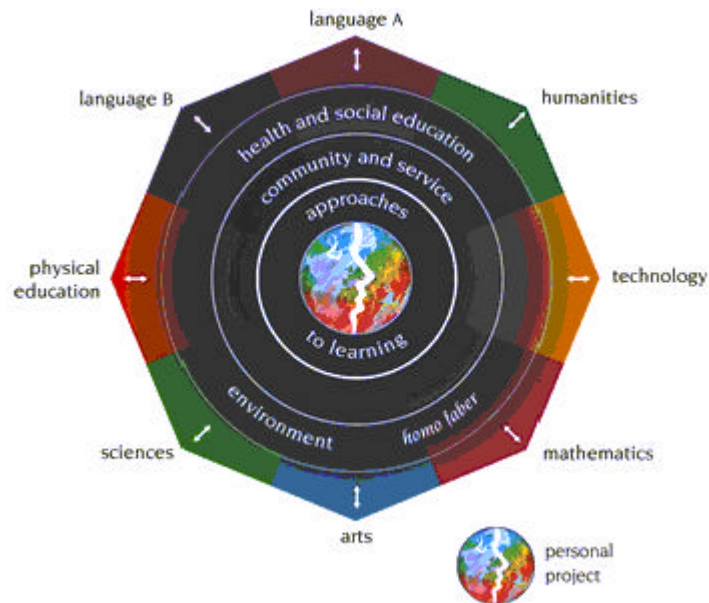


## The International Baccalaureate Middle Years Program

The fundamental objectives of the Middle Years Program (MYP) are to promote intercultural awareness and to stimulate each student's intellectual and social development according to his or her circumstances. The MYP emphasizes the interrelationship of various disciplines in order for students to achieve a holistic, inclusive view of knowledge. The curriculum model for the MYP is illustrated in the form of an octagon (below). The student is placed at the center of this octagon and is surrounded by the 8 subject groups, which are obligatory to the MYP. The MYP requires these 8 subjects to be taught in an integrated way at all times embracing the 5 Areas of Interaction, common themes or lenses, which connect the individual (at the center) to the subject groups.

We offer the MYP in grades 9 and 10. Our middle school partner, Randolph Middle School, offers the MYP in grades 6, 7 & 8. Students from non MYP schools are also welcome to apply for 9<sup>th</sup> grade. The Myers Park International Baccalaureate (MYP & Diploma) Program is one of Charlotte Mecklenburg School's (CMS) magnet options. Admission is through magnet registration on a space available basis in accordance with School Board Policy. Students may apply to the Myers Park MYP or Diploma Program if their home schools are Myers Park High, Providence, or South Mecklenburg. Students are admitted based on a lottery process.



We strive to create a meaningful combination of well-planned and resourced academic subjects, working in combination with exciting experiential learning programs. For example, our Leadership Institute offers leadership opportunities through training typically available only at a collegiate/corporate level. Motivated students learn, develop and strengthen skills that will enable them to become more effective and visionary

leaders throughout high school, college and beyond. We also have several university partnerships (i.e. Duke and UNC Chapel Hill). Our IB graduates arrive at college prepared to think critically, write fluidly, and analyze quantitatively. These “extras” provide the well rounded, balanced, and challenging program that our students and parents have come to expect.

### **The MYP by three fundamental concepts:**

**Holistic/Global Education-**The MYP seeks to increase a student’s awareness and understanding of both the separate identities of the various disciplines and their inter-relatedness. The Areas of Interaction (explained below) provide the main focus in the MYP for developing links between the disciplines so that students will learn to see knowledge as an integrated whole. Through their application, students realize that most real world problems require insights gained from a variety of disciplines, develop the skills of inquiry and understand the similarities and differences between different approaches to human knowledge

**Communication-** The MYP stresses the central importance of verbal and non verbal communication as a vehicle to realize the aims of the program. Effective written and oral expression enables the young person both to fit successfully into society by communicating with others and to build his or her own personality through structural thinking. MYP students are required to develop at least two languages, normally their first language and a second language. At Myers Park, all MYP students study English as a first language (Language A) and either French, German or Spanish as a second language (language B).

**Intercultural Awareness-** The concept of Intercultural Awareness is concerned with developing students’ attitudes, knowledge and skills as they learn about their own and others’ social and national cultures. It not only fosters tolerance and respect, but also leads to empathy and understanding

The five **Areas of Interaction** develop connections between the eight subject groups so that students will see knowledge as an interrelated, coherent whole.

**Approaches to Learning (ATL)** – provides students with the tools to enable them to take responsibility for their learning. Central to this is “learning how to learn” and developing in individuals an awareness of how they learn best.

