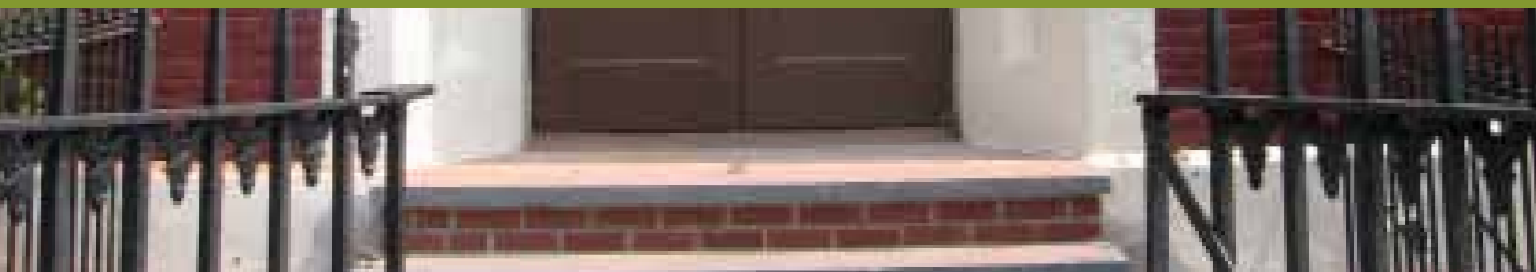


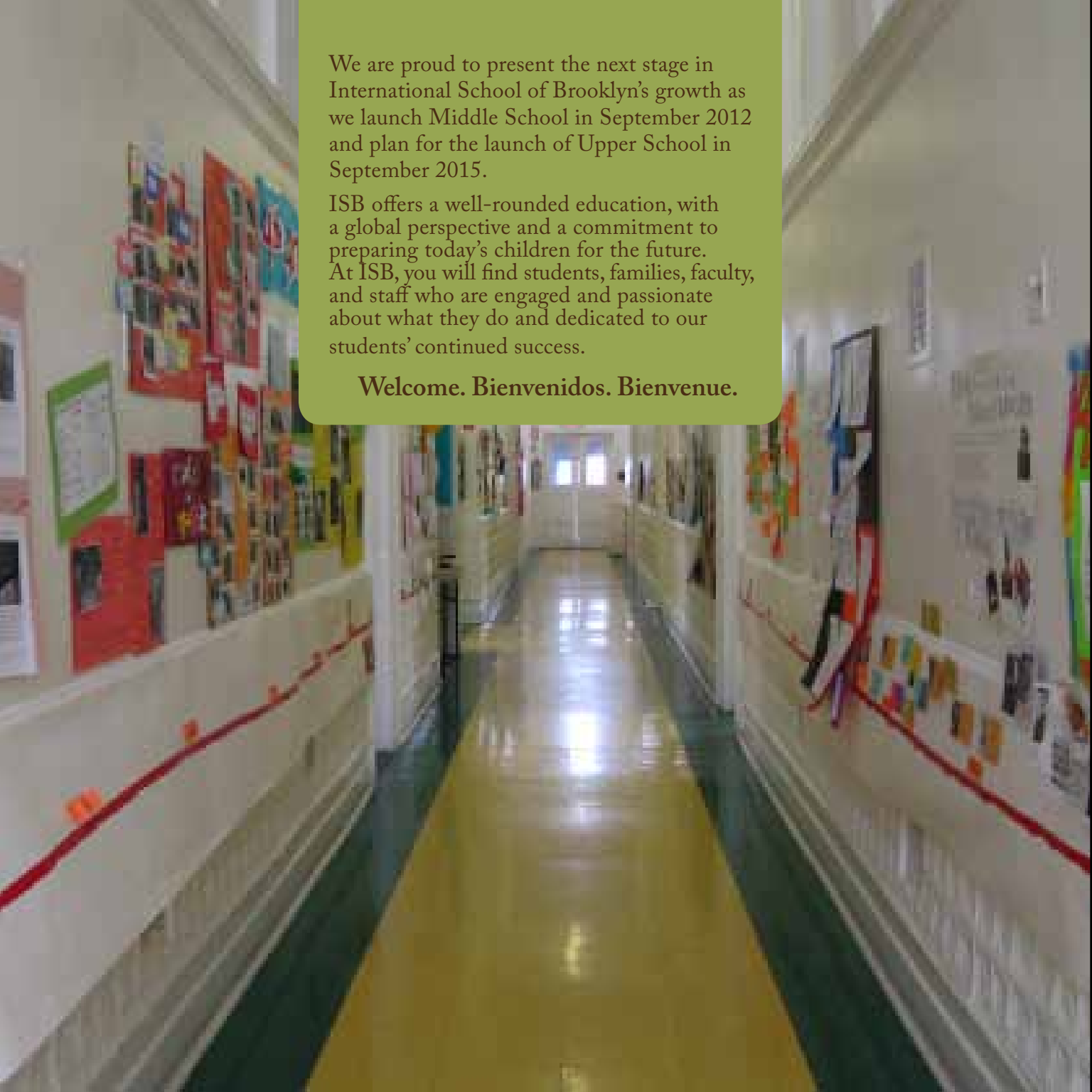
International School of Brooklyn



ISB MIDDLE SCHOOL

New York's only International Baccalaureate World School offering a language immersion program





We are proud to present the next stage in International School of Brooklyn's growth as we launch Middle School in September 2012 and plan for the launch of Upper School in September 2015.

ISB offers a well-rounded education, with a global perspective and a commitment to preparing today's children for the future. At ISB, you will find students, families, faculty, and staff who are engaged and passionate about what they do and dedicated to our students' continued success.

Welcome. Bienvenidos. Bienvenue.



**INTERNATIONAL SCHOOL
of BROOKLYN**



Mission Statement

International School of Brooklyn provides an intimate, progressive, and multicultural education that is ideal for preparing our children—tomorrow's leaders—to face the challenges and opportunities of an international future.

El Colegio Internacional de Brooklyn ofrece una educación de carácter íntimo, progresista y multicultural, ideal para preparar a nuestros hijos—los líderes de mañana—para afrontar los retos y las oportunidades de un futuro internacional.

L'École Internationale de Brooklyn dispense une éducation approfondie, progressiste et multiculturelle idéale pour préparer nos enfants, qui seront les citoyens de demain, aux défis et opportunités d'un avenir international.

About International School of Brooklyn

International School of Brooklyn (ISB), an authorized International Baccalaureate World School, is a not-for-profit educational institution providing a French and Spanish language immersion environment. The program at ISB encourages creativity, critical thinking, adaptability, global citizenship, and intercultural understanding. ISB's administration is composed of a passionate group of educators and not-for-profit leaders dedicated to the growth and development of the school and its community. ISB is also a cultural resource, hosting community programs and events that foster intercultural awareness.

