

Jurupa Hills High School  
Unit Planning  
Process Guide



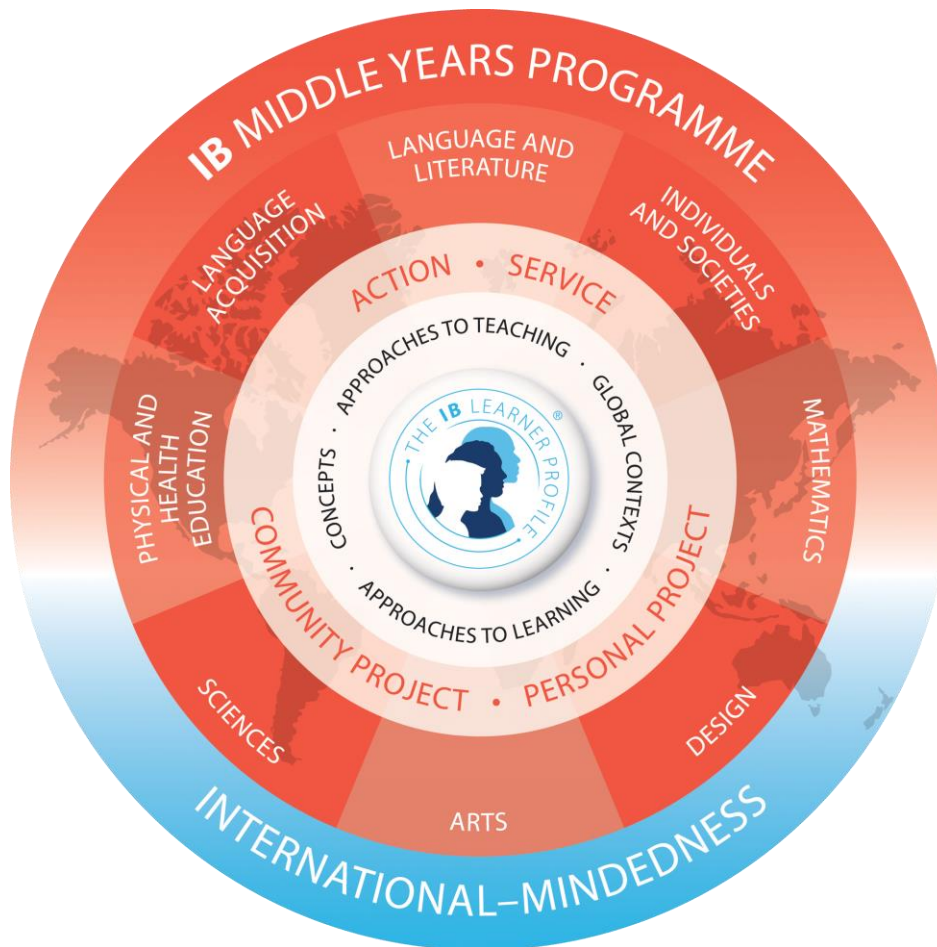
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The aim of this guide is to walk teachers through the step-by-step process of integrating any existing curriculum to the IB MYP framework by including the following essential MYP components:

***Key Concepts, Related Concepts, Global Contexts, Statement of Inquiry, & Approaches to Learning.***

## Middle Years Programme Model



The MYP is designed for students aged 11 to 16 years. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.

PYP	MYP	MYP	DP
DHIA	STMS	JHHS 9-10	JHHS 11-12

### MYP Program

The middle years program of the International Baccalaureate purpose is to:

- address holistically students’ intellectual, social, emotional and physical **well-being**
- provide students opportunities to develop the **knowledge, attitudes and skills** they need in order to manage complexity and take responsible action for the future
- ensure breadth and depth of understanding through study in **eight subject groups**
- require the study of at least **two languages** to support students in understanding their own cultures and those of others
- empower students to participate in **service with the community**
- help to prepare students for **further education, the workplace and a lifetime of learning.**

## THE MYP ASSESSMENT CRITERIA ACROSS SUBJECT GROUPS

Teachers are responsible for creating assessments tasks that are both academically rigorous and age appropriate. Teachers maintain full choice over the number of formative and summative tasks in each unit of inquiry but are encouraged to use summative assessment a minimum of twice within each unit of inquiry. Additionally, it is strongly encouraged that teachers use task-specific clarification when preparing students for summative assessment.

