The International Baccalaureate Middle Years Programme in the Pelham Public Schools

Board of Education Meeting – December 20, 2016

I. Update on MYP Implementation at Pelham Middle School
II. Update on MYP Implementation at PMHS
III. Research on Educational Practices Promoted by the MYP
IV. Review of a MYP Lesson Plan
V. Measuring the Impact of the MYP at Pelham Middle School
Pelham Public Schools – MYP Implementation Timeline – 2016-2018

**Fall, 2016**
- **MS** - Submit Application for Authorization by October 1, 2016.
- **MS** - Teachers create 3 additional MYP unit plans for each subject (24 total).
- **MS** - Teachers assess student work using MYP objectives and collect 4 samples from each subject (32 total).
- **MS** - Teachers participate in PD in Approaches to Learning, Service and Action, and assessment.
- **MS** - Administrators and teachers coordinate service opportunities for students and collect 4 student reflections on service.
- **MS** - Administrators and teachers develop plan for pilot implementation of Community Project.
- **HS** - Teachers attend the “Launching the MYP” full day training.
- **HS** - Teachers participate in PD in MYP philosophy, unit planning, formative assessment, differentiation, and reflection.
- **HS** - Teachers work in teams to create one MYP unit plan per team (approximately 10-15 units).

**Spring, 2017**
- **MS** - Work towards completion of Fall, 2016 items.
- **MS** - Send a teacher to MYP Category 1 Design training.
- **MS** - Revise Subject Group Overviews to reflect development of curriculum.
- **MS** - Respond to feedback from IB on Application for Authorization.
- **MS** - Schedule two day IB Authorization Visit, propose agenda, and organize logistics.
- **MS** - Following Authorization Visit, respond to “matters to be addressed” indicated by IB.
- **MS** - Adopt a grade reporting/ project management software platform (e.g., ManageBac) for next year.
- **HS** - Work towards completion of Fall 2016 items.
- **HS** - Send a teacher to MYP Category 1 Arts training.

**Fall, 2017**
- **MS** - May be authorized as an IB World School by fall of 2017.
- **MS** - Continue PD, curriculum development, and vertical/ horizontal alignment of MYP curriculum.
- **MS** - Calculate end-of-year MYP grades for all students.
- **HS** - Teachers continue to develop and implement MYP units, including 10 units in Application for Authorization.
- **HS** - Teachers participate in PD in Unit Planning and Assessment.
- **HS** - Teachers work towards standardization of assessment using MYP objectives.
- **HS** - Send a teacher to MYP Category 1 Mathematics training.

**Spring, 2018**
- **MS** - Continue to improve and refine MYP implementation in preparation for five year visit in 2022.
- **HS** - Prepare MYP policy guides in academic honesty, assessment, inclusion, and language.
- **HS** - Prepare Subject Group Overviews for each level of each of the eight subject groups (16 total).
- **HS** - Prepare Approaches to Learning (ATL) Planning Chart.
- **HS** - Develop plan for implementation of Personal Project.
- **HS** - Develop plan for MYP grade reporting (introduce same software platform as middle school if it is in place).
- **HS** - Schedule two-day Consultation Visit, propose agenda, and organize logistics.
- **HS** - Following Consultation Visit, respond to items indicated in consultant’s report.
- **HS** - Prepare Application for Authorization, including revised Action Plan.

**Fall, 2018**
- **MS** - Continue to improve and refine MYP implementation in preparation for five year visit in 2022.
- **HS** - Submit Application for Authorization by October 1, 2018.
- **HS** - Teachers create 3 additional MYP unit plans for each subject (16 total).
- **HS** - Teachers assess student work using MYP objectives and collect 4 samples from each subject (32 total).
- **HS** - Teachers participate in PD in Approaches to Learning, Service and Action, the Personal Project, and Assessment.
- **HS** - Administrators and teachers coordinate service opportunities for students and collect 4 student reflections on service.
- **HS** - Administrators and teachers develop plan for pilot implementation of Personal Project.
MYP Professional Development Plan for 2016-17

IB Development Workshops

In order to be authorized, we are minimally required to send the principal, coordinator, and one teacher in each subject group to Category 1 MYP training. In addition, all teachers must attend the one-day “Launching the MYP” training.

Pelham Middle School (anticipated authorization: September of 2017)

<table>
<thead>
<tr>
<th>Area</th>
<th>Name</th>
<th>Training</th>
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<tbody>
<tr>
<td>Heads of School</td>
<td>Robert Roelle</td>
<td>Cat. 1 (7/14), Cat. 2 (5/16)</td>
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<td>Heads of School</td>
<td>Lynn Sabia</td>
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</tr>
<tr>
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<td>Sean Llewellyn</td>
<td>Cat. 1 (5/15), Cat. 2 (5/16)</td>
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<tr>
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<td></td>
<td>Cat. 3 Projects (2/17), Cat. 3 Assessment (6/17)</td>
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<tr>
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<td>Rebecca Schwarz</td>
<td>Cat. 1 (2/15)</td>
</tr>
<tr>
<td>Design</td>
<td>John LaGreca</td>
<td>Cat. 1 (2/17)</td>
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<td>Michael Tromblee</td>
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<tr>
<td>Individuals and Societies</td>
<td>Jeneane Salman</td>
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<tr>
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<td>Maria Thompson</td>
<td>Cat. 1 (5/15), Cat. 2 (5/16)</td>
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<tr>
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<td>Valerie Lakestream</td>
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<td>Physical and Health Ed.</td>
<td>Jack Plunkett</td>
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<td>Sciences</td>
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Pelham Memorial High School (anticipated authorization: September of 2019)

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<tr>
<td>Head of School</td>
<td>Jeannine Clark</td>
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<tr>
<td>Head of School</td>
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<tr>
<td>Coordinator</td>
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<tr>
<td>Arts</td>
<td>Kaycee Cherashore</td>
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<tr>
<td>Design</td>
<td>William Doyle</td>
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<td>Design</td>
<td>Michael Tromblee</td>
<td>Cat. 1 (7/15)</td>
</tr>
<tr>
<td>Individuals and Societies</td>
<td>Megan Rice</td>
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<td>Language and Literature</td>
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<td>Physical and Health Ed.</td>
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<td>Sciences</td>
<td>Dana LaRose</td>
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**District Professional Development Workshops**

In order to support teachers as they work to implement the programme, we have designed and implemented in-house professional development sessions. The following schedule lists completed as well as planned sessions through the remainder of the 2016-17 school year:

**Pelham Middle School Sessions**

9/2/15  “Launching the MYP”
9/9/15  Resources, Rubicon Atlas, Intro. to Unit Planning
9/16/15  Developing a Statement of Inquiry
9/30/15  Lines of Inquiry and Inquiry Questions
10/14/15  Continuing the Inquiry Section
10/14/15  Subject Group Objectives & Summative Assessment
10/28/15  Approaches to Learning (ATL)
11/4/15  Review
11/12/15  Responses to Teacher Feedback
11/18/15  Content, Learning Experiences, and Strategies
12/16/15  Formative Assessment
1/6/16  Reflection on Feedback, Subject-Group Overviews
1/13/16  Subject-Group Overviews
2/10/16  Differentiation, Resources, and Reflection
2/24/16  Unit Planning
3/2/16  Subject-Group Overviews
3/16/16  Assessment in the MYP
4/6/16  Unit Planning
4/20/16  Assessment in the MYP
4/27/16  Assessment in the MYP
5/11/16  Review of Assessment, Task-Specific Clarifications
5/25/16  Reflection on Consultant Visit, Feedback on Policies
6/8/16  Subject-Group Overviews
6/24/16  End of Year Reflection

