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# MYP & DP | OVERVIEW

## International Baccalaureate (IB)

### CITY HIGH MIDDLE SCHOOL | CONFERENCES



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## AGENDA

1. IB Mission & Pathway
2. Learner Profile
3. IB Programme benefits
4. Here at City: Courses, Grading, Assessment, Supports
5. IB MYP & DP Core
6. Q&A





## 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**.

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# IB Pathway



GRADES 7-10



GRADES 11-12

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# IB Expectations



This is challenging.

**SELF-MOTIVATION**

(ask for help, be the help)

“It is worth remembering that the time of greatest gain in terms of wisdom and inner strength is often that of greatest difficulty.”

- Dalai Lama

“Far and away the best prize that life offers is the chance to work hard at work worth doing.”

- Theodore Roosevelt

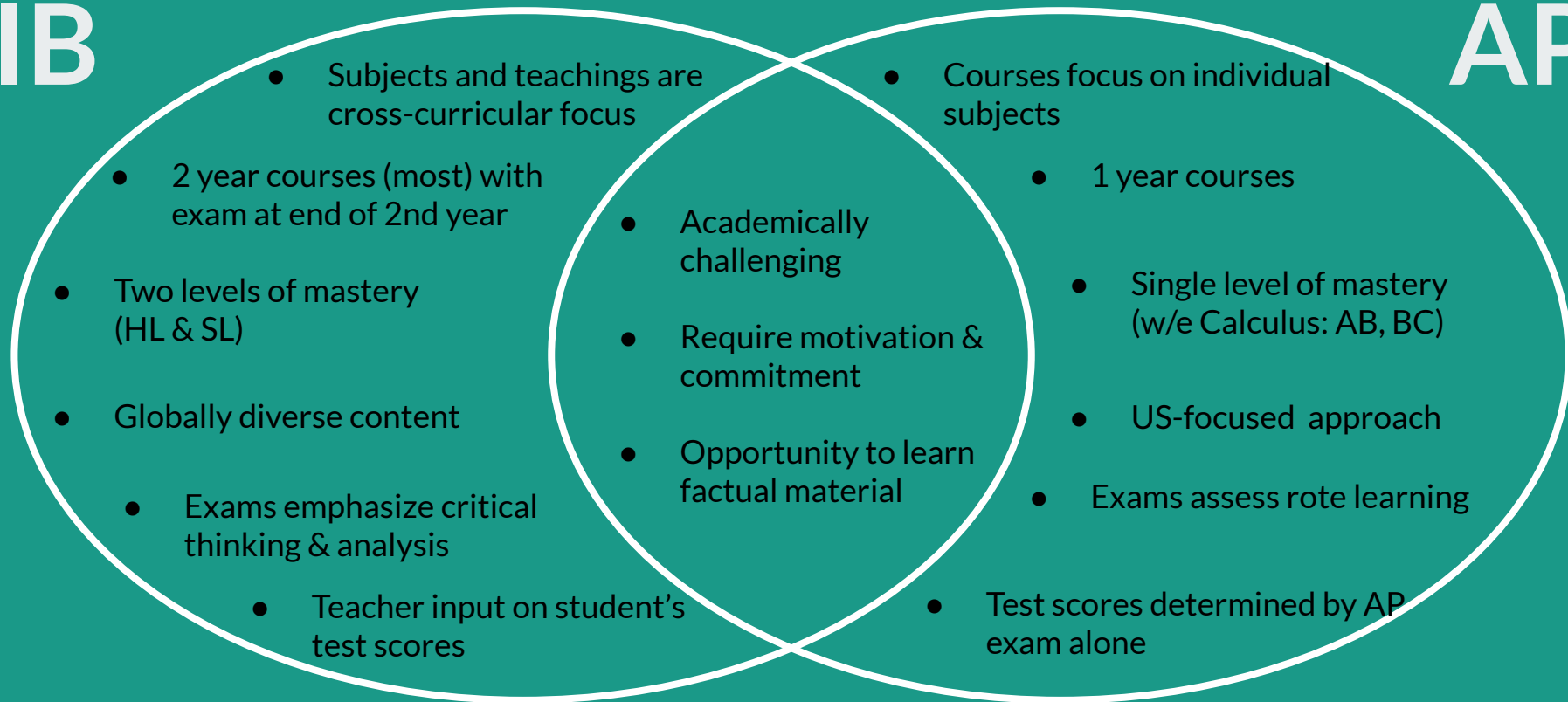


## Why IB? | Programme Benefits

- Academic depth & breadth
- Molds independent, confident learners
- Internationally recognized qualification
- Application recognition by universities (sophomore status)
- Develop critical thinking skills
- Strong writing ability
- Master time management
- Advance your communication skills
- Global context & world view
- Holistic learner (Learner Profile)

