

Welcome to the International Middle Years Curriculum



The IMYC is a broad curriculum built on a sound research-based philosophy that makes meaning, connects learning and develops minds.

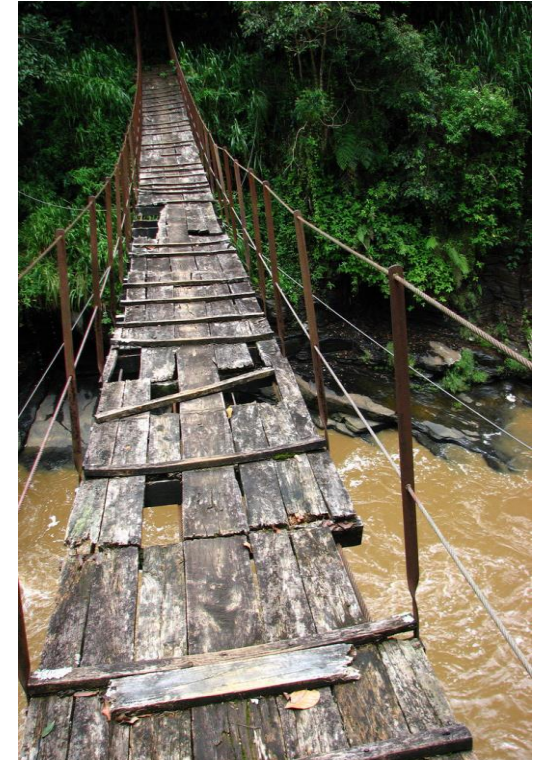
- It develops minds by providing a comprehensive international curriculum, structured around subject disciplines, that prepares students for the next stage of their learning; (also for formal exams offered by organisations like the IGCSE, IB Dip or local exams)
- The IMYC helps students to make meaning of their learning by giving students opportunities to develop and present their own ideas
- The IMYC connects learning by linking all subjects together through the conceptual idea

When creating the IMYC, we asked ourselves key questions to help guide its development

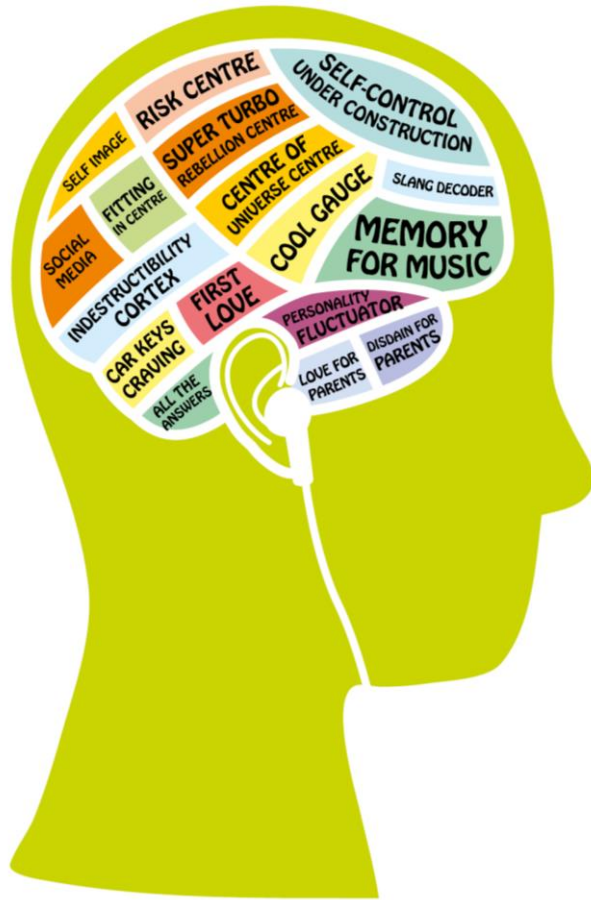
- What kind of world are we preparing our students for?
- What kinds of people are we helping to develop?
- What kinds of learning will they need?
- What kinds of learning experiences will they need?
- What kind of curriculum will provide the best support to teachers and students?

