



The International Baccalaureate Middle Years Program

- The International Baccalaureate (IB) Middle Years Program (MYP) at City Honors School helps students in grades 5-10 grade students develop the knowledge, understanding, attitudes, and skills necessary to participate actively and responsibly in a changing world.
- One of the key differences between the Diploma Program (at grades 11 and 12) and the MYP, is that the MYP offers greater curricular freedom. The essential focus of the program is to understand the connections between traditional subjects and the real world thus becoming critical and reflective thinkers. Holistic learning, intercultural awareness and communication are integral to the program.
- The program aims to enable students to:
 - build upon their spirit of discovery to develop an understanding and enjoyment of the process of learning, independently and in cooperation with others
 - acquire knowledge and understanding and prepare for further learning
 - recognize the extent to which knowledge is interrelated
 - learn to communicate effectively in a variety of ways
 - develop a sense of personal and cultural identity and a respect for themselves and for others
 - acquire insights into local and global concerns affecting health, the community and the environment,
 - and develop a sense of individual and collective responsibility and citizenship.
- In the MYP curricular model, students study eight subject groups: English (Language and Literature), a foreign language (Language Acquisition), mathematics, humanities (Individuals and Societies), sciences, physical education, arts, and technology. Those subjects are viewed or taught through 16 various key concepts, which are then partnered with related concepts and global contexts. These are essentially “lenses” or themes through which the subjects are viewed.

Being distinct from subjects, the concepts and contexts are more akin to recurring themes taught in each subject area. They can best be described as the types of questions students are asked to consider and answer through all eight subject areas.

- Teachers are responsible for structuring varied and valid assessment tasks that allow students to demonstrate achievement according to the required objectives within each subject group. These may include: open-ended, problem-solving activities and investigations, organized debates, hands-on experimentation, analysis, reflection. Assessment strategies, both quantitative and qualitative, provide feedback on the thinking processes as well as the finished piece of work. There is also an emphasis on self-assessment and peer-assessment within the program. Unit planning and a culminating project, called the Personal Project, are also two important aspects of the Middle Years Program.



The International Baccalaureate Diploma Program

- The mission of IB is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- The IB Learner Profile states that IB Learners strive to be: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective.
- City Honors is home to one of the oldest IB Diploma Programs in the world and was New York State's first IB Diploma Program outside of the New York Metro area.
- The Diploma Program services juniors and seniors in high school. IB Diploma take three IB Higher Level (HL) courses (240 course hours) and three IB Standard Level (SL) courses (150 course hours). Our HL courses are all two years in length: English A: Literature, Biology, Physics, Film, Visual Arts, and History of the Americas. Our SL courses can be one year or two years in length. One year SL courses: Mathematics Analysis & Approaches SL, Mathematics Applications & Interpretation, Economics, Business & Management. Two year SL courses: French B, Spanish B, Chinese B, Biology, Physics, and Visual Arts.
- In addition to the balance between the humanities and sciences, the IB Diploma Program includes three core requirements:
 - Theory of Knowledge (TOK): an interdisciplinary course designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other cultural perspectives. TOK is taught every other day during junior and senior year.
 - Creativity, Activity, Service (CAS): encourages students to be involved in artistic pursuits, sports, and community service work, thus fostering students' awareness and appreciation of life outside the academic arena. The goal is to participate an hour or two a week over the two years of the program – striving for a balance of hours between the three areas. Students use a special web-based program to help them reflect and track hours and reflection is a critical and key element of CAS.
 - Extended Essay (EE): has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest, and acquaints students with the independent research and writing skills expected in college.
- The rigor of the IB Diploma Program is recognized by the world's leading universities and, statistically-speaking, IB Diploma Candidates are accepted into colleges and universities at higher rates than those who are not.
- Our candidates go on to attend such universities as: Harvard, Yale, Dartmouth, Penn, Cornell, Brown, Howard, NYU, University at Buffalo Honor's College, and SUNY Geneseo's Honors Program.
- The program not only prepares students for the academic challenges of college, but it also gives them a chance to receive college credit. Many of our graduates have received 18-36 college credits for their IB Diploma as well as sophomore standing. This directly translates into possible monetary savings.