9/14/16  Approaches to Learning, ATL Planning
9/28/16  Preparing for Authorization
10/5/16  Unit Planning Review
10/26/16  Unit Planning Work Session
11/2/16  Conceptual and Contextual Curriculum
11/30/16  Unit Planning Work Session
1/4/17  Service and Action
1/25/17  Assessment in the MYP
2/1/17  Assessment Work Session
2/15/17  Unit Planning Work Session
3/1/17  Assessment in the MYP
3/29/17  Preparing for the Verification Visit
4/5/17  Preparing for the Verification Visit
4/26/17  Revising the Subject-Group Overviews
5/10/17  The Approaches to Learning
5/31/17  Assessment in the MYP
**Pelham Memorial High School Sessions**

<table>
<thead>
<tr>
<th>Date</th>
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<tr>
<td>9/7/16</td>
<td>“Launching the MYP”</td>
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<tr>
<td>9/28/16</td>
<td>Introduction of MYP Philosophy</td>
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<tr>
<td>10/19/16</td>
<td>Creating Resonance, Review of Documentation</td>
</tr>
<tr>
<td>10/26/16</td>
<td>A Conceptual and Contextual Curriculum</td>
</tr>
<tr>
<td>11/9/16</td>
<td>Introduction to the Inquiry Section</td>
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<tr>
<td>11/30/16</td>
<td>Creating a Statement of Inquiry</td>
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<td>1/2/17</td>
<td>Using Rubicon Atlas for MYP Planning</td>
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<td>1/18/17</td>
<td>Lines of Inquiry and Inquiry Questions</td>
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<td>2/1/17</td>
<td>MYP Objectives, Summative Assessment</td>
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<td>The Approaches to Learning</td>
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<td>3/22/17</td>
<td>Action, Content, and Learning Process</td>
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<td>4/5/17</td>
<td>Unit Planning Work Session</td>
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<td>Formative Assessment</td>
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<td>5/3/17</td>
<td>Differentiation</td>
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<td>5/24/17</td>
<td>Resources and Reflection</td>
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# SAMPLE TWO-DAY, THREE-YEAR PROGRAMME AUTHORIZATION SITE VISIT AGENDA

## DAY 1: SCHOOL

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:00-9:00</td>
<td>Meet with Head of school &amp; MYP coordinator</td>
<td>Library</td>
</tr>
<tr>
<td>9:00-9:45</td>
<td>Meet with level 1 team</td>
<td>Media Center</td>
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<tr>
<td>9:45-10:15</td>
<td>Meet with MYP students</td>
<td>Media Center</td>
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<tr>
<td>10:15-10:30</td>
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<tr>
<td>10:30-11:00</td>
<td>Meet with non-academic and counseling staff</td>
<td>Media Center</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>Lunch with parents and community people</td>
<td>Faculty Lounge</td>
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<tr>
<td>12:00-1:00</td>
<td>Campus tour</td>
<td>Campus</td>
</tr>
<tr>
<td>1:00-1:15</td>
<td>Break</td>
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</tr>
<tr>
<td>1:15- 2:00</td>
<td>Meet with level 2 team</td>
<td>Library</td>
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<tr>
<td>2:00-2:45</td>
<td>Meet with level 3 team</td>
<td>Library</td>
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<td>2:45-3:00</td>
<td>Break</td>
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<tr>
<td>3:00-3:30</td>
<td>Meet with Head of school &amp; MYP coordinator</td>
<td>Media Center</td>
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## DAY 2: SCHOOL

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<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:00-8:15</td>
<td>Meet with Head of school &amp; MYP coordinator</td>
<td>Library</td>
</tr>
<tr>
<td>8:15-9:00</td>
<td>Meet with Areas of Interaction leaders</td>
<td>Media Center</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>Classroom visitations</td>
<td>Campus</td>
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<td>10:00-10:15</td>
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<tr>
<td>10:15-11:00</td>
<td>Meet with subject area teams</td>
<td>Media Center</td>
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<tr>
<td>11:00-11:30</td>
<td>Meet with governing board members</td>
<td>Media Center</td>
</tr>
<tr>
<td>11:30-1:30</td>
<td>Working Lunch and writing time</td>
<td>Media Center</td>
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<tr>
<td>1:30</td>
<td>Exit Interview</td>
<td>Library</td>
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Summary of Research Relating to Educational Practices Incorporated into the International Baccalaureate: Middle Years Programme

The design of the International Baccalaureate – Middle Years Programme incorporates a wide range of research-based educational practices. Here is a summary of research pertinent to a number of these practices, with a particular focus on evidence of positive impact upon student achievement. A brief explanation of each practice is included as well. If you are interested in reading further, related articles and texts are listed, and full copies of the studies are available via our district IB website.

Brain-Based Learning

What is it?:

“Brain-based learning refers to teaching methods, lesson designs, and school programs that are based on the latest scientific research about how the brain learns, including such factors as cognitive development—how students learn differently as they age, grow, and mature socially, emotionally, and cognitively” (“Brain-Based Learning Definition”, 2013).

Research:

A 2014 meta-analysis of 31 studies which had investigated the effectiveness of brain-based learning on students’ academic achievement between the years 1999-2011 found a positive impact upon students’ academic achievement in 35 out of 42 comparisons (Gözüyesil, 2014).

For further reading:


Concept-Based Curriculum

What is it?:

“Concept-based instruction is driven by “big ideas” rather than subject-specific content. By leading students to consider the context in which they will use their understanding, concept-
based learning brings “real world” meaning to content knowledge and skills” (“Getting the Big Idea: Concept-Based Teaching and Learning”, 2013).

Research:

A 2011 case study examined the impact of the application of an inquiry-based concept-related physics curriculum on student attitudes and learning in a secondary physics classroom in southern New Jersey. Students who had previously used a traditional physics curriculum were presented with a 10 week inquiry-based concept-related physics curriculum on electricity and magnetism. The observations, interviews and artifact analysis revealed that students were more engaged in learning physics through their discoveries in relating physics concepts to real world applications, a growing personal interest in the value and relevance of science learning, and a disconnect between the students’ and teacher’s perceptions about what is important in learning physics. The study recommends that the rigidity of a traditional physics curriculum with its emphasis on covering many topics and the mathematical language of physics should give way to a more inquiry-based concept-related curriculum that incorporates exploration, hands-on inquiry activities, and real world connections (Molotsky, 2011).

A 2006 study set out to determine if a non-traditional physical education curriculum better educated high school students to live a healthy lifestyle than did a traditional curriculum. Students were identified as concept-based (60), traditional (60), or mixed (60) participants. Participants’ knowledge of health-related fitness concepts was assessed using the FitSmart test. Concept-based students showed significantly more knowledge of fitness concepts than did mixed students and traditional students (Lungarini, 2006).

For further reading:


**Contextual Learning**

**What is it?:**

“According to contextual learning theory, learning occurs only when students process new information or knowledge in such a way that it makes sense to them in their own frames of reference (their own inner worlds of memory, experience, and response). The mind naturally seeks meaning in context by searching for relationships that make sense and appear useful” ("Contextual Learning Definition", 2012).

**Research:**

In a 2011 study of engineering students, two groups were taught a statistics unit using a contextual approach and two using a non-contextual approach. Findings showed a significant difference for the post-test mean score between the contextual and non-contextual groups, with the contextual group scoring higher (Kamaruddin, 2011).

For further reading:


**Curriculum Mapping**

**What is it?:**

“Curriculum mapping is a process for collecting and recording curriculum-related data that identifies core skills and content taught, processes employed, and assessments used for each subject area and grade level” ("Curriculum Mapping", 2016).

**Research:**

A 2002 study set out to determine if second through sixth grade achievement test scores in reading, language, mathematics, science, and social studies showed improvement following curriculum mapping. The study was conducted over a two-year interval: one before curriculum
mapping and one after curriculum mapping. After curriculum mapping, students scored higher than they had prior to curriculum mapping (Shanks, 2002).

For further reading:


**Differentiated Instruction**

What is it?:

“Differentiated instruction is an approach to teaching in which educators actively plan for students' differences so that all students can best learn. In a differentiated classroom, teachers divide their time, resources, and efforts to effectively teach students who have various backgrounds, readiness and skill levels, and interests” ("Differentiated Instruction", 2016).