The IMYC aims to bridge the divide between Primary and Secondary education. One side of the bridge represents the needs of the adolescent brain and the other side represents the academic rigour required to ensure they are ready for the next stage of the secondary school.

We believe both sides of this bridge should be in place to help students become the best they can be; even if that puts high demands on schools and teachers.



The IMYC was designed to support 5 key needs of the adolescent brain



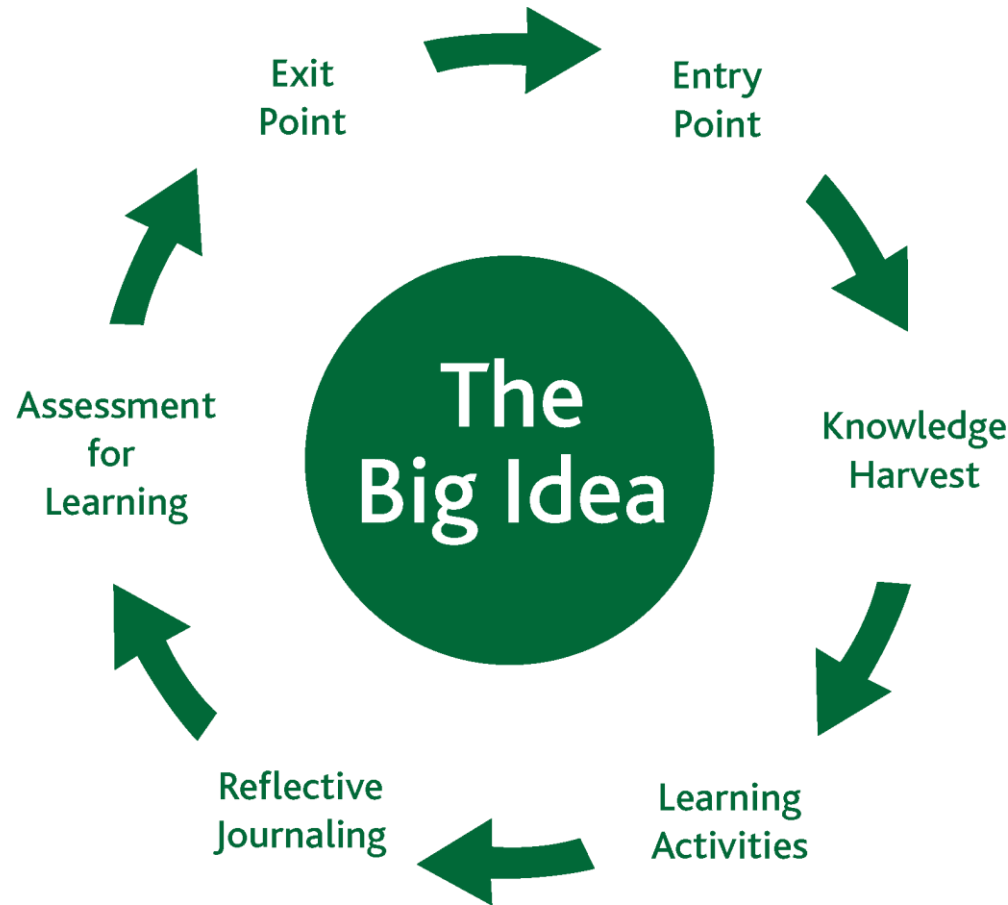
#1: They need to make meaning of their learning
(Desire to find the relevance to their own lives)

#2: They need to make connections
(Associating the new learning with previous learning or knowledge)

#3: They need active involvement in their lives
(Risk, seeking sensation in a organised, safe and structured environment)

