

Lamar Louise Curry Middle School

# Curriculum Guide

for IB MYP



## TABLE OF CONTENTS

The IB learner profile.....	3
The Middle Years Programme framework.....	4
Approaches to Learning (ATL) .....	5
Supporting student inquiry: concepts in context.....	5
Community Service.....	7
Assessment in the Middle Years Programme .....	8
Assessment Criteria .....	11
Interdisciplinary teaching and learning.....	12
Homework policy.....	13
The Role of the Parent.....	14
Contacts .....	15



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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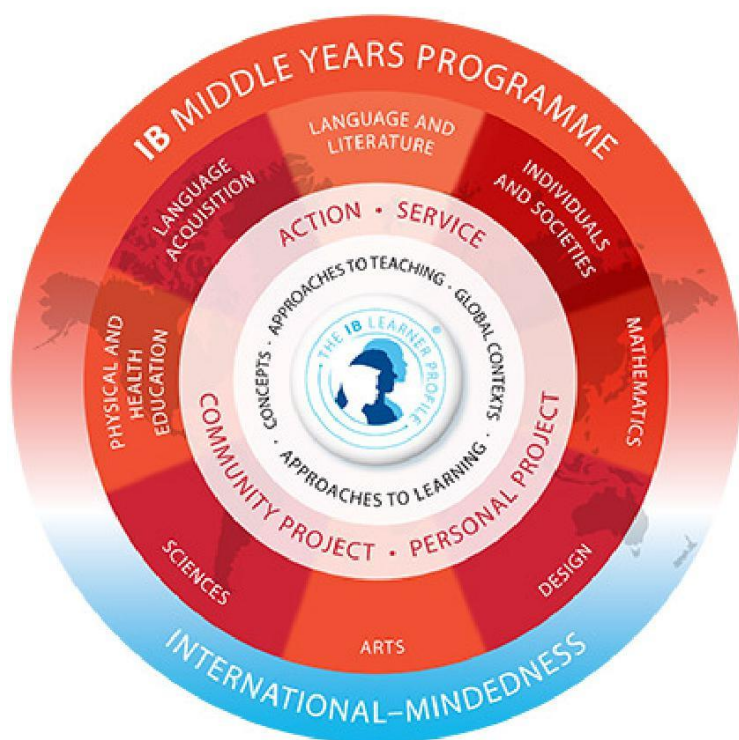
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## The Middle Years Programme Framework

The Middle Years Programme (MYP) is a framework for learning, designed for students aged 11 to 16. It promotes learning through inquiry and conceptual investigation, encouraging students to pursue excellence in all their endeavors while promoting international mindedness. In the MYP, students are invited to make connections between their studies in traditional subjects and the real world; they are also encouraged to become active and respectful members of their communities through responsible service. Its methodologies provide opportunities to fulfil each individual student's potential.

Fig. 1 – The MYP framework



The Middle Years Programme requires students to experience and explore each of the eight subject groups through the following contexts:

**Approaches to learning** – the development of learning skills.

**Approaches to teaching** – authentic learning through inquiry, collaborative and reflective learning.

**Concepts** – the basis of the written curriculum.

**Global Contexts** – learning through different contexts (*fig. 1*).

The MYP encourages students to become increasingly responsible for their own learning through the development of knowledge, skills and attitudes. As independent learners, MYP students' are

expected to apply relevant knowledge and critically evaluate information in order to understand an ever-changing world. The use of unit questions enables students to focus on key concepts appropriate for their age. The accumulation of thoughts and skills throughout the Middle and High Schools should lead to the development of independent Approaches to Learning. Student learning expectations encourage understanding, reflection and active learning through the Global Contexts and the content of units of work.

## Approaches to Learning (ATL)

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A vital element in the programme is approaches to learning (ATL). The ATL helps students develop intellectual discipline, attitudes, strategies and skills necessary for independent and critical thought. The main objective is for students to obtain a range of tools that enable them to become successful and motivated lifelong learners.

The programme encompasses general organizational skills, collaborative learning and the development of problem solving strategies. It is essential throughout the programme that students reflect on their own learning in order to identify personal strengths, as well as focus on strategies that will help the students' weaker areas. Initially, students will be directed through the processes and structures that they can use to help their learning.

