The IB Experience: Middle School & Beyond

Meeting the needs of adolescents now and in the future

Prepared by Davidson IB Middle School
November 2010
Davidson IB Middle School

- Davidson IB Middle School is an IB World School offering the International Baccalaureate Middle Years Program (IB MYP).

- The school’s vision is to provide every student with a world-class education; its mission is to provide a learning environment in which all students are respected, nurtured, guided and challenged to reach their maximum potential as self-directed, lifelong learners and members of a culturally diverse society.

- Davidson’s program includes rigorous world language instruction; focus on study skills and organization; intercultural awareness; student-centered learning; interdisciplinary teaching; integrated experimental sciences; and computer technology. All students are required to complete twenty or more community service hours every school year.

- In 2009-2010, 99 percent of Davidson’s students were proficient in reading and math, testing at or above grade level on North Carolina’s End-of-Grade assessments.

- In recognition of its academic excellence, the program received the Honor School of Excellence designation for the 2009-2010 school year. The school also received the MSA Merit Award of Excellence for Secondary Schools in 2010.

- Davidson is known for its exceptional learning climate, development of the whole child, professional leadership, safe learning environment and balance of instructional strategies.

- Through the IB MYP, the school strives to develop learners who are knowledgeable, inquiring, caring, balanced, principled, open-minded, reflective and well-prepared for the academic and personal challenges of life after middle school.

- Davidson’s IB MYP will relocate to the campus of J.M. Alexander beginning in the 2011-2012 school year. It will continue to provide an enriching, challenging, and motivating IB experience for students at its new home.
What do young adolescents need now?

According to the National Middle School Association’s position paper, “This We Believe: Keys to Educating Young Adolescents”, to become fully-functioning and self-actualized people, young adolescents should:

- Become actively aware of the larger world, asking significant and relevant questions about that world and wrestling with big ideas and questions for which there may not be one right answer.
- Be able to think rationally and critically and express thoughts clearly.
- Read deeply to independently gather, assess, and interpret information from a variety of sources and read avidly for enjoyment and lifelong learning.
- Use digital tools to explore, communicate, and collaborate with the world and learn from the rich and varied resources available.
- Be good stewards of the earth and its resources and a wise and intelligent consumer of the wide array of goods and services available.
- Understand and use the major concepts, skills, and tools of inquiry in the areas of health and physical education, language arts, world languages, mathematics, natural and physical sciences, and the social sciences.
- Explore music, art, and careers, and recognize their importance to personal growth and learning.
- Develop his or her strengths, particular skills, talents, or interests and have an emerging understanding of his or her potential contributions to society and to personal fulfillment.
- Recognize, articulate, and make responsible, ethical decisions concerning his or her own health and wellness needs.
- Respect and value the diverse ways people look, speak, think, and act within the immediate community and around the world.
- Develop the interpersonal and social skills needed to learn, work, and play with others harmoniously and confidently.
What do the students of today need to be successful in the future?

“The Association of American Colleges and Universities recently asked employers who hire at least 25 percent of their workforce from two- or four-year colleges what they want institutions to teach... 89 percent said they wanted more emphasis on 'the ability to effectively communicate orally and in writing', 81 percent asked for better 'critical thinking and analytical reasoning skills' and 70 percent were looking for 'the ability to innovate and be creative.'”

“Making College Relevant”, Kate Zernike

“A number of prominent business schools have re-evaluated and, in some cases, redesigned their MBA programs in the last few years. And while few talk explicitly about taking a liberal arts approach to business, many of the changes are moving business schools into territory more traditionally associated with the liberal arts: multidisciplinary approaches, an understanding of global and historical context and perspectives, a greater focus on leadership and social responsibility and, yes, learning how to think critically. ”

“Multicultural Critical Theory. At B-School?”
Lane Wallace
The New York Times, January 10, 2010

“Life in the 21st century, in an interconnected, globalized world, requires critical-thinking skills and a sense of international-mindedness, something that International Baccalaureate® (IB) Diploma Programme students learn to know and understand.”

www.ibo.org
What do students experience in IB?

*International Baccalaureate is a non-profit educational foundation. Founded in 1968, it works with over 3,000 schools in over 130 countries. Through these schools, IB offers three programs of education for students aged 3-19. All of IB’s work is guided by the following mission statement:*

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 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.

*This mission statement has been converted into the IB Learner Profile—ten traits that IB schools seek to develop in all their students:*

- inquirers
- knowledgeable
- thinkers
- communicators
- principled
- open-minded
- caring
- risk-takers
- balanced
- reflective
What do students experience in IB Middle Years Program?

