



International<sup>®</sup>  
Baccalaureate

**Middle Years Programme**  
**Grades 6 -10**

**Blair School, PUSD**



## IB Mission Statement

The IBO aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

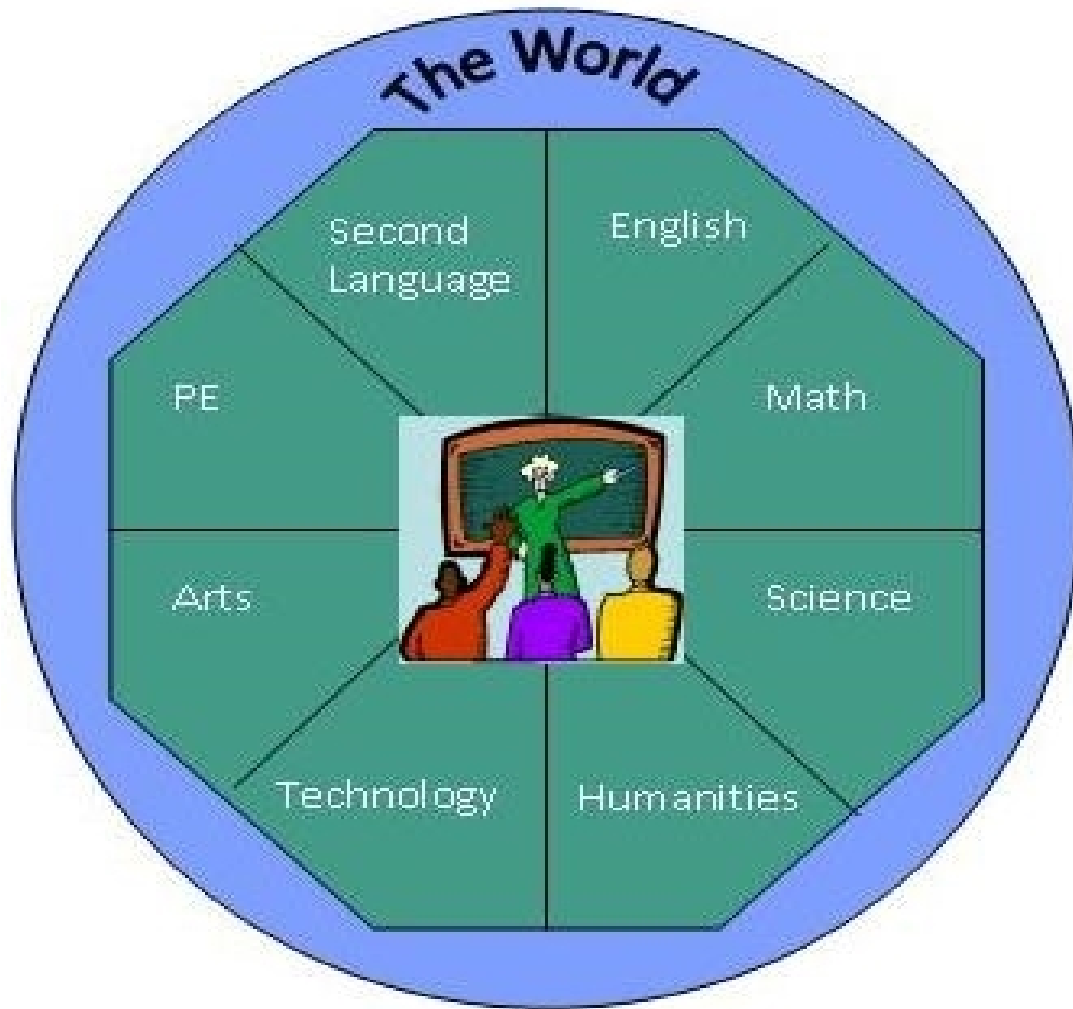
To this end, the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

