style-type: none"> discuss concepts, issues, models, visual representation and theories synthesize information to make valid arguments analyze and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations interpret different perspectives and their implications 	<i>IN says students should:</i> <ul style="list-style-type: none"> extract and construct meaning from history/social studies texts using a variety of comprehension skills build understanding of history/social studies texts, using knowledge of structural organization and author's purpose and message build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims appreciate historical thinking

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	Objective A		Objective B		Objective C		Objective D	
	Knowing and understanding		Inquiring and designing		Processing and evaluating		Reflecting on the impacts of science	
Sciences (Chemistry, Physics, Earth Science, etc.)	<i>IB says students should:</i> <ul style="list-style-type: none"> explain scientific knowledge apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations analyze and evaluate information to make scientifically supported judgments 	<i>IN says students should:</i> <ul style="list-style-type: none"> read and comprehend science and technical texts independently and proficiently and write effectively for a variety of discipline-specific tasks, purposes, and audiences extract and construct meaning from science and technical texts using a variety of comprehension skills build understanding of science and technical texts, using knowledge of structural organization and author's purpose and message write for different purposes and to specific audiences or people 	<i>IB says students should:</i> <ul style="list-style-type: none"> explain a problem or question to be tested by a scientific investigation formulate a testable hypothesis and explain it using scientific reasoning explain how to manipulate the variables, and explain how data will be collected design scientific investigations 	<i>IN says students should:</i> <ul style="list-style-type: none"> participate in the design process as citizens of the constructed world learn to use materials and tools safely and employ the basic principles of the engineering design process in order to find solutions to problems 	<i>IB says students should:</i> <ul style="list-style-type: none"> present collected and transformed data interpret data and explain results using scientific reasoning evaluate the validity of a hypothesis based on the outcome of the scientific investigation evaluate the validity of the method explain improvements or extensions to the method 	<i>IN says students should:</i> <ul style="list-style-type: none"> build knowledge about the research process and the topic under study by conducting short or more sustained research observe the natural and constructed world, perform and evaluate investigations and communicate their findings to gain scientific knowledge 	<i>IB says students should:</i> <ul style="list-style-type: none"> explain the ways in which science is applied and used to address a specific problem or issue discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue apply scientific language effectively document the work of others and sources of information used 	<i>IN says students should:</i> <ul style="list-style-type: none"> recognize that new scientific discoveries often lead to a re-evaluation of previously accepted scientific knowledge and commonly held ideas describe how scientific discoveries lead to the development of new technologies and conversely how technological advances can lead to scientific discoveries through new experimental methods and equipment explain how scientific knowledge can be used to guide decisions on environmental and social issues

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	Objective A		Objective B		Objective C		Objective D	
	Knowing and understanding		Investigating patterns		Communicating		Applying mathematics in real-world contexts	
	<i>IB says students should:</i>	<i>IN says students should:</i>	<i>IB says students should:</i>	<i>IN says students should:</i>	<i>IB says students should:</i>	<i>IN says students should:</i>	<i>IB says students should:</i>	<i>IN says students should:</i>
Mathematics (Algebra, Geometry, General Math, etc.)	<ul style="list-style-type: none"> select appropriate mathematics when solving problems in both familiar and unfamiliar situations apply the selected mathematics successfully when solving problems solve problems correctly in a variety of contexts 	<ul style="list-style-type: none"> develop conceptual understanding of mathematical content, and synthesize and apply mathematical skills read and comprehend math texts independently and proficiently and write effectively for a variety of discipline-specific tasks, purposes, and audiences extract and construct meaning from math texts using a variety of comprehension skills build understanding of math texts, using knowledge of structural organization and author's purpose and message attend to precision 	<ul style="list-style-type: none"> select and apply mathematical problem-solving techniques to discover complex patterns describe patterns as general rules consistent with findings prove, or verify and justify, general rules 	<ul style="list-style-type: none"> build understanding of math texts by synthesizing and connecting ideas and evaluating specific claims model with mathematics look for and make use of structure look for and express regularity in repeated reasoning attend to precision 	<ul style="list-style-type: none"> use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations use 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 	<ul style="list-style-type: none"> write for different purposes and to specific audiences or people produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others reason abstractly and quantitatively model with mathematics attend to precision 	<ul style="list-style-type: none"> identify relevant elements of authentic real-life situations select appropriate mathematical strategies when solving authentic real-life situations apply the selected mathematical strategies successfully to reach a solution justify the degree of accuracy of a solution justify whether a solution makes sense in the context of the authentic real-life situation 	<ul style="list-style-type: none"> build knowledge about the research process and the topic under study by conducting short or more sustained research make sense of problems and persevere in solving them construct viable arguments and critique the reasoning of others use appropriate tools strategically attend to precision