# IB

# AP



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## Comparison between AP & IB

## 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.**



University or college	IB candidates acceptance rate	Total population acceptance rate	IB candidates versus total population (parentage points)
University of Florida	82%	42%	+40%
Florida State University	92%	60%	+32%
Brown University	18%	9%	+9%
Stanford University	15%	7%	+8%
Columbia University	13%	9%	+4%
University of California - Berkeley	58%	26%	+32%
Harvard University	10%	7%	+3%
New York University	57%	30%	+27%
University of Michigan - Ann Arbor	71%	51%	+20%
University of Miami	72%	30%	+42%
Cornell University	31%	18%	+13%
Duke University	28%	16%	+12%
University of Pennsylvania	24%	14%	+10%
Yale University	18%	7%	+11%
University of Central Florida	90%	47%	+43%
Boston University	70%	58%	+12%
University of California - Los Angeles	48%	23%	+25%
University of Virginia	64%	32%	+32%
UNC Chapel Hill	63%	32%	+31%
Princeton University	16%	8%	+8%

2011 Survey of 4, 171 IB Diploma graduates from 34 states across the United States

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# How are we doing, good people?

Questions?

Preguntas?

Des questions?

问题





# MYP & DP | City High Middle

Courses | Grading | Assessments | Year overview

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# IB Pathway



GRADES 7-10



GRADES 11-12

**L.B.:**

- Spanish\*\*
- French\*\*
- Chinese\*\*

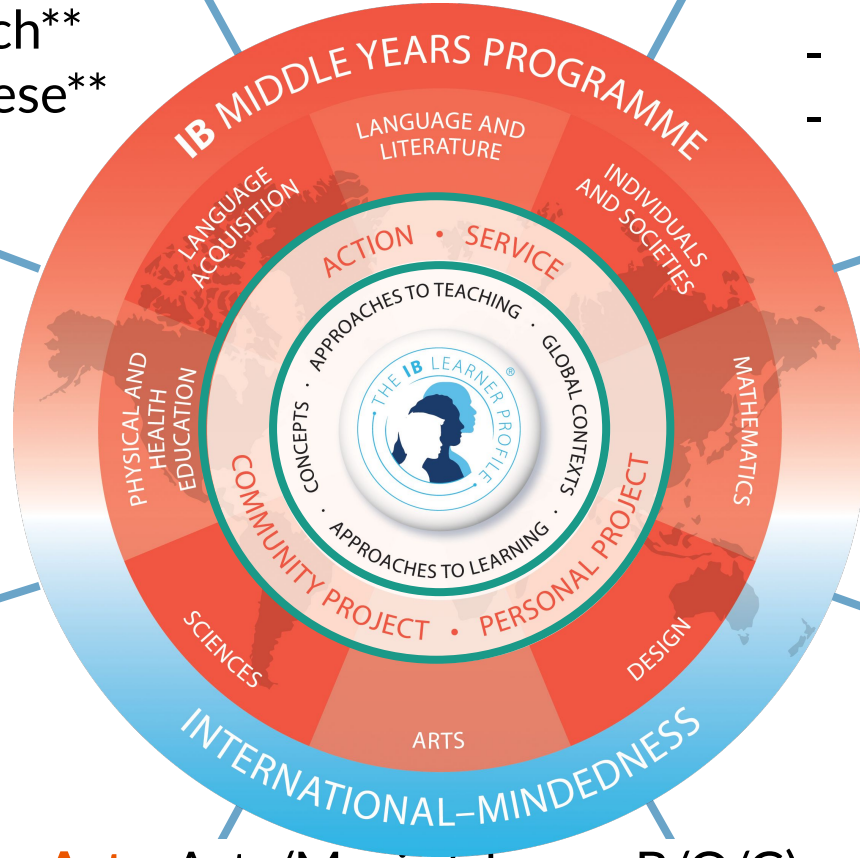
**L.A.:** English

**Social Studies:**

- Geography
- History
- Economics

**Physical Ed. & Health**

- Phys. Ed.
- Health



**MATH:**

- Honors Math
- Algebra\*\*
- Geometry
- Algebra II

**Design:**

- Business Tech
- Multimedia

**SCI.**

- Phys. & Earth
- Biology\*\*
- Physics
- Chemistry

**Arts:** Arts/Music (choose B/O/C)

- Determines route through MYP

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# Four-year overview

MYP | Grades 7-10

	7th	8th	9th	10th
ENGLISH	English 7	English 8	English 9	English 10