# IB Learner Profile: the mission statement personified

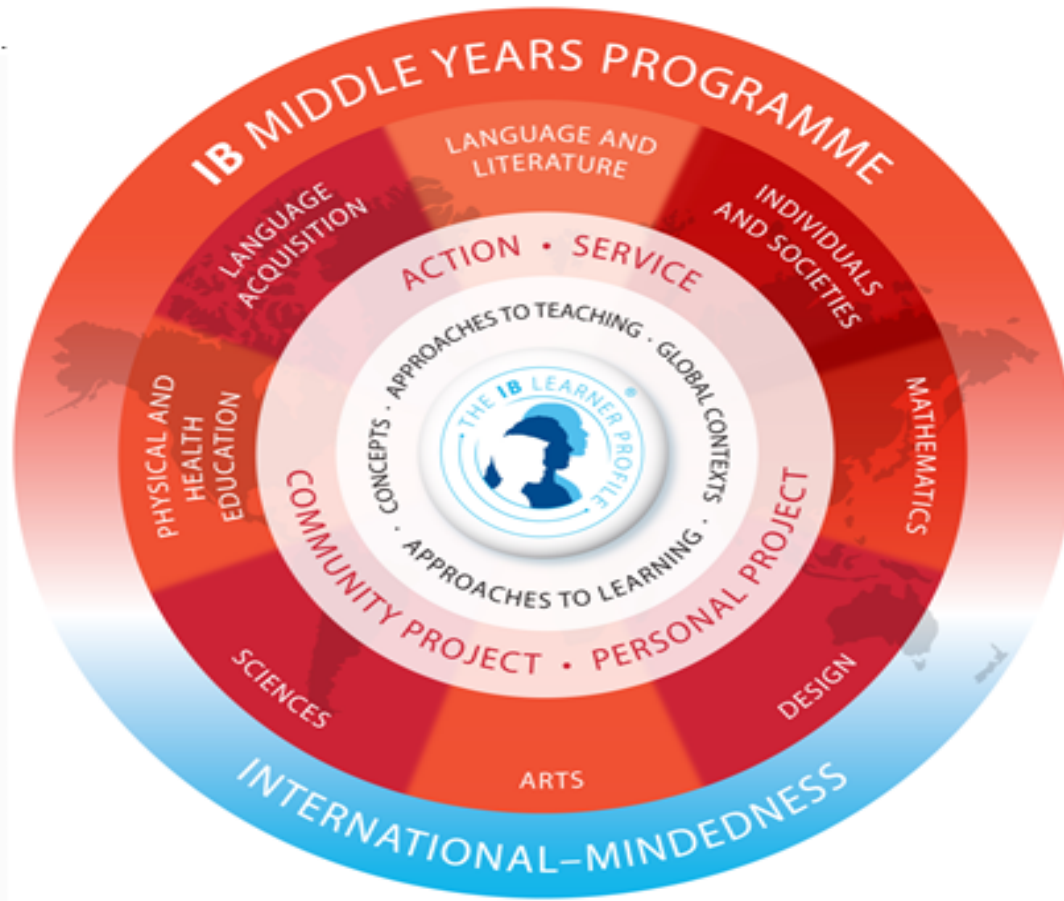
1. Inquirers
2. Knowledgeable
3. Thinkers
4. Communicators
5. Principled
6. Open-Minded
7. Caring
8. Risk Takers
9. Balanced
10. Reflective