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	Objective A		Objective B		Objective C		Objective D	
	Knowing and understanding		Developing skills		Thinking creatively		Responding	
Arts (Visual Art, Choir, Orchestra, etc.)	<i>IB says students should:</i> <ul style="list-style-type: none"> demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology demonstrate an understanding of the role of the art form in original or displaced contexts use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork 	<i>IN says students should:</i> <ul style="list-style-type: none"> improvise melodies, variations, and accompaniments compose and arranging music within specific guidelines read notating, and interpret music understand the relationships between music, the other arts, and disciplines outside the arts understand music in relation to history and culture understand art in relation to history and past and contemporary culture value the arts exhibit knowledge of the historical and cultural backdrop of the arts 	<i>IB says students should:</i> <ul style="list-style-type: none"> demonstrate the acquisition and development of the skills and techniques of the art form studied demonstrate the application of skills and techniques to create, perform and/or present art 	<i>IN says students should:</i> <ul style="list-style-type: none"> sing alone and with others play an instrument alone and with others develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision understand and apply elements and principals of design in personal works of art, utilizing a variety of media, tools and processes develop one's artistic skills become confident in one's artistic abilities 	<i>IB says students should:</i> <ul style="list-style-type: none"> develop a feasible, clear, imaginative and coherent artistic intention demonstrate a range and depth of creative-thinking behaviors demonstrate the exploration of ideas to shape artistic intention through to a point of realization 	<i>IN says students should:</i> <ul style="list-style-type: none"> improvise melodies, variations, and accompaniments listen to, analyze, and describe music describe, analyze, and interpret works of art and artifacts theorize about art and make informed judgments communicate in and through the arts become creative problem solvers 	<i>IB says students should:</i> <ul style="list-style-type: none"> construct meaning and transfer learning to new settings create an artistic response that intends to reflect or impact on the world around them critique the artwork of self and others 	<i>IN says students should:</i> <ul style="list-style-type: none"> read, notate, and interpret music understand music in relation to history and culture evaluate music and music performance reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art recognize significant works of art and the chronological development of art movements and historical periods exhibit the ability to critique the arts exhibit the development of aesthetic awareness in the arts

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	Objective A		Objective B		Objective C		Objective D	
	Knowing and understanding		Planning for performance		Applying and performing		Reflecting and improving performance	
	<i>IB says students should:</i>	<i>IN says students should:</i>	<i>IB says students should:</i>	<i>IN says students should:</i>	<i>IB says students should:</i>	<i>IN says students should:</i>	<i>IB says students should:</i>	<i>IN says students should:</i>
Physical and Health Education (PE, Health, etc.)	<ul style="list-style-type: none"> explain physical health education factual, procedural and conceptual knowledge apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations apply physical and health terminology effectively to communicate understanding 	<ul style="list-style-type: none"> demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities comprehend concepts related to health promotion and disease prevention to enhance health demonstrate the ability to access valid information and products and services to enhance health demonstrate the ability to use decision-making skills to enhance health demonstrate the ability to advocate for personal, family and community health 	<ul style="list-style-type: none"> design, explain and justify plans to improve physical performance and health analyze and evaluate the effectiveness of a plan based on the outcome 	<ul style="list-style-type: none"> achieve and maintain a health-enhancing level of physical fitness demonstrate the ability to use goal-setting skills to enhance health demonstrate the ability to advocate for personal, family and community health 	<ul style="list-style-type: none"> demonstrate and apply a range of skills and techniques effectively demonstrate and apply a range of strategies and movement concepts analyze and apply information to perform effectively 	<ul style="list-style-type: none"> demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities participate regularly in physical activity demonstrate the ability to use decision-making skills to enhance health demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks 	<ul style="list-style-type: none"> explain and demonstrate strategies that enhance interpersonal skills develop goals and apply strategies to enhance performance analyze and evaluate performance 	<ul style="list-style-type: none"> exhibit responsible personal and social behavior that respects self and others in physical activity settings value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction analyze the influence of family, peers, culture, media, technology and other factors on health behaviors demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks demonstrate the ability to use goal-setting skills to enhance health

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	Objective A		Objective B		Objective C		Objective D	
	Inquiring and analyzing		Developing ideas		Creating the solution		Evaluating	
Design (Engineering, Graphic Design, Technology, etc.)	<i>IB says students should:</i> <ul style="list-style-type: none"> explain and justify the need for a solution to a problem for a specified client/target audience identify and prioritize the primary and secondary research needed to develop a solution to the problem analyze a range of existing products that inspire a solution to the problem develop a detailed design brief which summarizes the analysis of relevant research 	<i>IN says students should:</i> <ul style="list-style-type: none"> perform the steps of the design process to develop and analyze products and systems. perform various analyses of systems or products with the purpose of developing improvements to those systems or products manage information and data to provide better productivity through the use of engineering design process and notebook 	<i>IB says students should:</i> <ul style="list-style-type: none"> develop a design specification which clearly states the success criteria for the design of a solution develop a range of feasible design ideas which can be correctly interpreted by others present the final chosen design and justify its selection develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution 	<i>IN says students should:</i> <ul style="list-style-type: none"> perform the steps of the design process to develop and analyze products and systems integrate drawing standards to produce industry standard sketches and drawings create designs using a variety of modeling techniques to communicate information 	<i>IB says students should:</i> <ul style="list-style-type: none"> 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 demonstrate excellent technical skills when making the solution follow the plan to create the solution, which functions as intended fully justify changes made to the chosen design and plan when making the solution present the solution as a whole, either in electronic form, or through photographs of the solution from different angles, showing detail 	<i>IN says students should:</i> <ul style="list-style-type: none"> perform the steps of the design process to develop and analyze products and systems create designs using a variety of modeling techniques to communicate information demonstrate artistic fundamentals which are utilized throughout the design process to solve visual problems and communicate ideas for a product or system 	<i>IB says students should:</i> <ul style="list-style-type: none"> 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 	<i>IN says students should:</i> <ul style="list-style-type: none"> perform the steps of the design process to develop and analyze products and systems assess the components and ethics of engineering design to understand their role in the design process