The main skills forming part of Approaches to Learning are:

- Communication skills
- Social skills, including collaboration skills
- Self-Management
- Research
- Thinking



## Supporting Student Inquiry: Concepts in Context

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Concepts and Global Contexts are at the center of student learning and form the context of the written curriculum. The MYP offers a set of Key Concepts that provide interdisciplinary breadth to the programme. They are broad, organizing, powerful ideas that have relevance within and across subjects and disciplines, providing connections that can transfer across time and culture <sup>1</sup>. All teaching and learning helps students gain and construct new perspectives and understanding into these concepts. The Key Concepts at the core of student inquiry are:



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

In the Middle Years Programme, students do not explore concepts abstractly, but by placing them into specific contexts. The six Global Contexts are designed to help students connect what they learn to their own lives and experiences. It also encourages them to translate knowledge into action by understanding its relevance to real-life situations and global issues. Learning in context also allows students to understand the many facets that single concepts acquire as they are developed and brought to life within the many diverse traditions alive in the world today. Finally, it also helps students widen their perspectives by learning to understand, share and take upon themselves other cultures' points of view.

<sup>1</sup> *IB MYP From Principles into Practice*, pub. May 2014, p. 15



Fig. 2: The Global Contexts

At Curry, teachers develop holistic learning and international mindedness in students by actively engaging students in each subject in the six Global Contexts. These areas serve as “lenses” through which students explore ideas, investigate connections across and between subject areas, and apply their knowledge to *real world problems*.

## Community Service

At LLCMS, IB students are encouraged to take action in their local communities to help benefit those at home and abroad. This action is embodied in service of many forms. Whether helping at assisted living facilities, serving as after-school volunteers at neighboring elementary schools, or raising money for homeless pets, our students make serving others a regular part of their lives. Ideas for Community Service are shared throughout the year. All documents can be found online ([curryib.com](http://curryib.com)).

Minimum number of hours of community service for 6<sup>th</sup> and 7<sup>th</sup> graders: 10

## The Community Service 8<sup>th</sup> Grade Project

The Gr. 8 Community Project is a major activity for students to complete in the final year (Year 3 = Grade 8) of the MYP program at Lamar Louise Curry Middle. Curry Middle is an authorized IB school with a 3 year MYP programme. In schools in which the MYP finishes with year 3 or 4 of the programme, all students in the final year must complete the community project.

The community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The community project can be completed individually or collaboratively in groups of a maximum of three students. The choice of the goal or topic for the project is made in consultation with a Grade 8 teacher who has the responsibility for supervising the development of the project according to the MYP Community Project Assessment Criteria (included guide found online at [www.curryib.com](http://www.curryib.com)) and International Baccalaureate Organization guidelines.

The aims of MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.



## **IB Assessment at Curry**

At, LLCMS we make every effort to create opportunities for learning throughout all phases of a unit, including the assessment. By providing students with assessment tasks that also connect to the Global Contexts, we encourage inquiry and a link to real-world scenarios. In addition, we aim to cultivate knowledgeable students, who care about their education by involving them in the assessment process (understanding the rubrics, the scoring process, and giving them choices at times for final product). Teaching students about the MYP objectives and assessment criteria, they are well aware of the expectations and are key players in the search for knowledge. By offering specific feedback that highlights students' strengths and addresses areas of improvement, we can help students reflect and set goals so they can move to the next level of achievement.

At LLCMS, we believe that assessment is designed to:

- support and encourage student learning
- provide data on student performance, enabling teachers to monitor student progress toward achievement of learning targets
- shape instructional practices through the analysis of data
- determine needs for differentiation of instruction
- inform students of their progress and achievement, identifying areas of growth and providing feedback for learning
- promote reflection among teachers and students

### **ASSESSMENT METHODS**

#### **1. FORMATIVE ASSESSMENT**

Formative assessment takes place throughout a course of study, informing teachers about student learning and guiding instruction. Formative tasks are designed to prepare students for the summative task by assessing students' progress in acquiring skills and concepts needed for the summative assessment. While firmly rooted in the MYP objectives and the State Standards, formative assessment tasks can be differentiated based on the abilities, learning styles, and interests of students. See Assessment Strategies section for examples.

#### **2. SUMMATIVE ASSESSMENT**

While supporting student learning, the summative assessment is also an evaluation of student achievement of objectives and standards through a culminating activity, generally at the end of a unit of study.




Summative assessment tasks are created to be open-ended, providing differentiation by allowing students to showcase their knowledge and understanding in a variety of ways, while still aligning with the MYP subject area objectives and the State/National Standards. See Assessment Strategies and Assessment Tasks sections for specific examples.


Official progress reports are sent home with students at each mid-quarter, informing families of students' in-progress grades. At the end of each quarter, report cards are sent home notifying families of students' final quarter grades, as well as overall semester grades. It is a requirement that teachers contact the family –via a Failure Notice document- of any student earning a letter grade of a D or F (prior to the end of the term), so students can demonstrate their learning and possibly help raise their grade point average.

IB grades are shared 2 times a year. At times, IB grades are reported using the document below. However, a teacher/class specific form is also an option. Grades/scores are compiled using class assignments scored with the IB Criteria and/or using Summative MYP Unit product scores.