- A student-centered program built around three fundamental concepts: communication, holistic learning, and intercultural awareness.

- A balanced curriculum that includes instruction in math, language arts, science, global studies, foreign language, technology, physical education, and a foreign language.

- Academic rigor: The MYP emphasizes inquiry, critical thinking, analysis, reflection, and the development of independent research skills. In-depth study of a select group of topics is emphasized over surface exploration of a broad variety of topics. Students write extensively in all disciplines. Open-ended learning experiences such as problem-solving activities, investigations, organized debates, hands-on experimentation, portfolios, and student-driven projects are common.

- A curriculum framework that provides students with relevant, meaningful, and coherent learning experiences through the five “Areas of Interaction”: Approaches to Learning, Community and Service, Human Ingenuity, Environments, and Health and Social Education. Every unit of work is built around one of the five Areas of Interaction (AOIs). The AOIs provide a focus for developing connections between subjects. They also foster inquiry and offer students opportunities to explore real-life issues. Each area addresses the developmental needs of young adolescents and relates to the IB learner profile.

- Meaningful assessments: The MYP has identified a set of learning objectives for each subject area. These objectives are directly related to pre-determined assessment criteria. Student’s success in reaching learning objectives is regularly measured in terms of levels of achievement described in the assessment criteria rubrics. Students’ progress is measured by a wide-variety of tasks, including essays, projects, performances, reflective assessments, scientific labs, and investigations and presentations.

- The Personal Project: The Personal Project is an extended-piece of work completed during 10th grade. It is the product of the student’s own initiative and creativity and requires planning, research, and a high degree of reflection. It focuses on one Area of Interaction. It is the culminating learning experience of the MYP.
How is an MYP course organized?

Each MYP course is organized into a series of MYP Units. Each unit explores focuses on a single Area of Interaction, and through that Area students explore a big question and a significant concept. Each unit culminates in an open-ended MYP assessment task. To see how this structures students’ learning, consider the following two examples.

Here is a course overview for the first two quarters of 6th grade science:

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Question</th>
<th>Area of Interaction</th>
<th>Significant Concept (s)</th>
<th>Assessment Task (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Unit</td>
<td>How do I “do” science?</td>
<td>Human Ingenuity</td>
<td>1) Science as a shifting, changing set of ideas—a combination of facts, ideas and ways of thinking about the world. 2) How to function in a middle school science lab environment</td>
<td>Nature of science assessment: students will analyze nature of science using personal experience and learning activity from the first day of classes. Density lab</td>
</tr>
</tbody>
</table>
| Rocks and Minerals        | Compare the changes we experience to geological changes | Health and Social education | Change happens  
We are change  
We respond to and cause change                                                                                                                                                                                             | Lab report on soil  
Erosion in the World  
Unit Test |

Here is a course overview for the first quarter of 9th grade Geometry:

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Question</th>
<th>Area of Interaction</th>
<th>Significant Concept (s)</th>
<th>Assessment Task (s)</th>
</tr>
</thead>
</table>
| Integrating Basic Principles with Logic and Reasoning | How does theory affect reality?      | Health and Social Education | The theoretical affects/determines math law.                                                                                                                                                                           | Students will complete a contextual math-application problem and provide more than one way to approach a solution.  
Students will investigate the relationships in the angles formed by perpendicular lines. |
| Triangles                               | How can you prove it?                 | Human Ingenuity     | It’s important to use facts to justify conclusions.                                                                                                                                                                   | Students will write proofs and apply math laws to unfamiliar situations in an assessment.  
Students will investigate the sum of the measures of the angles in different classifications of triangles. |
What do students experience in the IB Diploma Program?

The goal of the Diploma Program is to provide students with:

- a broad and balanced, yet academically demanding, program of study
- the development of critical-thinking and reflective skills
- the development of research skills & independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification

In 11th and 12th grade, IB Diploma Candidates take six diploma courses: English, Mathematics, Humanities/Social Science, Experimental Sciences, a second language, and an elective (arts, a second science, a second humanities, etc.). In all of these classes, there is an emphasis on:

- analyzing and presenting information
- evaluating and constructing arguments
- solving problems creatively
- retaining knowledge & understanding key concepts
- applying standard methods
- college level work

Diploma candidates also engage in the following unique learning experiences:

- The extended essay: students engage in independent research through an in-depth study of a question relating to one of the subjects they are studying. They then write a 3,000-4,000 word college-level research paper sharing their findings.

- Theory of knowledge: course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

- Creativity, action, service requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.
What does the IB experience do for college students?

