Comparing Themes: New Curriculum vs. MYP

SS9

1. Change is driven by multiple causes and results in multiple consequences.

2. Ideas and ideologies developed during this period shaped our modern world profoundly.

3. Values shape political, social and cultural identities.

4. The physical environment influences the nature of political, social and cultural development.

MYP (Individuals and Societies)

1. CHANGE

2. GLOBAL INTERACTIONS → connections between individuals and communities, and our relationship with environments

3. SYSTEMS → interacting, interdependent components provide structure and order

4. TIME, PLACE, and SPACE → awareness of a continuum of significant events and processes, how humans define value and meaning

SS Themes

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

ENG Themes

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

Comparing Competencies

SS9 → Students will develop competencies needed to be active, informed citizens:

- Inquiry process: question, gather, interpret and analyze, communicate findings
- Assess and compare significance
- Question and corroborate evidence
- Compare/contrast continuity and change
- Determine and assess cause and consequences
- Explain different perspectives and worldviews
- Recognize and make reasoned ethical judgments

Comparing Competencies

ATL skill categories	MYP ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer

Competencies narrow down to 4 criterion per subject area…

Language & Literature (English - Arabic)			
Criterion A	Analyzing	Analyze text , analyze the effects of the creators choice on the audience, justify opinions and ideas , evaluate similarities and differences	8
Criterion B	Organizing	Employ organizational structures, organize opinions and ideas ,use referencing and formatting tools	8
Criterion C	Producing text	Produce texts that demonstrate insight, imagination and sensitivity , make stylistic choices in terms of linguistic, literary and visual devices ,select relevant details and examples to develop ideas	8
Criterion D	Using Language	Use appropriate and varied vocabulary, write and speak in register and style that serve context and intention , use correct grammar, syntax and punctuation, spell, write and pronounce accurately ,use appropriate non-verbal communication techniques	8

Individuals & Societies (History)			
Criterion A	Knowing & Understanding	Use terminology in context, demonstrate knowledge and understanding of content and concepts	8
Criterion B	Investigating	Formulate a clear focused research question and justify its relevance, formulate and follow an action plan to investigate the research question, use research methods to collect information, evaluate the process and results of the investigation	8
Criterion C	Communicating	Communicate and structure information and ideas, document sources of information using a recognized convention	8
Criterion D	Thinking Critically	Discuss concepts, issues, models, visual representation and theories , synthesize information, analyze and evaluate sources /data using OPVL (origin, purpose, values and limitations)	8

So what can we do to
not reinvent the wheel?
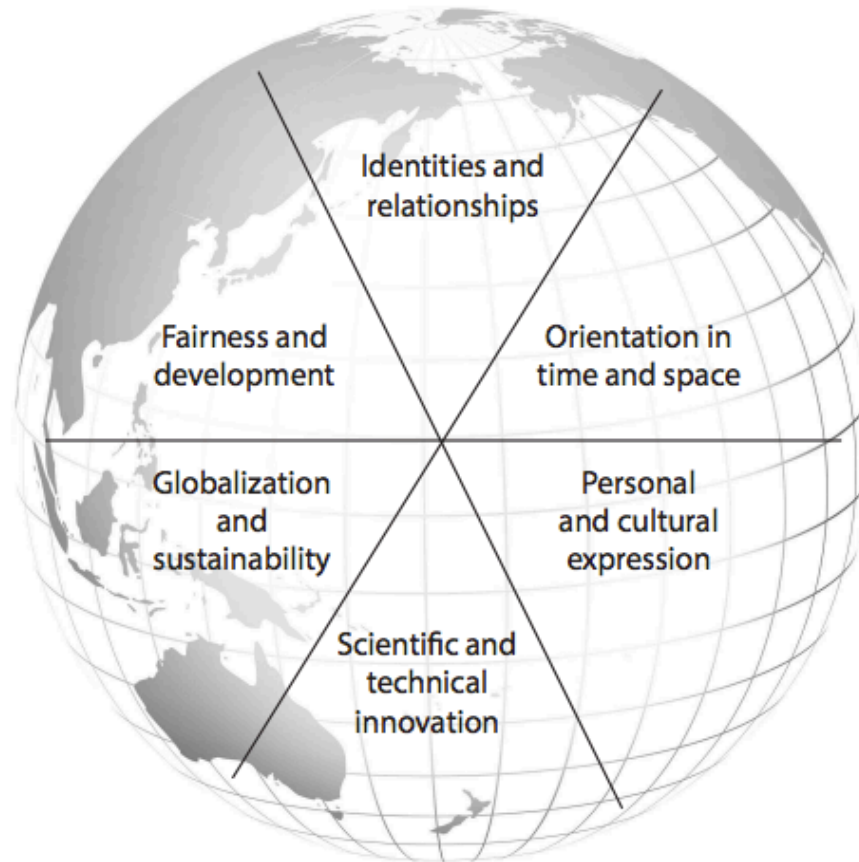
1. Use IB planning documents

2. Adopt IB rubrics

3. Consider IB-like student reflection

UNIT PLANNING

Unit Title: First Contact in Canada (SS) →
FN Identity as revealed in contemporary FN literature

Area of interaction focus Which areas of interaction will be our focus? Why have we chosen this?	Significant concept(s) What are the big ideas? What do we want our students to retain for years into the future?
KEY CONCEPT: PERSPECTIVE	Related concepts: relationships, identity Global contexts: Personal and cultural expression (SS → expand upon Fairness and development)

GLOBAL CONTEXTS as a way to make inquiry relevant

UNIT PLANNING

MYP Unit Question

STATEMENT OF INQUIRY: Literature is an expressive medium of culture and community experience, and so can be analyzed to facilitate understanding of personal and cultural identity.