ISB is growing with its students one year at a time and ultimately will become a full ongoing school (Nursery–12th grade). Now in its seventh year, ISB currently offers a complete Lower School (Nursery–5th grade) following the IB Primary Years Programme (PYP).

ISB's Middle School will open with 6th grade in September 2012; 7th and 8th grades will be added in 2013 and 2014, respectively. The Middle School will follow the IB Middle Years Programme (MYP).

The Upper School at ISB will open in September 2015, beginning with 9th grade, graduating the first class in 2019. The Upper School will follow the last two years of MYP in 9th and 10th grades and the IB Diploma Programme (DP) in 11th and 12th grades. The IB Diploma Programme is a highly respected and rigorous international program recognized by universities worldwide.

Faculty

ISB teachers are experienced educators and hold undergraduate or postgraduate university degrees. Several of ISB's faculty come from abroad through cultural exchange visas and other educator exchange programs, adding to the international community at the school. ISB actively recruits faculty who are equally committed to instilling a passion for learning in their students and to furthering their own learning. Professional development for ISB teachers includes IB workshops, local and national conferences and lectures, school visits, and participation in educator networks.

Students

The student body reflects our dedication to cultural, racial, economic, ethnic, and linguistic diversity. ISB students come from monolingual, bilingual, and multilingual families with diverse backgrounds. The school aims to attract New York families as well as those who have moved here from other parts of the country and all over the world. ISB admits students of any race, color, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other school-administered programs.