COURSE	CRITERION A	CRITERION B	CRITERION C	CRITERION D
<b>CORE CONTENT SUBJECTS</b>				
Language and Literature	Analyzing	Organizing	Producing text	Using Language
Individuals and Society	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real World Context
Sciences	Knowing and Understanding	Inquiring and Designing	Processes and Evaluating	Reflecting on the Impacts of Science
Physical and Health Education	Understanding	Planning for Performance	Applying and Performing	Reflecting an Improving Performance
<b>Electives Subjects</b>				
Arts	Knowing and Understanding	Developing Skills	Thinking Creatively	Responding
Design	Inquiring and Analyzing	Developing Ideas	Creating the Solution	Evaluating
Language Acquisition (Spanish)	Listening	Reading	Speaking	Writing

# Key Concepts

Key concepts are interdisciplinary in nature and promote the development of a broad curriculum. Each subject contributes one to four concepts that enables students to make connections across the discipline. Below is a chart that demonstrates how each subject content area contributes to key concepts related in curriculum.

<u><b>Aesthetics</b></u> VAPA	<u><b>Change</b></u> VAPA History Science PE	<u><b>Communication</b></u> VAPA Design Language Arts World Languages PE	<u><b>Communities</b></u> Design
<u><b>Connections</b></u> Language Arts World Languages	<u><b>Creativity</b></u> Language Arts World Languages	<u><b>Culture</b></u> World Languages	<u><b>Development</b></u> Design
<u><b>Form</b></u> Mathematics	<u><b>Global Interactions</b></u> History	<u><b>Identity</b></u> VAPA	<u><b>Logic</b></u> Mathematics
<u><b>Perspective</b></u> Language Arts	<u><b>Relationships</b></u> Mathematics Science PE	<u><b>Time, Place, and Space</b></u> History Science	<u><b>Systems</b></u> Design History

## Key Concepts Definitions

**AESTHETICS** deals with the characteristics, creation, meaning and perception of beauty and taste. *Inquiry into the concept of aesthetics involves understanding and developing skills for the critical appreciation and analysis of art, culture and nature.*

**CHANGE** is a conversion, transformation or movement from one form, state or value to another. *Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.*

**COMMUNICATION** is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. *Inquiry into the concept of communication involves understanding the activity of conveying information or meaning.* Effective communication requires a common language (which may be written, spoken or non-verbal).

**COMMUNITIES** are groups that exist in proximity defined by time, space, or relationship. *Inquiry into the concept of communities include, for example, groups of people sharing particular characteristics, beliefs, or values as well as groups of interdependent organisms living together in a specific habitat.*

**CONNECTIONS** are links and *inquiry into the concept of connections involves understanding the bonds and relationships among people, objects, organisms or ideas.*

**CREATIVITY** is the process of generating novel ideas and considering existing ideas from new perspectives. *Inquiry into the concept of creativity involves understanding the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.*

**CULTURE** encompasses the ways of knowing and patterns of behavior created by human communities. *Inquiry into the concept of culture involves understanding a range of learned and shared beliefs, values, interests, attitudes, and products.* The concept of culture is dynamic and organic.

**DEVELOPMENT** is the act or process of growth, progress, or evolution, sometimes through continuous improvements.

**FORM** is the shape and underlying structure of an entity or piece of work. *Inquiry into the concept of form involves understanding a form's organization, essential nature and external appearance.*

**GLOBAL INTERACTIONS** focus on the connections among individuals and communities. *Inquiry into the concept of global interactions involves relationships with built and natural environments, from the perspective of the world as a whole.*

**IDENTITY** is the state or fact of being the same. *Inquiry into the concept of identity involves understanding the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences.*

**LOGIC** is a method of reasoning and inquiry into the concept of logic involves understanding the system of principles used to build arguments and reach conclusions.

**PERSPECTIVES** is the position from which we observe situations, objects, facts, ideas and opinions. *Inquiry into the concept of perspective involves the understanding associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.*

**RELATIONSHIPS** are the connections and associations between properties, objects, people and ideas—inquiry into the concept of relationships involves understanding the human community's connections with the world in which we live. *Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far reaching, affecting large networks and systems such as human societies and the planetary ecosystem.*

**SYSTEMS** are sets of interacting or interdependent components. *Inquiry into the concept of systems involves understanding how systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.*

**TIME, PLACE, & SPACE** refers to the absolute or relative position of people, objects and ideas. *Inquiry into the concept of time, place and space focuses on how we construct and use our understanding of location (where and when?).*

## Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Related concepts connect the key concepts with content/topics- they are the bridge. One or two related concepts are selected per Key concept. Most units will have no more than (2). Longer units may have up to (4).

