

*LEGACY ACADEMY OF EXCELLENCE CHARTER SCHOOL'S
PROSPECTIVE INTERNATIONAL BACCALAUREATE PROGRAM
MIDDLE YEARS PROGRAM*



Mission

The mission of Legacy Academy of Excellence Charter School is to instill a lifelong passion for learning within all its students while ensuring that all learners, including those considered to be “at risk” regardless of economic and social background, succeed academically and become contributing citizens of a global society. This will be accomplished by:

- I. Recognizing each child’s unique abilities and talents and using these assets as the foundation for academic development and individual growth. Instructional strategies and assessments of continuous progress will be tailored to help individual students grow and develop using standards that reflect excellence and require mastery.
- II. Employing a well-structured, rigorous K through 12th grade curriculum that incorporates both the Core Knowledge and Direct Instruction reform models.

These models will be integrated into a comprehensive program of established best practices in learning and teaching in order to develop and nurture within each child:

- A) The competence and passion for lifelong learning;
 - B) Increased levels of academic performance and personal achievement required for success in the new millennium, including the ability to engage in critical and creative thinking and problem solving;
 - C) A balanced cultural perspective consistent with a diverse community and global economy, and;
 - D) A sense of self-worth based on achievement
- III. Requiring the accountability of staff, students, family, and community in the attainment of Legacy Charter School’s mission. For families, students and staff this includes commitment to the policies, procedures and rules of the Academy as evidenced by concurrence with a written accountability agreement.
 - IV. Finally, it is the belief of the founders that systematic thinking coupled with the use of a systems model will allow the maintenance of effective connections among the various functions and operating elements. The founders subscribe to the systems model from Cordell and Waters (1993) which defines the 3 domains of school systems:
 - Technical Domain
 - Standards
 - Curriculum
 - Instruction
 - Assessments
 - Personal Domain

- Professional Development
- Leadership & Supervision
- Internal Communication
- Climate and Culture
- Organizational Domain
 - External Environment
 - Stakeholders
 - Resource Allocation
 - Technology
 - Accountability

Aligning the elements of each domain into a coherent, functional system will operationalize the attainment of Legacy's mission, vision, and fundamental goals.

MISSION STATEMENT OF THE INTERNATIONAL BACCALAUREATE PROGRAM

- ❖ 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 programmes of international education and rigorous assessment.
- These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

PROSPECTIVE INTERNATIONAL BACCALAUREATE PROGRAM

The Prospective International Baccalaureate Program is consistent with the Vision of Legacy Academy and embodies all of the tenets of its Mission. Legacy envisions a comprehensive program that develops the whole child, embarks on a mission of academic success that instills a lifelong passion for learning. The curriculum is inclusive, rigorous, global-minded and accountable.

The Prospective IB program provides Legacy with a well- structured framework to accomplish its goals in all educational domains. The International Baccalaureate Program has a proven record of success throughout the United States and the global community. "Think global, act local" is a way of life for the

IB program. Rigor and academic success are integral components of the IB program, however, it is not exam driven: results are key, but the best results occur by allowing students to develop their learning and to engage in the curriculum. Therefore, the IB curriculum allows for autonomy and flexibility to meet the individual needs of all students. Students will choose the Learning Community that best suits their interest. Legacy's students will utilize the strengths of the learner profile to enhance their Character Virtues and to become actively engaged in the learning process as strong decision – makers. The significant goal is to utilize the essential elements of the learner profile to interact cohesively with the core curriculum. The learner profile sets the focus on students as Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-taker, Balanced, and Reflective.

The IB program with its heavy emphasis on Language, Science, Math, Technology, Environments, Health and Social Education, Approaches to Learning, Human Ingenuity, Community and Service, will provide all students with the necessary enlightenment, global perspective, innovation and skills to enter Post- Secondary Institutions of higher learning, grow personally and systematically transform themselves and their community.

THE “PURSUIT OF EXCELLENCE CURRICULUM”:

- *Develops Citizens of the World in Relation to Culture, Language, and Learning to Live Together*
- *Builds and Reinforces Students' Sense of Identity and Cultural Awareness*
- *Assures a Safe, Clean, Attractive and Healthy Learning Environment*
- *Fosters Students' Recognition and Development of Universal Human Values*
- *Stimulates Curiosity and Inquiry in order to Foster a Spirit of Discovery and Enjoyment of Learning*
- *Equips Students with the Skills to Learn and Acquire Knowledge, Individually or Collaboratively*
- *Applies Acquired Skills and Knowledge Strategically Across a Broad Range of Areas*
- *Provides International Content While Responding to Local Standards and Interests*
- *Encourages Diversity and Flexibility yet Adherence to Best Practice Teaching Methods*
- *Provides Appropriate Forms of Assessment, Common Core Standards and International Benchmarking*

THE CURRICULUM IS DEVELOPED AROUND THE FOLLOWING DISCIPLINES:

- **Linguistic proficiency in:**

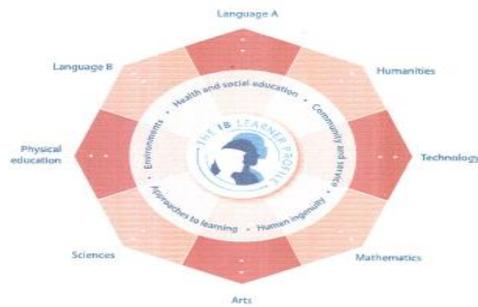
- **English(Language A)**
 The program emphasizes both expression and communication skills, as well as the study of literature encompassing a variety of periods and genres.
 Spanish/ an Additional Language TBD
 The focus is on communicative competency; oral and written expression. The higher grades will study literature encompassing a variety of periods and genres. Immersion programs will be integral, including a Foreign Excursion.
- **Mathematics**
 Analysis and reasoning are developed through the study Algebra, Advanced Algebra II with Coordinate Geometry and Trigonometry, Applied Geometry, Mathematical Analysis, Calculus and Transition to College Mathematics. The focus is on problem solving.
- **Science**
 The emphasis is on problem solving through the scientific method. Student will complete Four years of science studies including Environmental Science, Biology, Chemistry, and/ or Higher Level Physics, AP Biology, AP Chemistry.
- **Social Science(Individuals and Societies)**
 The study of the Social Science /Humanities stresses international awareness and understanding of World Cultures and History, United States History, Human Development, Sociology, Law and Society, Microeconomics, International Relations, World Geography, Government and Politics, Cultural Anthropology and Public Relations and Service.
 Students that choose Public Service as a Learning Community will take a variety of courses in this area.
- **Technology(Design)**
 Manual, perceptual, organizational skills, research techniques, computer language and application will be studied and examined to prepare students for our complex technical world. Technology assisted teaching and learning are incorporated throughout the curriculum.
 Students that choose Information Technology as a Learning Community will take a variety of courses in this area
- **Creative and Performing Arts**
 The Arts bring the student into contact with artistic forms, aesthetic values of their own and other cultures while affording them the opportunity to develop and exhibit their special gifts and talents. Chorus, Drawing and Painting, Introduction to Theater, Music History, Public Speaking and Studio and Advance Placement Arts.
 Students that choose the Arts as a Learning Community will a variety of courses in this area
- **Character, Health and Physical Education.**The emphasis is on the study of Healthy Bodies and Healthy Lifestyles, Individual and Team Sports, Character Development and Ethics
- **Personal Projects/ Community Service**
 The completion of a significant body of work, in an area of interest and Community Service are required.

International Baccalaureate Organization (IBO)

Fact Sheet

- **Formed in 1960 by a group of International Educators**
- **Established as a non-profit, non-governmental educational foundation in 1968**
- **Developed to provide a common curricular framework for geographically mobile students (such as the children of Diplomats and Military Personnel)**
- **Purposed to awaken the natural intelligence of all students and to teach students to recognize the relationships between the subjects they study in school and the world in which they live**
- **Designed an Educational Program based on a philosophy that combines Knowledge, Experience and Critical Observation. This philosophy emphasizes education as a *process* (Learning How to Think), not just a *product* (A Collection of Knowledge)**
- **Works in Partnership with 3,545 IB World Schools in 144 Countries and Territories**
- **Offers Three levels of IB Program: Primary Years Program (PYP) for grades K-5, Middle Years Program (MYP) for grades 6-10, and Diploma Program for grades 11-12**
- **Includes 2064 IB World Schools in IB Americas, that span 30 countries and territories, including the United States that has 1,404 IB World Schools that offer one or more of the three programs**
- **Includes a variety of school types: State/Public, Private, Magnet, Charter, International, Parochial and Secular with a broad and diverse range of students in Urban, Suburban and Rural Communities**

International Baccalaureate Certificates and Diploma are recognized, highly esteemed and accepted at colleges and universities all over the World.



International Baccalaureate Organization Middle Years Programme (IBMYP)

- **The MYP is an inclusive Programme aimed at students in the 11-16 age groups.**
- **The MYP is designed to give schools and students the option of registering to receive grades validated by the IBO through a process of external moderation. If this option is chosen, the MYP leads to the award of MYP certificates and the issuance of MYP records of achievement.**
- **Teachers internally assess the work of MYP students. The IBO does not provide examinations. When students reach the final year of the Programme, schools have the option of registering students to receive grades validated by the IBO, through a process of external moderation of schools' internal assessment.**
- **Moderators appointed by the IBO review and assess samples of students' work according to the same IBO subject-specific assessment criteria used by teachers.**
- **The IBO determine validated grades by applying the grade boundaries to the moderated criterion levels totals. Students' grades may or may not be adjusted depending on whether or not teachers' assessments in their school meet predetermined standards for each subject and the personal project.**

The IBO will award an MYP certificate to each registered student who has participated in years 4 and 5 of the programme, and who has achieved an overall standard in all aspects of the MYP.

- **The IBO will issue an MYP record of achievement to each student indicating:**
 - a. **The grade obtained for each subject in which the student has been registered**
 - b. **The grade obtained for the personal project**
 - c. **That community and service requirements have been met.**
- **Students with diagnosed Special Needs are not prevented from following the MYP or from being eligible for the MYP certificate and MYP record of achievement. However, where a**

student's special needs make assessment of some of the objectives impossible the student's eligibility for the MYP certificate may be affected.



BRING OUT THE BEST IN ME

Recognize my special gifts and talents, even if there is
No place to show them.

Enable me to succeed in at least one small way each day.
Smile when you see me.

If you do not like something that I do, help me
Understand that you still value me as a person.

Listen to me when I talk.

Ignite my will to learn by seeking to know who I am
Beyond the façade I wear.

Encourage me to aim high.

Nurture excellence by inviting me to experience
It in you.

Call me by name.

Enlighten my view of what I can become and I will
Give to you and the world the best of who I am.