## **Traditional Classrooms:**

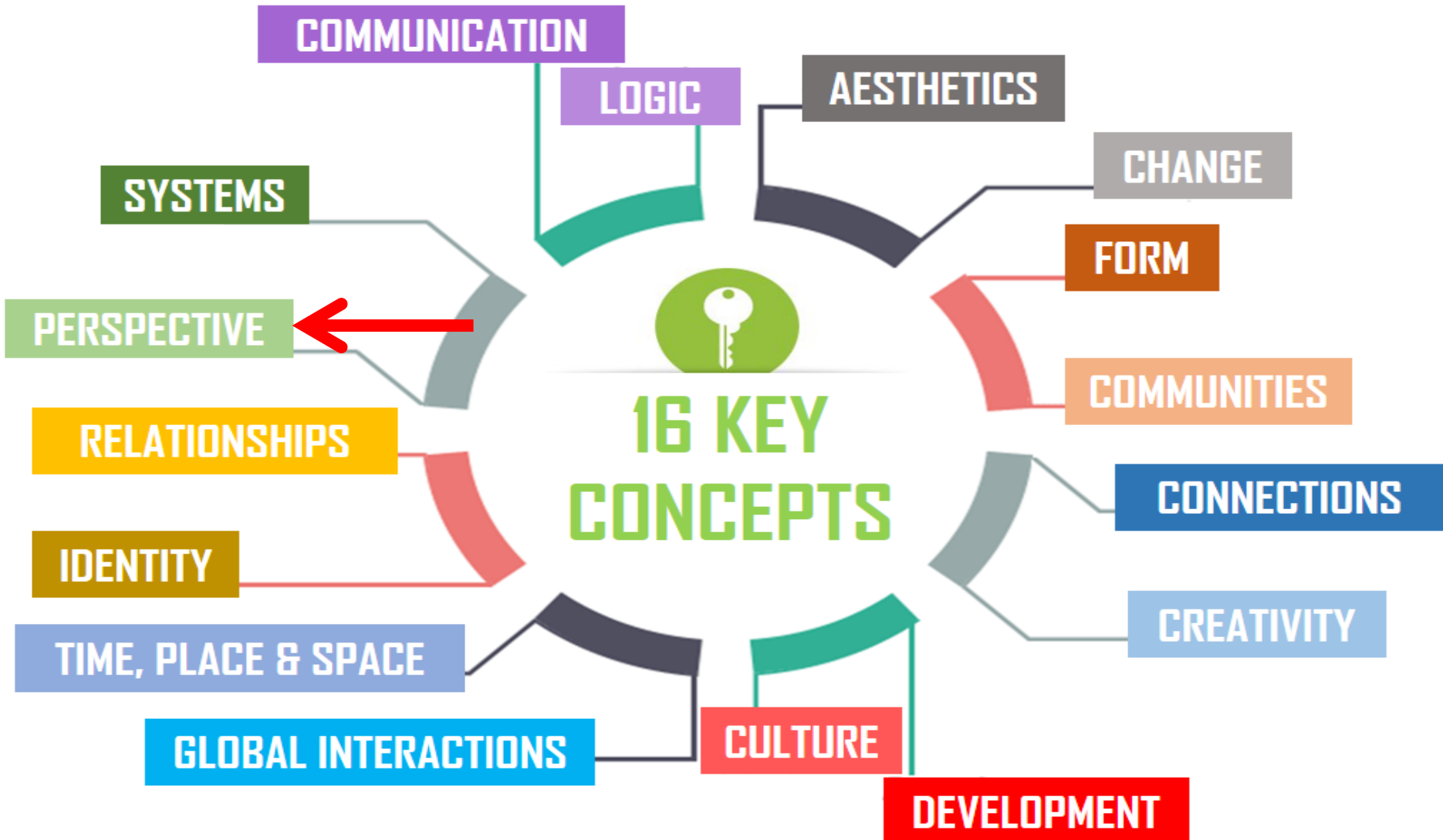
- Teacher centered
- Subjects are taught in isolation
- Traditional assessments
- Traditional learning experiences
- Learning is connected to the subject, which hopes student will make a connection to the world
- Second language is optional



## IB MYP Classroom

- Student is center of learning
- Connections are made among all subject areas
- Authentic, real-world assessments
- Authentic learning experiences
- Learning is linked to the world around us
- Second language is required
- Students aim to fulfill the Learner Profile

# Key Concepts





# Related Concepts

## - Subject specific, Language & Literature

### Context

**Of a text...** What are the circumstances in which the text is produced or received?

**In the text...** What are the circumstances (themes, plot, setting, characterisation) that precede and follow this extract?

### Audience imperatives

Who is the **intended** audience?

What **values, beliefs, expectations** or **behaviours** characterise this audience?

What does the text **want from** the audience?

### Purpose

What are the creator's **intentions** for producing this text?

What does the text do to achieve its **purpose**?

### Genre

What are the **features** of this text?

With which **genre(s)** does this text share **features** or **conventions**?

### Style

What are some of the **characteristic** uses of language within this text?

**What are the effects of THIS language on ITS audience and for WHAT purpose?**

### Structure

What are some of the **organisational** and **cohesive** features of this text?

What is the **relationship** between the **whole** of the text and its constituent **parts**?

### Point of view

**Of a text...** What are some possible **points of view** on the text?

**Within a text...** From which **perspective** is the text written?

### Self-expression

What are the creator's explicit or implicit **thoughts, feelings, values, beliefs** or **ideas** expressed through this text?

### Theme

What are the **central, recurring** ideas in a text, suggestive of a particular **stance** held by the text's creator?

### Character

What **characters** are present in the text?

How are the **representations** of the characters created?

### Setting

What is the **time** and **place** in which the action of the text happens?

How does setting contribute to the **audience's experience**?