Research:

A 2008 study of six fourth grade classrooms compared students who had experienced whole-class and differentiated instruction to determine which is the more effective instructional strategy in a standards-based curriculum taught in an inclusive classroom environment. Results revealed statistically significant improvements in student achievement levels of students taught utilizing differentiated instruction as opposed to whole-class instruction (Luster, 2008).

For further reading:


Formative Assessment

What is it?:

“The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments help students identify their strengths and weaknesses and target areas that need work, help faculty recognize where students are struggling, and address problems immediately. Formative assessments are generally low stakes, which means that they have low or no point value” (“Formative vs. Summative Assessment”, 2015).

Research:

A 2013 study was conducted to gather evidence regarding effects of formative assessment on middle school mathematics and reading students’ achievement. The major findings of this study suggest that formative assessments are positively related to student achievement in reading and mathematics. Results suggest that short-cycle reading formative assessments result in positive gains for students. The interaction between student and school-level long-cycle mathematics assessment frequency suggested that students who attend schools that administer a greater number of long-cycle mathematics formative assessments experience positive gains in mathematics achievement. In addition, short-cycle mathematics formative assessments seem to have a particularly strong positive effect on the achievement of students who are economically disadvantaged (Kline, 2013).

For further reading:


Growth Mindset

What is it?:

“After studying the behavior of thousands of children, Dr. Carol Dweck coined the terms fixed mindset and growth mindset to describe the underlying beliefs people have about learning and intelligence. When students believe they can get smarter, they understand that effort makes them stronger. Therefore they put in extra time and effort, and that leads to higher achievement” ("Decades of Scientific Research that Started a Mindset Revolution", 2015).

Research:

In a 2015 study, researchers examined teacher-related variation in the effects of a classroom intervention designed to impact seventh graders’ beliefs about the nature of ability in science as fixed or malleable. Analyses of quantitative data from seven science classrooms across two teachers revealed significant teacher effects in the extent to which students' beliefs about mindset, students' mastery-oriented learning goals, and students' achievement were sustained several months following the intervention (Schmidt, 2015).

For further reading:


Habits of Mind

What is it?:

The Habits of Mind are an identified set of 16 problem solving, life-related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness, thought, and intentional strategy in order to gain a positive outcome (“Habits of Mind”, 2000).

Research:

A 2015 program evaluation was implemented within a suburban elementary school to evaluate a Habits of Mind character education program to determine its effectiveness in promoting academic achievement and appropriate school behaviors. Academic performance of students in grades 3 and 4 improved while the intervention was ongoing, and behavioral performance of students in kindergarten through grade 3 improved during program implementation (Royce, 2015).
Inquiry-Based Instruction

What is it?:

“Inquiry-based learning starts by posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge. The process is often assisted by a facilitator. Inquirers will identify and research issues and questions to develop their knowledge or solutions. Inquiry-based learning includes problem-based learning, and is generally used in small scale investigations and projects, as well as research” (“Inquiry-based learning”, 2016).

Research:

A 2009 study examined the effects of inquiry-based science instruction and traditional science instruction on student achievement across science, mathematics and reading and compared the effects of inquiry-based science instruction and traditional science instruction on student achievement. Results indicated that inquiry-based science instruction was associated with significant positive gains not only in science achievement, but also in mathematics and reading achievement. The positive relationship between inquiry instruction and student achievement was found above and beyond the contributions of traditional science instruction, which generally showed no significant relationship to student achievement. Findings support the theoretical position that inquiry-based science instruction can have robust benefits across the curriculum (Hung, 2009).

For further reading:


Interdisciplinary Learning

What is it?:

“Interdisciplinary teaching is a method, or set of methods, used to teach a unit across different curricular disciplines. For example, the seventh grade Language Arts, Science and Social Studies teachers might work together to form an interdisciplinary unit on rivers” (“Interdisciplinary teaching”, 2016).
**Research:**

A 2012 study focused on the interdisciplinary teaching of history, literacy, and the visual arts, asking the following questions: How does students’ learning in history change following their participation in an interdisciplinary history-literacy-visual arts curriculum, and how does their learning compare to students who learn the same content through traditional teaching approaches?; in what ways, if any, do students who participate in an interdisciplinary history-literacy-visual arts unit demonstrate engagement, historical thinking skills, and aesthetic skills during the unit?; and how do teachers view the feasibility and effectiveness of implementing an interdisciplinary history-literacy-visual arts curriculum? Fifth grade classes in two schools in the same district with similar demographics were compared. While students at both schools performed similarly on the pre-assessment, students in the experimental classrooms scored better than the comparison classroom students on the post-assessment. In addition, the experimental group of students demonstrated procedural and substantive engagement, historical thinking skills, and aesthetic development skills throughout the teaching of the unit. In addition, teachers identified several benefits to interdisciplinary instruction, including high levels of student engagement and demonstration of higher order thinking skills (Brugar, 2012).

**For further reading:**


**Multiple Intelligences**

**What is it?:**

The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposed eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are: linguistic intelligence, logical-mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalist intelligence (Armstrong, 2012).
Research:

In a 1999 study, the effect of implementation of multiple intelligences on language arts curriculum in middle schools was examined through the lens offered by middle school language arts teachers who have implemented multiple intelligences in their classrooms. Four broad domains were the focus of the study: student performance, pedagogy, curriculum and assessment. The highest level of change when multiple intelligences was implemented was found in the area of student performance (Feeney, 1999).

For further reading:


**Service Learning**

What is it?:

“Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities” ("Definition of Service Learning", 2016).

Research:

In a 2016 study, four educators who utilized service-learning in the high school classroom were interviewed to understand their experiences with service-learning. Through data analysis, three themes emerged: personal impacts of service-learning, student impacts of service-learning, and challenges to service-learning. Participants explored their feelings of pride, their relationships with students, connectedness between peers and family, and increased number of strategies within a teacher toolbox as the main personal motivations to implementing service-learning. Student impacts included breaking down misconceptions and preconceived notions, influencing decisions after high school, and developing increased buy-in and engagement (Maguire, 2016).

The purpose of a 2009 study was to discover whether participation in a service-learning project increased student engagement in the learning process. It examined the extent to which a service-learning project engaged Grade 8 students in the learning process in a rural south Florida school. Ninety students participated in a 6-week service-learning project. Qualitative data suggested that participants’ level of engagement was higher during a service-learning project. Participants found the service-learning project empowering, meaningful, and more engaging than traditional classroom experiences (Kirschner, 2009).
For further reading:


Schine, J. 1997. “Service Learning and Young Adolescents: A Good Fit”. In Irvin, JL (editor). *What Current Research Says to the Middle Level Practitioner*. Columbus, Ohio, USA. National Middle School Association.

**Social-Emotional Learning**

What is it?:

“Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” ("What is SEL?", 2016).

Research:

A 2000 study investigated the effects of a social and emotional learning program and corresponding teaching practices on students' social competence. Two sets of second and fourth grade students from 15 schools were followed over two years. Schools were randomly assigned to experimental or comparison group. A developmentally sequenced social-emotional learning program was taught in experimental classrooms by teachers over students' two-year study participation. Comparison classrooms did not implement the program. All students were given a group-administered survey assessing their social cognition and self-perceptions of social behavior. Analyses demonstrated that, in general, the strongest and most reliable predictors of student change were curriculum lessons accompanied by supportive teaching practices over two years of program implementation. Specifically, two years' of lessons combined with teachers' support of student emotion regulation was associated with lower self-reported aggression and negative peer relations and lower preference for aggressive social strategies (Van Schoiack, 2000).

A 2015 study examined the impact of social-emotional literacy instruction for at-risk adolescents ages 13 to 18 at the high school level, particularly in the areas of suspension, expulsion, attendance, connectivity, attitude toward school, resiliency, and relational aggression rates. The findings suggest that programs that provide mentoring and include group educational components can have a positive impact on student awareness and attitude (Garcia, 2015).
For further reading:


**Understanding by Design**

**What is it?:**

“Understanding by Design, or UbD, is an educational planning approach. UbD is an example of backward design, the practice of looking at the outcomes in order to design curriculum units, performance assessments, and classroom instruction. UbD focuses on teaching to achieve understanding” ("Understanding by Design", 2016).