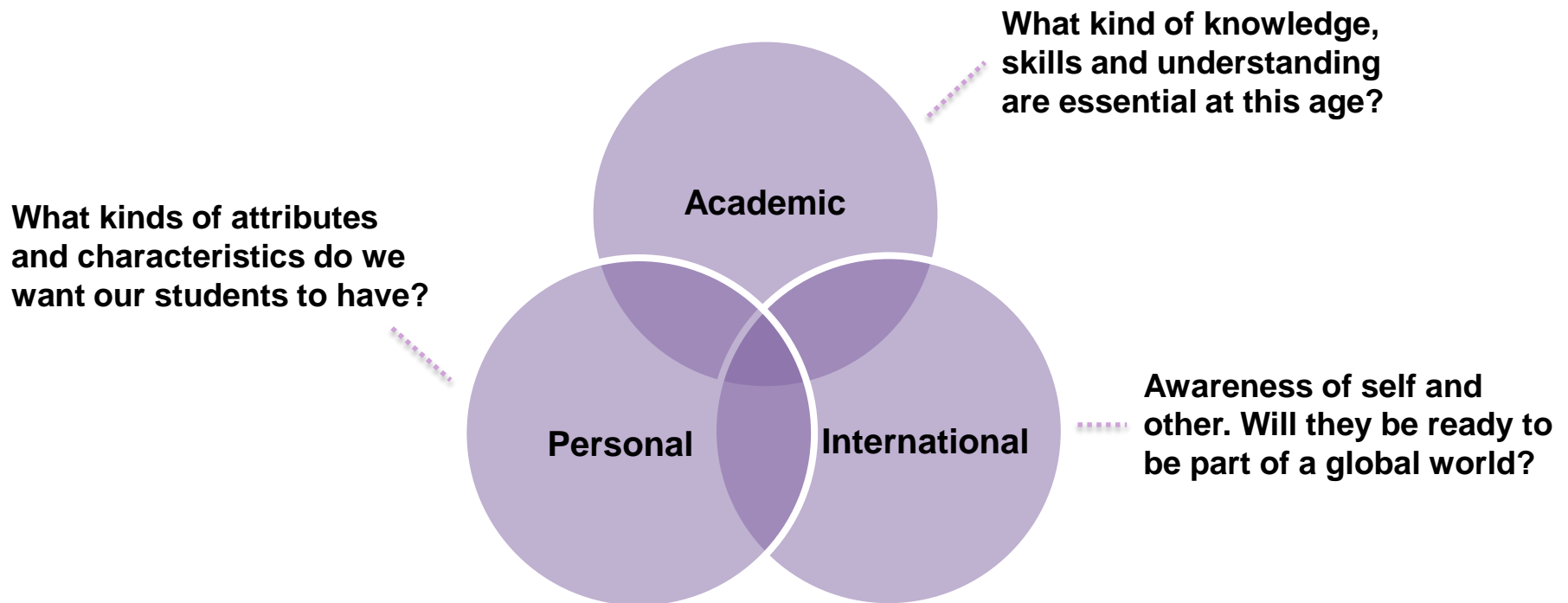
#4: They need their peers for so many things
(Tending to value peers' option above others)

#5: They need a bridge from primary to secondary
(Need support during this critical time to ensure they don't become disengaged from their learning)



The IMYC Process of Learning was specifically designed to support these needs. Inside every unit the subject tasks are arranged according to the process of learning.

The IMYC's backbone is formed by learning goals that are arranged around three areas of learning: Academic, Personal and International. The IMYC Learning Goals are simple statements describing what we plan for a student to learn about.



The IMYC subject learning goals were drafted after studying many different international curricula* and identifying what they all agreed a student of this age group should know, be able to do and understand.

The learning goals are therefore very international and were designed to make learners 'mobile' – meaning they are able to move countries fairly easily and learn through a broad curriculum.

*IGCSE checkpoints and IB DP requirements were also studied, which helps to ensure that IMYC students are ready for the next stage

International curricula that were reviewed include:

- UK NC
- Core Standards USA
- NY State Standards
- CA State Standards
- Australian NC
- Netherlands Dutch NC
- Indonesian
- Chinese



- Communication
- Resilience
- Morality
- Responsibility
- Adaptability
- Enquiry
- Thoughtfulness
- Respect

The IMYC identifies eight key personal dispositions that are key to developing both academic and personal growth.

Clearly articulated learning goals that are universal and focus on how we are both similar and different.

‘We live locally in a global world, local problems begin to be solved when we have an awareness of perspectives different from our own. National problems are almost always International as well.’