WORLD LANGUAGE*	Spanish* French* Mandarin*	Spanish** French** Mandarin**	Spanish French Mandarin	Spanish French Mandarin
HISTORY	Geography	History 8	History 9	History 10
SCIENCE	Physical & Earth Sci.	Biology**	Physics	Chemistry
MATH	Honors Math 7	Algebra**	Geometry	Algebra II
ARTS	Art 7/Music (choose B/O/C)	Art 8 or B/O/C	Art 1+2 or B/O/C	Art 3+4 or B/O/C
ADDITIONAL	Bus. Tech. I & PE 7	Bus. Tech. II & PE 8	Health & PE 9	Multimedia & Economics
EPIC	IB foundations & Economicology	International Mindedness & Peace Studies	Civic Engagement	MYP→DP & Personal Project

\*Students choose a language in 7th grade and continue with that choice through grade 12.

\*\*Denotes high school credit even when taken in MS.

# MYP at City | GRADING

Percentage	% in Gradebook	IB	Letter Grade	Content Understanding
100%+	100%	8	A+	Exemplary effort
93-99%			A	Outstanding level of effort
90-92%	92%	7	A-	
87-89%	89%	6	B+	High level of effort
83-86%			B	
80-82%	82%	5	B-	
77-79%			C+	Acceptable level of effort
73-76%	76%	4	C	
70-72%	72%	3	C-	
67-69%	69%	2	D+	Minimal level of effort
63-66%			D	
60-62%	62%	1	D-	
0-59%	50%	0	E	Did not take advantage of makeup opportunities
			I	(Incomplete) Extenuating circumstances did not allow for completion of the work





## MYP at City | ASSESSMENTS

- Summative assessments for each subject are assessed by MYP rubrics → 1-8 score
  - Criterion A-D:
    - Examples:
      - Organizing
      - Analyzing
      - Producing Text
- Goal:** to observe and measure student growth through the year and the MYP

	<b>Criterion A</b>	<b>Criterion B</b>	<b>Criterion C</b>	<b>Criterion D</b>
<b>Language and literature</b>	Analysing	Organizing	Producing text	Using language
<b>Language acquisition</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
<b>Individuals and societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<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</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>MYP projects</b>	Investigating	Planning	Taking action	Reflecting
<b>Interdisciplinary</b>	Disciplinary grounding	Synthesizing	Communicating	Reflecting