**Research:**

In a 2011 study, standardized test scores, attendance measures, and teacher surveys were used to measure the impact of Understanding by Design methods in improving the achievement of eighth grade social studies students. The use of Understanding by Design was shown to have a significant statistical impact upon student performance (Noble, 2011).

For further reading:

Works Cited


Feeney, Maureen O. The Impact of Howard Gardner's Theory of Multiple Intelligences on Change in Middle School Language Arts Curriculum, Diss. Seton Hall University, College of Education and Human Services, Ann Arbor, 1999.


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Luster, Ramona J. *A Quantitative Study Investigating the Effects of Whole-Class and Differentiated Instruction on Student Achievement*, Diss. Walden University, Ann Arbor, 2008.


Molotsky, Gregg J. *A Case Study of the Impact of a Reformed Science Curriculum on Student Attitudes and Learning in a Secondary Physics Classroom*, Diss. Drexel University, Ann Arbor, 2011.

Noble, Charhonda L. *How does Understanding by Design Influence Student Achievement in Eighth Grade Social Studies?*, Diss. Capella University, Ann Arbor, 2011.


Shanks, Donna J. *A Comparative Study on Academic Gains between Students in Second Grade through Sixth Grade before and After Curriculum Mapping*, Diss. Tennessee State University, Ann Arbor, 2002.


MYP unit planner
(Annotated Guide)

<table>
<thead>
<tr>
<th>Teacher(s)</th>
<th>Subject group and discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit title</th>
<th>MYP Year</th>
<th>Unit duration (hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-5</td>
<td></td>
</tr>
</tbody>
</table>

Units will be designed to encompass approximately 20 hours of teaching time. (eAssessment development report (April 2014), 8)

**INQUIRY: Establishing the purpose of the unit**

<table>
<thead>
<tr>
<th>Key concept</th>
<th>Related concept(s)</th>
<th>Global context</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key concepts</strong>, contributed from each subject group, provide interdisciplinary breadth to the programme. Key concepts are broad, organizing, powerful ideas that have relevance within and across subjects and disciplines, providing connections that can transfer across time and culture. (15)</td>
<td><strong>Related concepts</strong> promote depth of learning and add coherence to the understanding of academic subjects and disciplines. They are grounded in specific subjects and disciplines, and they are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students to develop more complex and sophisticated conceptual understanding. (15)</td>
<td>IB programmes aim to develop international mindedness in a <strong>global context</strong>. (11)</td>
</tr>
</tbody>
</table>

Key concepts engage students in higher-order thinking, helping them to connect facts and topics with more complex conceptual understanding. (15)

Teachers identify one **key concept** that drives the unit’s development. (56)

These concepts are not only “key” in the sense of being important; they also provide a key—a way into a body of knowledge through structured and sustained inquiry. They place no limits on breadth of knowledge or on depth of understanding, and therefore provide access to every student, regardless of individual aptitudes and abilities. (56)

**Related concepts** and their definitions are found in each MYP subject-group guide (appendix). (57)

For each unit, teachers identify one or more **related concept(s)** that extend(s) learning, lead(s) to deeper understanding, or offer(s) another perspective from which to understand the identified key concept(s). (58)

Students should have meaningful inquiry into all of the... **related concepts** for each relevant subject group at least once over the course of the MYP. (58)

All learning is contextual. A learning **context** is a specific setting, event or set of circumstances, designed or chosen, to stimulate learning. The **context**, therefore, should have a relationship to the learner, the learner’s interests and identity, or the learner’s future.... **contexts** are specific, varied and highly situational. (17)

The existence of multiple **contexts** for teaching and learning underscores the fact that all concepts are open to interpretation. (17)

When concepts are set in **context**, they are less likely to become prescriptive checklists of “facts by

Annotated unit planner (tilted): last updated May 2015
**Students need multiple opportunities to explore the concepts defined for each subject or discipline.** (58)

**Contexts** help to create productive discussion within and outside of the classroom. (17)

**Contexts** for learning in the MYP are chosen from [parts of] **global contexts** to encourage international-mindedness and global engagement within the programme. (18)

**Global contexts** provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. (58)

These and other contexts for teaching and learning inspire **explorations**. Table 3 (pages 60-62) contains explanations of the MYP **global contexts** and some of the many **explorations** that they can inspire. (59)

Constructivism implies a pedagogy that includes student inquiry into concepts through content in authentic **global contexts**. (72)

<table>
<thead>
<tr>
<th>Statement of inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statements of inquiry should not be so specific that they cannot be transferable beyond the content of the unit.</strong> (63)</td>
</tr>
<tr>
<td>[Combine] a key concept, one or more related concepts, and a global context for the unit into a meaningful statement that students can understand. This statement expresses the relationship between concepts and context; it represents a transferable idea supported by factual content. (62)</td>
</tr>
<tr>
<td>represents a <strong>contextualized, conceptual understanding</strong>. (62)</td>
</tr>
<tr>
<td>can be qualified (using phrases such as “often”, “may” and “can”) if it is not true in all situations, but is still an important idea. (62)</td>
</tr>
<tr>
<td>can be formulated at different levels of specificity. (62)</td>
</tr>
<tr>
<td>Summative assessment tasks should be directly linked to the statement of inquiry. (64)</td>
</tr>
<tr>
<td>Teachers should refer to the <strong>statement of inquiry</strong> to ensure that <strong>concepts</strong> and <strong>context</strong> inform the selection of learning experiences, formative assessment and teaching strategies. (66)</td>
</tr>
</tbody>
</table>
**Inquiry questions**

Inquiry questions are drawn from, and inspired by, the statement of inquiry. (63) Inquiry questions give shape and scope to a unit of study, and they help to scaffold the objectives that students should strive to achieve. (63)

**Factual:** (63)
- 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

**Conceptual:** (63)
- 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

**Debatable:** (63)
- 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

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Summative assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The objectives of any MYP subject group state the specific targets that are set for learning in that subject group. They define what the student will be able to accomplish as a result of studying the subject. Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation.</td>
<td>Outline of summative assessment task(s) including assessment criteria:</td>
</tr>
<tr>
<td>In the context of the MYP curriculum, a unit can be defined as a period of study that concludes with a summative assessment. (50) Summative assessment tasks should be directly linked to the statement of inquiry and provide varied</td>
<td>Relationship between the summative assessment task(s) and the statement of inquiry:</td>
</tr>
<tr>
<td></td>
<td>Describe how the statement of inquiry and summative assessment task(s) are connected</td>
</tr>
</tbody>
</table>
All strands of an objective must be addressed in order to determine a **final** achievement level.

The objectives of each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. MYP objectives reflect and offer opportunities to develop the attributes of the IB learner profile. (64)

The objectives for years 1, 3 and 5 of the programme are provided in MYP subject group guides, and their use is mandatory. (64)

In practice, schools often introduce objectives and criteria for MYP years 3 and 5 in the previous year so that students in MYP years 2 and 4 become familiar with, and begin working towards, stated requirements, adapting and interpreting them in ways that are developmentally appropriate. (80)

Include the unit’s objectives, listing specific strands to be addressed and assessed by the summative assessment(s).

Example for what goes in the box: (81)

**MYP objectives**

**Objective A—Using knowledge**

Students should be able to:

- **construct** explanations using knowledge to **demonstrate** understanding
- **apply** knowledge and understanding to **solve** problems set in familiar and unfamiliar situations
- apply terminology effectively to communicate understanding.

opportunities for students to demonstrate their knowledge, understanding and skills. In planning these assessments of learning, teachers should ask the following questions. (64)

- How does this assessment task relate to the statement of inquiry?
- Which MYP objectives are being addressed?
- How can we create meaningful performances of understanding?
- What evidence of learning will there be?
- How can we collect evidence of learning?
- How will the assessment task demonstrate conceptual understanding?
- How will results be recorded and analysed?
- How and when will students receive feedback?

Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject group specific assessment criteria. (79)

Choosing from a range of assessment strategies, teachers can devise assessment tasks that give students adequate opportunities to show clearly what they can achieve in relation to inquiry questions, and hence the subject group objectives for that unit. (85)

Open-ended tasks may be combined with other strategies, such as performance assessments... performance assessments can allow students to perform the learned skills and show their understanding in real-world contexts. (85)

Teachers should consider the distinction between activities or tasks and performances of understanding that are more effective in building deep understanding. The MYP uses the term “performance” in its widest sense to describe all forms of assessment where students are assessed on their ability to demonstrate predetermined learning objectives. (86)
## Approaches to learning (ATL)

ATL skills empower students to succeed in meeting the challenging objectives of MYP subject groups... while ATL skills are not formally assessed in the MYP, they contribute to students’ achievement. (20)

All teachers in MYP schools are responsible for integrating and explicitly teaching ATL skills. (21)

Many ATL skills directly support the attainment of subject group objectives. (64)

**Example:** In order for students to (objective strand) students must (choose an ATL skill that will allow students to master the objective strand). Category... (where did you find it?) Cluster... (where did you find it?)

ATL skills focus on the process of learning, helping students to become confident, independent, self-managed learners for life. Teachers should teach skills explicitly, and students should have structured opportunities to practise them. (65)

### ACTION: Teaching and learning through inquiry

<table>
<thead>
<tr>
<th>Content</th>
<th>Learning experiences and teaching strategies</th>
<th>Formative assessment</th>
<th>Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers can use a wide range of content, developed through MYP key and related concepts and global contexts, as a vehicle for teaching effective learning strategies. Likewise, ATL skills can be powerful tools for exploring significant content. This dual focus (content and process, knowledge and skills) promotes student engagement, deep understanding, transfer of skills and academic success. (20)</td>
<td>Students at the MYP age range learn best when their learning experiences have context and are connected to their lives and to the world that they have experienced. (18) As the unit progresses, both teachers and students can develop additional questions to explore... the statement of inquiry in greater detail. Students can develop their own questions in ways that satisfy curiosity and deepen understanding. The strands of subject-specific objectives can also be helpful in formulating inquiry questions. (63) Teaching and learning in all IB programmes is: (66)</td>
<td>Teachers should provide students with regular, specific feedback on the development of ATL skills through learning engagements and formative assessment. (64) Teachers need to develop ways of ascertaining students’ prior learning so that they can plan appropriate learning experiences and teaching strategies. (67) Teachers also need to consider how to monitor and support learning as students engage with the unit. Formative assessment (assessment for learning) provides teachers and students with insights into the ongoing development of knowledge, understanding, skills and</td>
<td>Planning for different levels of ability. (112) As schools implement the MYP inclusively, teachers design learning experiences that allow students across a range of needs to meet their learning objectives (see Meeting student learning diversity in the classroom (2013)). (27) The inclusion of all students requires a school to address differentiation within the written and taught curriculum, demonstrated in the unit planner and in the teaching environment. (28)</td>
</tr>
</tbody>
</table>
This content may be mandated by state or national systems; it may come from school-based requirements or the school’s curriculum overview; or it may be derived from a range of education standards. (66)

- based on inquiry
- focused on developing conceptual understanding
- developed in local and global contexts
- focused on effective teamwork and collaboration
- differentiated to meet the needs of all learners
- informed by assessment (formative and summative).

Teachers should purposefully choose strategies and learning experiences that are aligned with the unit’s statement of inquiry; help students meet subject group objectives; support the development of effective ATL skills; and meaningfully prepare students to achieve high levels of performance in the unit’s summative assessment. (66)

Teachers should ensure that a range of learning experiences and teaching strategies is: (66)
- embedded in the curriculum
- built upon prior learning
- age-appropriate, thought-provoking and engaging
- based on the differing needs of all students, including those who are learning in a language other than their mother tongue, and students with learning support requirements
- open-ended and involves teaching problem-solving skills.

- attitudes. Assessment for learning is “the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there” (Black et al. 2002). (67)

Formative assessment can also provide important opportunities for students to rehearse or refine performances of understanding as they prepare to complete summative assessment tasks. (67)

Through effective formative assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. (79)

Formative assessments can be planned from the start of a unit, although they may change as teachers engage with students to determine the next stages of learning. (79)

Tests and quizzes are the most familiar examples of this form of assessment. Selected responses allow the teacher to ask general or specific questions to elicit responses from students that will indicate understanding and, possibly, misunderstanding. This strategy is particularly useful during the course of a unit, in formative assessment, as it is usually quick and straightforward to administer and can provide instant feedback for students and teachers. (85)

Effective formative assessment also provides teachers and students with a way to explore personal learning styles as well as individual student strengths, challenges and preferences that can inform meaningful differentiation of learning. (67)

Differentiation (modifying teaching strategies to meet the needs of diverse learners) can build opportunities in which each student can develop, pursue and achieve appropriate personal learning goals. When considering pedagogical approaches to meeting individual learning needs, teachers also need to consider each student’s language profile. (68)

Teachers can differentiate teaching and learning by providing examples (work samples or task-specific clarifications of assessment criteria); structuring support (advance organizers, flexible grouping, peer relationships); establishing interim and flexible deadlines; and adjusting the pace of learning experiences. (68)

All students should be able to access the curriculum through the specific design of the unit and through the strategies that teachers employ to differentiate the content, process and outcomes of learning.

Differentiation may include offering students various modes of interpreting materials, whether visually, aurally or kinaesthetically, and allowing students to choose alternate modes of presentation.
<table>
<thead>
<tr>
<th>IB programmes recognize and value students’ efforts to construct meaning when exploring the world around them. To support this, the MYP requires teachers to provide learning experiences that draw on students’ prior knowledge and provide the time and opportunity for reflection and consolidation. This constructivist approach respects students’ ongoing development of ideas, and their understanding, transfer and application of these ideas to wider contexts. Constructivism implies a pedagogy that includes student inquiry into concepts through content in authentic global contexts. This pedagogy leads to the most substantial and enduring learning. (72)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The MYP can provide valuable experiences that help students engage in sophisticated inquiry into questions about the nature, limits and value of knowledge. Inquiry based approaches to teaching encourage students to share ideas with others and to listen to, and learn from, what others think. In this process, students’ thinking and their understanding is shaped and enriched. (73)</td>
</tr>
<tr>
<td>for their performances of understanding (for example, oral presentation, writing, or a practical method such as leading a peer-to-peer workshop). (68)</td>
</tr>
</tbody>
</table>
Resources

Teachers plan and record the content, learning process and resources that they use in the course of the unit. (66)

The specific learning experiences and teaching strategies devised by teachers depend on available resources. (67)

Teachers need to investigate available resources and consider what additional resources might be necessary for the unit. Important resources to consider include:

- instructional materials and classroom technologies
- textbooks and other written and visual texts
- teaching materials developed by businesses and not-for-profit organizations
- educational games and simulations
- teaching aids and manipulatives
- learning environments beyond the classroom
- students’ diverse languages and cultures
- families, experts and other primary sources in the school and the community
- school, university and community libraries
- digital resources, including the internet.
REFLECTION: Considering the planning, process and impact of the inquiry (Table 5, 70-71)

Teachers and students need not engage in reflection on every question; choosing a focus for reflection often leads to more meaningful results. Teachers and students should also consider other questions that can help to improve the planning, process and impact of inquiry in the MYP. Reflection will always be shaped by the specific needs of teachers and students in particular contexts.

