

IB Educating for Excellence.

Educating for Excellence with the IB Middle Years Program

The IB curriculum framework fulfills the promise of Quantum Leap's formula for educational excellence: Rigor + Relevance + Relationships = Educational Excellence.

The Corning-Painted Post Area School District (C-PP) is committed to providing quality schools where ALL students receive excellent instruction and are given every opportunity to become successful learners. That is why the Board of Education adopted the International Baccalaureate (IB) Middle Years Program (MYP) as the framework for all instruction in grades six through ten. Students in these grades are fortunate: **ours is the only public school district in New York State to offer the highly-acclaimed program to every secondary student.** IB gives District teachers a proven template for improving instruction and learning – the objective of our *Quantum Leap* student achievement initiative. The program also results in a more positive school experience for students and their parents because it creates an environment where every student can learn in the way that best suits his or her learning style. Plus, IB fulfills the promise of C-PP's formula for educational excellence: Rigor + Relevance + Relationships = Educational Excellence. These new "Three Rs," which

have been the foundation of *Quantum Leap* since it began, now are recommended by educational experts and endorsed by The Bill & Melinda Gates Foundation.

School Is Challenging – Rigor

The District's Master Plan states a commitment to providing a challenging, high-performing learning community and a belief that our youth are capable of learning and achieving at high levels.

According to recent survey results, preparing for college ranks high in importance for what district parents and students want out of school. Taking college prep to its most fundamental level, the IB Middle Years Program teaches young people *how* to learn, while educating them in all required subjects in a way that exceeds local, state and federal academic standards. **With the advantage of IB, ALL C-PP secondary students will become independent learners, highly prepared for high school, college and beyond.**

MYP classes are organized into **eight subject groups**: Language A (English), Language B (Spanish or French), Humanities, Sciences, Mathematics, Arts, Technology and Physical Education.

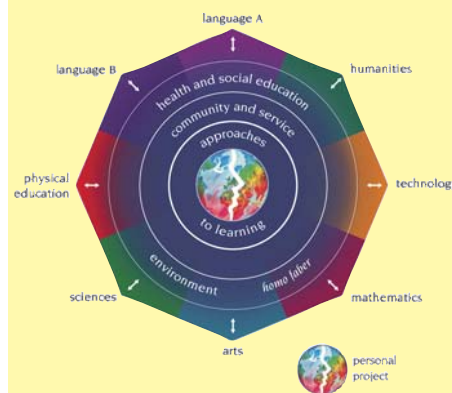
IB classes follow a **rigorous** curriculum that calls for more than knowing facts. Classroom activities draw on students' natural curiosity and teach them to think through problems, weigh and make decisions, and reflect on their personal beliefs, ideas and actions.

The MYP framework includes **five "Areas of Interaction"** (AOI) that can be thought of as lenses teachers use to focus instruction and set the scene for what the students are learning. The Areas of Interaction include: Approaches to Learning, Community and Service, Homo Faber "Man the Maker," Environment, and Health and Social Education.

Teachers use the Areas of Interaction to help students become more and more aware of the connections between classroom subjects, as well as between what they learn at school and "the real world." Helping students discover how all knowledge is interrelated makes school more interesting, provides more meaning and

(Continued on reverse)

The IB Middle Years Program Framework



MYP Students receive classroom instruction in the **eight subject groups** that form the outer edges of the diagram.

The **Areas of Interaction** that form the inner circles of the diagram are the "lenses" teachers use to focus instruction and set the scene for what the students will learn in each subject.

All C-PP students in 9th and 10th grade complete the **Personal Project** depicted in the center of the diagram with guidance from an adult advisor and often drawing on previously completed assignments.



Visit C-PP's IB site to learn more.

www.corningareaschools.com

- ✓ information
- ✓ resources
- ✓ news

By establishing relevance to other subjects and to the “real world,” MYP-based school experiences help students develop a well-rounded base of knowledge.



encourages deeper, lasting understanding. All C-PP students complete a **Personal Project** as part of the MYP program. At the end of 9th grade, students choose a topic and work with an adult mentor to define a format for the project. With guidance from the mentor, students complete the Personal Project during the first half of 10th grade. The Personal Project prepares students for the **Rigors** of further education while giving them the fulfilling experience of reflecting on what they have learned and creating a significant piece of work from idea to finished product.

School Is Interesting - Relevance

As stated in its Master Plan, C-PP's curricular and extracurricular programs are designed to tap into students' boundless energy, curiosity and interests, and enhance their social and emotional development.

It may go without saying that an engaged student — one who is enjoying her time at school — will be a successful student. So, what do students enjoy most? The District recently went straight to the source and asked middle and high school students what would make school more interesting for them. The overwhelming majority said hands-on projects, experiments, using computers and field trips are the top activities that make learning interesting and fun.

C-PP students are in luck! The IB framework emphasizes using a variety of teaching methods to help all students discover how they learn best. Our IB-trained teachers work together to develop a range of learning activities including: formal classroom instruction, presentations, games, role-plays and field trips, as well as student-led projects to explore interesting questions. In addition, IB teachers design class work that helps students understand how all subjects are interconnected. For example sixth grade students might study Romeo & Juliet in English, paint a castle in Art and learn about medieval times in History. **These teaching methods are not only fun, they are better for students.** By establishing **Relevance** to other subjects and to the “real world,” these experiences help students develop a well-rounded base of knowledge.

Another way the MYP illustrates **Relevance** to the world is through the Areas of Interaction. This teaching tool focuses on developing students' sense of themselves, their place in the world, their knowledge, their responsibilities and their capacity to contribute to the good of society. Through the Areas of Interaction, young people also get experience adapting what they have learned in the classroom to new situations beyond the school grounds, a skill that will serve them well for years to come.

School Is Nurturing – Relationships

The District articulates in its Master Plan a commitment to nurturing the minds, bodies and character of its students, providing them with a solid foundation of skills that will prepare them for making responsible choices and ultimately realizing a successful life.

Middle years students (grades six through ten) are at an important stage in their life. As they mature, they are searching for relevance and meaning. Students in this age range also are establishing their self-esteem, their identity and their skill in relating to others. The IB Middle Years Program is specifically designed for young people at this stage of development. The program builds on their natural spirit of questioning and finding answers, helps them get a sense of “who they are” and nurtures in them a healthy respect for themselves and others.

MYP teachers care about the total experience of the student at school. By purposefully focusing on the whole student, and working to create plenty of opportunities for students' academic and personal growth, teachers show students that they are valued and that the adults at school are looking out for them. When students need help, a network of teachers and guidance counselors are there for them. IB coordinators are available to help students with matters large and small relating to coursework and school-life balance.

The Areas of Interaction reinforce the importance of **Relationships** because they help students see how people's actions affect themselves, others, society and nature. Through the AOI, students develop compassion for others and learn that they can take action to make things better.

C-PP Is Ahead of the Curve

Based on the findings of its “Silent Epidemic” report, the Bill & Melinda Gates Foundation is recommending a new equation for educational excellence. It suggests that the new “**Three Rs**” are **Rigor, Relevance and Relationships**. For the past four years, these concepts have been the guiding principles that drive C-PP's student achievement initiative, *Quantum Leap*. The most significant change the District has made under *Quantum Leap* is the implementation of the International Baccalaureate (IB) programs in our middle and high schools, beginning in 2004. IB was adopted by C-PP specifically to increase student achievement.

