



Jackson Middle

IB World School Since 2006

Magnet Handbook

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Welcome new Jaguars!

- 1. About Jackson*
- 2. IB Curriculum*
- 3. Is IB the right fit for my child?*
- 4. The IBO Mission statement*
- 5. The IB Learner Profile*
- 6. Things you need to know*

About Us

International Baccalaureate Middle Years Program

Jackson Middle School

Jackson became an official “IB MYP World School” in 2006; throughout the years, due to the hard work of highly committed professionals and the support of our parents, the IB program has become a role model for the county’s five magnet IB schools. Administrators and teachers from different schools come to visit us to learn how to implement a successful and rigorous program that focuses both on advanced academics and an international perspective. Jackson IB students take advanced high-school degree programs like Honors Algebra I, Geometry, Earth Space Science, Spanish and others.

All these advanced courses are for high school credits and increase our reputation as a high-performing school. The IB MYP program at Jackson has seen tremendous growth in the past ten years, delivering successful performance through a strong focus on promoting intercultural understanding and respect and enabling our students to acquire the skills needed for the 21st century. Jackson was reauthorized as an “IB MYP World School” in 2011; the International Baccalaureate Organization team of evaluators commended our school for: **“allowing the students to become actively responsible for their own learning, and the teachers for engaging students as critical thinkers while developing views of their own”**.

IB Students continue to contribute to the academic excellence of Jackson Middle School. Our 2015 Science Olympiad Team, staffed completely with students from our IB Program, placed 3rd among competing OCPS schools bringing home 10 medals. Our school’s IB students got an impressive 1st place on the 18th Annual Middle School Battle of the Books competition and Jackson’s Robotics club had an amazing year with 2 of our 4 teams receiving bids to advance to the regional tournament and earning two regional trophies: “Core Values” and “Solution Award Trophy”. Moreover, Jackson’s Service Learning Club, dominated by IB students, is the only middle school service club that has been active for eight years in a row. Our students show a commitment to community and service, and have proven themselves as caring individuals who provide a role-model for all Jackson students.

The IB Curriculum

The MYP curriculum at Jackson is made up of eight curriculum areas: Sciences, Design, Mathematics, Language and Literature (English), Language Acquisition (Spanish), Arts, Individual and Societies, and Physical Education. Each subject has a written curriculum which includes technology and student assessment that is age appropriate.

IB teachers undergo professional development and network with each other, and there is a strong emphasis on interdisciplinary work.

Class Progression

GROUPS	Year 1 / GRADE 6	Year 2 / GRADE 7	Year 3 / GRADE 8
Language and Literature	<ul style="list-style-type: none"> • MYP Language Arts 1-IB 	<ul style="list-style-type: none"> • MYP Language Arts 2-IB 	<ul style="list-style-type: none"> • MYP Language Arts 3-IB
Language Acquisition	<ul style="list-style-type: none"> • Advanced Spanish 	<ul style="list-style-type: none"> • Spanish I (HS) 	<ul style="list-style-type: none"> • Spanish II (HS)
Individuals and Societies	<ul style="list-style-type: none"> • MYP ADV World History 	<ul style="list-style-type: none"> • MYP Civics 	<ul style="list-style-type: none"> • MYP US History-IB
Sciences	<ul style="list-style-type: none"> • MYP Life Science-IB 	<ul style="list-style-type: none"> • Earth Space Honors (HS) 	<ul style="list-style-type: none"> • Physical Science Honors (HS)
Mathematics	<ul style="list-style-type: none"> • MYP ADV Math 1 • MYP ADV Math 2* 	<ul style="list-style-type: none"> • Algebra 1 Honors (HS) • MYP ADV Math 2* 	<ul style="list-style-type: none"> • MYP ADV Math 2 • Geometry Honors (HS)
Arts Design Physical and Health Education	<ul style="list-style-type: none"> • Band 1 or Orchestra or Studio Art 1 • MYP Design 1 Technology • MYP PE 1 	<ul style="list-style-type: none"> • Band 2 or Orchestra or Studio Art 2 • MYP Design 2 Technology • MYP PE 2 	<ul style="list-style-type: none"> • Band 3 or Orchestra or Studio Art 3 • MYP Design 3 IT (HS) • 50 Hours of Physical activity

The IB Curriculum

Mathematics

Year 1

In this Grade 6 Advanced Mathematics course, instructional time should focus on six critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) developing understanding of statistical thinking; (5) developing understanding of and applying proportional relationships; and (6) developing understanding of operations with rational numbers and working with expressions and linear equations.

