Welcome to 8th Grade Parent Information Night
What you need to know about the IB...
The IB Mission

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.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
IB learner profile

- The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century
- As IB learners we strive to be:
  - inquirers
  - knowledgeable
  - thinkers
  - communicators
  - principled
  - open-minded
  - caring
  - risk-takers
  - balanced
  - reflective
Units of Inquiry & Concept-Based Learning

- The curriculum is comprised of units of inquiry.
- Each unit is driven by a statement of inquiry.
- The curriculum is concept-based.
- Concept based learning is about big transferable ideas that transcend time, place, and situation.
- There’s so much information available to students in today’s world, and concept-based learning provides a framework to organize and make sense of facts.
- In the MYP, there is also a focus on multiple perspectives and viewing the world with a more flexible mind.
MYP Key Concepts

The MYP identifies 16 key concepts to be explored across the curriculum. These key concepts, shown in the table below represent understandings that reach beyond the MYP subject groups from which they are drawn.

<table>
<thead>
<tr>
<th>Aesthetics</th>
<th>Change</th>
<th>Communication</th>
<th>Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections</td>
<td>Creativity</td>
<td>Culture</td>
<td>Development</td>
</tr>
<tr>
<td>Form</td>
<td>Global interactions</td>
<td>Identity</td>
<td>Logic</td>
</tr>
<tr>
<td>Perspective</td>
<td>Relationships</td>
<td>Time, place and space</td>
<td>Systems</td>
</tr>
</tbody>
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MYP Assessment

- The MYP offers a **criterion-related model** of assessment. This means that students' results are determined by performance against set standards.

- There are 4 assessment criteria in each subject.

- Teachers use common rubrics to track students’ progress toward the 4 criteria over the course of the MYP.

- In order to track this progress, teachers use **varied and valid assessment** tasks that allow students to demonstrate achievement according to the required objectives within each subject group. These may include:
  - open-ended, problem-solving activities and investigations
  - organized debates
  - hands-on experimentation
  - analysis
  - reflection.
## MYP Assessment is Criterion-Based

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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</thead>
<tbody>
<tr>
<td><strong>Language and literature</strong></td>
<td>Analysing</td>
<td>Organizing</td>
<td>Producing text</td>
<td>Using language</td>
</tr>
<tr>
<td><strong>Language acquisition</strong></td>
<td>Comprehending spoken and visual text</td>
<td>Comprehending written and visual text</td>
<td>Communicating</td>
<td>Using language</td>
</tr>
<tr>
<td><strong>Individuals and societies</strong></td>
<td>Knowing and understanding</td>
<td>Investigating</td>
<td>Communicating</td>
<td>Thinking critically</td>
</tr>
<tr>
<td><strong>Sciences</strong></td>
<td>Knowing and understanding</td>
<td>Inquiring and designing</td>
<td>Processing and evaluating</td>
<td>Reflecting on the impacts of science</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Knowing and understanding</td>
<td>Investigating patterns</td>
<td>Communicating</td>
<td>Applying mathematics in real-world contexts</td>
</tr>
<tr>
<td><strong>Arts</strong></td>
<td>Knowing and understanding</td>
<td>Developing skills</td>
<td>Thinking creatively</td>
<td>Responding</td>
</tr>
<tr>
<td><strong>Physical and health education</strong></td>
<td>Knowing and understanding</td>
<td>Planning for performance</td>
<td>Applying and performing</td>
<td>Reflecting and improving performance</td>
</tr>
<tr>
<td><strong>Design</strong></td>
<td>Inquiring and analysing</td>
<td>Developing ideas</td>
<td>Creating the solution</td>
<td>Evaluating</td>
</tr>
<tr>
<td><strong>MYP projects</strong></td>
<td>Investigating</td>
<td>Planning</td>
<td>Taking action</td>
<td>Reflecting</td>
</tr>
<tr>
<td><strong>Interdisciplinary</strong></td>
<td>Disciplinary grounding</td>
<td>Synthesizing</td>
<td>Communicating</td>
<td>Reflecting</td>
</tr>
</tbody>
</table>
Feedback and Communication

- Common Rubrics (1-8 scale)

- Students receive feedback on their progress as it relates to the assessment criteria for each subject, as established by the IBO

- For consistency with the DP, MYP overall levels of achievement in each subject will be communicated to parents on a 1-7 scale, and these scores will also be converted into a letter grade.
Personal Projects

- The Personal Project allows students the opportunity to demonstrate the skills they have acquired in the MYP.