**Community and Service (C&S)** – starts in the classroom and extends beyond it, requiring students to participate in the communities in which they live. Giving importance to the sense of community throughout the program encourages responsible citizenship as it seeks to deepen students’ knowledge and understanding of the world around them. Students are encouraged to make connections between their intellectual and social development and the benefits that they can contribute to the community by asking themselves, “How can I make a difference?” Students participate in school-wide

community service projects and are encouraged to do community service independently. Students log their community service hours.

**Homo Faber (HF)** – allows students to explore the processes and products of human creativity. It considers their impact on society and on the mind. Students learn to appreciate and develop in themselves the human capacity to influence, transform, enjoy and improve the quality of life. It is at the core of the student-centered learning, where the students themselves are placed in the position of Homo Faber, solving problems, showing creativity and resourcefulness in a variety of context throughout the curriculum and school life.

**Environment (E)** – aims to develop the students' awareness of their interdependence with the environment so that they understand and accept their responsibilities. It deals with the importance of the local and global environment, the concepts of sustainable development in a context of increasing environmental threats.

**Health and Social Education (H&S)** – deals with physical, social and emotional health and intelligence, key aspects of development leading to complete and healthy lives. Students become better informed about health issues.

### **Areas of Interaction Leaders**

We have faculty members who act as leaders for each Area of Interaction. Their role is to assist other MYP teachers with the natural and sustainable incorporation of each Area of Interaction into their subjects. The leaders are also charged with planning to include the Areas of Interaction into other school programs to ensure available resources for students and teachers and to raise the profile of the Areas of Interaction.

### **The Personal Project**

In grade 10 students complete a Personal Project, which is closely linked to the Areas of Interaction. This integrative project highlights the skills a student has developed over the MYP years, allows them to be applied in practice and provides an avenue for student exploration of their own interest. It is effective preparation for the extended essay in the IB Diploma Program and for larger research papers in college and in later years.

### **MYP Academic Disciplines: the Eight Subject Groups**

The emphasis is on a conceptual framework with objectives that are oriented towards skills and the learning process. The five Areas of Interaction are addressed within these disciplines.

#### **Language A (required)**

The student's best language, usually the school's language of instruction.  
9th grade- English I IBMYP; 10th grade- English II IBMYP

#### **Language B (required)**

A modern foreign language learned at school.

9th grade- IBMYP French, German, Spanish II or III **or** IB Spanish I/II

10 grade- IBMYP French, German Spanish III or IB IV

Students may take Latin I or II in 9th grade and Latin II or III in 10th grade and “participate” in the Middle Years Program; they may also compete for the IB diploma.

**Humanities (required)**

History and geography

9th World History- IBMYP; 10th grade- C&E IBMYP

**Sciences (required)**

Biology, chemistry, physics

9th grade- Biology IBMYP; 10th grade- CHEM I IBMYP and Physics IBMYP

**Mathematics (required)**

Course including the five branches of mathematics: number, algebra, geometry and trigonometry, probability and statistics, and discrete mathematics

9th grade- Geometry IBMYP or ALGII MYP; 10th grade- Algebra II MYP or an IB Math

**Arts (electives; also imbedded in 10th grade MYP subjects)**

Visual arts and performing arts. These are MYP electives at Myers Park. The arts are imbedded and assessed in the other MYP subjects in 10th grade.

9th grade- Drama IBMYP; 10th grade- Drama 2 IBMYP

9th grade-Art 1 IBMYP; 10th grade- Art 2 IBMYP

**Physical Education (required)**

Course includes health and fitness, individual and team sports.

9th grade- PE IBMYP

**Technology (imbedded in 10th grade MYP subjects)**

Computer and design technology

We don't offer MYP technology courses. Technology is imbedded and assessed in the other MYP subjects in 10th grade.

**The advantages of the MYP are:**

\*It insists upon thorough study of the various disciplines embodied in the program and accentuates their interrelatedness.

\*It represents best education practice taken from a variety of national systems.

\*It facilitates students in moving to other MYP or international schools.

\*It improves the professional development of our teachers through access to MYP training workshops and contact with other MYP teachers in international schools.

\*It develops in the individual a holistic view of knowledge.

\*It focuses on the student's intellectual and social development.

\*It encourages students to develop intercultural awareness along with a genuine understanding of their own history and traditions.

\*It stresses the importance of communication and places importance on achieving a good command of one's own language as well as acquiring a foreign language.

\*It fosters international understanding.

\*It is excellent preparation for the IB Diploma Program.