



Blair High and Middle School

An Authorized International Baccalaureate Middle Years Programme (MYP)

The Mission of International Baccalaureate

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 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.

Blair Mission Statement

The staff at Blair believes that all students have the potential to learn the core of knowledge that ultimately leads to a productive, independent lifestyle.

We are *committed to providing* ALL students, within a safe, clean, secure environment equal access to the core curriculum which is an integration of academic and vocational disciplines.

We are committed to developing effective programs to enhance EVERY student's talents and abilities, including programs for students with special needs.

We are committed to providing programs to ALL students that promote multicultural, civic and environmental awareness.

We are *committed to providing avenues* for parent and community involvement.

MYP Fundamental Concepts

The IB Middle Years Programme at Blair High and Middle School is for all students in grades 6-10. The principles of the MYP are deeply rooted in international education. Adolescents are confronted with a vast and often bewildering array of choices. The MYP is designed to provide students with the values and opportunities that will enable them to develop sound judgment. The three fundamental concepts are:

- **Holistic Learning** – representing the notion that all knowledge is interrelated and that the curriculum should cater to the development of the whole person, the attributes of which are described by the IB learner profile
- **Intercultural Awareness** – representing the notion that school communities should encourage and promote international mindedness by engaging with and exploring other cultures, a key feature of international education as reflected in the attributes of the IB learner profile
- **Communication** – representing the notion that schools should encourage open and effective communication, important skills that contribute to international understanding as exemplified by the attributes of the IB learner profile

Transition from the PYP

The majority of teaching in the Primary Years Programme (offered in Pasadena Unified School District at Willard Elementary) is concept-based, transdisciplinary and largely taught by a single classroom teacher. The MYP is a discipline-based program with each subject group having its own objectives. However, the holistic nature of the

program is emphasized through engagement in interdisciplinary opportunities for students with teachers working on horizontal, cross-curricular, unit planning facilitated by the MYP Coordinator.

MYP Programme Model



The programme model of the MYP places the learner at its center. This underscores IB's belief in educating the whole person and placing importance on student inquiry. The MYP is designed to guide students in their search for a sense of place in their natural and social environments.

5 Areas of Interaction (AoI)

Although all 6-10th graders integrate the five AoI into their learning, each grade level completes a project that is singularly focused on one of the following:

- **Community and Service (Grade 6)**
- **Health and Social Education (Grade 7)**
- **Environment (Grade 8)**
- **Approaches to Learning (Grade 9)**
- **Human Ingenuity (Grade 10)**

8 Subject Areas

Math	Science
Humanities	Technology
Language A	Language B
Physical Education	Arts

The IB Learner Profile

(What our students strive to be)

- **Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.
- **Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded** They understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.