

MYP at North Central

THE IB AUTHORIZATION

Q. Washington Township is already a high-performing district. What will the IB Middle Years Program bring to North Central?

A. Today's children are growing up in a very different world from the one their parents were educated to navigate. Students who graduate from North Central need skills that go far beyond basic literacy, the ability to solve mathematical and scientific problems, and technological know-how.

Students will need to understand cultures and politics other than their own. Further, fluency in another language is essential in today's world. Students must have a sense of the world that cannot be gleaned from a book or a computer screen.

IB
International
Baccalaureate

PYP
Primary Years Program
Grades K-5

MYP
Middle Years Program
Grades 6-10

DP
Diploma Program
Selected Students in
Grades 11-12

THE MYP TEACHER

Q. How many MYP units will be planned and implemented?

A. Every 9th and 10th grade class at North Central will be required to translate all taught curriculum into MYP unit planners.



Q. Do common planning initiatives hinder teacher individuality?

A. The IB unit planner is a framework for planning units of inquiry that incorporate best practices. While the statement of Inquiry, key and related concepts, and summative assessment must be common among teachers of the same course, daily activities may vary from classroom to classroom. Thus, teachers are able to employ common assessments and instructional strategies while maintaining teacher individuality and style.

Q. What is the connection between Professional Learning Communities and MYP?

A. The MYP framework requires teachers to develop common assessments and to use the data from those assessments to drive instruction. Professional Learning Communities provide teachers with the time and structure needed to discuss these assessments and to analyze the data. Best practices should then be developed to address student deficiencies.

Q. How does the IB framework integrate with the expectations of common assessments?

A. The MYP unit planner requires that all students of the same course complete the same summative assessment. The unit planner does not dictate what kind of assessment teachers use. IB encourages teachers to use a variety of formative and summative assessment methods to drive instruction including, but not limited to, multiple-choice tests, essays, and oral presentations.

THE MYP STUDENT



Q. Will all students be working toward an IB diploma?

A. The IB Diploma Program (DP) is the most rigorous graduation track that is completed by students who choose to do so during their junior and senior years. The Diploma Program is not required as a continuation of the MYP curriculum. However, students should identify their interest in the IB DP in 8th grade as there are prerequisites that must be met in 9th and 10th grade to be eligible for the IB DP.

Once students have experienced the five-year progression of MYP, many more may be interested and feel better prepared to become candidates for an IB Diploma. However, that is not the primary intention of the involvement of all students in the MYP.

Q. How does the IB program accommodate students who transfer in from out of district?

A. Students transferring from another district always have a period of adjustment regardless of MYP. Students joining MYP classes will gradually learn the basic classroom practices that distinguish not simply MYP, but classroom environments that emphasize inquiry, critical thinking, holistic learning, and an intercultural perspective.

Q. What does the IB program mean for SPED students and general education students not earning an IB diploma?

A. MYP was designed for ALL students. It was not designed as a gifted program. All students will benefit from the concept-based curriculum model, inquiry teaching strategies, and backward by design lesson planning. MYP students are not expected to continue on to the IB Diploma Program.

Q. What is the personal project?

A. The personal project occurs during the 10th grade. The project is the culmination of skills and knowledge acquired throughout the five years of MYP. The implementation of the personal project occurred in the school year 2016-2017. Though part of the culture of NCHS, the personal project is not completed for a grade in any class. Instead, students are intrinsically motivated to complete the project as it an opportunity for them to explore a project of personal interest with he guidance and support of a staff member. .

THE MYP CLASSROOM



Q. How does MYP address different levels of ability, learning styles, and backgrounds?

A. Part of MYP teacher training helps teachers to become more aware of students' individual needs. Planning a MYP unit includes defining formative assessments to guide the learning process through a variety of teaching strategies and learning activities and explaining how work is differentiated to meet the needs of all students. Teaching a MYP unit includes direct teacher instruction but also emphasizes teaching students to assume more responsibility for their own inquiry at many levels, using varied learning styles, and addressing individual needs and challenges.

Q. What is MYP technology?

A. MYP refers to technology in a much broader sense than computer technology. Inquiry and problem-solving are at the core of MYP technology. Throughout the five-year MYP, students are expected to solve problems using technology and the design cycle. The design cycle is a model of thinking and a strategy to help students investigate problems and design, plan, create and evaluate the products/solutions they create. MYP technology requires that students become actively involved in the whole design process.

There are three branches of MYP technology:

1. Information - Students should be able to identify, access, and evaluate a variety of information sources.
2. Materials - Often times creating a product involves using materials. Students should be able to identify, combine, and handle different types of materials.
3. Systems - Students should be able to identify the parts of a system in addition to the role of each component as part of the whole system. Students should be able to create systems-based products and solutions involving a group of interdependent items that interact to perform a task.

Q. How will we implement design technology into the curriculum?

A. MYP schools are responsible for assuring that each student experiences 50 hours related to design technology. The design cycle of investigate, plan, design, and evaluate that is the basis of MYP technology is a process that already takes place in many subject areas; however the design cycle has been explicitly integrated into Health,, Speech, Family and Consumer Science and Business.

Q. Are teachers required to record each student's IB rubric scores?

A. Teachers are required to use the IB assessment criteria for the unit planner(s) they teach this year. At this stage in the development of the MYP at North Central, letter grades will still be used to communicate grades.

Q. How will North Central be able to offer physical education to both 9th and 10th graders?

A. North Central won't require physical education for both 9th and 10th graders. IB realizes the scheduling challenges that American high schools face. Therefore, they have developed an option for curriculum flexibility in years 4 and 5 (freshman and sophomore) that only requires a student to participate in six out of the eight required contents.

Q. How do high school classes with mostly 11th and 12th grade students but a few 10th graders fit into MYP? Will those classes be evaluated by IB as well?

A. MYP is designed for students in grades six through ten; only those classes with a majority of ninth and tenth graders are required to write unit planners. However, it is the belief of North Central administration that the framework and instructional strategies embedded in the MYP are best practices for all students. Therefore, all MYP groups will be required to translate taught curriculum into unit planners.'