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# IB Pathway



GRADES 7-10



GRADES 11-12

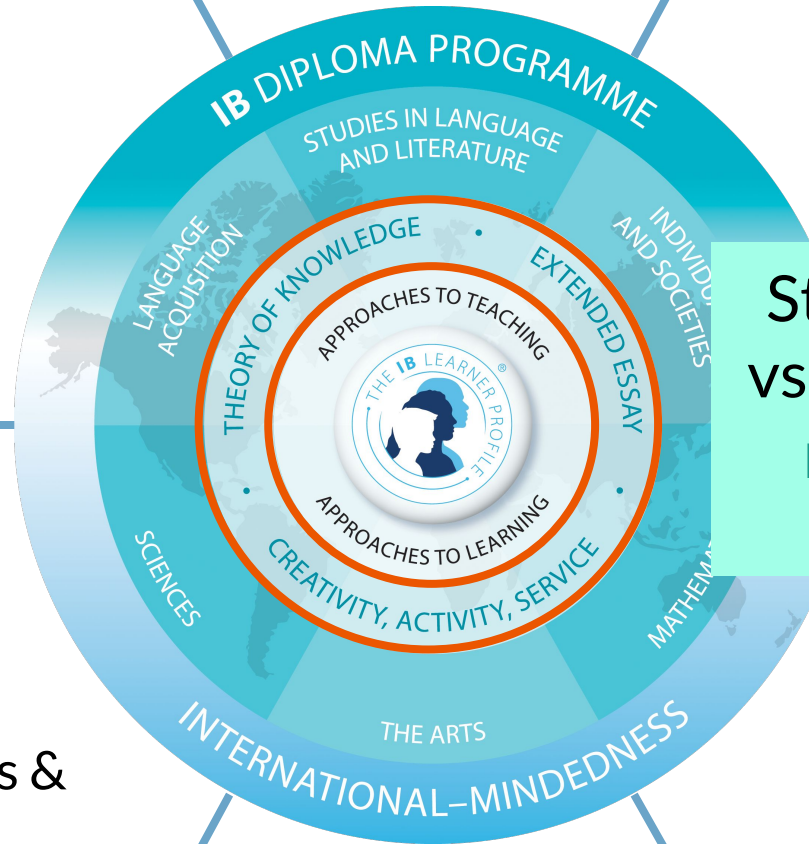
**L.A.:** English, World Literature

**L.B.:**

- Spanish
- French
- Chinese

**I & S.:**

- History of the Americas



Standard Level (SL)  
vs. Higher Level (HL)

HL: increase rigor and responsibility

**SCI.:**

- Chemistry
- Biology
- Physics
- Enviro. Systems & Societies

**A & EI.:** Visual Arts, Music, Psychology

**MATH:**

- Applications & Interpretation
- Analysis & Approaches



## DP at City | GRADING

- **5.0 GPA scale**
  - Weighted grades → Rigorous academics = **1.25x**
    - Not all colleges recognize weighted grades
    - Students' transcripts depict the value earned compared to students from other schools
- Internal and External grading based on assessment type



## DP at City | ASSESSMENTS

**INTERNAL Assessments (IAs):** graded by the teacher using an IB rubric and moderated externally (scores may shift)

- Ex: language orals, fieldwork, science labs, math investigations, artistic performances

**EXTERNAL Assessments (EAs):** student work sent out to be graded by IB

- Ex: essays, questions: short-response, data-response, text-response, case-study, multiple-choice (rarely used)



## DP at City | ASSESSMENTS

**DP Exams:** schedule is *strictly* enforced; occurs at the end of 12th grade year

- Assesses 2-years of academics
- Scored from 1-7 with a 4 considered passing
- Calendar, materials, and information found on <https://www.chmsib.com/>



## In order to obtain your IB diploma:

1. All CAS requirements met.
2. Receive passing grades for TOK and EE.
3. Do not receive more than three grades of a “3” or below in DP exams.
4. Take three (max. four) HL and three (min. two) SL classes.
5. At least 24 points must be earned between the 6 classes.
6. Consistent academic integrity.



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# 2-year overview

DP | Grades 11-12

GRADE	DELIVERABLES	
<b>10th</b> (Last semester of MYP)	- Make some class choices for DP: Math, Sciences, Arts	
<b>11th   Semester 1</b>	<ul style="list-style-type: none"> <li>- Sample HL &amp; SL topics</li> <li>- SAT preparation</li> <li>- Introduction to Extended Essay (EE); mentor selection</li> </ul>	
<b>11th   Semester 2</b>	<ul style="list-style-type: none"> <li>- Individual Oral Presentations (English)</li> <li>- Theory of Knowledge Presentations (TOK)</li> <li>- Internal Assessments (IA)</li> </ul>	
<b>12th   Semester 1</b>	<ul style="list-style-type: none"> <li>- HL &amp; SL selections; IAs</li> <li>- Class Investigations/Projects</li> <li>- TOK &amp; EE final draft due</li> </ul>	<ul style="list-style-type: none"> <li>- Music project &amp; performance</li> <li>- Eng. Ind. Oral Commentary</li> <li>- World Language Writing</li> </ul>
<b>12th   Semester 2</b>	<ul style="list-style-type: none"> <li>- Finish IAs</li> <li>- Music Solo Performance</li> <li>- World Language Orals</li> </ul>	<ul style="list-style-type: none"> <li>- Visual Arts work due</li> <li>- IB EXAMS</li> </ul>

Please refer to the **DP Handbook** for a full list and description of deliverables.



