

# What is the IB Middle Years Programme?

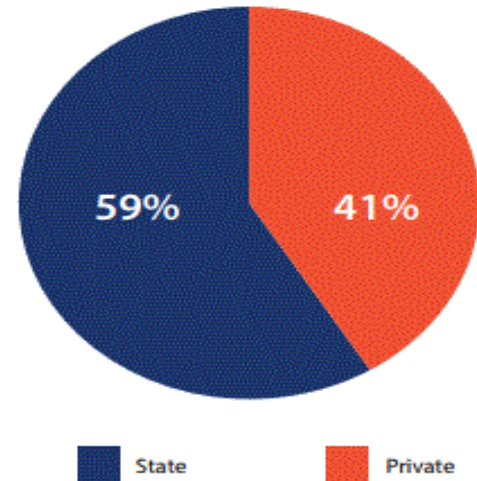


# Middle Years Programme

## Top Countries with MYP schools around the world



## MYP Schools



©International Baccalaureate Organization 2016  
 International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

## The MYP around the globe:

**1,300**  
 MYP schools in 100+ countries\*

**7,500**  
 MYP students completed

**36,000+**  
 individual examinations and ePortfolios in 2016 \*

**55,000+**  
 MYP students completed the Personal Project in the final year of the programme\*\*



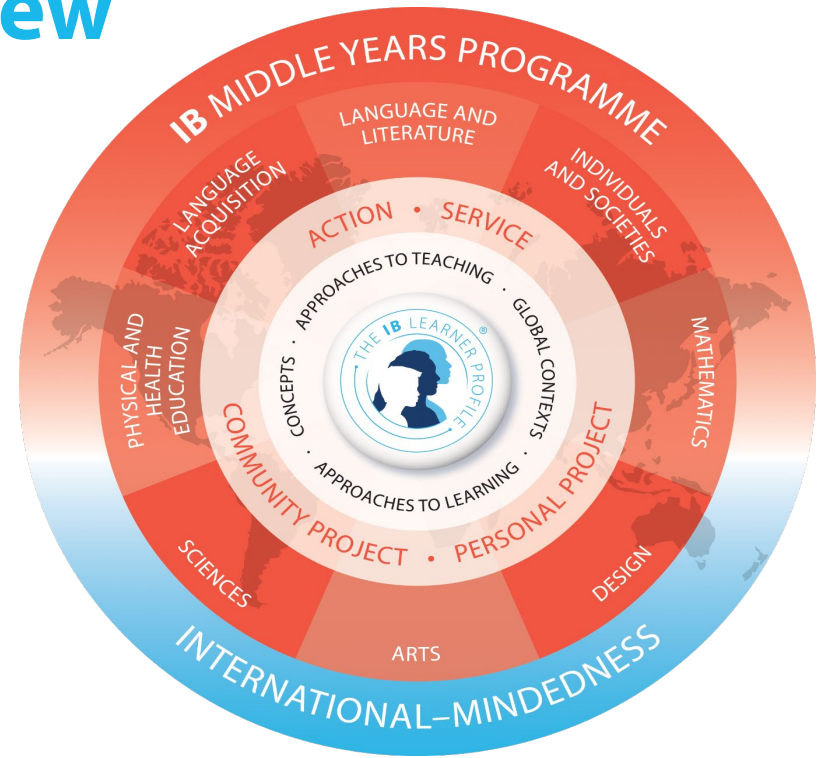
# MYP Overview

The IB Middle Years Programme, for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and **understand the connections** between traditional subjects and the real world, and to become **critical and reflective thinkers**.

The MYP is supported in English, French, Spanish and Chinese but can be taught in other languages.

