



# IB Middle Years Programme

## IB 中学项目

The International Baccalaureate® Middle Years Programme (MYP) is for students aged 11 to 16.

It is a programme of international education designed to help students develop the knowledge, understanding, attitudes and skills necessary to participate actively and responsibly in a changing world.

This period of a student's life is a particularly critical phase of personal and intellectual development.

Learning how to learn and how to evaluate information critically is as important as learning facts.

### Features of the MYP:

- Focuses on holistic learning
- Raises intercultural awareness
- Develops communication skills

### Methods of the MYP:

- Uses criterion-based assessment
- Develops approaches to learning
- Promotes community and service
- Teaches health and social education
- Celebrates human ingenuity
- Cares about the environment

### Features of our Middle School:

- Skilled teachers from all continents
- Good student-teacher ratio (1:6)
- Great facilities

国际文凭组织中学项目是为了满足11至16岁学生的教育设计的学习课程。

这个国际教育的课程设计是为了培养学生掌握必要的知识、态度和技能，以便积极负责地参与不断变化的世界。

这个阶段是学生个体和智力发展的关键时期，所以课程的设计就是帮助学生积极负责地参与不断变化的世界。学习如何学习和如何批判地评价信息是同等重要的。

在中学项目课程中，学生通过五个相互作用领域学习八个学科组中的每一个学科。

### MYP特色:

- ☐ 重视全面学习
- ☐ 加强不同文化意识
- ☐ 提高交流能力

### MYP的教育方法:

- ☐ 设计相应评估体系
- ☐ 培养学习方法
- ☐ 增加社会与服务意识
- ☐ 传授健康与社会教育
- ☐ 赞美人类智慧
- ☐ 保护环境

### 初中校特色

- ☐ 优秀教师来自世界各地
- ☐ 极高的师生比例 (1:6)
- ☐ 一流教学设施



## The IB Learner Profile

### IB 学生素质

- Inquirers 勤于探究
- Knowledgable 富有知识
- Thinkers 勤于思考
- Communicators 善于交流
- Principled 坚持原则
- Open-minded 思想开放
- Caring 博爱包容
- Risk-takers 敢于探险
- Balanced 均衡发展
- Reflective 反思自明

As of October 2009, BWYA is an IB MYP candidate school in the final stages of authorization.

## How is the curriculum organized?

In the MYP, students study subjects from each of the eight subject groups (see diagram) using five areas of interaction:

**Approaches to learning** is concerned with developing the intellectual discipline and skills that will result in critical, coherent and independent thought and the capacity for problem solving and decision-making.

**Community and service** starts in the classroom and extends beyond it, requiring 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.

**Human Ingenuity** allows students to focus on the evolution, processes and products of human creativity. It considers their impact on society and on the mind. Students learn to appreciate the human capacity to influence, transform, enjoy and improve the quality of life. This area of interaction encourages students to explore the relationships between science, aesthetics, technology and ethics.

**Environment** aims to make students aware of their interdependence with the environment so that they become aware of their responsibility, and may take positive, responsible action for maintaining an environment fit for the future.

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

## 课程的组织结构

中学阶段，通过五个相互作用领域的渗透，八组基本学科（见下图）的交叉教学，使学生领悟知识源于自然，是不可分割的整体：

**学习方法**是要培养学生学科知识，具有批判性、连贯性和独立性的思考技能及解决问题和作出决定的能力。

**社区服务**使学习扩展到课堂以外，要求学生参与到他们所生活的社区。强调培养学生的社区意识、关注社区和为社会做贡献的有效及必要的技能、态度和责任感。

**人类创造**是关注人类创造力的进化、过程和产物，以及它们对于社会和生活产生的影响。学生学习人类的发明、变革、享受和改善生活质量的能力，辨析科技发展、社会文明与自然生态的矛盾；鼓励学生探究科学、美学、技术和伦理道德间的关系。

**环境**的目的在于提升学生对人类与环境相互依赖的意识，从而变得关注他们的环境，并能积极、负责地维护环境。

**健康与社会教育**为学生在生理和心理的健康生活做准备，意识到潜在的危险并能作出正确的选择。培养学生良好的心理素质和社交能力，并赋予对自己和其他社会成员福祉的责任感。

学生通过最后一年的个人作品设计或论文撰写，反映其五年学习的综合成果。

## 8 Subject Groups, 5 Areas of Interaction 八门学科，五个相互作用领域