<table>
<thead>
<tr>
<th>Prior to teaching the unit</th>
<th>During teaching</th>
<th>After teaching the unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do we think that the unit or the selection of topics will be interesting?</td>
<td>What difficulties did we encounter while completing the unit or the summative assessment task(s)?</td>
<td>What were the learning outcomes of this unit?</td>
</tr>
<tr>
<td>What do students already know, and what can they do?</td>
<td>What resources are proving useful, and what other resources do we need?</td>
<td>How well did the summative assessment task serve to distinguish levels of achievement?</td>
</tr>
<tr>
<td>What have students encountered in this discipline before?</td>
<td>What student inquiries are emerging?</td>
<td>Was the task sufficiently complex to allow students to reach the highest levels?</td>
</tr>
<tr>
<td>What does experience tell us about what to expect in this unit?</td>
<td>What can we adjust or change?</td>
<td>What evidence of learning can we identify?</td>
</tr>
<tr>
<td>What attributes of the learner profile does this unit offer students opportunities to develop?</td>
<td>What skills need more practice?</td>
<td>What artefacts of learning should we document?</td>
</tr>
<tr>
<td>What potential interdisciplinary connections can we identify?</td>
<td>What is the level of student engagement?</td>
<td>Which teaching strategies were effective?</td>
</tr>
<tr>
<td>What do we know about my students’ preferences and patterns of interaction?</td>
<td>How can we scaffold learning for students who need more guidance?</td>
<td>Why?</td>
</tr>
<tr>
<td>Are there any possible opportunities for meaningful service learning?</td>
<td>What is happening in the world right now with which we could connect teaching and learning in this unit?</td>
<td>What was surprising?</td>
</tr>
<tr>
<td>What in the unit might be inspiring for community or personal projects?</td>
<td>How well are the learning experiences aligned with the unit’s objectives?</td>
<td>What student-initiated action did we notice?</td>
</tr>
<tr>
<td>Could we develop authentic opportunities for service learning?</td>
<td>What opportunities am I hearing to help students explore the interpretative nature of knowledge, including personal biases that might be retained, revised or rejected? (DP Theory of knowledge skills development)</td>
<td>What will we do differently next time?</td>
</tr>
<tr>
<td>How can we use my students’ multilingualism as a resource for learning?</td>
<td></td>
<td>How will we build on our experience to plan the next unit?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How effectively did we differentiate learning in this unit?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What can students carry forward from this unit to the next year/ level of study?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Which subject groups could we work with next time?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What did we learn from standardizing the assessment?</td>
</tr>
</tbody>
</table>
A Quick Review

CONCEPTS
• By studying concepts, students demonstrate levels of thinking beyond facts and topics and formulate understandings that they can retain in the future.
• In the MYP, there are 16 **Key Concepts** as well as **Related Concepts** corresponding to each of the Subject Groups.

CONTEXTS
• In the MYP, learning contexts are authentic world settings, events, and circumstances designed to stimulate learning.
• The MYP identifies 6 **Global Contexts**:  
  o Identities and Relationships  
  o Orientation in Time and Space  
  o Personal and Cultural Expression  
  o Scientific and Technical Innovation  
  o Globalization and Sustainability  
  o Fairness and Development

MYP Unit Planning

THE MYP UNIT PLAN
• In the MYP, the written curriculum is documented through:
  o MYP Unit Plans  
  o **Subject-Group Overviews**  
  o **ATL** Planning

THE MYP UNIT PLAN
• A unit is defined as a period of study that ends with a summative assessment.
• A unit is written for one of the 8 Subject Groups, or is interdisciplinary.
• A unit typically represents approximately 20 hours of teaching time.
  o (1200 minutes = 30 class periods = 6 weeks)
  o Can be shorter or longer

THE MYP UNIT PLAN
• There are three aspects of developing a MYP Unit:
  o Establishing the purpose of the unit (Inquiry)
  o Defining the process of teaching and learning through Inquiry (Action)
  o Reflecting on the planning, process, and impact of the inquiry (Reflection)

The Statement of Inquiry

THE INQUIRY SECTION
• Establishes the purpose of the unit.
• Ensures the unit’s alignment with MYP philosophy and requirements.
• Includes:
  o **Key Concept**  
  o **Related Concepts**
Global Context
• Statement of Inquiry
• Inquiry Questions
• Subject-Group Objectives
• Summative Assessment
• Approaches to Learning (ATL)

THE STATEMENT OF INQUIRY
• To create a Statement of Inquiry, teachers combine a...
  • Key Concept,
  • one or more Related Concepts,
  • and a Global Context
  • ...into a meaningful statement that students can understand.

THE STATEMENT OF INQUIRY
• Expresses the relationship between concepts and context.
• Represents a transferable idea supported by factual content.
• Synthesizes factual and conceptual levels of mental processing to create a greater impact on cognitive development.

EXAMPLES
• “Narratives change depending on the perspectives of performer and audience.”
• “New technologies can lead to innovations that allow people to connect.”
• “Economic development creates a tension between sustainability and growth.”
• “Our homes reflect our basic physical, social, emotional and aesthetic needs.”
• “Gender roles are often stereotyped and reinforced through cultural texts.”
• “Using finite resources responsibly must be taken into consideration when designing structures.”
• “A healthy lifestyle requires balance of personal choices.”
• “The application of force has consequences for an object’s movement that can be expressed scientifically.”

THE STATEMENT OF INQUIRY
• Represents a contextualized, conceptual understanding.
• Describes a complex relationship worthy of inquiry.
• Explains what students should understand and why that understanding is meaningful.
• Should be transferable beyond the unit.
• Should directly relate to the Summative Assessment.

THE STATEMENT OF INQUIRY
• Present tense
• No verb “to be”
• No pronouns or adjectives
• Can use “may” if it is not always true
• Can use synonyms and related ideas for the sake of clarity . . .

The process

STEP 1
• Choose a subject, year, and topic.
  • Individuals and Societies
  • Year 5
  • NEW IMPERIALISM
STEP 2
• Brainstorm a list of facts and details related to the topic.
  o Nationalism, Berlin Conference
  o Social Darwinism, Natural Resources
  o “Civilizing,” Social Policies
  o Industrialization, Militarism
• Refer to these as you select your concepts and context.

STEP 3
• Look at the list of 16 Key Concepts
• Key Concepts most closely related to your subject will be highlighted in the Subject Guide
• Choose one

STEP 4
• Apply one or more Related Concepts from your Subject Guide

STEP 5
• Form your concepts into a Conceptual Understanding Statement that shows the relationship between the Key and Related Concepts.
• Should be in the present tense
• Should avoid the verb “to be” (is, was, were, etc.)
• Should avoid personal pronouns (you, we, she, it, they)

Key Concept: GLOBAL INTERACTIONS
Related Concepts: Power and Resources
Conceptual Understanding Statement: “Competition for resources and power shapes global interactions.”

STEP 6
• Choose one Global Context

STEP 7
• Choose an Exploration for your Global Context (P2P 60-62)

STEP 8
Take your Exploration (or Global Context, it’s your choice) and drop it into your Conceptual Statement.

Competition for resources and power shapes global interactions.

The exploration of inequality
Statement of Inquiry:

“Competition for resources and power can create inequalities that shape global interactions.”

THE STATEMENT OF INQUIRY

“Competition for resources and power can create inequalities that shape global interactions.”

- Is it true? In the past? In the future?
- Is it a meaningful statement that students can understand?
- Does it describe a complex relationship worthy of inquiry?
- Is it transferrable beyond the unit?

NEXT STEPS

- Think about a concept or topic you would be excited about developing a unit on.
- Can be something you’ve already taught, or something brand new.
- Can be subject-specific or interdisciplinary.
- You should be working together with colleagues who teach the same course and year.
- You will be asked to identify unit planning teams by November 30, 2016.

THANK YOU!

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Sample Statements of Inquiry

**Arts**
- Symbols and motifs are often highly specific to cultures.
- Composition often mirrors nature to tap into our instinctive reactions, and can evoke and manipulate strong emotions in an audience.
- Transformation of the external identity can reflect or impact the internal identity.
- Narratives change depending on the perspectives of performer and audience.
- The commodification of art may devalue its original intention.