IB

CORE

Purpose:

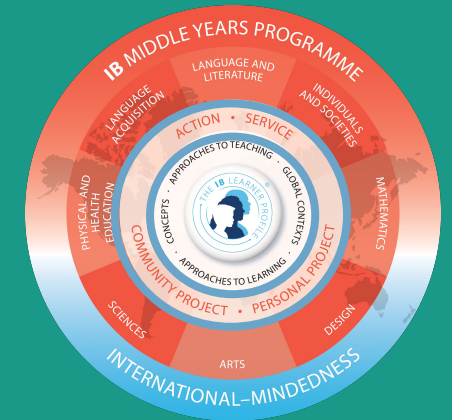
- **BALANCE** academic rigor
- **ENCOURAGE** students to pursue passions, explore, be curious
- To **DEVELOP** well-rounded individuals
- **ENGAGE** with their communities

# CAS MYP & DP

## Creativity | Activity | Service

### Questions?

- MYP: Dawn McCumber-Austin | 616-819-2266
  - DP: Jesse Antuma | 616-819-2814
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# Creativity, Activity, and Service (CAS)

CAS is organized by three strands:

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need

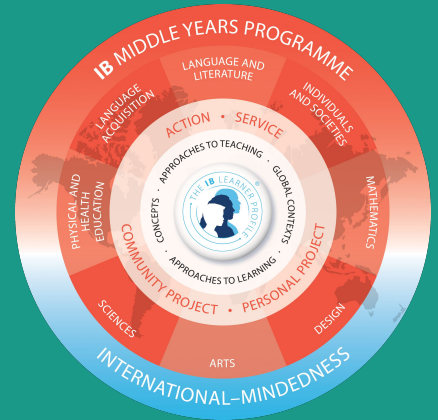


# PP | Personal Project

(MYP)

## Questions?

- John Tindall | 616-819-5657
  - Jesse Antuma | 616-819-2814
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## Personal Project | MYP

The Personal Project is intended to be the capstone of the MYP.

- Presented at the end of 10th grade.
- Utilize and showcase the skills students have learned throughout MYP.
- Work must be challenging and engaging.
- The final piece is accompanied by a reflective paper.

Ex: Bamboo bike, large-scale artwork, video documentary

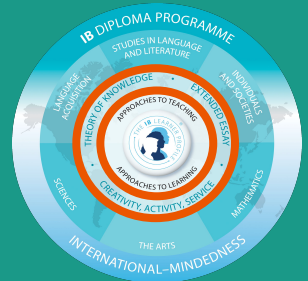
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# DP Core

Extended Essay | EE

Creativity, Activity, Service | CAS

Theory of Knowledge | TOK







## DP at City | SUPPORT SYSTEMS

You will not do this alone.

- Counseling team
- Youth Advocates
- Work Zone & Tutoring
- Emotional Health & Wellbeing Support staff
- Your teachers (classroom protocol) & administration
- Parents and guardians. We're in this together.

# INFORMATIONAL SOURCES

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1. [www.chmsib.com](http://www.chmsib.com)
  - a. All things IB at City
  - b. Assessment calendar
  - c. **NEW:** City's Weekly Update



2. GRPS website & event calendar: <https://www.grps.org/city>



3. City's student Handbook



4. City Highlights (digital) newsletter sent out every Friday.



5. Communicate directly with City
  - a. Teachers & Administration | 616-819-2380

# CITY HIGH MIDDLE

International Baccalaureate | MYP + DP



[chmsib.com](http://chmsib.com)

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## The goal of City High Middle

... to help students develop the tools, skills, and habits of mind to thrive as adults, build flourishing communities, and create a more sustainable future for all the world's inhabitants.

IB works at City because our missions are aligned.  
We're honored to have you here.





Students—world changers—we're rooting for you.  
We're so excited to see what you do.

Parents and guardians, your continued support of our school allows us to best support your student and every other individual growing and learning at City. Thank you.



# Q&A

What  
questions  
do you  
have?

**Jesse Antuma**

IB Coordinator, Administrator  
[antumaj@grps.org](mailto:antumaj@grps.org)