

# *IB MYP Areas of Interaction*

## **Five Organizing Principles of the IBMYP**

The curriculum model of the IBMYP places the student and the way the student learns at its center. The Areas of Interaction are five organizing principles that provide a framework for learning within and across the subject groups in a “real-life” manner.

### **Approaches to Learning**

- *How do I learn best?*
- *How do I know?*
- *How do I communicate my understanding?*

Approaches to Learning (ATL) is concerned with developing (in the student) the discipline, attitudes, strategies and skills which will result in critical, coherent, and independent thought allowing for problem solving and decision making. The goal is for students to recognize by the 10<sup>th</sup> grade year that true learning is more than the acquisition of knowledge; it also involves critical thinking and thoughtful application.

- ◆ Attend class punctually.
- ◆ Be quipped and ready to work.
- ◆ Work cooperatively – Team Spirit.
- ◆ Work independently – Concentrate.
- ◆ Organize time & materials effectively.
- ◆ Complete assignments on time.
- ◆ Develop problem solving and decision making skills.
- ◆ Have an open-minded attitude towards the world and others.
- ◆ Care for a job well done.
- ◆ Care for language and precise vocabulary.
- ◆ Communicate experiences.
- ◆ Ability to do methodical work.

### **Community and Service**

- *How can I contribute to the local, national, world community?*
- *How can I help others?*

Community and Service are concerned with getting students to participate in the communities in which they live. The emphasis is on developing community awareness and concern, a sense of responsibility, and the skills and attitudes needed to make an effective contribution to society. Students are expected to become actively involved in service activities.

- ◆ Interest in today’s world.
- ◆ Social Awareness.
- ◆ Humane and Selfless attitude.
- ◆ Sense of responsibility and self esteem.
- ◆ Participate directly in activities outside of school to benefit society.

### **Homo Faber**

- *Why and how do we create?*
- *What are the consequences?*

Homo Faber allows students to focus on the evolution, processes and products of human creativity, while considering the impact of such products/processes on society and the mind. Additionally, students learn to appreciate and practice the human capacity to influence, transform, enjoy and improve the quality of life. As well as explore the relationships between science, aesthetics, technology and ethics.

- ◆ Solve problems and show creativity in a variety of contexts
- ◆ Development of mathematical and scientific thought through the ages.
- ◆ Ethical values through the ages.
- ◆ Diversity of moral and aesthetic judgments.
- ◆ Human capacity for change, and for reaction to change.
- ◆ Great cultural and historical movements.
- ◆ Influence of men and women of genius.
- ◆ Great scientific discoveries.
- ◆ Impact of inventions and discoveries on society.

### **Environment**

- *Where do we live?*
- *What resources do we have or need?*
- *What are my responsibilities to the environment?*

Environment aims to make students aware of their interdependence with the environment so that they accept their responsibility for maintaining an environments fit for the future. Students take positive, responsible action for the future through such activities as understanding the implication of global environmental issues on other species, or facing environmental situations at home and at school that require decision making.

- ◆ Respond to the immediate environment through experiences such as field work.
- ◆ Appreciate that future environments will be determined by present actions.
- ◆ An awareness of the interdependence of human and all forms of life.
- ◆ Know how environments are manipulated, transformed, controlled, preserved, or destroyed by people, and understand the consequences of such action.
- ◆ Consolidate, extend and disseminate knowledge about the environment.
- ◆ Report on specific aspects of problems such as population, pollution, poisons.
- ◆ Develop positive attitudes and values and responsibility to other people, lands, resources, and sustainable development.

### **Health and Social Education**

- *How do I think and act and what influences me?*
- *How am I changing?*
- *How can I look after myself and others?*

Health and social education prepares students for a physically and mentally healthy life, aware of potential hazards and able to make informed choices. Students develop a sense of responsibility for their own well being and for the physical and social environment.

- ◆ Know and understand one's body, and how to keep healthy and prevent disease.

- ◆ Speak intelligently about health needs and problems.
- ◆ Accept responsibility for oneself, family, community and environment.
- ◆ Distinguish needs from wants.
- ◆ Make informed decisions.
- ◆ Understand consequences of substance abuse.
- ◆ Analyze values, attitudes, positive and negative influences.
- ◆ Gain self-esteem and self-confidence.