Below is an example of the IB Report Card:



**LAMAR LOUISE CURRY MIDDLE SCHOOL**  
**International Baccalaureate (IB) Middle Years Programme**  
**MYP Progress Report**



Student Name	Grade	Date

The purpose of the IB Progress Report is to show the progress that students are making on the objectives of the International Baccalaureate Middle Years Programme. Each of the eight courses in the MYP has a specific subject area guide. These guides spell out the aims (what students will experience or learn), the objectives (what the students will be able to do) and the assessment criteria (how they are evaluated).

Pd.	Course	Teacher	MYP Assessment Criteria				Your points Max. possible	IB Grade	Tchr. Sign
			A	B	C	D			
HR									
1st									
2nd									
3rd									
4th									
5th									
6th									

IB assessment process grading is always criterion-related. Students are measured against specific criteria. Depending on the course and criterion, the level of achievement may be measured on a scale of 1 – 6, 1 – 8, or 1 – 10. In giving a final grade, the MYP uses a scale of 1 – 7, with 7 being the highest.  
 This report grades progress on MYP tasks only.

IB Grade Scale
7 – Consistent & thorough understanding, higher level thinking, originality & insight applied almost faultlessly in a wide variety of situations
6 – Consistent and thorough understanding, higher level thinking, much originality and insight
5 – Consistent and thorough understanding, usually shows higher level thinking
4 – Good general understanding with some higher level thinking
3 – Limited achievement for most objectives with support
2 – Very limited achievement for all objectives with support
1 – Minimal achievement

I have read the above grades and scale and I am aware of the strengths and weaknesses.  
After this form is signed, place it in your portfolio.

\_\_\_\_\_  
 Student Signature

\_\_\_\_\_  
 Parent Signature

For the purpose of giving a clear outline of student achievement that can be easily understood by all educational institutions regardless of their academic programmes, as well as to offer an indication of student achievement comparable to that of the IB Diploma, all the levels of achievement for each criterion can be added up to obtain a score between 0 and 32. Such score is then reduced to a 1-7 grade using the following table:

Grade	Boundary guidelines	Grade descriptor
1	1-5	The student produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	The student produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	The student produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	The student produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	The student produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	The student produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	The student produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

## ASSESSMENT CRITERIA FOR MYP SUBJECTS

All Subjects have rubrics designed to help teachers fairly assess student progress. Below is an outline of the different MYP Subjects with Assessment Criteria.

Subject & Criteria		Subject & Criteria	
<b><i>ARTS: Visual &amp; Performing</i></b>		<b><i>LANGUAGE ACQUISITION</i></b>	
A	Knowledge & Understanding	A	Comprehending Spoken & Visual Text
B	Developing Skills	B	Comprehending Written & Visual Text
C	Thinking Creatively	C	Communicating
D	Responding	D	Using Language
<b><i>INDIVIDUALS &amp; SOCIETIES</i></b>		<b><i>PHYSICAL and HEALTH EDUCATION</i></b>	
A	Knowledge and Understanding	A	Knowing and Understanding
B	Investigating	B	Planning for Performance
C	Communicating	C	Applying and Performing
D	Thinking Critically	D	Reflecting and Improving Performance
<b><i>LANGUAGE &amp; LITERATURE</i></b>		<b><i>DESIGN</i></b>	
A	Analyzing	A	Inquiring and Analyzing
B	Organization	B	Developing Ideas
C	Producing Text	C	Creating the Solution
D	Using Language	D	Evaluating
<b><i>SCIENCES</i></b>		<b><i>MYP PROJECT: C/S 8<sup>th</sup> Grade</i></b>	
A	Knowledge & Understanding	A	Investigating
B	Inquiring and Designing	B	Planning
C	Processing and Evaluating	C	Taking Action
D	Reflecting on the Impacts of Science	D	Reflecting
<b><i>MATHEMATICS</i></b>		<b><i>INTERDISCIPLINARY</i></b>	
A	Knowledge & Understanding	A	Integrating Knowledge and Understanding
B	Investigating Patterns	B	Learning in Context
C	Communicating	C	Communicating
D	Applying Mathematics in Real World Contexts	D	Reflecting

## Interdisciplinary teaching and learning

The philosophy of the Middle Years Programme places a great emphasis on interdisciplinary teaching and learning. Although grounded in taught academic disciplines, interdisciplinary teaching and learning aims to move beyond boundaries to deepen students' understanding of the complexities of the world they live in.

At LLCMS, teachers regularly meet to plan and implement interdisciplinary units of work, so that students can fully experience the philosophy of the Middle Years Programme.

