



# Key MS IB Units Examples

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# IBMYP Creates Lifelong Learners

As our students learn to become lifelong learners, we focus on developing 10 key attributes we call the **Learner Profile**:



Inquirers

Open-Minded

Knowledgeable

Caring

Thinkers

Risk-Takers

Communicators

Balanced

Principled

Reflective

# We are an IB World School



- **International mindedness**
- **Global citizenship**
- **Interdisciplinary teaching & learning**
- **Service**
- **Social justice**



## Lobby for Change - Civics

The Lobby for Change unit encourages students to engage with a current issue they care about in their community. Through research-based inquiry the students are able to advocate for change to their representative government officials. The final product is a letter to a US Senator, US Representative, or the President explaining their concern and asking for specific actions to bring about change.



# Students as Doctors - HPE 7



Students take nutrition based standards and apply them to real life scenarios through an IB project. For this unit, our students have become doctors and are provided access to a patient portal where they meet with a patient who has come in to see them. Student Doctors use information the patient has provided to analyze their patient's current nutritional habits. Student Doctors then utilize the patient portal to access educational resources (resources they saved during Med School!) that will help them develop a course of action for their patient in order to improve their nutritional habits.



# Patriot Helping Games - HPE 8



This is the best unit of the year and is the project that started a school wide event called The Patriot Helping Games! This IB projects gives the students the opportunity to become wellness advocates and bring about real change to something they are passionate about in their school, home, or community. Once they identify what they would like to change, they then figure out a plan to fix it! We tell the students it does not have to be something they actually implement so their idea can be as big as they want it to be! The ideas the students come up with are incredible and really demonstrates the change they can bring to their communities.



## Animals in Captivity - English 8



The Animals in Captivity unit encourages students to understand the difference between an animal's life in captivity versus in their natural habitat. Students explore what role humans play in the lives of animals and whether or not we have a responsibility to protect those who might be endangered in the wild.



## Teens Take a Stand - English 8



The "Teens Taking a Stand" unit invites students to explore the pros and cons of various hot topics, such as "Should We Have Year-Round School?" and "Are Social Media Sites Good for Society?" Students research about their topic and then write a persuasive newspaper column arguing for their side of the issue. Throughout the unit, students consider how perspective and personal experience impact one's idea of truth, and how to respectfully "speak your truth" even if it conflicts with someone else's ideas.





# Neighborhood Watershed Report Card - Science 7



Students are given an opportunity through observations, experiments, research and a field trip to determine the health of their neighborhood. They are provided an opportunity to connect the health of their neighborhood ecosystem to the health of the Chesapeake Bay. The students gain an understanding of natural processes and human interaction that impact the Chesapeake Bay. Students are able to identify sources of non-point source pollution in their community and explain the detrimental impact of the ecosystem. Over a six week period, using hand-held technology (probes), students monitor the water quality of a model aquatic ecosystem to understand the human impact on water quality.