



What is IB?

- International Baccalaureate Program designed to educate students skills needed to live, learn and work in a rapidly globalizing world.
- There are four programs designed for IB;
 - Primary Years Programme (PYP)
 - Middle Years Programme (MYP)
 - Diploma Programme (DP)
 - Career-related Programme (CP)

The International Baccalaureate (IB) Middle Years Programme (MYP) is for students aged 11-16, grades 6-10.

- The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world.
- It fosters the development of skills for communication, intercultural understanding and global engagement.
- The MYP is flexible enough to accommodate most national or local curriculum requirements. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP).

At the center of the MYP is the IB Learner Profile

- Caring
- Balanced
- Open-minded
- Knowledgeable
- Communicators
- Risk-takers
- Principled
- Reflective
- Inquirers
- Thinkers

The subjects taught in the MYP are divided into eight subject groups.

- Language and Literature ("Language A")
- Language Acquisition ("Language B")
- Individuals and Societies ("Humanities/Social Studies")
- Sciences

- Mathematics
- Arts
- Physical and Health Education
- Design

Managebac

- MYP students and parents will have access to Managebac, our online learning platform. This will allow students and parents to:
 - monitor and track summative assessments.
 - view upcoming Units of Inquiry.
 - maintain and check the online Service and Action Portfolio.
 - track and monitor progress with the Community Project (in Year 3).
 - track and monitor a student's Approaches to Learning skills.
 - access a student's school IB report at each of our reporting points.

International Mindedness at GIS

- We promote multiple ways of doing the same thing
- We celebrate the multiple cultures through music, theatre, art, & performances
- We have a global staff
- We teach in multiple languages
- The books we use are multi-cultural

The iceberg concept of culture

Primarily in awareness

Fine arts Literature
Drama Classical music Popular music
Folk-dancing Games Cooking Dress

Primarily out of awareness

Notions of modesty Conception of beauty
Ideals governing child raising Rules of descent Cosmology
Relationship to animals Patterns of superior/subordinate relations
Definition of sin Courtship practices Conception of justice Incentives to work
Notions of leadership Tempo of work Patterns of group decision-making
Conception of cleanliness Attitudes to the dependent Theory of disease
Approaches to problem solving Conception of status mobility Eye behaviour
Roles in relation to status by age, sex, class, occupation, kinship, etc. Definition of insanity
Nature of friendship Conception of "self" Patterns of visual perception Body language
Facial expressions Notions about logic and validity Patterns of handling emotions
Conversational patterns in various social contexts Conception of past and future Ordering of time
Preference for competition or co-operation Social interaction rate Notions of adolescence
Arrangement of physical space Etc.

The Areas of Interaction (AOI) are as follows:

- **Approaches to Learning** – The learning skills that we develop and apply
- **Community and Service** – Understanding your place in the community and how to contribute
- **Human Ingenuity** – What people create and how, and its effect
- **Environments** – relationships with and responsibility to the world around us
- **Health and Social Education** – physical, social, and emotional well-being

Global Context	Focus Question(s) and Description
Identities and Relationships	<p>Who am I? Who are we?</p> <p>Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p>
Fairness and Development	<p>What are the consequences of our common humanity?</p> <p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution</p>
Globalization and Sustainability	<p>How is everything connected?</p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment</p>
Scientific and Technical Innovation	<p>How do we understand the world in which we live?</p> <p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>
Personal and Cultural Expression	<p>What is the nature and purpose of creative expression?</p> <p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>
Orientation in Space and Time	<p>What is the meaning of “where” and “when”?</p> <p>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives</p>

Approaches to Learning (ATL)

- **Communication**
 - Communication skills
- **Social**
 - Collaboration skills
- **Self-management**
 - Organization skills
 - Affective skills
 - Reflection skills
- **Research**
 - Information literacy skills
 - Media literacy skills
- **Thinking**
 - Critical thinking skills
 - Creative thinking skills
 - Transfer skills

Service & Action

- Each student in MYP 1, 2, & 3 are required to complete community service.
- At Year 3: Student complete a community project.
- It encourage students to reflect on their learning and the outcomes of their work – key skills that prepare them for success in further study, the workplace and the community. The community project provides an important opportunity for students ages 13-14 to collaborate and pursue service learning. MYP projects are student-centered and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection.

MYP ASSESSMENT CRITERIA

INDIVIDUALS & SOCIETIES (US History, World History, Ancient History)		Maximum level for each criteria
Criteria A	Knowing & understanding	8
Criteria B	Investigating	8
Criteria C	Communicating	8
Criteria D	Thinking critically	8

LANGUAGE & LITERATURE (English)		Maximum level for each criteria
Criteria A	Analyzing	8
Criteria B	Organizing	8
Criteria C	Producing text	8
Criteria D	Using language	8

LANGUAGE ACQUISITION Phases 1-4 (Russian, Spanish)		Maximum level for each criteria
Criteria A	Comprehending spoken and visual text	8
Criteria B	Comprehending written and visual text	8
Criteria C	Communicating in response to spoken, written and visual	8
Criteria D	Using language in spoken and written form	8

ARTS (Visual Arts, Music, Theatre)		Maximum level for each criteria
Criteria A	Knowing & Understanding	8
Criteria B	Developing skills	8
Criteria C	Thinking creatively	8
Criteria D	Responding	8

PHYSICAL & HEALTH EDUCATION		Maximum level for each criteria
Criteria A	Knowing & understanding	8
Criteria B	Planning for performance	8
Criteria C	Applying and performing	8
Criteria D	Reflecting and improving performance	8

SCIENCES		Maximum level for each criteria
Criteria A	Knowing & understanding	8
Criteria B	Inquiring & designing	8
Criteria C	Processing & evaluating	8
Criteria D	Reflecting on the impacts of Science	8

DESIGN (Textiles, Coding, and Graphic & Media)		Maximum level for each criteria
Criteria A	Inquiring & analyzing	8
Criteria B	Developing ideas	8
Criteria C	Creating the solution	8
Criteria D	Evaluating	8

MATHEMATICS		Maximum level for each criteria
Criteria A	Knowing & Understanding	8
Criteria B	Investigating Patterns	8
Criteria C	Communicating	8
Criteria D	Applying mathematics in real-life contexts	8

MYP Conversion Chart

For One Criterion

IB Criterion Grade	Score out of 100%
8	100
7	94
6	88
5	82
4	76
3	70
2	64
1	59

For Two Criterion

IB Criterion Grade	Score out of 100%
16	100
15	97
14	94
13	91
12	88
11	85
10	82
9	79
8	76
7	73
6	70
5	66
4	64
3	59
2	56
1	53

For Three Criterion

IB Criterion Grade	Score out of 100%	IB Criterion Grade
24	100	32
23	98	31
22	97	30
21	94	29
20	92	28
19	90	27
18	88	26
17	86	25
16	84	24
15	82	23
14	80	22
13	78	21
12	76	20
11	74	19
10	72	18
9	70	17
8	68	16
7	65	15
6	64	14
5	60	13
4	58	12
3	55	11
2	53	10
1	50	9
	48	8
	46	7
	44	6
	42	5
	40	4
	38	3
	36	2
	34	1

IB High Schools in the Sacramento Area

- Mira Loma High School, San Juan Unified School District
- Laguna Creek High School, Elk Grove Unified School District
- Granite Bay High School, Roseville Joint Union High School District
- Cordova High School, Folsom Cordova Unified School District
- Luther Burbank High School, Sacramento City Unified School District
- Inderkum High School, Natomas Unified School District