Teachers choose from 30 units that are structured around a common conceptual idea or 'Big Idea'

- 10 units per year; 30 in total
- Each unit is designed to be completed in 6 weeks, so max 6 units per academic year
- It is the **Big Idea** that connects the learning and is explored across the subjects



IMYC Units (11-12 years)



**Fieldwork
Education**
Improving Learning



Adaptability



Balance



Celebration



Collaboration



Consequences



Creativity



Discovery



Resolution



Risk

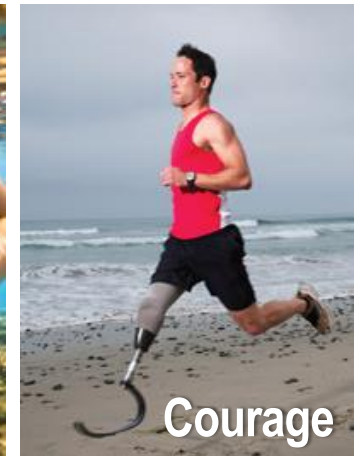
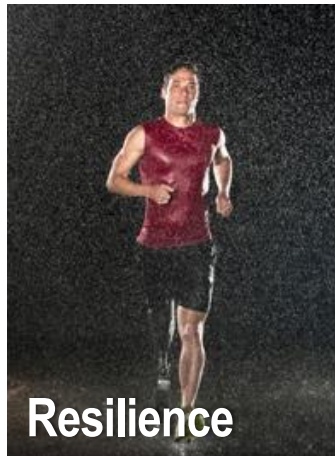
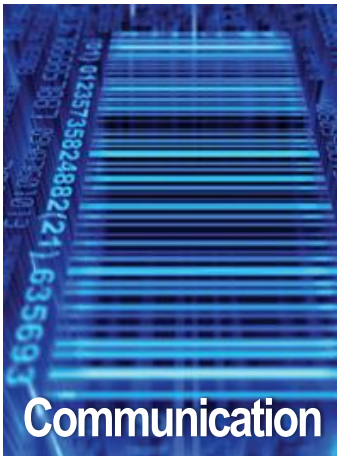
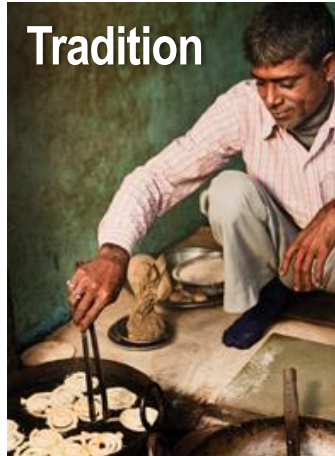


Structure

IMYC Units (12-13 years)



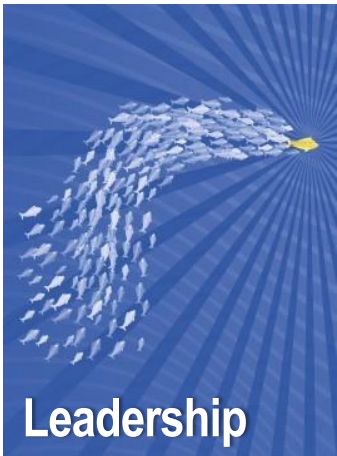
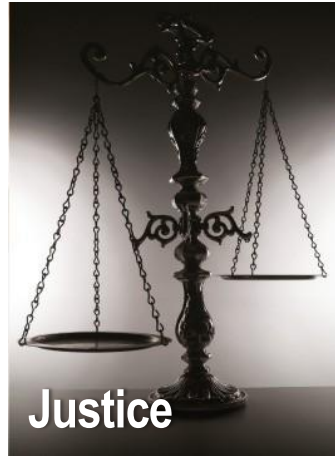
**Fieldwork
Education**
Improving Learning