Accreditation and Accolades

ISB has been an IB World School since September 2010. ISB's preschool program is accredited by the French Ministry of Education, and the process of accrediting the elementary school will begin in 2012. Accreditation from the Spanish Ministry of Education is pending approval as of October 2011. ISB is a provisional member of the New York State Association of Independent Schools (NYSAIS) and a member of the Independent School Admission Association of Greater New York (ISAAGNY), the Guild of IB Schools, the Guild of Independent Schools, Early Steps, and the Parents League of New York.

ISB faculty and staff have received two Blackboard Awards from Manhattan Media for foreign language teaching and school leadership. Brooklyn Borough President Marty Markowitz has honored ISB annually as a valuable cultural and educational resource in the community. ISB has been chosen to participate in the Auxilliary Teacher Program through the Spanish Ministry of Education every year since 2008.

Understanding ISB and IB Grade Levels

Age	ISB Grade (USA equivalent)	IB Programme Year
11–12	6th Grade (Middle School)	Middle Years Programme, Year 1
12–13	7th Grade (Middle School)	Middle Years Programme, Year 2
13–14	8th Grade (Middle School)	Middle Years Programme, Year 3
14–15	9th Grade (Upper School)	Middle Years Programme, Year 4
15–16	10th Grade (Upper School)	Middle Years Programme, Year 5
16–17	11th Grade (Upper School)	Diploma Programme, Year 1
17–18	12th Grade (Upper School)	Diploma Programme, Year 2



Middle School

Middle School students enroll in one of three programs of study: English, English/French, or English/Spanish, all of which offer a balanced and rigorous academic curriculum following the Middle Years Programme (MYP). The MYP framework allows individual schools to incorporate multiple curricula into the scope and sequence planning for each course. ISB's program is informed by curricular resources from the United States as well as Francophone and Hispanophone countries.

Foundations of ISB's Middle School

Language Immersion Students in the English, English/French, and English/Spanish programs all benefit from a bilingual learning environment.

Interdisciplinary Curriculum The teaching and learning process is focused on and enhanced by the identification and exploration of connections among all areas of knowledge and thought.

Holistic Approach Classes and activities are designed to meet the academic, social, emotional, physical, and artistic needs of 21st-century adolescents.

Communication Students use writing, research, and technology tools to develop the critical communication skills needed to navigate a global society.

In-Depth Personal Project MYP culminates in a student-managed project that refines and showcases individual interests, inquiries, and reflections.

Diversity ISB fosters intercultural and community awareness through the curriculum and encourages each student to explore his or her own identity.

Language Immersion

ISB is committed to language acquisition in an immersion environment, developing bilingualism in all aspects of life. This is reflected in our course offerings as well as our school environment, from the multilingual library to intercultural community events.

Learning in an immersion environment is a challenging task, and our program is designed to treat language acquisition as a natural part of meaningful learning. Our teachers build language skills in tandem with the construction of meaning and knowledge through language. There is a complex relationship between language and learning, which the linguist M.A.K. Halliday formulates into three areas: “learning language, learning through language and learning about language” (1985). All language learning is a process of building meaning in which all these areas function at any one time.

The idea that learning a language happens primarily through the acquisition of grammar has been revised over the past thirty-five years. Current research in the field demonstrates that we best acquire additional languages through input and that input needs to be comprehensible. Humans begin to construct meaning early, just as we did our mother tongue. Language acquisition develops in several stages, building on previous knowledge and connecting it with the next step in the acquisition process. For students in ISB’s bilingual programs, this language acquisition process culminates at the beginning of the Middle School years and the development of language turns to “maintaining and expanding.” This step in language development continues throughout life.

Students in the bilingual programs need to be proficient in both languages (English/French or English/Spanish), with proficiency defined as a level at which the student feels comfortable interacting, reading, and writing in an academic setting. ISB teachers use multiple resources to ensure that the curriculum is accessible to students.