# MYP Framework Overview

- Global Contexts
- Approaches to Learning
- Eight Subject Groups
- Community and Personal Projects
- Concepts
- Key and Related Concepts

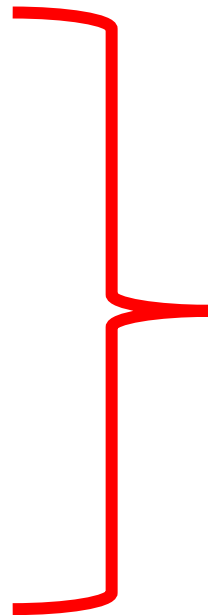


**Learn how to learn**  
Intercultural understanding  
Conceptual understanding  
**Concepts - big ideas**  
Learning in context  
**Community service**  
Creative, critical and reflective thinkers

# MYP Learning and Teaching

## Eight Subject Groups

- Language and literature
- Language Acquisition
- Individuals and Societies
- Sciences
- Design
- Arts
- Mathematics
- Physical and Health Education



- at least 50 hours of teaching time for each subject group in each year\*\*\*
- Interdisciplinary units
- Community project  
Year 3 (8th grade)
- Personal project  
Year 5 (10th grade)

**Subject-group flexibility in MYP years 4 and 5:**  
**9<sup>th</sup>/10<sup>th</sup> grade only:** students may choose 6 of 8 subjects/year-long courses;  
**language acquisition required**

# MYP Approaches to Learning

ATL skill categories	MYP ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer

# MYP Subject Briefs



## MYP subject briefs

- [Arts](#) [580kB]
- [Design](#) [580kB]
- [Individuals and societies](#) [580kB]
- [Interdisciplinary learning](#) [570kB]
- [Language acquisition](#) [580kB]
- [Language and literature](#) [580kB]
- [Mathematics](#) [580kB]
- [Personal project](#) [580kB]
- [Physical and health education](#) [580kB]
- [Sciences](#) [580kB]



## International Baccalaureate Middle Years Programme Subject Brief

### Language acquisition

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 ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding, and 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:

- is central to developing critical thinking and international-mindedness
- provides an intellectual framework to support personal development, cultural identity and conceptual understanding
- greatly contributes to the holistic development of students and to the strengthening of lifelong learning skills
- equips 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 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*.

# MYP in Action



## MYP unit planner

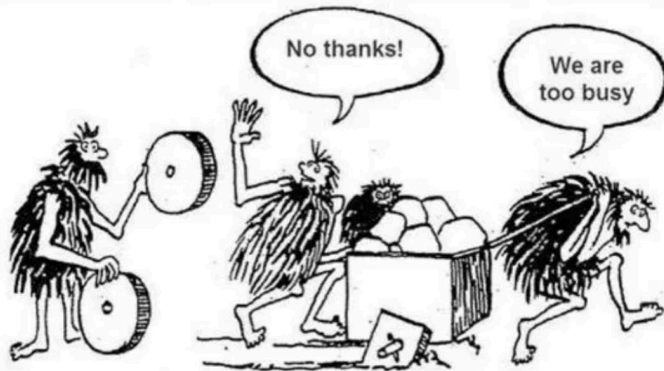
Teacher(s)		Subject group and discipline		
Unit title	Topic, local or national requirement, or engaging designation	MYP Year	1-3	Unit duration (hrs)

### *INQUIRY: Establishing the purpose of the inquiry*

Key concept	Related concept(s)	Global context
<p>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 and among</p> <ul style="list-style-type: none"> <li>• courses within the subject group</li> <li>• other subject groups (interdisciplinary learning).</li> </ul> <p>These key concepts provide a framework for the subject group, informing units of work and helping to organize teaching and learning.</p>	<p>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.</p>	<p>Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP subject groups can develop meaningful explorations of</p> <ul style="list-style-type: none"> <li>• identities and relationships</li> <li>• orientation in space and time</li> <li>• personal and cultural expression</li> <li>• scientific and technical innovation</li> <li>• globalization and sustainability</li> <li>• fairness and development</li> </ul>
<h4>Statement of inquiry</h4> <p>Statements of inquiry set conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning. Statements of inquiry summarize 'What we will be learning, and why' in language that is meaningful to students.</p>		
<h4>Inquiry questions</h4> <p><b>Factual:</b> concrete questions that have right and wrong answers (who, why, what, when, where); often focusing on recall</p> <p><b>Conceptual:</b> more abstract questions that explore broader meanings, deeper understanding and transferrable knowledge; often involving analysis and synthesis</p> <p><b>Debatable:</b> questions that generate disagreement, engage multiple perspectives, and promote critical and creative thinking; often involving the creation and exploration of competing values, theories and rationales.</p>		

# Why MYP?

MYP paves the way forward for groundbreaking developments in education and allows schools to keep growing within a global community.



