



INTERNATIONAL SCHOOL OF
FLORENCE

**MIDDLE YEARS
PROGRAMME**
GRADES 6 TO 10



GRADES 6-10 AT ISF

In Grades 6 to 10 at the International School of Florence, we inspire and encourage our students to see learning as an ongoing process that has relevance outside as well as inside the classroom, and something that transcends rather than being limited to specific subject areas.

Our middle years programme is delivered by a team of outstanding teachers who place the student at the heart of everything they do, ensuring all our students have the opportunity to thrive and succeed in our school community.

As an IB World School, our learning takes place within the framework of the IB MYP which places inquiry and the exploration of concepts or big ideas at the heart of teaching and learning. Interdisciplinary connections are explored and developed through the study of interdisciplinary units across multiple subjects; Service as Action provides opportunities for students to embed their learning into a real world context; and the culminating Personal Project in Grade 10 shows our students taking authentic ownership of their own learning and following their passions as they unleash their creativity.

We are incredibly proud of the students in our Middle Years Programme as, year on year, they impress with their drive, commitment and passion for learning.

Ben Fugill, MYP Coordinator



LEARNER PROFILE

As the IB Mission in action, the LEARNER PROFILE remains central to all IB programmes. The whole learning community plays an important part in developing, valuing, appreciating, monitoring and demonstrating the learner profile in action.

The ten aspirational qualities of the learner profile inspire and motivate the work of teachers, students and schools, providing a statement of the aims and values of the IB and a definition of what we mean by “international-mindedness”.





**Inquirers
Knowledgeable
Principled
Open-minded
Caring**

**Balanced
Reflective
Communicator
Thinker
Courageous**

Students have a range of opportunities to develop and demonstrate attributes of the learner profile in the daily life of our learning community:

- as part of the school curriculum through the transdisciplinary units of inquiry and through subject-specific investigations;
- through interactions in a variety of learning spaces (in the library, music room, makerspace through social interactions, break and lunch, sport, after school activities, field trips, etc.);
- through school events such as assemblies and sports days;
- at home and in the wider community through interactions with family and friends.

INQUIRY

“Inquiry-based learning doesn’t demand a right answer; it asks for an explanation”

Laina Porter



The MYP is a globally recognized, five-year curriculum framework for students aged 11–16 (Grades 6–10). It is designed to help students develop critical thinking, connect their studies to the real world, and build a strong foundation for the IB Diploma Programme. Students studying in the MYP take at least one class from each of the following eight subject groups:

The MYP, as a conceptual framework based on inquiry, is built around the exploration of 16 key concepts and a variety of related concepts and all learning takes place through the lens of five global contexts, providing students with the opportunity to make connections between what they learn in the classroom and the world around them.

Concepts and contexts

The 16 key concepts are best thought of as big ideas extending past the eight subject groups to offer a richer, cross-curricular perspective throughout the entire framework.

They are:

- **Aesthetics:** Deals with the characteristics, creation, meaning, and perception of beauty and taste.
- **Change:** A conversion, transformation, or movement from one form, state, or value to another.
- **Communication:** The exchange or transfer of signals, facts, ideas, and symbols requiring a sender, a message, and a receiver.
- **Communities:** Groups that exist in proximity defined by space, time, or relationship.
- **Connections:** Links, bonds, and relationships among people, objects, organisms, or ideas.
- **Creativity:** The process of generating novel ideas and considering existing ideas from new perspectives.
- **Culture:** Encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing, and patterns of behavior.
- **Development:** The act or process of growth, progress, or evolution, sometimes through iterative improvements.
- **Form:** The shape and underlying structure of an entity or piece of work, including its organization, essential nature, and external appearance.
- **Global interactions:** Focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from a global perspective.

- **Identity:** Refers to the particular features that define individuals, groups, things, eras, places, symbols, and styles.
- **Logic:** A method of reasoning and a system of principles used to build arguments and reach conclusions.
- **Perspective:** The position from which we observe situations, objects, facts, ideas, and opinions.
- **Relationships:** The connections and associations between properties, objects, people, and ideas, including human connections with the world.
- **Systems:** Sets of interacting or interdependent components that provide structure and order.
- **Time, place and space:** An intrinsically linked concept referring to the absolute or relative position of people, objects, and ideas ("where" and "when")



Each unit studied in a subject is focused around one of these key concepts. While some concepts fit more naturally in some subject areas than others, the idea is to approach the concepts from different angles and subject perspectives to promote interdisciplinary understanding.

Global contexts help students to answer the question ‘why am I learning this?’ by helping students to relate their learning and inquiry to the real world around them. The six global contexts are:

- Identities and relationships
- Orientation is space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

MYP SUBJECTS

At ISF we offer two pathways as entry points into the MYP. Students can opt to enrol in the international programme or the Italian programme in Grades 6 through 8. Following the Italian programme allows students to prepare for and sit the Terza Media examinations at the end of Grade 8. In Grades 9 and 10 all students follow the international programme in preparation for the IBDP

	International Programme (6-8)	Italian Programme (6-8)	International Programme (9-10)
LANGUAGE AND LITERATURE	English	English Italiano *2	English Italian *3
LANGUAGE ACQUISITION	Italian French or Spanish *1	French or Spanish *1	Italian *3 French or Spanish *1
INDIVIDUALS AND SOCIETIES	Integrated Humanities	Storia e Geografia *2	History
SCIENCES	Biology, Chemistry and Physics *5	Biology, Chemistry and Physics *5	Biology, Chemistry, Physics and Environmental Science *6
MATHEMATICS	Maths	Matematica *2	Maths
ARTS	Visual Arts, Music and Theatre	Visual Arts, Music and Theatre	Visual Arts, Music and Theatre *4
PHYSICAL HEALTH AND EDUCATION	PE	PE	PE
DESIGN ⁷	Digital Design	Digital Design	
PERSONAL PROJECT			Personal Project

