



The IBO MYP Curricular Model

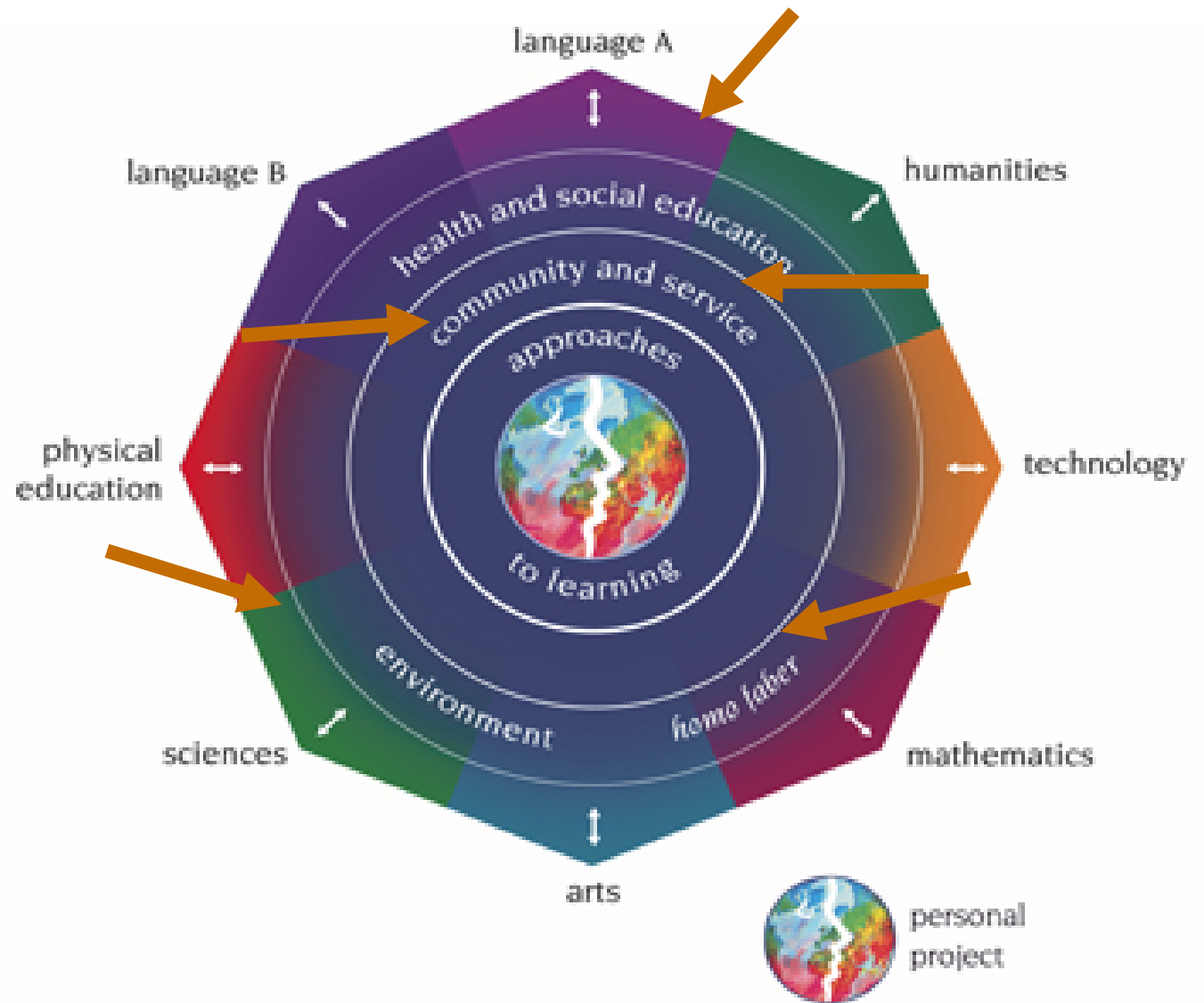
Cross-Curricular Learning through
The Areas of Interaction

The Mission Statement of the IBO

- The International Baccalaureate Organization aims to develop enquiring, knowledgeable and caring young people to help create a better, more peaceful world through intercultural understanding and respect.
- To this end it works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.
- These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that **OTHER PEOPLE**, with their differences, **CAN ALSO BE RIGHT**.
- November 2002



The Curricular Model



What are the Areas of Interaction?