Year 2 – Algebra I Honors

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course, and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problems situations.

Year 3 – Geometry Honors

Geometry exists everywhere in the world around you. We use it to build bridges, to design maps, or to create perspective in paintings. Throughout this course, you will use problem solving and real world application to gain the knowledge of geometric concepts and their practical uses. The Standards for Mathematical Practice apply throughout each course, and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problems situations.

Individuals and Societies (Social Studies)

Year 1 – Adv. World History

Year 2 – Adv. Civics

Year 3 – Adv. U.S. History

Advanced courses offer scaffold learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

Sciences

Year 1- Life Science

The purpose of this course is to provide opportunities for the study of general concepts, exploratory experiences, applications and activities relating to the life sciences. The content will include, but is not limited to: the nature of science; cell biology and the chemical basis of life; plants, animals, and microorganisms; general organization of the living world; genetics, heredity, and diversity; systems of the human body; ecology and human impact; biological change through time; careers and technology in the life sciences. This course shall include laboratory investigations of life science concepts which incorporate the use of measurement, problem solving, laboratory apparatus, safety procedures and experimental procedures.

Year 2- Earth/Space Science HS

Topics include origin of solar system, star cycles/interstellar matter, astronomers, telescopes, observatories, solar system, space explorations, mineral, rocks, cycles, earth's structure, land forms, continental drift, formation of rivers/streams, glaciers, hydrologic cycles, oceanography, currents, island formations, Earth's atmosphere, mapping weather, soil composition, energy resources and topographic maps. A lab component will include processes and skills.

Year 3- Physical Science HS

The purpose of this course is to provide opportunities to study the concepts of matter, energy, and forces of energy through exploratory investigations, activities, and applications. The content will include, but is not limited to: unifying concepts and processes of science; properties and changes of properties of matter; motions and forces; types of energy and transfer of energy; interactions among science, technology, and society. This is an inquiry based interaction program. This course shall include laboratory investigations which incorporate the use of measurement, problem solving, laboratory apparatus, safety procedures and experimental procedures.

Language and Literature (Language Arts)

Year 1, 2 and 3

Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Performing Arts

Year 1,2 and 3

Band 1-3

Students with little or no instrumental experience develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Chorus 1-3

Students with little or no choral experience develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Orchestra 1-3

Students who have little or no experience on violin, viola, cello, bass, or harp explore high-quality music literature written or transcribed for string orchestra. Study includes the development of foundational instrumental ensemble techniques, performance skills, music literacy, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source

Visual Arts

Year 1 (Studio Art 1)

Studio Art 1 is designed to introduce students to the building blocks of art: the elements of art and the principles of design. The focus is on developing an artistic mindset that nurtures technique, creativity and a greater awareness of the world as it relates to art. In this class, emphasis is on creating art that is inspired by contemporary issues as well as art that spans cultures and time. Inspired by observation, imagination, and cultural studies, students will express themselves through the themes of personal identity, personal observation, and societal issues. Students will create original artwork using a variety of art medium in realistic, abstract, and nonobjective styles. Students will learn to analyze, reflect, and critique artworks, discuss aesthetic issues, and understand how art is related to history, culture, and society. Student will leave this class having explored careers in the visual arts as well as, having an understanding of how the visual arts intersect and influence other career fields.

Year 2 (Studio Art 2)

Studio Art 2 reinforces the understanding of the building blocks of art: the elements of art and the principles of design. This course provides relevant, engaging learning in art while exposing the student to art from across the globe and throughout history. The focus is on developing an artistic mindset that nurtures technique, creativity and a greater awareness of the world as it relates to the visual art. In this class, emphasis is on contemporary art practices. Students will design, and create original two and three-dimensional works of art from observation, personal experience, and imagination using realistic, abstract, and nonobjective styles. Students will learn to analyze, reflect and critique artworks, discuss aesthetic issues, and understand how art is related to history, culture, and society. Student will leave this class having explored careers in the visual arts as well as, having an understanding of how the visual arts intersect and influence other career fields.

