Q: What Is The IB Middle Years Programme (MYP)?
A. The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.

The IB Middle Years Programme:
- addresses holistically students' intellectual, social, emotional and physical well-being
- provides students opportunities to develop the knowledge, attitudes skills they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in eight subject groups
- requires the study of at least two languages (of instruction and additional language of choice) to support students in understanding their own cultures and those of others
- empowers students to participate in service within the community
- helps to prepare students for further education, the workplace and a lifetime of learning

The MYP: A Unique Approach, Relevant For A Global Society
The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community. MYP teachers organize the curriculum with appropriate attention to:
- Teaching and learning in context. Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally minded.
- Conceptual understanding. Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.
- Approaches to learning (ATL). A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn.
- Service as action (community service). Action (learning by doing and experiencing) and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service-making a positive difference to the lives of others and to the environment. Service as action is an integral part of the programme, especially in the MYP community project.
- Language and identity - MYP students are required to learn at least two languages. Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation.

Q: Will the curriculum change within the MYP Program?
A. The content of the curriculum will remain the same. Teachers will continue to address the California Common Core state standards. The MYP is a framework for how the teacher delivers these content standards to students. The International Baccalaureate Organization has spent twenty-five years developing a research-based set of best practices to ensure critical thinking in the classroom.
In the MYP classroom, students will experience:
- More concept-based learning, or learning that is driven by big ideas or universal themes.
- Increased connection among courses.
- A global understanding of the way in which the content being taught relates to and affects our world.
- Instructional time embedded with a focus on life skills such as communication, collaboration, and organization to prepare students for high school and beyond.
**Q: Will the IB Middle Years Program be more work for my student(s)?**

A. CUSD is committed to the philosophy that increasing rigor does not mean more work but rather delving deeper to gain a greater and lasting grasp of the content. The MYP will give your student an opportunity to both do work that facilitates the retention of information and gain a deeper understanding of the content.

**Q: Isn’t the IB a high school program?**

A. The International Baccalaureate organization has three programs associated with elementary, middle, and high school:

- Primary Years Programme (PYP): Pre-K through 6th grade (Not in CUSD at this time)
- Middle Years Programme (MYP): 7th through 8th grade (EL Roble), 9th through 10th grade (Claremont High School)
- Diploma Programme (DP): 11th through 12 grade. (Claremont High School)

Locally, many people may think of IB as a high school program because Claremont High School has had its Diploma Programme (DP) since 2010.

**Q: How does the Middle Years Program differ from the high school Diploma Program?**

A. While both programs are centered around the learner profile, internationally mindedness, and a holistic approach to instruction there are some fundamental differences in the way they are structured. The Diploma Programme, which is for 11th and 12th graders, has a prescribed syllabus of coursework. The International Baccalaureate determines much of the content of the curriculum for the high school Diploma Programme. In contrast, the MYP is a framework for how the teacher delivers the information to students. Teachers will still be guided by state standards and their own expertise to develop the content of the course utilizing the MYP philosophy. Lastly, the Middle Years Programme is intended for all students, whereas the Diploma Programme requires specific qualifications for entry.

**Q: If my student is in the MYP does that mean that they take the Diploma Program pathway for 11th & 12th grade?**

A. All students have a variety of strengths and each of the pathways with CHS for our 11th and 12th grade year meet the needs of the diverse student population. The Advanced Placement (AP) courses offer students an opportunity to take college-level course work in an a-la-cart fashion, picking the courses that match their skills and interest. These courses offer students opportunities to earn college credit via scores on the AP exams. The DP Program is a continuation of the MYP philosophy, the IB’s DP is a two year internationally focused program that provides students a holistic college-level experience. Students take classes in 6 subject areas, continue to participate in service and demonstrate skill growth through a high level research paper. The DP offers students opportunities to earn college credit via scores on IB exams and the opportunity to earn an IB Diploma and apply to college internationally. CHS college preparatory courses are California Standards-based courses that have received UC/CSU a-g approval. These rigorous high-school level courses, aligned with the California Content Standards, prepare students for post-secondary coursework.