- They are areas of learning that are common to all subjects
 1. Approaches to Learning
 2. Community and Service
 3. Homo Faber
 4. Environment
 5. Health and Social Education





■ The Areas of Interaction are taught within the following 8 subjects areas;

1. Language A
2. Language B
3. Physical Education
4. Sciences
5. Arts
6. Mathematics
7. Technology
8. Humanities

What are the Benefits of the Areas of Interaction?

- The Areas of Interaction Intersect all 8 subject areas of the curriculum. This provides a cross-curricular form of education
- They provide a holistic view of education, our world and our interaction with it
- They allow students to have a more participatory role in their education





Approaches to Learning

What is Approaches to Learning?

- Approaches to Learning seeks to answer the following points on how a student learns and applies knowledge. The ATL objectives are to teach students:
 1. *How do I learn best?*
 2. *How do I know?*
 3. *How do I communicate my understanding?*





Community and Service

What is Community and Service?

- Community Service (CS) is an integral part of the International Programme. We try to develop a sense of altruism and responsible citizenship in our students. Hopefully the students will see CS, not as something one does to satisfy a school requirement, but rather, as something one does to contribute to one's community. Ultimately, we hope that our students will be active members of their communities after they leave high school. *How do we live in relation to each other?*
 1. *How can I contribute to the community?*
 2. *How can I help others?*





Homo Faber

What is Homo Faber?

- Homo Faber translates to the *Man the Maker and* is concerned with the products of the creative and inventive genius of people and their impact on society and on the human mind. The purpose of studying Homo Faber is to develop opportunities for students to appreciate the human capacity and drive to invent, create, transform, enjoy and improve the quality of life over time. HF asks;
 1. *Why and how do we create?*
 2. *What are the consequences?*





Environment

What is Environment?

- Environment seeks to demonstrate the impact that students have with the environment so that they accept their responsibility for maintaining an environment fit for the future. Students are confronted with global environmental issues as well as environmental situations at home and at school which require conscientious decision making. This area of interaction places the students in a position where they take positive, responsible action for the future and addresses;

1. *Where do we live?*
2. *What resources do we have or need?*
3. *What are my responsibilities?*





Health and Social Education

What is Health and Social Education?

- Health and Social Education aims to educate the whole person and should prepare students for a physically and mentally healthy life. The students will be encouraged to ask themselves:
 1. *How do I think and act?*
 2. *How am I changing?*
 3. *How can I look after myself and others?*