<b>Subject</b>	<b>Related Concepts</b>
<b>Language and Literature</b>	Audience imperatives, character, context, genre, intertextuality, point-of-view, purpose, self-expression, structure, style, setting, theme
<b>Mathematics</b>	Approximation, change, equivalence, generalization, models, patterns, quantity, representation, simplification, space, systems, validity
<b>Sciences</b>	Balance, consequences, energy, environment, evidence, form, function, interaction, models, movement, patterns transformation
<b>Individuals &amp; Societies</b>	Cause and Conflict, choice, culture, equity, globalization, identity, innovation & revolution, perspective, power, processes, resources, sustainability
<b>Modern Language</b>	Argument, audience, bias, context, conventions, empathy, form, function, idiom, inference, meaning, message, patterns, point-of-view, pronunciation, purpose, structure, stylistic choices, theme, voice
<b>Arts</b>	Audience, boundary, composition, expression, genre, innovation, interpretation, narrative, presentation, representation, style, visual culture
<b>Physical Education</b>	Adaptation, balance, choice, energy, environment, function, interaction, movement, perspectives, refinement, space, systems
<b>Design</b>	Adaptation, collaboration, ergonomics, evaluation, form, function, innovation, invention, markets and trends, perspectives, resources, sustainability.

## Global Contexts

Inquiring into subject content through a global context enables students to develop a deeper understanding of both the subject and its application in the real world. Repeated cycles of inquiry, action and reflection can lead students from academic knowledge towards practical understanding, developing positive attitudes towards learning as well as a sense of personal and social responsibility. (*Developing MYP Units, 2014*)

MYP Global Contexts (Choose 1)	Explorations to Develop (Choose 1 from either column)	
<p><b>Identities and Relationships</b></p> <p><i>Who am I? Who are we?</i></p> <p>Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p>	<ul style="list-style-type: none"> <li>• competition and cooperation</li> <li>• teams</li> <li>• affiliation and leadership</li> <li>• identity formation</li> <li>• self- esteem</li> <li>• status, roles and role models</li> <li>• personal efficacy and agency</li> <li>• attitudes</li> <li>• motivations</li> </ul>	<ul style="list-style-type: none"> <li>• independence</li> <li>• happiness and the good life</li> <li>• physical, psychological and social development</li> <li>• transitions</li> <li>• health and well-being</li> <li>• lifestyle choices</li> <li>• human nature and human dignity</li> <li>• moral reasoning and ethical judgment</li> <li>• consciousness and mind</li> </ul>
<p><b>Orientation in Space and Time</b></p> <p><i>What is the meaning of 'where' and 'when'?</i></p> <p>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.</p>	<ul style="list-style-type: none"> <li>• civilizations and social histories</li> <li>• heritage</li> <li>• pilgrimage</li> <li>• migration</li> <li>• displacement and exchange</li> <li>• epochs</li> <li>• eras</li> <li>• turning points and 'big history'</li> <li>• scale</li> </ul>	<ul style="list-style-type: none"> <li>• duration</li> <li>• frequency and variability</li> <li>• peoples</li> <li>• boundaries</li> <li>• exchange and interaction</li> <li>• natural and human landscapes and resources</li> <li>• Evolution</li> <li>• constraints and adaptation</li> </ul>
<p><b>Personal &amp; Cultural Expression</b></p> <p><i>What is the nature and purpose of creative expression?</i></p> <p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<ul style="list-style-type: none"> <li>• artistry</li> <li>• craft</li> <li>• creation</li> <li>• beauty</li> <li>• products</li> <li>• systems and institutions</li> <li>• social constructions of reality</li> <li>• philosophies and ways of life</li> <li>• belief systems</li> </ul>	<ul style="list-style-type: none"> <li>• ritual and play</li> <li>• critical literacy</li> <li>• languages and linguistic systems</li> <li>• histories of ideas</li> <li>• fields and disciplines</li> <li>• analysis and argument</li> <li>• metacognition and abstract thinking</li> <li>• entrepreneurship</li> <li>• practice and competency</li> </ul>