### Subject-specific objectives

The MYP interdisciplinary objectives state the specific targets that are set for interdisciplinary learning. They define what the student will be able to accomplish as a result of undertaking interdisciplinary units.

#### A. Disciplinary grounding

In interdisciplinary units, disciplinary understanding is explicitly taught and assessed. Students must understand concepts and skills of the selected disciplines—as framed in subject-group objectives. This disciplinary grounding provides the foundation for interdisciplinary understanding.

At the end of the programme, students should be able to:

- demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge.

#### B. Synthesizing

Through the development of holistic learning students will integrate knowledge from more than one discipline in ways that inform inquiry into relevant ideas, issues and challenges. Students demonstrate the integration of factual, conceptual and procedural knowledge from more than one discipline in order to explain phenomena or create products.

At the end of the programme, students should be able to:

- synthesize disciplinary knowledge to demonstrate interdisciplinary understanding.

#### C. Communicating

Interdisciplinary learning helps to prepare students for communicating understandings across areas of expertise. By selecting, integrating or innovating communication forms and strategies, students describe and explain the results of their inquiries. Students develop the capacity to communicate effectively and responsibly with a range of audiences.

At the end of the programme, students should be able to:

- use appropriate strategies to communicate interdisciplinary understanding effectively
- document sources using recognized conventions.



## **D. Reflecting**

When undertaking units of interdisciplinary learning, students will engage in a process of ongoing reflection and evaluation of the role of disciplines, weighing their relative contributions and assessing their strengths and limitations in specific interdisciplinary applications. Students will also explore various areas of knowledge and ways of knowing, considering their own ability to construct understanding across disciplinary boundaries.

At the end of the programme, students should be able to:

- reflect on the development of their own interdisciplinary understanding
- evaluate the benefits and limitations of disciplinary and interdisciplinary knowledge and ways of knowing in specific situations.

## **Curry Quarterly Reflections**

Our goal is to have all Curry students participate in the quarterly Reflection Activities.

Through the use of Reflection writing we hope that students have a chance to:

- gauge their progress within their individual classes
- determine what works/does not work for them as a student
- make connections of the concepts taught in class to the “real world” or global society

Reflection Templates and Work Retrieval Forms are all posted online under the Reflections tab on [www.curryib.com](http://www.curryib.com).

## **Homework policy**

Homework is an essential part of the instructional process. Homework should provide reinforcement and extension of class instruction, and should serve as a basis for further study and preparation for future class assignments. Homework is not to be assigned as punishment. Secondary school homework assignments should recognize that more time and individual student initiative are expected in order to meet increased instructional demands. Homework assignments for exceptional students should reflect the special needs of such students. In general, homework assignments will be completed the following day. Long-range assignments and/or special projects should provide students with the opportunity to develop and refine research and independent study skills. Teachers will review evidence periodically before the student submits a long range assignment. When implementing the homework policy, our school will consider established guidelines. The daily (Monday-Friday) recommended averages for grades 6-7-8 are 75 minutes. When assigning homework, consideration will be given to the homework demands being made in other subject areas. Students shall: 1. complete assigned homework as directed; 2. return homework to the teacher by the designated time; 3. submit homework assignments that reflect careful attention to detail and quality of work; and 4. devote a minimum of 30 minutes each day to reading as an additional part of the homework assignment.








\* Excerpt from School Board Policy 2330 - Homework

## The Role of the Parent

Parents shall:

1. Provide continued interest and concern for the child's successful performance in school, through encouraging and supporting the child in his/her performance of homework assigned;
2. Indicate an interest in assignments and assisting, if possible, when requested by the child, but not to include performing the work for the child;
3. Support the school in the students' assigned homework;
4. Request assignments for the child when short-term absences are involved;
5. Assist the school in stressing the importance of reading and its benefits; and
6. Assure that students read for a period of at least 30 minutes each day in addition to any other assigned homework.
7. Stay current with grades reported on the Student/Parent Portal (electronic gradebook)

**7 EASY STEPS TO HELP YOUR CHILD SUCCEED IN CURRY'S IB PROGRAM**

1. Use the student agenda—check that all assignments are being written down with clear due dates!  

2. Create a routine for home learning; where the child knows that every day he/she will have quiet time dedicated to completing assignments and studying.  

3. Ask questions about their school day.  
Have them list their top 3 favorite moments.  

4. Encourage your child to participate in extra-curricular activities, clubs and/or sports at Curry Middle School. This creates a well-rounded student!  

5. Stay current! Check our blog site and Edmodo postings regularly.  

6. Use the parent/student portal!  
There's no better way to monitor your child's academic progress.  

7. Create your own reward system---acknowledging success really makes a difference and helps improve behavior, effort and grades!  




## Contacts

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