**Design**
- Interaction with target audiences ensures products are developed to fulfill their personal needs and reflect their personalities.
- Successful products solve problems in unique ways.
- New technologies can lead to innovations that allow people to connect.
- Inventions that use sustainable resources can be used to effectively communicate issues of global significance.
- A product that appears to be simple often requires an underlying system composed of complex components to function effectively.

**Individuals and Societies**
- Economic development creates a tension between sustainability and growth.
- Propaganda reflects culture and is designed to manipulate people.
- Democratic governments prevent the emergence of authoritarianism.
- The communication between cultures can cause significant changes.
- The extent to which communities are impacted by natural hazards is determined by their level of development.

**Language Acquisition**
- Stories, myths and legends play an important role in the maintenance and development of cultural traditions and customs from one generation to another.
- Our homes reflect our basic physical, social, emotional and aesthetic needs.
- The family and community to which we belong determines significant aspects of our identity, beliefs and values.
- Cities can have a negative impact on our environment and each one of us, no matter where live, is responsible for finding creative means to live sustainably.
- Festivals and celebrations are ways in which human communities can express and share cultural beliefs and values.

**Language and Literature**
- Writers manipulate language and make stylistic choices in order to convey meaning to the reader.
- Both context and narrative conventions can shape the reader’s interpretation of a text.
- Gender roles are often stereotyped and reinforced through cultural texts.
- Giving a voice to marginalized stories can lead to society continuously changing its beliefs and values.
- Effective communication can lead to a change in perspective.

**Mathematics**
- Decisions reached through logic may not always reflect beliefs and values.
- Different representations make it easier to understand and analyze relationships within communities.
- Creativity is enhanced through an understanding of form and unique use of space.
- Using finite resources responsibly must be taken into consideration when designing structures.
- Relationships in our natural world can be represented using models which allow us to better understand changes within it.

**Physical and Health Education**
- A healthy lifestyle requires balance of personal choices.
- Changes in movement techniques can impact performance energy.
- The body communicates how its systems are functioning.
- The effective functioning of a team requires all team members to understand and apply appropriate communication systems.
- Adapting the rules of a game creates new challenges.

**Sciences**
- The laws of the natural world determine the classification of organisms based on patterns found in their forms.
- The application of force has consequences for an objects’ movement that can be expressed scientifically.
- Changes to health are a consequence of humans interacting with microbial life.
- The function of the periodic table is to express patterns of physical and chemical properties.
- Understanding that motion is a consequence of the interactions between particles has allowed humans to predict how movements will occur.
Individually as Agents of Change

Inquiry: Establishing the purpose of the unit

Key Concept(s)

Related Concept(s)

Global Context

- Identities and relationships
  - Human relationships, including families, friends, communities and culture.

Statement of Inquiry

Individuals can be agents of change, either alone or in collaboration with others, to resolve conflict.

Inquiry Questions

Essential Questions

Factual Questions:

1. What were the political, economic or religious reasons why the 13 English colonies were established?
2. What actions did Britain take that changed its relationship with the colonies after 1763?
3. What methods of protest did the colonists use to react to these changes?
4. What colonial actions led to war?
5. What role did New York play in the American Revolution?

Conceptual Questions:

1. How did geography contribute to the development of different economies in New England, Middle and Southern Colonies?
2. Why did slavery develop in the English colonies?
3. Why did Britain make these changes and why did the colonists object?
4. How did the colonists use words and images to communicate a need for change?
5. How did the actions of some colonists help to bring about a revolution?
6. How did the Declaration of Independence outline colonial grievances against the British?

Debatable Questions:

1. What were the conditions of slaves living in the English colonies and what methods did they use to resist these conditions?
2. Is violence necessary for change to happen?
MYP Objectives

MYP: Individuals and societies (For use from September 2014/January 2015)

Year 1

Objective A: Knowing and understanding
In order to reach the aims of individuals and societies, students should be able to:
• i. use vocabulary in context

Objective B: Investigating
In order to reach the aims of individuals and societies, students should be able to:
• iv. reflect on the research process and results

Objective C: Communicating
In order to reach the aims of individuals and societies, students should be able to:
• i. communicate information and ideas with clarity
• ii. organize information and ideas effectively for the task

Objective D: Thinking critically
In order to reach the aims of individuals and societies, students should be able to:
• i. identify the main points of ideas, events, visual representation or arguments
• ii. use information to give an opinion
• iv. identify different views and their implications.

Assessment Criteria

Criterion
• Criterion A: Knowing and understanding
• Criterion B: Investigating
• Criterion C: Communicating
• Criterion D: Thinking critically

Standards

NY: CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NY: Grades 6-8

Reading: History/Social Studies

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
   • 1. Cite specific textual evidence to support analysis of primary and secondary sources.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
   • 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

6. Assess how point of view or purpose shapes the content and style of a text.
   • 6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
   • 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
   • 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
   • 2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
   • 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.


NY: 7th Grade

History of the United States and New York I
Approaches to Learning (ATL)

Outcomes of summative assessment task(s) including assessment criteria:

Skills Category: Communication

- Use appropriate forms of writing for different purposes and audiences
- Read critically and for comprehension
- Organize and present information logically

Reading, writing and using language to gather and communicate information effectively through interaction

Writing - Expository

Relationship between summative assessment task(s) and statement of inquiry:

Summative Assessment Tasks & Statement of Inquiry

1. Reflection: Concluding our investigation of the American Revolutionary War, students will research and present their own version of the American Revolutionary War. They will reflect on their initial opinion to the question: Is Violence Necessary for Change to Happen?

2. Writing Argument: Is Violence Necessary for Change to Happen?

- This task will help students summarize their thinking behind the argument presented in their Freedom Award nomination speech. They will reflect on the role of individual research and evidence in the use of violence to enact change, and how evidence from their original argument writing piece can be effectively brought about either individually or in collaboration with others by sharing a common purpose.

- Students will use evidence from their original argument writing piece along with specific events and battles from the Revolutionary War to determine their final assessment as to whether or not violence was necessary for change to happen.

3. Skill Cluster: Organization

- Make inferences and draw conclusions
- Present ideas and information clearly

4. Skill Cluster: Communication

- Write for different purposes and audiences
- Use appropriate forms of writing for different purposes and audiences
- Read critically and for comprehension

5. Skill Cluster: Social

- Organize and present information logically
- Use appropriate forms of writing for different purposes and audiences
- Read critically and for comprehension

6. Skill Cluster: Reading

- Organize and present information logically
- Use appropriate forms of writing for different purposes and audiences
- Read critically and for comprehension

7. AMERICAN INDEPENDENCE: Growing tensions over political and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course of the American Revolution. (Standards: 1, 4, 5; Themes: TC, GOV, ECO)

8. 7.3 Stemming from the French and Indian War, the British government enacted and attempted to enforce new political and economic policies in the colonies. These policies triggered varied colonial responses, including protests and dissent.
Skill Clusters:
II. Collaboration skills
Working effectively with others
- Listen actively to other perspectives and ideas
- Give and receive meaningful feedback

Skill Category: Self Management
Skill Clusters:
III. Organization skills
Managing time and tasks effectively
- Use appropriate strategies for organizing complex information

Skill Clusters:
V. Reflection skills
(Re-)considering the process of learning; choosing and using ATL skills
- Identify strengths and weaknesses of personal learning strategies (self-assessment)

Skill Category: Research
Skill Clusters:
VI. Information literacy skills
Finding, interpreting, judging and creating information
- Access information to be informed and inform others
- Make connections between various sources of information
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions

Skill Clusters:
VII. Media literacy skills
Interacting with media to use and create ideas and information
- Compare, contrast and draw connections among (multi)media resources

Skill Category: Thinking
Skill Clusters:
VIII. Critical thinking skills
Analysing and evaluating issues and ideas
- Gather and organize relevant information to formulate an argument
- Revise understanding based on new information and evidence
- Consider ideas from multiple perspectives

ATL Statement

Factual:
- In order for students to be able to demonstrate satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations, and/or examples, students must be able to read critically for information, make inferences and draw conclusions, use appropriate strategies for organizing complex information, and write for different purposes.