<b>MYP Global Contexts</b>	<b>Explorations to Develop (Choose 1 from either column)</b>	
<p><b>Scientific and Technical Innovation</b></p> <p><i>How do we understand the worlds in which we live?</i></p> <p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>	<ul style="list-style-type: none"> <li>• systems</li> <li>• models</li> <li>• methods</li> <li>• products</li> <li>• processes and solutions</li> <li>• adaptation</li> <li>• ingenuity and progress</li> </ul>	<ul style="list-style-type: none"> <li>• modernization</li> <li>• industrialization and engineering</li> <li>• digital life</li> <li>• virtual environments and the Information Age</li> <li>• the biological revolution</li> <li>• mathematical puzzles</li> <li>• principles and discoveries</li> </ul>
<p><b>Fairness and Development</b></p> <p><i>What are the consequences of our common humanity?</i></p> <p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>	<ul style="list-style-type: none"> <li>• democracy</li> <li>• politics</li> <li>• government and civil society</li> <li>• inequality</li> <li>• difference and inclusion</li> <li>• human capability and development</li> <li>• social entrepreneurs</li> <li>• rights</li> </ul>	<ul style="list-style-type: none"> <li>• law</li> <li>• civic responsibility and the public sphere</li> <li>• justice</li> <li>• peace and conflict management</li> <li>• power and privilege</li> <li>• authority</li> <li>• security and freedom</li> <li>• imagining a hopeful future</li> </ul>
<p><b>Globalization and Sustainability</b></p> <p><i>How is everything connected?</i></p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>	<ul style="list-style-type: none"> <li>• markets</li> <li>• commodities and commercialization</li> <li>• human impact on the environment</li> <li>• commonality</li> <li>• diversity and interconnection</li> <li>• consumption</li> <li>• conservation</li> <li>• natural resources and public goods</li> <li>• population and demography</li> <li>• urban planning</li> <li>• strategy and infrastructure</li> </ul>	

## Developing a Statement of Inquiry

Once you've picked your Key Concept, Related Concepts, and decided on the Global Context, you can write a statement of inquiry that gets at the heart of all three aspects.

The statement of inquiry:

- represents a contextualized, conceptual understanding
- describes a complex relationship that is worthy of inquiry
- explains clearly what students should understand and why that understanding is meaningful
- can be qualified (using phrases such as “often”, “may” and “can”) if it is not true in all situations, but is still an important idea,
- can be formulated at different levels of specificity.

Teachers can make very broad statements more specific, age-appropriate and focused by asking themselves “Why/how does this relationship or principle occur?” and “What are the implications of this understanding?” However, statements of inquiry should not be so specific that they cannot be transferable beyond the content of the unit” (Developing MYP Units).

For example:

Key Concept	Related Concepts	Global Context
Relationships	Models Representation	Conflict Management (Fairness and Development)

**\*\*Student-friendly\*\***

*Using models to represent relationships can help better understand and avoid conflicts within an environment.*

Statement of inquiry	Key concept Related concepts Global context	Possible project/study
Critical readers understand that historical context and authors' perspectives affect readers' interpretations of literary texts and of the concept of truth.	<ul style="list-style-type: none"> <li>• Perspective</li> <li>• Context, point of view, corroboration, style</li> <li>• Orientation in space and time</li> </ul>	Literary interpretations of social conflict: such as the second world war
Directors create films to position audiences to respond in a particular way.	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Audience imperatives, meaning, purpose</li> <li>• Personal and cultural expression</li> </ul>	Feature film or documentary study (some possible films to study might include Bowling for Columbine [2002]; Super Size Me [2004])
Historical contexts shape literary genre.	<ul style="list-style-type: none"> <li>• Connections</li> <li>• Context, genres</li> <li>• Orientation in space and time</li> </ul>	Historical fiction; short-story unit; comparative study (for example, Shakespeare's Romeo and Juliet to Baz Luhrmann's film version; Persepolis [graphic novel] compared to One Hundred Years of Solitude [revolution theme])

# MYP Approaches to Learning (ATLs)

**Approaches to learning** (ATL) are skills designed to enable students in the IB Middle Years Programme (MYP) to “**learn** how to **learn**.” They are intended to apply across curriculum requirements and provide a common language for teachers and students to use when reflecting and building on the process of **learning**.