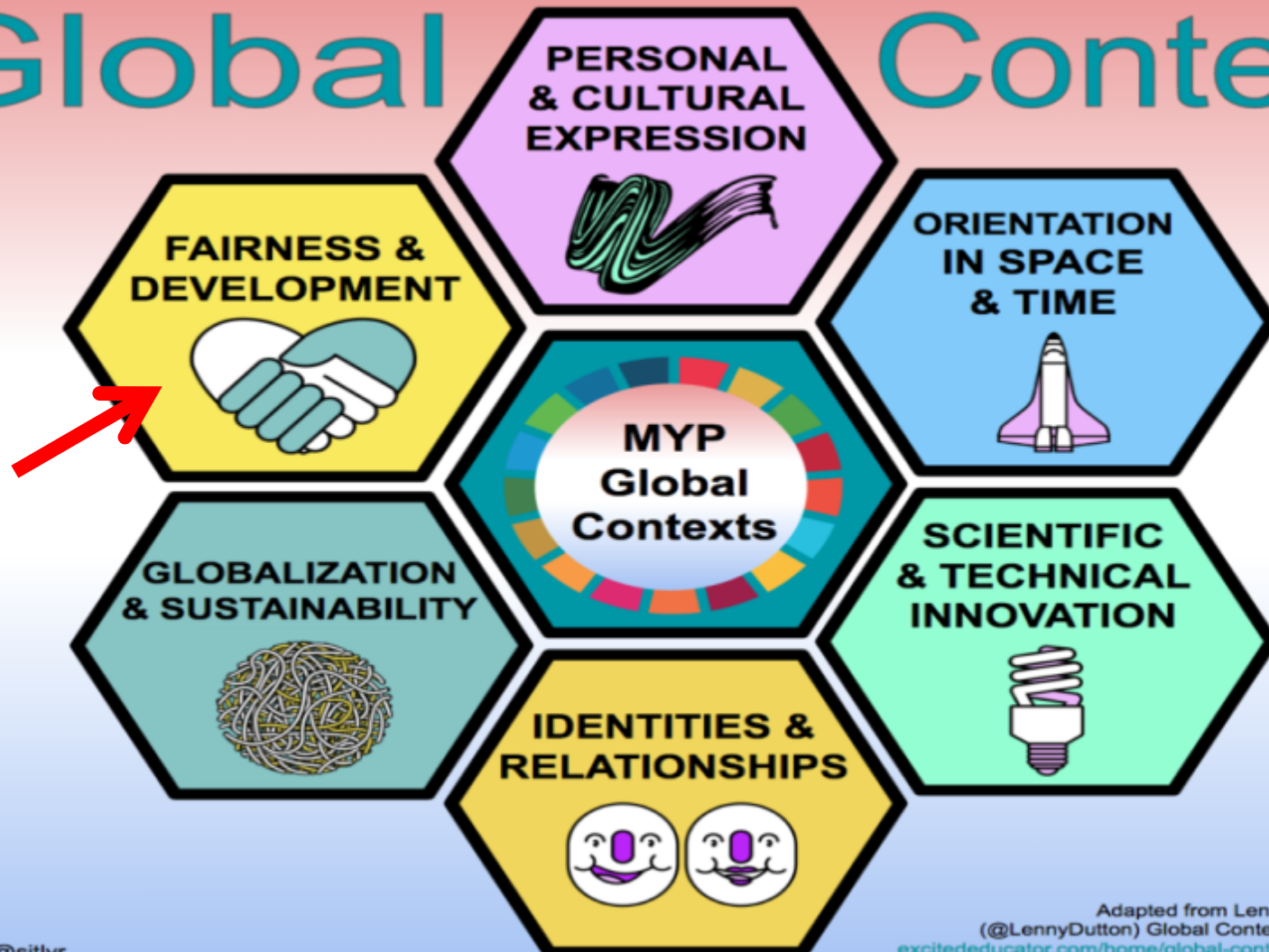
### Intertextuality

What are some **connections** this text might have with any others?

What **meanings** arise from these connections?

## Global Contexts

# Global Contexts





# Building an MYP Unit - Language & Literature

Work = I Am Malala

1. **Global Issue** -Quality Education (*United Nations*)
2. **Why is it important?** - Foundation to improve people's lives and has the potential to eliminate poverty
3. **BIG IDEA, What do I want my students to learn?** - Not all children have access to education.
4. **Topics** - Poverty, Inequalities, Access
5. **MYP KEY CONCEPTS** - **Perspectives**
6. **MYP RELATED CONCEPTS**, Language & Literature - **Context**
7. **Statement of Conceptual Understanding** - An understanding of cultural **context** enriches your **perspective** of access to education.

**Statement of Conceptual Understanding - An understanding of cultural **context** enriches your **perspective** of access to education.**

- **MYP KEY CONCEPTS - Perspectives**
- **MYP RELATED CONCEPTS, Language & Literature - Context**

**Global Context - Fairness & Development**

## **STATEMENT OF INQUIRY**

**An understanding of power and privilege within a cultural **context** enriches your **perspective** of access to education.**