


## International Baccalaureate

Lanier Middle School is an *International Baccalaureate World School* that uses the IB Middle Years Programme (MYP) Model to guide how we teach, learn and support our students and community. Our goal is for all learners to leave the programme as empowered global citizens.



**WHO we are as IB Learners:** The IB Mission Statement informs and drives our implementation of the MYP model. We strive on a daily basis to become more well-rounded individuals by developing our IB Learner Profile characteristics.

IB Mission Statement	IB Learner Profile	
<p>The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.</p> <p>To this end the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.</p> <p>These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.</p>	Thinker	Caring
	Inquirer	Open-minded
	Knowledgeable	Risk-taker
	Communicator	Balanced
	Reflective	Principled
	 <p><b><u>Learner Profile Traits Defined</u></b></p>	

**WHAT we learn in our MYP classes:** We focus on learning about big concepts across all eight subjects connecting the fundamental building blocks of our world.

MYP Key Concepts			
Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space
<b><u>MYP Key Concepts Defined</u></b>			

**WHY are we learning and HOW does it connect to the world:** We reflect on the content we are learning by placing it within the real-world context.

<b>MYP Global Context</b>	
<b>Identities and relationships</b> – <i>Who am I? Who are we?</i>	<b>Fairness and development</b> – <i>What are the consequences of our common humanity?</i>
<b>Personal and cultural expression</b> – <i>What is the nature and purpose of creative expression?</i>	<b>Globalization and sustainability</b> – <i>How is everything connected?</i>
<b>Orientation in space and time</b> – <i>What is the meaning of 'where' and 'when'?</i>	<b>Scientific and technical innovation</b> – <i>How do we understand the world in which we live?</i>
<a href="#"><u>MYP Global Context Defined with Exploration</u></a>	

**WHAT tools do we need to be successful IB learners:** We learn and practice skills that empower us to become better students and life-long learners.

<b>Approaches to Learning Skills</b>			
<b>Communication</b>	<b>Communication</b> <ul style="list-style-type: none"> <li>Exchanging thoughts, messages and information effectively through interaction</li> <li>Reading, writing and using language to gather and communicate information</li> </ul>		
<b>Social</b>	<b>Collaboration</b> <ul style="list-style-type: none"> <li>Working effectively with others</li> </ul>		
<b>Self-management</b>	<b>Organization</b> <ul style="list-style-type: none"> <li>Managing time and tasks effectively</li> </ul>	<b>Affective</b> <ul style="list-style-type: none"> <li>Managing state of mind</li> </ul>	<b>Reflection</b> <ul style="list-style-type: none"> <li>(Re)considering the process of learning</li> <li>choosing and using ATL skills</li> </ul>
<b>Research</b>	<b>Information Literacy</b> <ul style="list-style-type: none"> <li>Finding, interpreting, judging and creating information</li> </ul>	<b>Media Literacy</b> Interacting with media to use and create ideas and information	
<b>Thinking</b>	<b>Critical Thinking</b> <ul style="list-style-type: none"> <li>Analyzing and evaluating issues and ideas</li> </ul>	<b>Creative Thinking</b> <ul style="list-style-type: none"> <li>Generating novel ideas and considering new perspectives</li> </ul>	<b>Transfer</b> <ul style="list-style-type: none"> <li>Using skills and knowledge in multiple contexts</li> </ul>
<a href="#"><u>ATL Skills Categories with Strands</u></a>			

**HOW will we demonstrate our learning:** We have multiple opportunities to put our learning and skills into action through authentic assessments that measure our academic progress.

<b>IB MYP Assessment Policy</b>
IB requires teachers to assess using the four MYP objectives/assessment criteria for each subject group in each year of the programme. Across a variety of assessment tasks (authentic performance of understanding), teachers use descriptors in MYP rubrics to identify students' achievement levels against established assessment criteria. MYP assessment uses a "best-fit"

approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically.

Teachers will create task-specific rubrics using the MYP 0-8 achievement scale to convey progress on MYP objectives. Students' achievement levels on each of the subject's four criteria will be assessed twice over the course of the school year.

Summative assessments will be recorded on the Parent Connect Portal (Power School) but will not be weighted in the student's final average. Parents and students will see the achievement measured using the MYP 0-8 achievement scale for all subject areas. The official academic grade is recorded in the Projects/Tests category.

**The MYP assessment criteria across subject groups can be summarized as follows:**

	<b>MYP Criterion A</b>	<b>MYP Criterion B</b>	<b>MYP Criterion C</b>	<b>MYP Criterion D</b>
<b>Language and Literature (Literacy)</b>	Analyzing	Organizing	Producing Text	Using Language
<b>Mathematics</b>	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-World Contexts
<b>Sciences</b>	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
<b>Individuals and Societies (Social Studies)</b>	Knowing and Understanding	Investigating	Communicating	Thinking Critically
<b>Language Acquisition</b>	Comprehending Spoken and Visual Text	Comprehending Written and Visual Text	Communicating	Thinking Critically
<b>Arts</b>	Knowing and Understanding	Developing Skills	Thinking Creatively	Responding
<b>Physical and Health Education</b>	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance
<b>Design (Technology, MUN, Debate, &amp; Leadership)</b>	Inquiring and Analyzing	Developing Ideas	Creating the Solution	Evaluating
<b>MYP Projects (Community Project)</b>	Investigating	Planning	Taking Action	Reflecting
<b>Interdisciplinary</b>	Disciplinary Grounding	Synthesizing and Applying	Communicating	Reflecting