## COMMUNICATION

**WICOR**

### 1. Communication Skills : Exchanging thoughts, messages, and information effectively through interaction

	Southridge Tech Middle	Jurupa Hills
<i>How can students communicate through interaction?</i>	<ul style="list-style-type: none"> <li>• Use appropriate forms of writing for different purposes and audiences</li> <li>• Participate in, and contribute to, digital and social media networks</li> <li>• Use a variety of media to communicate with a range of audiences</li> <li>• Interpret and effectively use modes of non-verbal communication</li> <li>• Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>• Negotiate ideas and knowledge with peers and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Give and receive meaningful feedback</li> <li>• Use intercultural understanding to interpret communication</li> <li>• Collaborate with peers and experts using a variety of digital environments and media</li> <li>• Share ideas with multiple audiences using a variety of digital environments and media</li> </ul>
<i>How can students demonstrate communication through language?</i>	<ul style="list-style-type: none"> <li>• Preview and skim texts to build understanding</li> <li>• Write for different purposes</li> <li>• Take effective notes in class</li> <li>• Use a variety of organizers for academic writing tasks</li> <li>• Read critically and for comprehension</li> <li>• Structure information in summaries, essays, and reports</li> <li>• Make effective summary notes for studying</li> <li>• Paraphrase accurately and concisely</li> <li>• Understand and use mathematical notation</li> <li>• Organize and depict information logically</li> </ul>	<ul style="list-style-type: none"> <li>• Read a variety of sources for information and for pleasure</li> <li>• Make inferences and draw conclusions</li> <li>• Find information for disciplinary and interdisciplinary inquiries, using a variety of media</li> <li>• Use and interpret a range of discipline-specific terms and symbols</li> </ul>

**2. Information Literacy Skills: Finding, interpreting, judging and creating information**

<i>How can students demonstrate information literacy?</i>	<p style="text-align: center;">Southridge Tech Middle</p> <ul style="list-style-type: none"> <li>• Access information to be informed and inform others</li> <li>• Understand and use technology systems</li> <li>• Present information in a variety of formats and platforms</li> <li>• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks</li> <li>• Make connections between various sources of information</li> <li>• Process data and report results</li> <li>• Identify primary and secondary sources</li> </ul>	<p style="text-align: center;">Jurupa Hills</p> <ul style="list-style-type: none"> <li>• Collect, record and verify data</li> <li>• Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information</li> <li>• Understand and implement intellectual property rights</li> <li>• Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions</li> <li>• Use memory techniques to develop long-term memory</li> <li>• Collect and analyze data to identify solutions and make informed decisions</li> <li>• Use critical-literacy skills to analyze and interpret media communications</li> </ul>
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**3. Media Literacy Skills: Interacting with media to use and create ideas and information**

<i>How can students demonstrate media literacy?</i>	<p style="text-align: center;">Southridge Tech Middle</p> <ul style="list-style-type: none"> <li>• Make informed choices about personal viewing experiences</li> <li>• Seek a range of perspectives from multiple and varied sources</li> <li>• Communicate information and ideas effectively to multiple audiences using a variety of media and formats</li> </ul>	<p style="text-align: center;">Jurupa Hills</p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of media interpretations of events and ideas (including digital social media)</li> <li>• Understand the impact of media representations and modes of presentation</li> <li>• Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)</li> </ul>
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**SOCIAL****WICOR****4. Collaboration Skills: Working effectively with others**

<i>How can students collaborate?</i>	<p style="text-align: center;">Southridge Tech Middle</p> <ul style="list-style-type: none"> <li>• Take responsibility for one's own actions</li> <li>• Help others to succeed</li> <li>• Encourage others to contribute</li> <li>• Practice empathy</li> <li>• Use social media networks appropriately to build and develop relationships</li> <li>• Make fair and equitable decisions</li> <li>• Exercise leadership and take on a variety of roles within groups</li> <li>• Listen actively to other perspectives and ideas</li> <li>• Give and receive meaningful feedback</li> </ul>	<p style="text-align: center;">Jurupa Hills</p> <ul style="list-style-type: none"> <li>• Delegate and share responsibility for decision-making</li> <li>• Advocate for one's own rights and needs</li> <li>• Build consensus</li> <li>• Negotiate effectively</li> <li>• Manage and resolve conflict, and work collaboratively in teams</li> </ul>
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**SELF-MANAGEMENT****WICOR****5. Organization Skills: Managing time and tasks effectively**