## *Sample MYP Statements of Inquiry:*

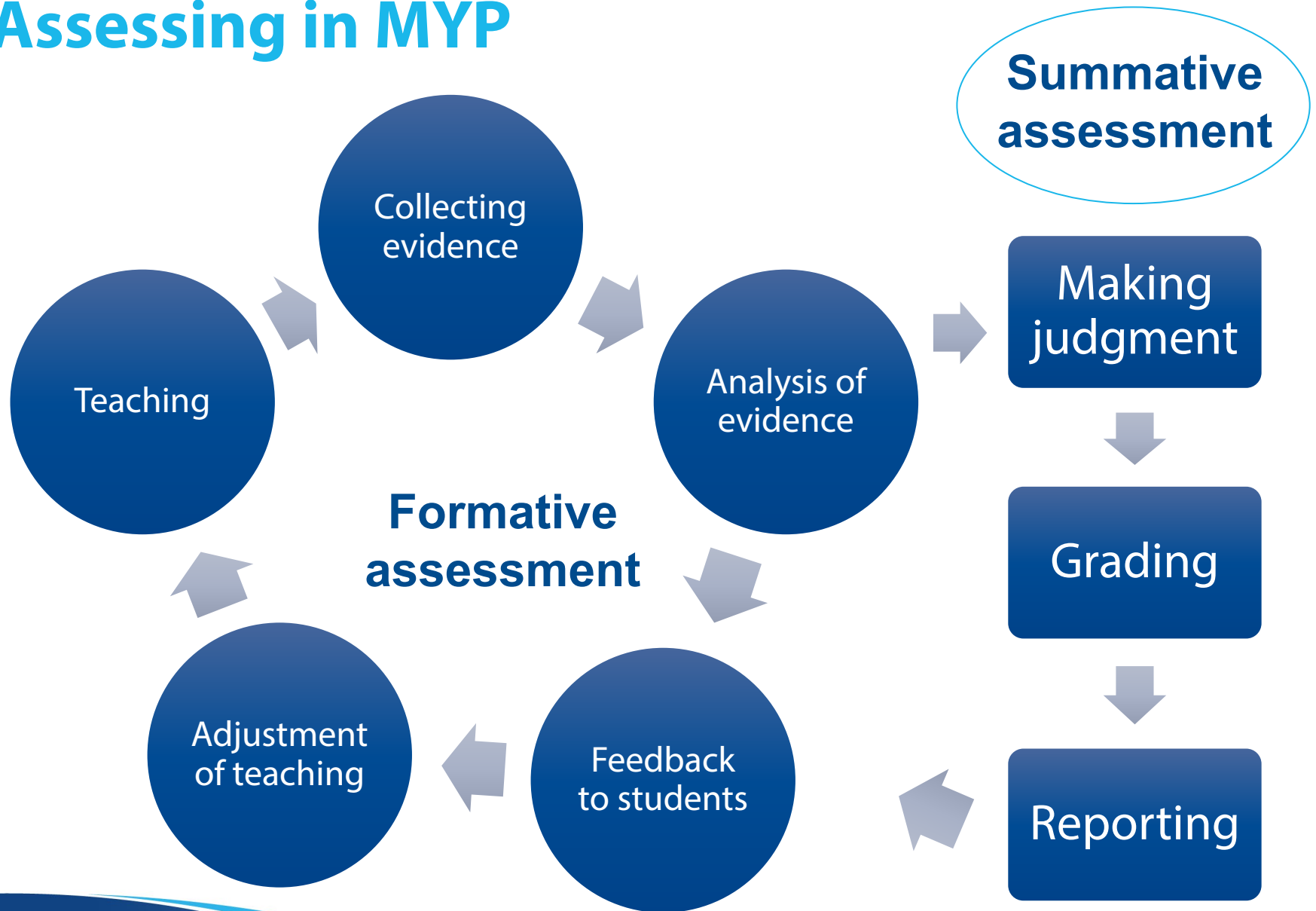
**Art:** Societies around the world express their values and beliefs in a variety of visual cultures