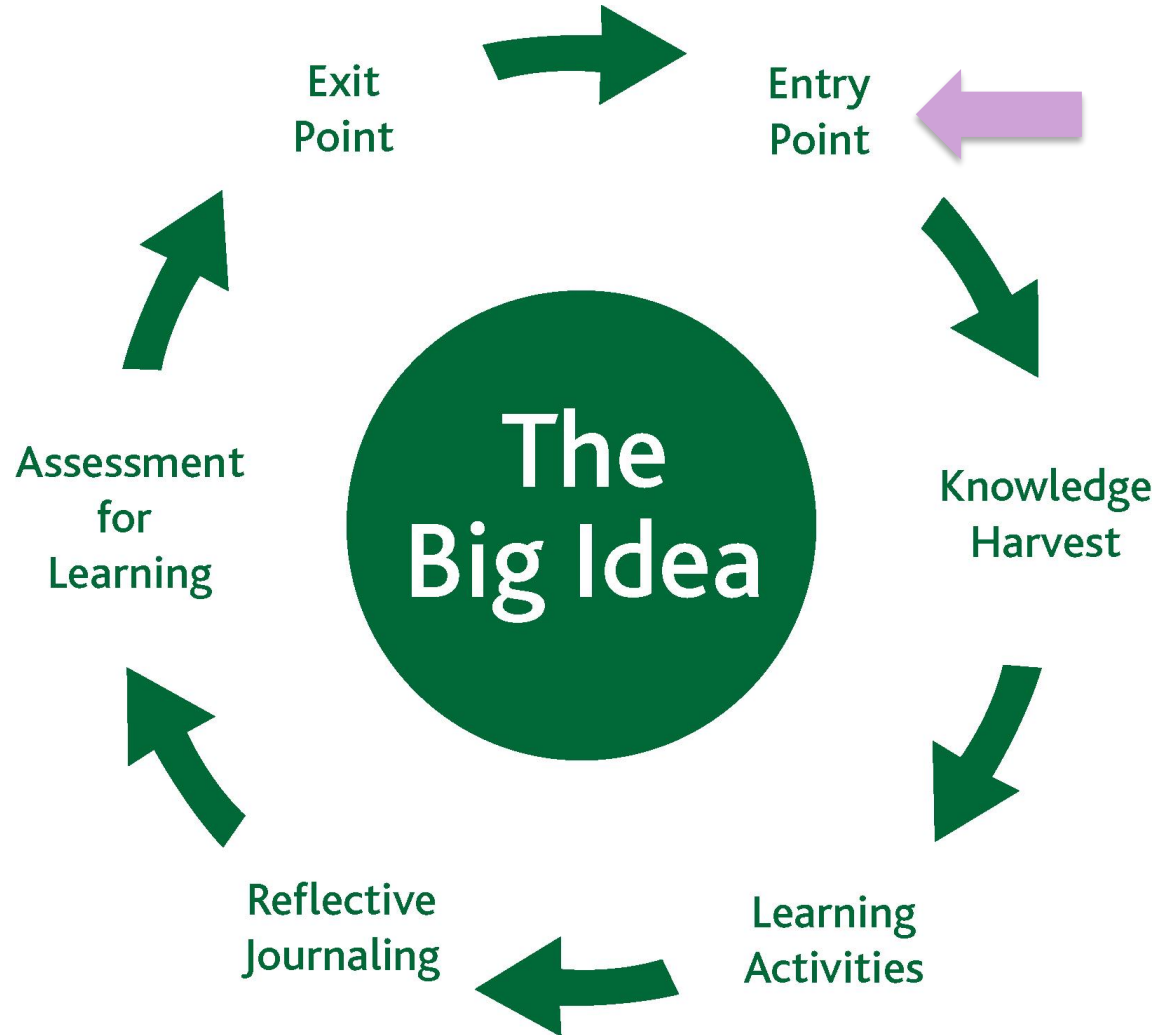


IMYC Units (13-14 years)



