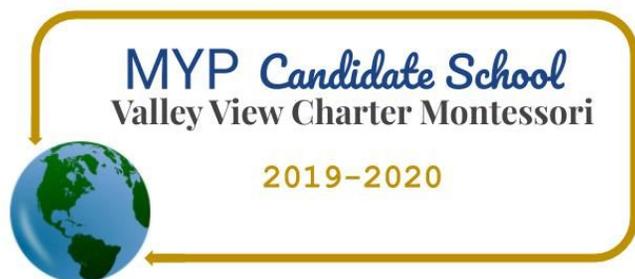


# Valley View Charter Montessori is a candidate school for the MYP



Our school is pursuing authorization as an IB World School in grades 6-8 (middle school). The IB's curriculum framework is flexible and can be used to deliver any content standards and is compatible with national standards. This program will offer and expansion of exploratory classes supporting college and career readiness.

If you would like further information, please visit [www.ibo.org](http://www.ibo.org).

## IB Elements - Why IB?

- Focuses on developing the habits/skills of learning
- Requires study across core subjects
- Learning a second language and principles of design
- Provides opportunities for individual and collaborative planning and research
- Promotes student reflection on citizenship and community
- Exposes students to content and perspectives of cultures around the world and therefore creating personal relevance and encourages understanding across global contexts
- Inclusive Program for *all* learners with support embedded in the core classes. Special Education students are included in IB curricular areas.

## IB and Montessori Similarities - Both:

- Value the whole child approach
- Encourage inquiry based learning - Students learn to explore answers to their self-generated questions
- Strive to develop students who are self-directed, self-regulated, independent and autonomous learners.
- Strive to develop deeper level critical and creative thinking
- Strive to develop confident capable world citizen members and community members

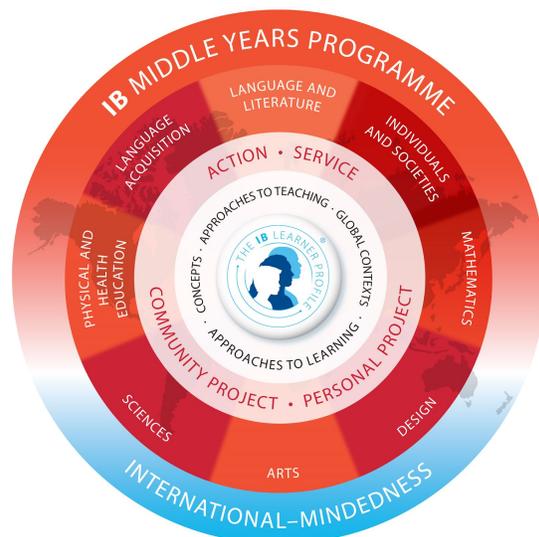
## The MYP Learner Profile

**1st ring** around the student at the center describes the features of the program that help students develop disciplinary and interdisciplinary understanding.

- Approaches to Learning (ATL) - a unifying thread through all subject groups that helps the students learn how to learn, not just what to learn; a key component of the MYP for developing skills for learning.
- Approaches to Teaching - emphasizing MYP pedagogy, including collaborative learning through inquiry.
- Concepts - highlighting a concept-driven curriculum
- Global Contexts - showing how learning best takes place in context.

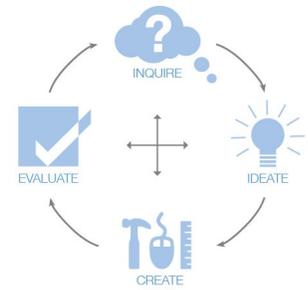
**2nd ring** describes some of the outcomes of the program.

- Inquiry-based learning may result in student initiated action, which may involve service within the community
- Community Project - 8th Grade
- Personal Project - 5 year MYP



**3rd ring** describes the MYP’s broad and balanced curriculum. Students study the **8 subject groups** with a minimum of 50 teaching hours per subject group each year.

1. Language and Literature (ELA)
2. Individuals and Societies (History/Social Studies)
3. Mathematics
4. Arts (Visual and Performing)
5. Sciences
6. Physical and Health Education
7. Language Acquisition (Spanish)
8. Design (shown right)



Design Cycle: Developing Ideas, Creating solutions, Evaluating, Inquiry and analyse. Challenges students to apply practical and creative thinking skills to solve problems)

All 6th-8th grade students will take:	<i>Additional courses</i>		
	6th grade	7th grade	8th grade
<ul style="list-style-type: none"> <li>● English</li> <li>● History/Social Studies</li> <li>● Math</li> <li>● Science</li> <li>● Physical Education</li> </ul> <p><i>*Music offered before school, outside of the IB program</i>  <i>*During the transition years, some students may enrolled in an accelerated Spanish pathway class (identified as "AB" or "BC") or a Leadership class.</i></p>	Language Acquisition (Spanish 1A)  Design (STEM, expanded science)  Arts (Media) *school news, yearbook	Language Acquisition (Spanish 1B)  Design (STEM, expanded science)  Arts (Visual)	Language Acquisition (Spanish 1C)  Design (STEM, expanded science)  Arts (Performing)

**8th Grade MYP Community Project is a Service Learning Opportunity**

The project will provide students the opportunity to demonstrate their commitment to service and action, as well as all the knowledge and skills they have acquired while in the MYP. Students will define a goal to address a need in the community, develop a proposal for action, implement action, and share the process. The project can take three forms:

1. Direct Action: Face to face with people or the environment.  
*Examples:* Tutoring youth, providing computer skills to seniors, etc.
2. Indirect Action: Actions that affect a community without interacting face to face.  
*Examples:* Organizing a clothing drive, creating a community garden, etc.
3. Advocacy: Promoting a cause or issue through research.  
*Examples:* Educating peers about the dangers of vaping, the reality of human trafficking

**International Baccalaureate (IB) 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.

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.

**Buckeye Union School District Mission**

Working together with families, the community, and a highly-qualified staff, the Buckeye Union School District ensures that each student masters the knowledge and skills needed to maximize his/her academic and personal success in a global society.

**Valley View Charter Montessori Vision**

Valley View Charter Montessori is a community of learners where children can reach their full potential and contribute positively to society.

*“Children acquire knowledge through experience in the environment.” —Maria Montessori*