**Q. How long does it take to become an “official” MYP school?**

A. Applying to become a fully authorized MYP school is an involved process that takes approximately five years from beginning to end.

In Year 1, known as the Consideration Phase, a school begins by surveying its resources and community to determine if the MYP is a viable option. (2020-2021)

If it is, the school completes an Application for Candidacy over the course of the next two years (Years 2 & 3). When the IB Organization receives the application, they determine whether the school can go ahead to the next stage, known as the Candidacy Phase. The school sends teachers to training and begins to align curriculum to the MYP philosophy and practices. (2021-2023)

If so, the school must implement the program for one to two years before submitting its Application for Authorization (Year 4). This second application is very detailed and must include such appendices as a special education inclusion policy, academic honesty policy, assessment policy, budget, etc. Once that is received, the IB Organization will send representatives to visit the school to evaluate the MYP in the early
stages of implementation, and interview students, teachers, administrators and community members to gauge their level of understanding of the program and its effectiveness. (2023-2024)

If the school “passes” the visit, they are considered an authorized school prepared to officially implement the program, and proceed into the Authorization Phase (Year 5 and beyond). (2024-2025)

**Q. Is IB or MYP a curriculum?**

A. IB is not a “subject” taught at school. It is a philosophy and methodology embedded in and across eight subject categories. The IB Middle Years Program (grades 7-10) requires study within eight subject categories-Language and Learning (English), Individuals and Societies (Social Studies), Science, Mathematics, Language Acquisition (Foreign Language), Physical Education and Health, Design (Technology) and the Arts. The MYP differs from other educational programs by incorporating interdisciplinary concepts and global contexts into each subject. These themes provide a framework for developing connections between the subjects in a real-world context. In their final year of MYP, as 10th graders, students will also undertake an independent “personal project” which has flexibility and is “student-passion” driven.

**Q. How does MYP impact student learning and instruction?**

A. The MYP framework encourages good teaching through project-based learning, open-ended questioning and real life problem-solving. Teachers are meant to be “guides on the side,” rather than “sages on the stage.” Middle School faculty will receive substantial amounts of IB training and professional development to ensure that they are IB ready to teach. Students will be engaged in classes with more interdisciplinary connections and opportunities to demonstrate evidence of their learning in multiple ways. Teachers can remain focused on quality instruction, teaching for learning and understanding; not “teaching to the test.” The research shows that quality instruction focused on depth rather than breadth, results in students who perform well on alternative assessments as well as standardized tests.

**Q. How does IB serve Special Education students?**

A. The MYP is an inclusive program. All students in grades 7-10 can be enrolled in the program. Instruction in the MYP is meant to be open-ended and project-based, so teachers will be able to accommodate students of varying abilities and special needs. Special Education parameters are set by California State and apply to all public school districts. Implementing the IB MYP does not change the obligations the District has to any of its special needs students. The Claremont Unified School District will continue to offer an inclusive educational setting for all students. MYP encompasses the District’s inclusive philosophy to benefit ALL students.

**Q. How will MYP prepare students for careers who may not be taking the traditional 4-year college route?**

A. The IB Middle Years Program provides skills beyond academics. The IB philosophy is application-based and real world based emphasizing career-readiness. It covers time management, critical thinking, self-direction and other important “life” skills that are essential to becoming productive citizens in any field of choice. The MYP and IB approach to courses are seen through this lens and mindset. The IB Learner Profile reflects specific attributes and skills that are useful in a college setting and on the job.

**Q. Will my child have to apply to be part of the program?**

A. For the 2022-2023 school year students attending El Roble Intermediate will all be exposed to the curriculum as teachers are working through the candidate phase by receiving training and rewriting curriculum to meet the IB philosophy and expectations. All students attending Claremont High School will need to opt-in to the Middle Years Program (MYP) by checking a box to indicate their interest on the registration packet.