**Fieldwork
Education**
Improving Learning





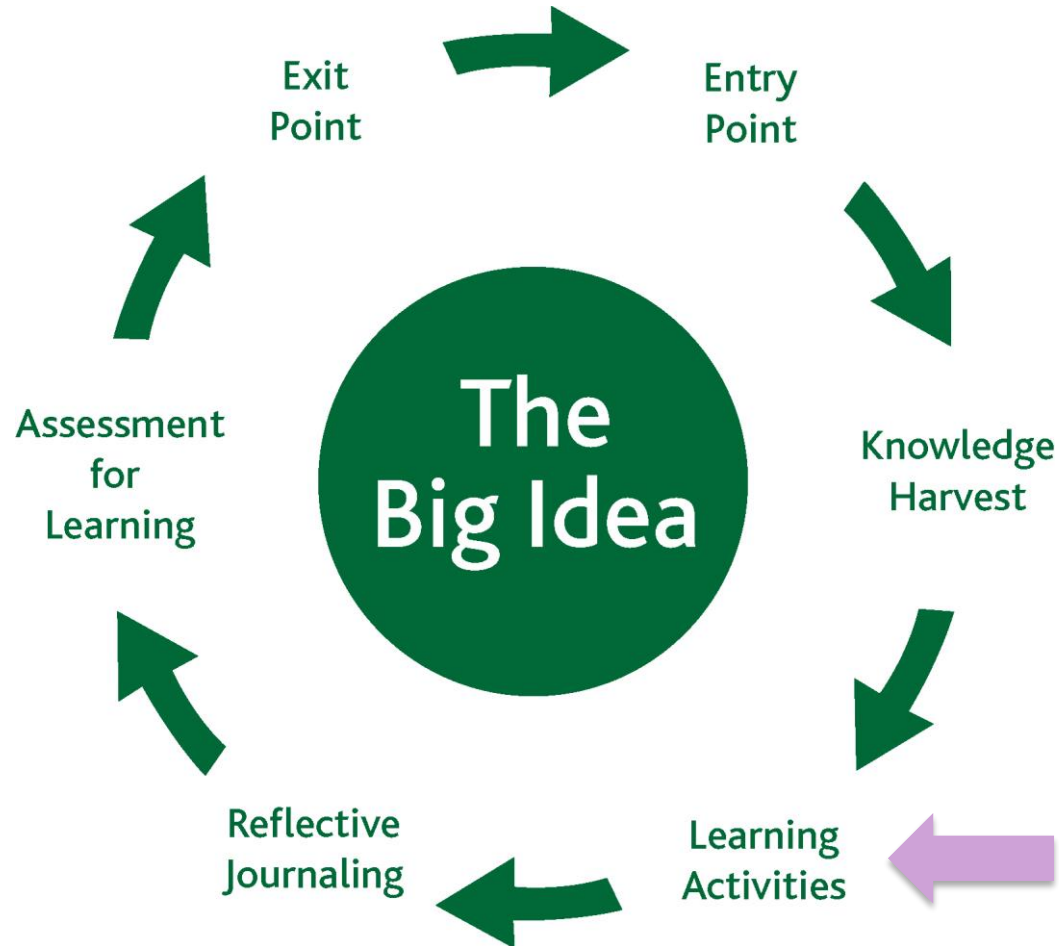
The Entry Point



The first part of the IMYC Process of learning you are likely to meet as a parent is called the Entry Point. It is an introductory activity for students in each unit of work to:

- Hook students into learning and don't have any influence on subject time
 - Emotionally engage them with the Big idea
 - Generate enthusiasm

International School of Bremen uses an egg drop activity to introduce the unit balance (*Things are more stable when different elements are in the correct or best possible proportions*). Each group makes a parachute for an egg and then they get to drop them down the three stories of the school.