<i>How can students demonstrate organization skills?</i>	<p style="text-align: center;">Southridge Tech Middle</p> <ul style="list-style-type: none"> <li>• Bring necessary equipment and supplies to class</li> <li>• Keep and use a weekly planner for assignments</li> <li>• Set goals that are challenging and realistic</li> <li>• Select and use technology effectively and productively</li> <li>• Keep an organized and logical system of information files/notebooks</li> <li>• Plan short- and long-term assignments; meet deadlines</li> <li>• Understand and use sensory learning preferences (learning styles)</li> </ul>	<p style="text-align: center;">Jurupa Hills</p> <ul style="list-style-type: none"> <li>• Create plans to prepare for summative assessments (examinations and performances) and academic goals</li> <li>• Use appropriate strategies for organizing complex information</li> <li>• Plan strategies and take action to achieve personal</li> </ul>
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**6. Affective Skills: Managing state of mind**

<i>How can students manage their own state of mind?</i>	<p style="text-align: center;"><b>Southridge Tech Middle</b></p> <ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Demonstrate persistence and perseverance</li> <li>• Practice delaying gratification</li> <li>• Self-motivation</li> <li>• Practice analyzing and attributing causes for failure</li> <li>• Practice managing self-talk</li> <li>• Practice positive thinking</li> <li>• Emotional management</li> <li>• Practice strategies to overcome impulsiveness and anger</li> <li>• Practice strategies to prevent and eliminate bullying</li> <li>• Practice strategies to reduce stress and anxiety</li> </ul>	<p style="text-align: center;"><b>Jurupa Hills</b></p> <ul style="list-style-type: none"> <li>• Mindfulness</li> <li>• Practice focus and concentration</li> <li>• Practice strategies to develop mental focus</li> <li>• Practice strategies to overcome distractions</li> <li>• Practice being aware of body-mind connections</li> <li>• Resilience</li> <li>• Practice “bouncing back” after adversity, mistakes and failures</li> <li>• Practice “failing well”</li> <li>• Practice dealing with disappointment and unmet expectations</li> <li>• Practice dealing with change</li> </ul>
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**7. Reflection Skills: (Re)considering the process of learning; choosing and using ATL skills**

<i>How can students be reflective?</i>	<p style="text-align: center;"><b>Southridge Tech Middle</b></p> <ul style="list-style-type: none"> <li>• Focus on the process of creating by imitating the work of others</li> <li>• Consider content</li> <li>• What did I learn about today?</li> <li>• What don't I yet understand?</li> <li>• What questions do I have now?</li> <li>• Consider ATL skills development</li> <li>• What can I already do?</li> <li>• How can I share my skills to help peers who need more practice?</li> <li>• What will I work on next?</li> <li>• Try new ATL skills and evaluate their effectiveness</li> <li>• Identify strengths and weaknesses of personal learning strategies (self-assessment)</li> </ul>	<p style="text-align: center;"><b>Jurupa Hills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate flexibility in the selection and use of learning strategies</li> <li>• Develop new skills, techniques and strategies for effective learning</li> <li>• Keep a journal to record reflections</li> <li>• Consider ethical, cultural, and environmental implications</li> <li>• Consider personal learning strategies</li> <li>• What can I do to become a more efficient and effective learner?</li> <li>• How can I become more flexible in my choice of learning strategies? What factors are important for helping me learn well?</li> </ul>
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**8. Critical-Thinking Skills:** Analyzing and evaluating issues and ideas

<p><i>How can students think critically?</i></p>	<p style="text-align: center;"><b>Southridge Tech Middle</b></p> <ul style="list-style-type: none"> <li>• Draw reasonable conclusions and generalizations</li> <li>• Recognize and evaluate propositions</li> <li>• Test generalizations and conclusions</li> <li>• Practice observing carefully in order to recognize problems</li> <li>• Gather and organize relevant information to formulate an argument</li> <li>• Evaluate evidence and arguments</li> <li>• Propose and evaluate a variety of solutions</li> <li>• Revise understanding based on new information and evidence</li> <li>• Evaluate and manage risk</li> <li>• Formulate factual, topical, conceptual and debatable questions</li> </ul>	<p style="text-align: center;"><b>Jurupa Hills</b></p> <ul style="list-style-type: none"> <li>• Recognize unstated assumptions and bias</li> <li>• Interpret data</li> <li>• Develop contrary or opposing arguments</li> <li>• Consider ideas from multiple perspectives</li> <li>• Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding</li> <li>• Identify trends and forecast possibilities</li> <li>• Troubleshoot systems and applications</li> <li>• Use models and simulations to explore complex systems and issues</li> </ul>
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**9. Creative-Thinking Skills:** Generating novel ideas and considering new perspectives

