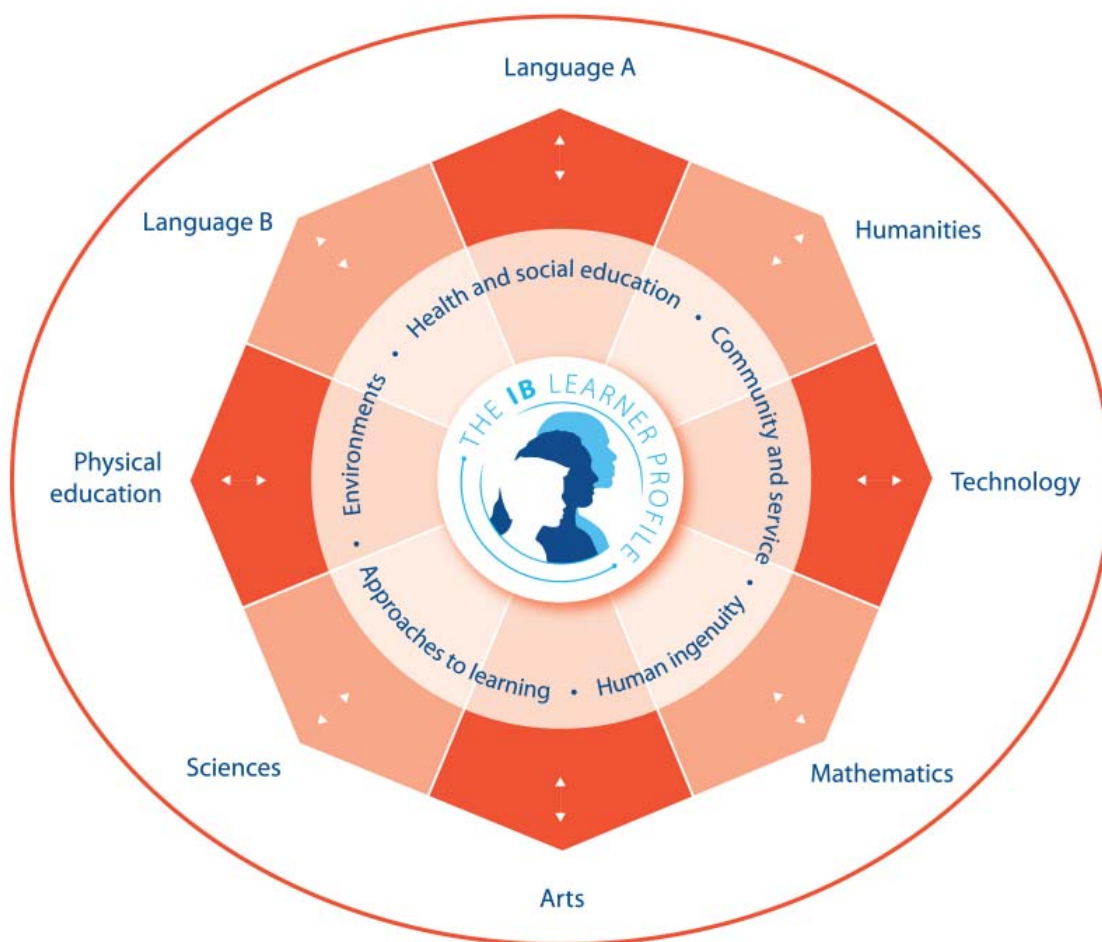


## Middle Years Programme at a Glance

The IB Middle Years Programme (MYP), for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and to become critical and reflective thinkers.

### Middle Years Programme Curriculum Model:



Five perspectives known as the Areas of Interaction are at the core of the IB Middle Years Programme:

Approaches to learning      Community and service      Health and social education  
Environments      Human Ingenuity

The framework is flexible enough to allow a school to include other subjects, and schools enjoy much flexibility in terms of the language of instruction and languages taught. The areas of interaction are a constant throughout the course of the MYP and the eight subject groups, but also through interdisciplinary teaching and projects, whole school activities and the MYP personal project.

Students at this stage—early puberty to mid-adolescence—are in a particularly critical phase of personal and intellectual development. This is a time of uncertainty, sensitivity, resistance and questioning. An educational program needs to provide them with discipline, skills and challenging standards, but also with creativity and flexibility. The IB builds its program around these considerations but it is also concerned that students develop a personal value system by which to guide their own lives, as thoughtful members of local communities and the larger world.

Teachers assess student work with guidance from the IB according to prescribed, published criteria that state final levels of achievement in each discipline. The MYP places special emphasis on formative assessment, which is used at different stages of the learning process to measure the progress of the student and make necessary adjustments to teaching plans and methods. The students are also involved in formative self-assessment of their work and they reflect on their own approaches to learning. Schools may request final grades to be validated by the International Baccalaureate.

## Areas of Interaction

### Approaches to learning

How do I learn best?

How do I know?

How do I communicate?

### Community and Service

How do we live in relation to each other?

How can I contribute to the community?

How can I help others?

### Environments

What resources do we have?

What are my responsibilities?

### Health and social education

How do I think and act?

How can I look after myself and others?

How am I changing?

### Human Ingenuity

Why and how do we create?

What are the consequences?