Research-record Activities

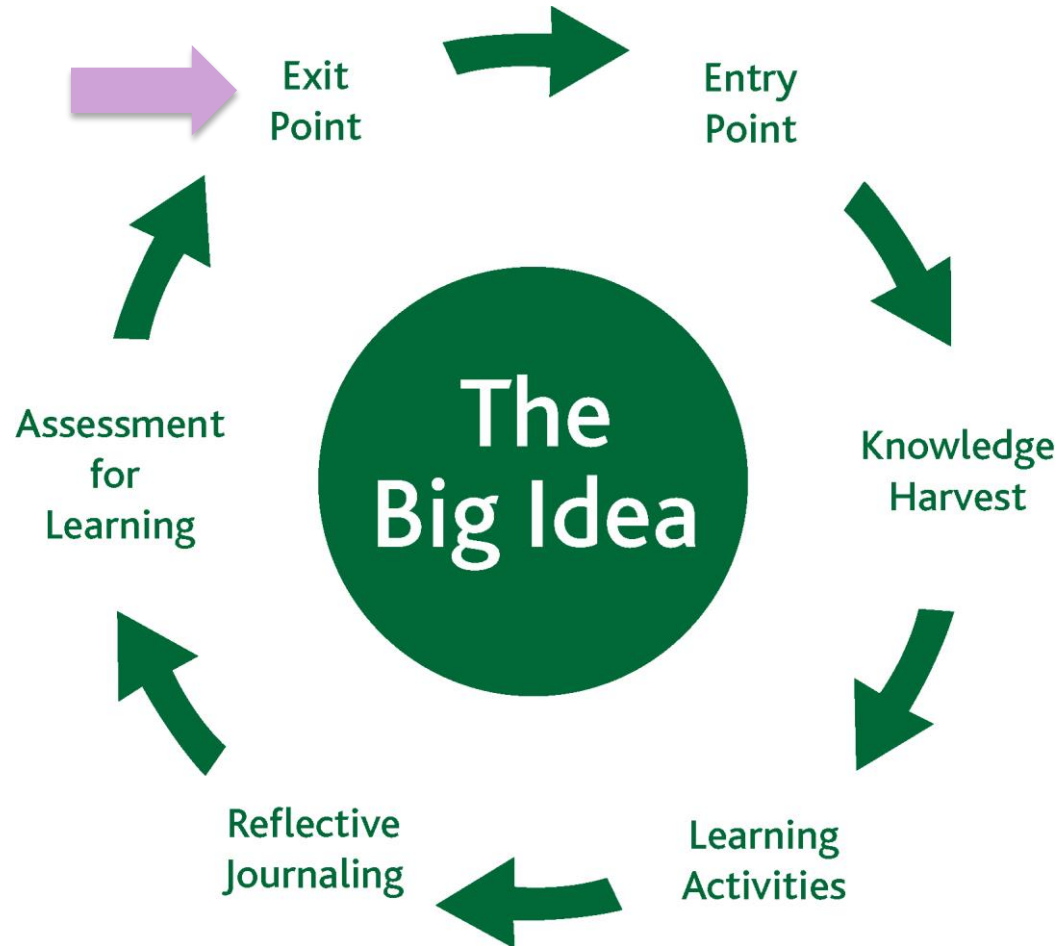
Once the Entry Point activity is completed, the students will go to classes taught by subject specialists like in any other secondary school.

The IMYC believes in enquiry-based learning, allowing students to find out things for themselves (but with clear direction from the teacher). The students will be:

- Researching
- Investigating
- Inquiring
- Thinking
- Reporting



The IMYC Process of Learning



As the highlight of every unit, your child will be asked to reflect on their learning and create an individual or group project and present it to peers, parents and teachers.

Because each student will experience their learning in a unique way, this activity will be individual to the understanding each learner gained on a personal level, even if the project is developed in a group. Demonstrating their understanding in:

- Subjects
- Connecting subjects through the Big Idea
- Personal meaning

All Assessment is aimed at improving your child's learning and is structured around the types of learning:

- Knowledge: e.g. tests, exams, subject projects
- Skills: the IMYC supports teachers to track your child's skills progress through the Assessment for Learning programme
- Understanding: reflective journaling and exit points are designed to demonstrate understanding developed

What's different in an IMYC school?



- Specifically meeting the needs of ages 11-14
- Focus on developing the student as a whole
- Links different subject disciplines through concepts called the 'Big Ideas' – helping students to interlink everything they learn about
- Prepares students for the rigour of High School (Senior Secondary School) by promoting critical thinking, collaboration and communication skills
- Students get the opportunity to develop and present their own ideas in the exit points

How you can get involved!



- Ask your child about what they have learned about every day; not about what they did
- Support your child with the necessary resources from home if available
- Become involved with Entry and Exit Points
- Encourage them not to be scared of making mistakes, learning requires that we try and try again until we succeed