**Language Acquisition:** Storytelling is a universal way of exploring cultural identity and sharing who we are

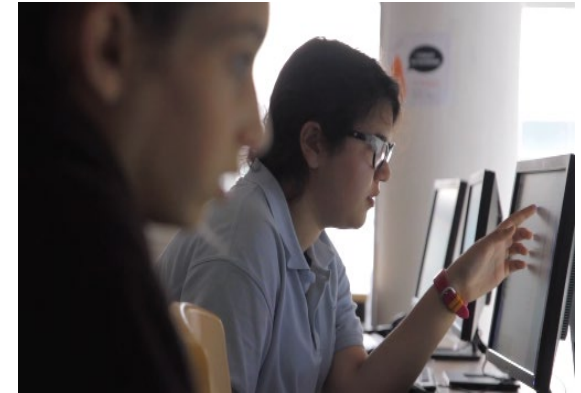
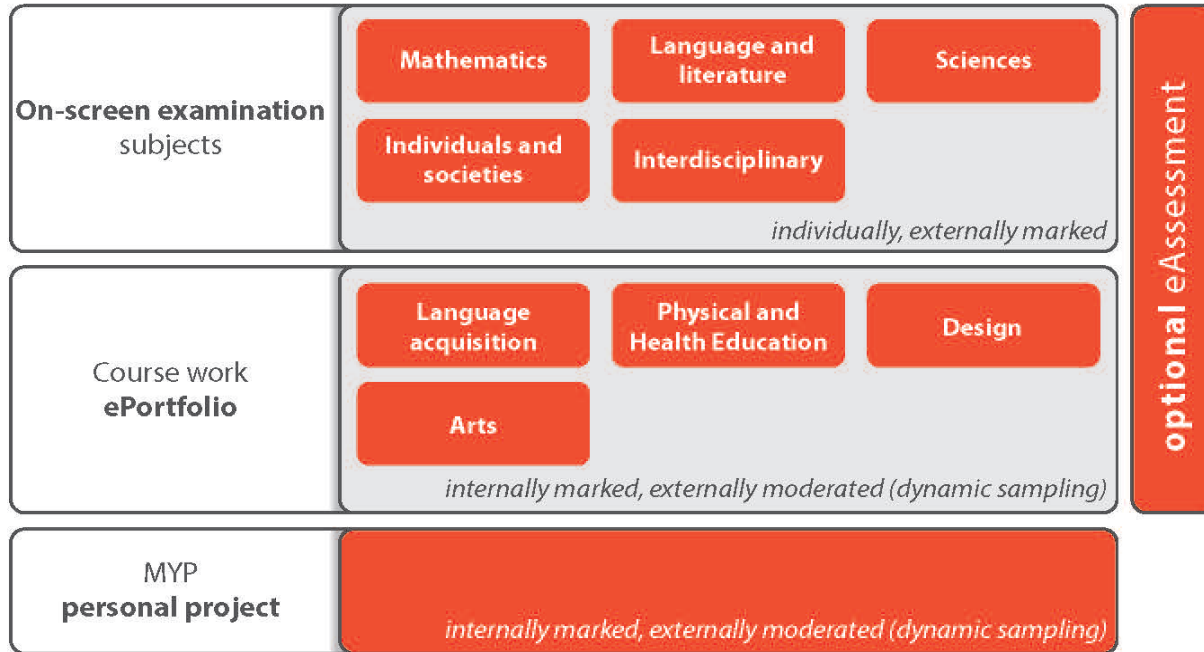
**Individuals and Societies:** Businesses have to balance income generation with human resources and environmental impact

**Mathematics:** Using finite resources responsibly must be taken into consideration when designing structures

# Assessing in MYP



# Optional MYP eAssessment



- A reliable, globally consistent
- Highly innovative
- Helps achieve greater student outcomes
- Provides greater quality assurance and recognition for IB World Schools