- In 10th grade, all students must complete the personal project.

- Students develop a personal project independently, producing a truly personal and creative piece of work that stands as a summative review of their ability to conduct independent work.

- Students will be assigned a faculty member to oversee their work on the project.
2019-2020 Registration/Transition Timeline

January: 8th grade students visited the Hannaford Career Center

March 5th: High school counselors meet with 8th grade students at MUMS to discuss what to expect at MUHS. Students complete their course requests during these meetings

Early April: Student course requests mailed home for parent approval

Mid-May: 8th Grade students visit high school for ½ day

August: Student schedules mailed home

Late August: 9th Grade Orientation at the high school

September: 9th Grade Day at Bread Loaf

● Please feel free to contact the high school guidance department with any questions or concerns throughout this process!
Guidance Department Support Services

The MUHS school counselors are dedicated to fostering student success by providing social, emotional, academic and future planning support to all students.

- Assist students with the transition to high school.
- Meet with students individually to develop 4-year academic plans within their PLPs, and provide guidance around course planning specific to IB and flexible pathways.
- Provide individual counseling support and make referrals to outside agencies when necessary.
- Monitor academic progress.
- Collaborate with teachers/parents to ensure academic success.
- Work with students to develop and support post-secondary goals.
Graduation Requirements for the Class of 2023

In accordance with the implementation of IB, students must earn a minimum of 23 credits with the following distribution:

- Language and Literature (English) 4 credits
- Language Acquisition (World Language) 1 credit
- Individuals and Societies (Social Studies) 3 credits
- Sciences 3 credits
- Mathematics 3 credits
- Arts and/or Design 2 credits
- Physical Education 1.5 credits
- Health Education 1 credit
- Theory of Knowledge 1 credit
- Electives 3.5 credits

23 total

In addition, students will need to complete the following:

- Personalized Learning Plan (PLP)
- Personal Project (10th grade)
- Creativity, Activity, Service (CAS) (50-200 hours)
- Celebration of Learning (demonstrated proficiency in the attributes of the IB Learner Profile)
9th grade MYP courses

1. Fundamentals of Language and Literature
2. Language Acquisition (World Language)
3. Early American History
4. Intro to Earth Systems and Physics
5. Mathematics
6. Physical and Health Education
7. ________________________ (student choice)
8. ________________________ (student choice or study hall)

The 6 courses listed above are required courses in the MYP for each student. All students are required to take 7 total credits for the year. Therefore, students will choose an additional class of their choice for the 7th class. The 8th class can be a study hall or an additional elective course offering.
## Weekly Schedule

<table>
<thead>
<tr>
<th>Times</th>
<th>Monday (Odd)</th>
<th>Tuesday (Even)</th>
<th>Wednesday (Odd or Even Day)</th>
<th>Thursday (Odd)</th>
<th>Friday (Even)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:10-9:33 (83 min)</td>
<td>1</td>
<td>2</td>
<td>1 or 2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9:37-11:00 (83 min)</td>
<td>3</td>
<td>4</td>
<td>3 or 4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11:04-11:10 (6 min)</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory (Gr 9/10)</td>
<td>Advisory</td>
<td>Advisory</td>
</tr>
<tr>
<td>11:14-11:44 (30 min)</td>
<td>FLEX</td>
<td>L1</td>
<td>FLEX</td>
<td>L1</td>
<td>FLEX</td>
</tr>
<tr>
<td>11:46-12:16 (30 min)</td>
<td>L2</td>
<td>FLEX</td>
<td>L2</td>
<td>L2</td>
<td>FLEX</td>
</tr>
<tr>
<td>12:20-1:43 (83 min)</td>
<td>5</td>
<td>6</td>
<td>5 or 6</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>1:47-3:10 (83 min)</td>
<td>7</td>
<td>8</td>
<td>7 or 8</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

- **School Day hours:** 8:10-3:10
- **Monday/Thursday:** Odd Days
- **Tuesday/Friday:** Even Days
- **Wednesday:** Alternating Odd/Even each week
- **Flex Time:** Student and teachers will use this to seek extra help in courses. Approx 30 mins/day.
Language and Literature