The bilingual programs consist of three courses in the target language, four courses in English, and an additional course in a third language. The English program consists of seven courses in English and one in a second language. In order to “maintain and expand” the language skills of students in the bilingual programs, teachers focus equally on language development—reading, writing, and speaking—in the target language and on the course subject. Training is provided to teachers to enable them to build the receptive, productive, and interactive linguistic skills that students need in an academic setting.

In order to enhance each student’s educational experience, an additional language course is required for all students. Students will learn to understand familiar topics (school, family, recreational activities); speak about topics of personal interest; debate; describe events, hopes, and ambitions; write short texts; and read texts and literature containing everyday language.

Middle School Course Outline

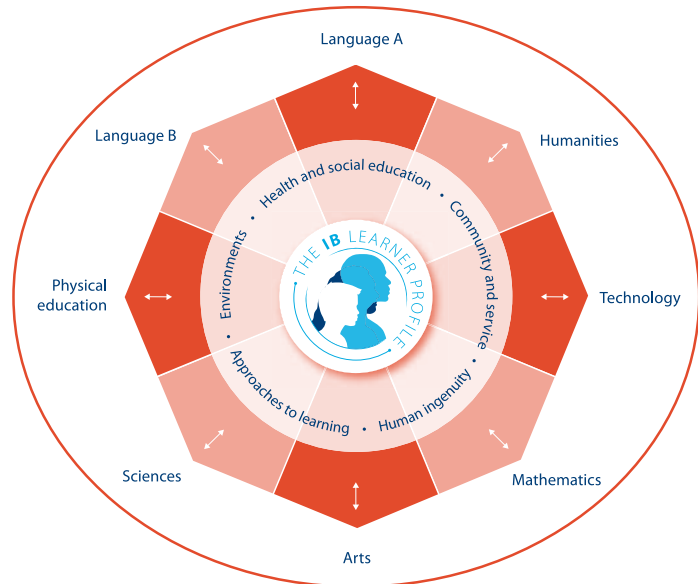
Bilingual Program	{	Subjects in English Language & Literature Math Science Physical Education Music <i>(17 hours per week)</i>	Subjects in Spanish or French Humanities Technology Visual Art Drama <i>(11 hours per week)</i>	Third Language French <i>or</i> Spanish <i>(2.5 hours per week)</i>	}
		Subjects in English Language & Literature Math Physical Education	Science Music Humanities <i>(28 hours per week)</i>	Technology Visual Art Drama <i>(2.5 hours per week)</i>	
English Program	{				}

IB Middle Years Programme

Established in 1968 to create a common curriculum and a university-entry credential for geographically mobile students, the IB is predicated on the belief that an education emphasizing critical thinking and exposure to a variety of viewpoints encourages intercultural understanding and acceptance of others. With these goals in mind, the IB has created a specific and detailed teaching framework to best prepare students to become active participants in a multicultural world. The curriculum is designed to be administered in any country and is recognized by universities worldwide. Through the IB's curricular guidelines, students at ISB are taught to be active learners, well-rounded individuals, and engaged citizens with the practical skills required for participation in an international community.

The Middle Years Programme (MYP), designed for students aged 11 to 16, provides a framework of academic challenge within an international environment. It encourages students to embrace and understand the connections between traditional subjects and the real world and become critical and reflective thinkers.

The MYP consists of eight traditional subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study two languages, humanities, sciences, mathematics, arts, physical education, and technology. In the final year of the MYP (ISB's 10th grade), students also engage in a personal project, which allows them to demonstrate the understanding and skills they have developed throughout the program. The MYP prepares students for the academic rigors of the Diploma Programme. Learn more about IB at www.ibo.org.





The IB Learner Profile

The IB Learner Profile is at the core of every IB program and defines the characteristics of students who are aware of and sensitive to the experiences of others. These attributes create a profile of the ISB student, which serves as a reference to help teachers and students establish goals, plan units of inquiry, and assess performance.

Attributes of the Learner Profile

Open-minded	Knowledgeable
Balanced	Principled
Reflective	Caring
Risk-taker	Inquirer

Holistic Approach to Learning and Teaching

Social and Emotional Learning

The learning environment at ISB is designed to promote the development of self- and community awareness. Willingness to create and support an atmosphere of trust and respect is expected of students, faculty, and administrators. The curriculum emphasizes managing emotions, resolving conflict peacefully, and becoming effective decision makers. The principles of social learning and emotional intelligence are reflected in the eight attributes of the IB Learner Profile.