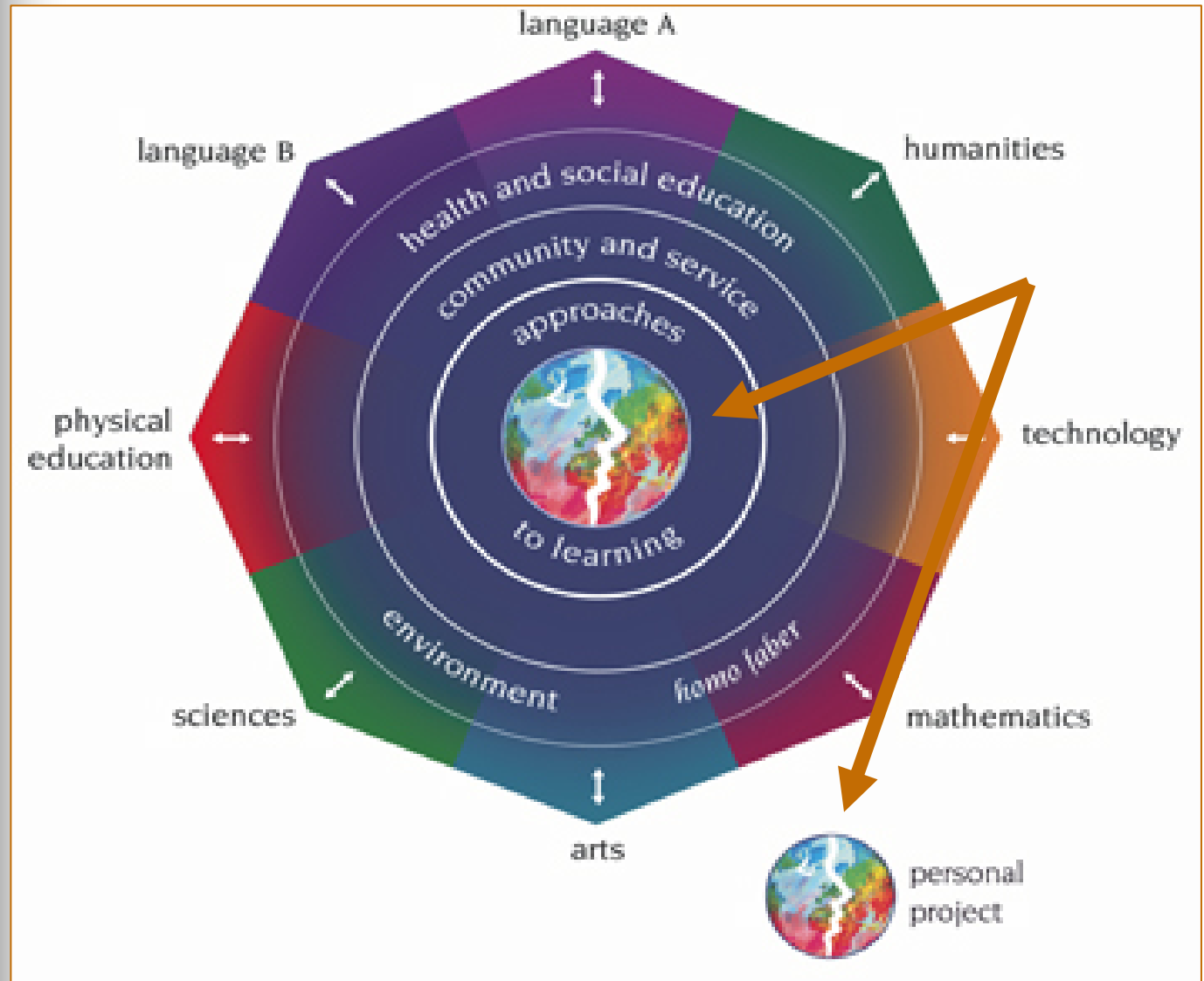




The Personal Project



What is the Personal Project?



The Personal Project

- The Personal Project is a significant body of work produced over an extended period of time. It provides an opportunity for students to produce a truly creative piece of work of their choice, and demonstrate the skills they have learned through Approaches to Learning.
- The Areas of Interaction make up the core of our International Programme and are central to the Personal Project - which is intended to be the culmination of each student's involvement with the five Areas of Interaction.
- The Personal Project is an opportunity for the students to showcase their own initiative and should reflect their experiences of the MYP. The personal project holds a very important place in the programme. It provides an excellent opportunity for students to produce a truly creative piece of work of their choice and to demonstrate the skills they have developed throughout the MYP.





The Portfolio of Achievement

What is the Portfolio of Achievement?

- The Portfolio of Achievement is a complete picture of a student's achievement, in all areas of life, over the course of the programme. Portfolios are passed on from each grade level for continuation; and will be used as a resource for their Personal Project.





- The portfolio becomes a scrapbook of the students' achievements and progress through the programme. The students may place work in the portfolio at any time during the course of the year, however twice a year (December and June) the portfolios will be distributed to the students to sort, track and maintain

In Conclusion

- The IBO Program focuses on the areas of interaction in order to provide a well rounded education for the student
- Students will gain a more holistic and better understanding of the world around them





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