<p><i>How can students be creative?</i></p>	<p style="text-align: center;"><b>Southridge Tech Middle</b></p> <ul style="list-style-type: none"> <li>• Make guesses, ask “what if” questions and generate testable hypotheses</li> <li>• Practice visible thinking strategies and techniques</li> <li>• Use brainstorming and visual diagrams to generate new ideas and inquiries</li> <li>• Practice flexible thinking- develop multiple opposing, contradictory and complementary arguments</li> <li>• Apply existing knowledge to generate new ideas, products or processes</li> <li>• Create original works and ideas; use existing works and ideas in new ways</li> </ul>	<p style="text-align: center;"><b>Jurupa Hills</b></p> <ul style="list-style-type: none"> <li>• Design improvements to existing machines, media and technologies</li> <li>• Design new machines, media and technologies</li> <li>• Make unexpected or unusual connections between objects and/or ideas</li> <li>• Consider multiple alternatives, including those that might be unlikely or impossible</li> <li>• Create novel solutions to authentic problems</li> <li>• Generate metaphors and analogies</li> </ul>
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**10. Transfer Skills:** Using skills and knowledge in multiple contexts

<i>How can students transfer skills and knowledge across disciplines and subject groups?</i>	Southridge Tech Middle	Jurupa Hills
	<ul style="list-style-type: none"><li>• Apply skills and knowledge in unfamiliar situations</li><li>• Transfer current knowledge to learning of new technologies</li><li>• Make connections between subject groups and disciplines</li><li>• Use effective learning strategies in subject groups and disciplines</li></ul>	<ul style="list-style-type: none"><li>• Inquire in different contexts to gain a different perspective</li><li>• Combine knowledge, understanding and skills to create products or solutions</li><li>• Compare conceptual understanding across multiple subject groups and disciplines</li><li>• Change the context of an inquiry to gain different perspectives</li></ul>



# IB & AVID: Mutually Supportive Programs

Both the International Baccalaureate and AVID programs offer an unprecedented level of mutual support for students. AVID provides strong peer and adult mentor support structures, targeted academic support, and the development of academic behaviors. The IB emphasizes a rigorous, globalized approach to education with a strong emphasis on writing, speaking, research, and critical thinking as well as character education and development. Participation in both IB & AVID concurrently can greatly increase the likelihood of both college admittance and degree completion.

<h2 style="font-size: 48px; margin: 0;">W</h2> <h3 style="margin: 5px 0;">Writing</h3> <ul style="list-style-type: none"> <li>Reflections</li> <li>Quick Writes</li> <li>Peer Evaluations</li> <li>Annotations</li> </ul>	<h2 style="font-size: 48px; margin: 0;">I</h2> <h3 style="margin: 5px 0;">Inquiry</h3> <ul style="list-style-type: none"> <li>Socratic Seminars</li> <li>Tutorials</li> <li>Essential Questions</li> <li>Research</li> </ul>	<h2 style="font-size: 48px; margin: 0;">C</h2> <h3 style="margin: 5px 0;">Collaboration</h3> <ul style="list-style-type: none"> <li>Group Projects</li> <li>Study Groups</li> <li>Peer Editing</li> <li>Class Discussions</li> </ul>
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<h2 style="font-size: 48px; margin: 0;">O</h2> <h3 style="margin: 5px 0;">Organization</h3> <ul style="list-style-type: none"> <li>Planners</li> <li>Graphic Organizers</li> <li>Cornell-note taking</li> <li>Project Planning &amp; Goals</li> </ul>	<h2 style="font-size: 48px; margin: 0;">R</h2> <h3 style="margin: 5px 0;">Reading</h3> <ul style="list-style-type: none"> <li>Deep Reading Strategies</li> <li>Vocabulary building</li> <li>Summarizing</li> <li>Note-taking</li> </ul>
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**The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.**

**As IB learners we strive to be:**

<p><b>INQUIRERS</b> We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p><b>KNOWLEDGEABLE</b> We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p><b>THINKERS</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p><b>COMMUNICATORS</b> We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p><b>PRINCIPLED</b> We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p><b>OPEN-MINDED</b> We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p><b>CARING</b> We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p><b>RISK-TAKERS</b> We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p><b>BALANCED</b> We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p><b>REFLECTIVE</b> We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**

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