Factual: What is point of view?
- SS: What historical context is important to this unit's literature?

Conceptual: How do context and POV impact content and meaning of literature?
- SS: How does a community's literature express identity and cultural evolution?

Debatable: Can we learn about our own identities from understanding others' perspectives and experiences?
- SS: Is a literary text as valid a source of historical understanding as a non-literary one?

UNIT PLANNING

A STATEMENT OF INQUIRY combines a key concept with 1-2 more related concepts and a global context into a meaningful statement that you can share with your students. It should:

- Describe a complex, conceptual understanding that is worthy or inquiry
- Clearly indicate WHAT and WHY a student should understand

UNIT PLANNING

Factual questions	Conceptual questions	Debatable questions
• Knowledge/fact-based • Content-driven • Skills-related • Supported by evidence • Can be used to explore terminology in the statement of inquiry • Frequently topical • Encourage recall and comprehension	• Enable exploration of big ideas that connect facts and topics • Highlight opportunities to compare and contrast • Explore contradictions • Lead to deeper disciplinary and interdisciplinary understanding • Promote transfer to familiar or less familiar situations, issues, ideas and contexts • Encourage analysis and application	• Enable the use of facts and concepts to debate a position • Promote discussion • Explore significant ideas and issues from multiple perspectives • Can be contested • Have tension • May be deliberately provocative • Encourage synthesis and evaluation

RUBRICS AND MARKS

- MYP rubrics available online → I just cut and paste the criteria that suit my task

KNOWING AND UNDERSTANDING SS: Content Knowledge	0	1-2	3-4	5-6	7-8
Students should be able to demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and/or examples.	The student **does not** reach a standard described by any of the descriptors below.	demonstrates **basic** knowledge and understanding of content and concepts with **minimal** descriptions and/or examples.	demonstrates **adequate** knowledge and understanding of content and concepts through **satisfactory** descriptions, explanations and examples.	demonstrates **good** knowledge and understanding of content and concepts through **accurate** descriptions, explanations and examples.	demonstrates **substantial** knowledge and understanding of content and concepts through **accurate and thorough** descriptions, explanations and examples.
CRITICAL THINKING SS: Critical Thinking	0	1-2	3-4	5-6	7-8
Students should be able to: • analyse concepts, events, issues, models and arguments • synthesize information in order to make valid, well-supported arguments.	The student **does not** reach a standard described by any of the descriptors below.	• makes a limited attempt to analyse concepts, events, issues, models or arguments • makes connections between information in a limited attempt to make arguments.	• completes a simple analysis of concepts, events, issues, models or arguments • makes connections between information to make simple arguments.	• completes a satisfactory analysis of concepts, events, issues, models or arguments • synthesizes information to make valid arguments.	• completes a detailed analysis of concepts, events, issues, models or arguments • synthesizes information to make valid, well-supported arguments.

RUBRICS AND MARKS

- Our challenge: how do we report the IB number?

/10	1	2	3	4	5	6	7	8	9	10
%	30	50	65	70	76	80	86	90	96	~100
/8	1	2	3	4	5	6	7	8		
%	40	60	65	70	78	84	90	~100		
/5	1	2	3	4	5					
%	40	65	76	86	~100					
/2	1	2								
%	65	100								

TAGGING AND REFLECTION

	0	1	2			
Criterion A: Personal Annotation ✓ Does the tagging demonstrate your awareness of this writing type/style? ✓ Does the tagging show awareness of your strengths and weaknesses as a writer? Bin: CRITICAL THINKING	Tagging is too minimal or underdeveloped, so that student does not show awareness of the devices of the text type. The student does not appear to recognize his/her strengths and weaknesses as a writer. The student does not share any strengths or weaknesses through tagging.	The tagging shows some explanation and understanding of the devices of the text type. It is clear that the student attempts to investigate his/her strengths and weaknesses as a writer.	The tagging shows clear explanation and understanding of the devices of the text type. The student thoughtfully and thoroughly investigates his/her strengths and weaknesses as a writer.			
	0	1-2	3-4	5-6	7-8	
Criterion B: Task and content ✓ To what extent does the task show understanding of the topic? ✓ How appropriate is the content to the task of writing the text type? ✓ To what extent does the task show understanding of the conventions of the text type? Bin: READING (En), CONTENT (SS), CT	The work does not reach a standard described by the descriptors below (translation: are you even writing the planned text type?)	The task shows little understanding of the topic. The content is generally inappropriate to the text type. The task shows little understanding of the conventions of the text type.	The task shows some understanding of the topic. The content is partially appropriate to the text type. The task shows some understanding of the conventions of the text type.	The task shows an adequate understanding of the topic. The content is generally appropriate to the text type. The task shows an adequate understanding of the conventions of the text type.	The task shows a good understanding of the topic. The content is consistently appropriate to the text type. The task shows a good understanding of the conventions of the text type.	