Year 3 (Studio Art 3)

Studio Art 3 expands the understanding of the building blocks of art: the elements of art and the principles of design. This course provides relevant, engaging learning in art while exposing the student to art from across the globe and throughout history. The focus is on developing an artistic mindset that nurtures technique, creativity and a greater awareness of the world as it relates to art, with an emphasis on contemporary art practices. Students will encounter a wide range of dynamic classroom activities as well as medium experiences allowing students to explore and create both two-dimensional and three-dimensional art from observation, personal experience, and imagination using realistic, abstract, and nonobjective styles. Students will learn to analyze, reflect and critique artworks, discuss aesthetic issues, and understand how art is related to history, culture, and society. Student will leave this class having explored careers in the visual arts as well as, having an understanding of how the visual arts intersect and influence other career fields.

Design

Year 1 (semester course)

Students explore solving problems through the implementation of the design cycle through intermediate word processing, intermediate electronic presentation, intermediate computer hardware, intermediate Internet, introductory spreadsheet, and business applications skills. These competencies provide the skills necessary to ensure increased productivity in a digital world.

Year 2 (semester course)

This course is designed to provide instruction in advanced spreadsheet, intermediate digital design, introductory database, introductory web design, and skills for business applications. Students continue to solve problems through the use of the design cycle.

Year 3 (High School course)

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. The intention of this course is to prepare students to be successful both personally and professionally in an information based society. The course includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. Solving real world problems through the design cycle is further explored in this course. Students are also provided with the opportunity to earn Microsoft Office Specialist Industry Certification.

Language Acquisition

Year 1

M/J Advanced Spanish introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this course.

Year 2 and 3

The high school Spanish 1 curriculum is the language offered for Year 2 with high school Spanish 2 for the Year 3 students. An EOC is required at the completion of each course.

Is IB the right fit for my child?

The MYP is for students 11 to 16 years old and creates connections between traditional subjects and the real world issues, encouraging students to become critical and reflective thinkers.

An MYP school has a strong international emphasis and draws its educational content from cultures all over the world. There is a special emphasis on learning languages and on developing the skills for learning.

At Jackson...

- We offer a challenging, comprehensive program for highly motivated, academically-talented students.
- Students can take 7 high-school credit courses.
- Studying another language (Spanish) is required.
- Coursework is project-based with a strong emphasis on homework.
- IB is a perfect match for gifted students.
- Community and service involvement is expected of all students.
- Our program prepares students for the demands of a college education.

The IBO 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.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB learner profile



The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Things that you need to know about IB MYP at Jackson

Attendance:

Attendance is very important. Each IB teacher makes their class a unique experience filled with learning opportunities that are complementary to the OCPS curriculum. Attending classes allows the students a deeper understanding of the material presented. Jackson follows the OCPS policy on attendance. According to OCPS:

1. School attendance is the responsibility of the student and parent.
2. On a daily basis, student absences will be recorded as unexcused until an acceptable excuse has been provided by the parent or guardian indicating the reason for the student's absence. The principal has the ultimate authority to decide whether an absence shall be excused.
3. Students shall be given a reasonable amount of time to make up any work assignments, which were missed during an excused absence. At least one day shall be allowed for each day of missed work.

To read the full policy on attendance please visit www.ocps.net

Communication

An important part of a successful school year is the communication between parents/guardians and teachers. The IB teachers strive for open communication with students and parents. If there is a question, concern, or any information teachers need to be aware of (family matters, special circumstances), please contact the teachers directly as they are the ones interacting with your child the most. Email is the best and fastest way to communicate. Classroom time does not allow teachers to give parents the full attention required to address issues or concerns. The IB coordinator is also available to bridge the communication between the school and families.

Parent Conferences:

During conferences, IB teachers meet with parents as a team. This is in order for you to get a complete picture of your child's academic performance in all subject areas.

Setting up a conference:

Conferences are scheduled before school from 8:30 – 9:00. Please contact the IB team leader via email to schedule a conference. We will honor your time. Please be prompt to all conference appointments.

It is beneficial to have your child present at the conference so we can develop a plan to help your child be successful so please bring your child along.

Please note that teachers have 132 plus students and conferences are made in the order they are requested. Therefore, it may take a few weeks for an available date. Exceptions to this policy are addressed on an individual bases if there is an immediate concern that develops.

To know more please visit

www.ibo.org

www.stonewalljackson.com



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English, Spanish