Advisory Program

In order to best support our students during critical stages of their academic and personal growth, a faculty advisor guides each student during the Middle School years. Students meet with their advisors on a regular basis to discuss academic, social, and emotional development and any issues related to them that may arise. Advisors and parents keep open lines of communication throughout the year.

Information Technology Literacy

Students learn how to integrate information technology tools in their efforts to acquire the knowledge and skills that are required in an increasingly technological world. Information technology literacy develops critical thinking and communication skills and changes the way we manage information throughout the research and reporting process. Students learn how to conduct research; identify credible and biased sources; analyze and evaluate various sources of information; make proper use of their findings; and acknowledge sources.

To ensure that our students have access to the necessary technology, each student will be assigned a laptop computer at the beginning of 6th grade. Each Middle School classroom is equipped with an interactive whiteboard that is networked to the computers being used in the classroom.

Extracurricular Activities

ISB offers a variety of after-school and free-period activities based on the interests of our students: student-led clubs, sports programs, and visual and performance arts projects, for example. These programs seek to support and enhance the personal, social, emotional, physical, and creative growth of our Middle School students.

Study Abroad

ISB is developing exchange programs with schools in other countries—an extraordinary opportunity for our students. The benefits of study abroad are numerous:

- Extend personal growth, become more independent, and embrace challenging experiences
- Practice the target language in the countries where the languages are spoken
- Make lifelong connections with other communities around the world
- Connect what they learn in the classroom with the real world
- Explore and develop a rich awareness of other cultures and cultural differences
- Broaden educational perceptions and views
- Increase interest in and awareness of global issues

Assessment

Multiple assessment tools are used to evaluate students in Middle School. Assessments and reporting are designed to make students and parents aware of the objectives, track development and progress, and plan for final assessment. Continuous formative assessments take place throughout the year, and summative assessments occur at the end of each semester and year. Formative assessments are embedded into the learning process, creating individual milestones and challenges for each student within the unit of study. Summative assessments evaluate students based on grade-level and age-appropriate guidelines.

Students receive grades (marks) on their individual work, and teachers plan tasks and assignments that demonstrate understanding. Students also learn to participate in self-assessment and peer-assessment exercises. Student-led conferences with parents are held in the spring of each year, demonstrating students' understanding of work they have done and their ability to articulate their knowledge and progress. In order to measure students' learning and development and ensure the program's quality and success, international standardized tests—common to international schools around the world—are administered regularly.

Parent Community

ISB parents are active participants in their children's education, whether attending classroom open houses, volunteering at school fundraisers, or participating in student-led conferences each spring. The ISB Parents Association (PA) is an important component in the life of the school. Led by elected co-chairs, the PA is committed to supporting the school and its students and increasing parent awareness about the school's programs and activities. The PA also acts as a liaison between parents, teachers, administrators, and the Board of Trustees to encourage open communication.



Admissions

Throughout the admissions process, our intent is that families who visit ISB gain a thorough understanding of the school's culture, its pedagogical approach, and its value to their children. Families are required to submit an application, including parent and student statements, along with an application fee. In addition, all students must submit ISEE (Independent School Entrance Exam) results and recommendations from current teachers. Students applying to the French/English and Spanish/English programs will be given a language evaluation.

Looking Ahead: Upper School

In September 2015, ISB will open Upper School, which will offer the final two years of the MYP (9th and 10th grades) and the Diploma Programme (11th and 12th grades). The Diploma Programme, which is recognized by universities worldwide, is academically challenging and assessment driven and prepares students for higher education.

Six Traditional Subject Groups of the Diploma Programme

Studies in Language and Literature
Language Acquisition
Individuals and Societies

Experimental Sciences
Math and Computer Sciences
The Arts

Three Core Requirements

Intended to broaden the educational experience and challenge students to apply their knowledge
Extended Essay • Theory of Knowledge • Creativity, Action, Service



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