**University Recognition:**

- The IB Diploma is widely recognized by universities around the world
- IB maintains a directory of universities that have notified IB of their policies for recognizing IB Diploma holders
- Recent search: 500 colleges and universities have policies for awarding credit for IB classes

*Recent IB-sponsored study finds that IB Diploma Program highly aligned with US college readiness standards:*

- The study compared IB standards to the KSUS standards—knowledge and skills for university success—developed from data from 400 faculty members and 20 universities
- More than 80 percent of IB diploma holders graduate from college in six years. ([www.epiconline.org/ib](http://www.epiconline.org/ib))

*IB recently created a guide to IB for colleges and universities in which it notes that when recruiting IB diploma graduates, admissions officers can be assured student have*

- Research and writing skills
- Acceptance of educational challenges
- Critical-thinking skills
- Interview skills
- Extra-curricular involvement
- Maturity and responsibility

From Marilyn McGrath Lewis, assistant dean of admissions at Harvard University: “IB is well known to us as excellent preparation. Success in an IB programme correlates well with success at Harvard. We are pleased to see the credentials of the IB Diploma Programme on the transcript.”
From IB Diploma Programme: A guide for Colleges and Universities, www.ibo.org
What do IB graduates have to say about their experiences in IB?

“Two of the key things I remember liking most about the IB program in both middle and high school was the international focus and the idea of consilience, that all things are somehow interconnected. I liked having to take advanced courses in a foreign language, and I liked how when we were taught things from a world-centered outlook, not just a US-centric point of view...the IB program also entails a lot of writing, regardless of what the subject matter was, which really helps to prepare you for college, which also entails a lot of writing. I really enjoyed participating in the program, and I think I benefitted from it to a high degree; I certainly learned a lot, I received a very thorough education, and I was very prepared for college-level work. If I had to redo it all over again, I would still be an IB kid.”

Kali Esancy, North Mecklenburg Class of 2009

“One thing I think you should stress to the students is how well the IB program prepares students for college. I know that, personally, I have felt more prepared than many other students—especially with study skills and having the know-how to get help if needed. Where many students have not succeeded in LR’s tough nursing program, I have; I have also been able to help others "learn" how to study. Although the IB program is a lot of work, it is worth it in the end—I whole-heartedly support parents sending their children through the IB program.”

Sarah Estridge, North Mecklenburg Class of 2007

“I think DIB and NMIB really engaged me in my learning; I've had experience with both IB and non-IB since I moved after 2 years at NM, and I've noticed that the IB program is a lot more hands-on and encourages deeper understanding and critical thinking, whereas non-IB just teaches straight out of the textbook...with students just learning from rote memory. The IB program also helped me become more aware of my community and how to use my knowledge to help the people and environment around me! I really enjoyed being in the IB program!”

Shiliang Cao, Davidson IB Middle Class of 2006
Where can I go for more information about IB?

The IB website, [www.ibo.org](http://www.ibo.org), provides a wide range of sources for parents, students, staff, and colleges and universities.

- For information targeted at parents visit: [http://www.ibo.org/informationfor/parents/](http://www.ibo.org/informationfor/parents/)
- To view power point presentations about each of IB’s three educational programs, visit: [http://www.ibo.org/communications/powerpoint/](http://www.ibo.org/communications/powerpoint/)
- To read promotional publications regarding the programs and university recognition, visit: [http://www.ibo.org/communications/publications/](http://www.ibo.org/communications/publications/)

What is the timeline for student placement the magnet lottery in Charlotte-Mecklenburg Schools?

New students may begin enrolling for the 2011-12 school year: **October 6, 2010**

Last day for new students to enroll and be eligible for the First Magnet Lottery: **December 10**

Lottery Instruction letters begin arriving in homes: **First week of January 2011**

Application period for the first lottery: **January 7 – February 7 at 10:00pm**

Magnet Fair at Phillip O. Berry Academy of Technology: **January 8 (tentative date)**

Notification letters for first lottery arrive in homes: **late February**

Request for Reassignment/Transfer period for 1st lottery: **February 21 - March 21**

New student enrollment period for second lottery: **December 13 – May 20**

Instruction letters for the second lottery begin arriving in homes: **mid-March**

Application period for second lottery & Open Seat Option Lottery: **March 14 – June 3 at 10:00pm**

Notification letters for second lottery & Open Seat Option Lottery arrive in homes: **Week of June 20**

Notification letters for Magnet entrance and continuation requirements arrive in homes: **late June**

For more information about the Magnet Lottery and Student Placement visit those departments’ web pages at:

[www.cms.k12.nc.us](http://www.cms.k12.nc.us)
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