Assessment Criteria

1) Analyzing
2) Organizing
3) Producing Text
4) Using Language
Individuals and Societies

One Choice!
Early American History MYP 4

Core Units:

1. Human and Physical Geography and the Roots of American Society
2. Governance and Ideology in Early America
3. Shore to Shore: Westward Expansion
4. Civil War and Reconstruction
5. Innovation, Immigration, and Identity

MYP Assessment Criteria:
Knowing and Understanding, Investigating, Communicating, Thinking Critically.
Math 4S

- Prepares students for Math 5S and standard level Math DP courses

- **Units of Study:**
  - Sequences
  - Linear Equations and Inequalities
  - Functions and Function Notation
  - Linear Systems and Inequalities
  - Coordinate geometry
  - Data Analysis

- **Assessment Criterion**
  - Knowing and Understanding
  - Patterns
  - Communication
  - Solving Problems in Real World Context.

Math 4E

- Prepares students for Math 5E and higher level Math DP courses

- **Units of Study:**
  - Deductive Reasoning
  - Polygons
  - Similarity
  - Exponents & Exponential Functions
  - Quadratic Functions & Equations
  - Probability

- **Assessment Criterion**
  - Knowing and Understanding
  - Patterns
  - Communication
  - Solving Problems in Real World Context.
MYP Assessment Objectives

- Knowing and Understanding
- Inquiring and Designing
- Processing and Evaluating
- Reflecting Upon the Impacts of Science

MYP Statement of Inquiry

*Time, place and space govern transformation and interactions of natural resources.*
Language Acquisition

Languages Offered: French, Latin & Spanish

MYP Assessment Criteria:

A. Comprehending Spoken and Visual Text
B. Comprehending Written and Visual text
C. Communicating in Response to Spoken, Written or Visual Text
D. Using Language in Spoken or Written Form

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.”
– Nelson Mandela
Courses for 9th Graders:

Performing Arts:
Music in Our Lives
Concert Choir
Small Choral Ensemble
Beginning Guitar
Jazz Ensemble
Concert/ Marching Band
VISUAL ART:
MYP Introduction to Art
Drawing
Sculpture
Photography
Design

Assessment Criteria

- Inquiring and analysing
- Developing Ideas
- Creating the solution
- Evaluating

With natural resources, designers can develop sustainable products using innovations that appeal to a global market.
Physical and Health Education (PHE)

Year 4 (Grade 9)
Adventure/Building Relationships, Intro to Wellness, Mental & Emotional Health (Stress & Stress Management), Decision Making (Sexual Health, Alcohol, Tobacco & Other Drugs, etc.), Target Sports, Net Games, Invasion Games, Aesthetic Movement

Year 5 (Grade 10)
Wellness, Lifetime Health, Self-Defense & Healthy Relationships, Aesthetic Movement, Managing a Medical Condition, Inclusive Activities, CPR/First Aid, Integrated unit w/science, MYP PHE completion

Personal Fitness (Grade 11 or 12)
Self designed fitness routine based on personal goals, Develop greater understanding of strength & conditioning, improve fitness levels, enhance learning readiness, develop lifetime fitness habits

Adventure Unit - SOI: **Interaction** through competitive and cooperative experiences help to form our group’s identity and foster a classroom environment built on strong interpersonal relationships.

Criteria for Assessment
A) Knowing and Understanding
B) Planning for Performance
C) Applying and Performing
D) Reflecting and Improving Performance

Chris Altemose, Deb Karpak, Kate Mastrantone
Patricia A. Hannaford
Career Center

4 Foundational Classes for 9th & 10th Graders!
Introduction to STEM
Mechanical Science
Plant & Animal Science
Visual Communications

www.hannafordcareercenter.org
MUHS Prevention

Developing an environment that supports healthy decision making/choices, while providing students with the skills and supports needed to act in a healthy manner.

- Drug-free activities for students
- School/community prevention/education:
- Individual support
- Group support
- Meet with parents and coaches to provide education and support around drug/alcohol and mental health issues.
- Access and facilitate fulfillment of training needs for faculty and staff
Thank you for coming!