*1 Students choose either French or Spanish

*2 Follows Italian Terza Media Curriculum

*3 Italian may be taken as either a Group 1 or Group 2 subject

*4 Theatre not studied in Grade 10

*5 Taught on trimester rotation

*5 Taught on trimester rotation

*6 Taught on quarterly rotation

*7 Not studied in Grade 10

*8 In Grade 10 only

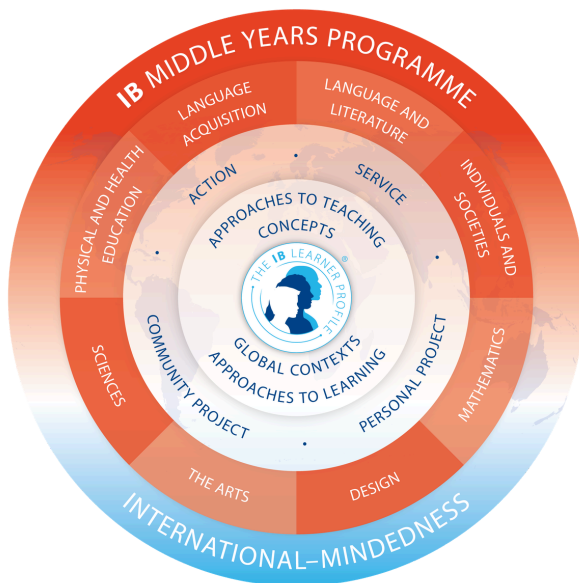
THE PERSONAL PROJECT

Students in Grade 10 complete the MYP Personal Project. This is the culminating project of the MYP in which students create a tangible artifact (such as a model, film, or story) or a non-tangible result (such as an awareness-raising campaign or improving an athletic performance) based on their own personal interest. They then produce a written or oral report that summarizes their project and reflects on the process and product, which is internally assessed before being externally moderated by the IB. Successful completion of the Personal Project leads to the award of the MYP Personal Project Certificate.



WELLBEING

While not one of the IB subject groups, students also have dedicated wellbeing classes once a week in which they consider a variety of topics such as physical and emotional wellbeing, sex education and effective study skills



THE IB LEARNER PROFILE

Learning the MYP, as in all IB programmes, is supported by the development of the attributes set out in the IB learner profile.

IB learners strive to be:

- **Inquirers:** They nurture curiosity, developing skills for inquiry and research. They know how to learn independently and with others, sustaining their love of learning throughout life.
- **Knowledgeable:** They develop and use conceptual understanding, exploring knowledge across a range of disciplines. They engage with issues and ideas that have local and global significance.
- **Thinkers:** They use critical and creative thinking skills to analyse and take responsible action on complex problems. They exercise initiative in making reasoned, ethical decisions.
- **Communicators:** They express themselves confidently and creatively in more than one language and in many ways. They collaborate effectively, listening carefully to the perspectives of other individuals and groups.

- **Principled:** They act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. They take responsibility for their actions and their consequences.
- **Open-minded:** They critically appreciate their own cultures and personal histories, as well as the values and traditions of others. They seek and evaluate a range of points of view and are willing to grow from the experience.
- **Caring:** They show empathy, compassion, and respect. They have a commitment to service and act to make a positive difference in the lives of others and in the world.
- **Risk-takers:** They approach uncertainty with forethought and determination; they work independently and cooperatively to explore new ideas and innovative strategies. They are resourceful and resilient in the face of challenges and change.
- **Balanced:** They understand the importance of balancing different aspects of their lives—intellectual, physical, and emotional—to achieve well-being for themselves and others. They recognize their interdependence with other people and the world.
- **Reflective:** They thoughtfully consider the world and their own ideas and experience. They work to understand their strengths and weaknesses in order to support their learning and personal development.

In the MYP, the learner profile is at the centre of the programme model, reflecting the IB's commitment to educating the whole person. These attributes are integrated into the curriculum through several **key areas**:

- **Teaching and learning:** The attributes are developed through the three key processes of inquiry, action, and reflection.
- **Skills Development:** The learner profile is inextricably linked to approaches to learning (ATL) skills, which help students develop the self-knowledge and dispositions needed to fulfil the profile's aspirations.
- **Service as Action:** Participation in service projects is a primary vehicle for students to demonstrate their commitment to being caring and principled members of the community.
- **Personal Project:** The personal project requires students to demonstrate multiple learner profile attributes as they undertake independent, self-directed inquiry.

APPROACHES TO LEARNING (ATL) SKILLS

ATL skills are a central component of the MYP, consisting of a set of deliberate strategies, skills, and attitudes that are designed to help students 'learn how to learn'. These skills are grouped together in five broad categories and taught and practised across all five years of the MYP:

- Communication skills
- Social skills
- Self-management skills
- Research skills
- Thinking skills



BEYOND THE CLASSROOM

Learning in the MYP is not restricted to the classroom. Students take part in a range of trips and learning opportunities that make use of our unique Florentine context as well as further afield including trips abroad to France, Spain, Vietnam and Thailand.

Students in Grades 6 to 10 also have the opportunity to take part in a wide range of extra curricular activities. In the past, these have included volleyball, football, yearbook club, student council and sports council, Model United Nations and many more.



The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.





Our Values
RESILIENCE
RESPECT
RELATIONSHIP
RESPONSIBILITY

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