Conceptual:
- In order for students to identify the main points of ideas, events, visual representations or arguments, students must be able to use appropriate strategies for organizing complex information and revise understanding based on new information.
- In order for students to use information to justify opinions, students must be able to consider relevant information to formulate an argument.
- In order for students to analyze sources/data in terms of origin and purpose, students must be able to consider ideas from multiple perspectives.
- In order for students to identify different views and their implications, students must be able to compare and contrast and draw connections among (multi) media sources.

Debateable:
- In order for students to identify and analyze a range of sources/data in terms of origin and purpose, students must evaluate and select information sources and digital tools based on their appropriateness to specific tasks.
- In order for students to follow an action plan to explore a research question, students must access information to be informed and to inform others.
- In order for students to collect and record relevant information consistent with the research question, students must paraphrase accurately and concisely.
Action: Teaching and learning through inquiry

Content / Declarative Knowledge (Know)

- reasons why the English colonies of New England, Middle, and Southern Colonies were established
- economic, political, and social characteristics of New England, Middle, and Southern Colonies
- role geography played in developing the economies of New England, Middle, and Southern Colonies
- effect of Zenger Trial on development of individual rights in colonial America
- conditions of the Middle Passage
- reasons for the development of slavery in parts of the English Colonies
- living conditions of slaves (including those in New York)
- methods of slave resistance (including slave revolts in New York)
- difference between indentured servitude and slavery in New York
- location of battles fought between France and Great Britain during 17th and 18th centuries, creating need for British troops in America
- change in economic relationship between Britain and the colonies, i.e., mercantilism and policy of salutary neglect
- Albany Plan of Union and Iroquois influence on colonial unification plan
- Proclamation of 1763 and colonial response
- Quartering Act and colonial response
- Stamp Act and colonial response
- Tea Act and colonial response
- Coercive Act and colonial response
- British vs. colonial portrayal of Boston Massacre with historical evidence
- events at Lexington and Concord as triggering events for the Revolutionary War
- loyalists vs. patriots population in different regions of New York
- influence of Enlightenment ideas (natural rights and social contract) on colonial leaders’ views on independence
- influence of Thomas Paine's Common Sense on colonial leaders’ views on independence
- arguments for independence outlined in Declaration of Independence
- military strategies used by Americans and allies (Native Americans and European)
- New York's strategic importance in the war
- effect of battle of Saratoga on the course of the war
- terms of the Treaty of Paris, 1783, as illustrated on a map

Learning Process

Learning Activities and Teaching Strategies

LEARNING EXPERIENCES and TEACHING STRATEGIES

Three Regions Pre-Research Group Activity
Prior to students beginning their research in the library, they will work together in small groups to determine the geography, economic resources, social/culture and significant individuals. Students will then create a poster to illustrate the key features of their region. This will serve as a pre-research activity to help students gain an understanding of the region that their assigned colony is located.

Wordle Sharing/Summarizing Activity
Students share wordle on their assigned colony with classmates to complete a chart that includes purpose of settlement, government, and economic activities for each of the three colonial regions. The class as a whole share information to be included on a final chart. Students then write a summary on the region based on the similar characteristics the colonies share.

Wordle Scavenger Hunt
Students are asked to look at classmates’ wordles and identify one research category for each region within the wordle. They then reflect on the merits and disadvantages of using visual vs. written text.

HAPPY Analysis
Students will investigate three documents describing the New England, Middle and Southern region using primary and secondary sources. They will analyze the documents using the acronym HAPPY to identify the historical context, audience, purpose, point of view and significance.
Using Documents to Draw Conclusions: Students will be given a set of primary source documents to trace the development of tension between Britain and the colonies to trace the development of tension between Britain and France that led to the French and Indian War and to the eventual change in the relationship between the colonies and Britain. Based on the documents, students will characterize the British relationship before the war and cite document-based evidence to support their conclusion.

Understanding and Summarizing: Students will read aloud a mini-play re-enacting the French and Indian War from the point of view from the colonists. After reading the mini-play, the teacher will facilitate a class discussion asking students to identify the causes and results of the French and Indian War. A further in-depth analysis of the Proclamation of 1763 will be conducted as students will be given information about the details of the Proclamation of 1763 (5Ws). Students will be asked to summarize and demonstrate an understanding of the impact that the Proclamation had on the colonists' relationship with Britain. Students will then write a journal entry from the point of view of a colonist.

Social and Political Causes of the American Revolution: Students will read an article about the French & Indian War and use common core main idea and point-of-view strategies to identify the gist of the article.

Map Analysis: Students will be asked to look at two maps. The first map is of the Western Hemisphere pre-1750 and the second map is of the Western Hemisphere post-1763. Students will be asked to identify how the maps have changed and then prompted to make predictions as to how the relationship between the colonies and the mother country may change as a result.

NewsFLASH: Students will learn about the individual British/colonial actions as they happen through a broadcast news simulation. Each night they will be assigned to read in the textbook about the different actions taken by the British and the colonial reactions to them. However, students will read the information with an assigned role/purpose (announcer, reporter, or eyewitness). They will be given organizers to record information about the event(s) based on their assigned role. The next day students with different roles will be randomly selected "to report" on the news of the day.

Translating Primary Documents: Students will apply a strategy modeled for translating period language in primary source documents, i.e., excerpts reflecting different views of taxation—colonial v. British.

Analyzing a Political Cartoon: Students will apply a process modeled to determine the message and point of view of a political cartoon.

Identifying Bias in Text and Visuals: Students are randomly assigned a primary source view of the Boston Massacre. The more challenging of the two shows bias in reporting (Boston Gazette) and the less challenging is an eyewitness account. They are instructed to identify who is to blame for the event. When reporting back they discover different views of who started the event. Once they are told, they are asked to identify loaded language that is used in each to illustrate the more biased sample. Students are then shown visual perspectives on the same event: an eyewitness and the Paul Revere engraving to find that point of view is evident in both visuals in text.

Primary Source Analysis: Students will look at three different documents about the same event (Boston Tea Party), and identify how they differ in point of view and determine the reason for the difference.

Metacognitive Activity: As students learn the sequence of events leading to the Revolution they will reflect on each British/colonial action-reaction by (1) evaluating the violence shown in the action on a 1-10 scale; (2) reflecting on whether the action was justified. This activity is intended to be used to help students monitor their thinking about the debatable question.

Carousel Activity: Students will review the British taxes and colonists responses. Then they will create a poster illustrating whether the colonists’ response was peaceful or violent. The posters will then be displayed and students will do a walkthrough, rating the colonists responses on a scale 1-10. Students will then reflect and identify the most peaceful and most violent response. 12.

Argument Planning: Students review their reflection to provide the basis for formulating a claim for an argument in response to the debatable question. Using a planning organizer, students will list evidence that supports their claim and explain how the action/event supports it. The completed planning organizer will be used to guide students in writing their response in class to the debatable question.

Conducting Biographical Research for Freedom Award Project: Using guided research questions and a limited selection of online databases and print sources to use, students will conduct research on an assigned Revolutionary figure. "Research Note Sheets" will be provided on which students will record important information to answer specific research questions and cite sources used. Students also will be provided with an "Evidence Claim Sheet" on which they will answer scaffolding questions to help them draw conclusions about their Revolutionary figure based on evidence. They will use their conclusion to formulate a claim on which to base their nomination speech. Finally, students will be given an opportunity to reflect on the research/writing process by responding to questions on a Project Process Reflection sheet.

Freedom Award Talk Show: One of two students assigned to a Revolutionary figure will be interviewed on a simulated talk show. The remaining students will act as judges in the studio audience. They will be evaluating each Revolutionary guest by using a rubric to determine which candidate presents the best case for naming the Freedom Award in their honor.

Close Reading Activities: Students will complete a series of close reading activities about the battles and events of the American Revolution, including the Declaration of Independence, Thomas Paine's "Common Sense", Battle of Pell's Point, and the Battle of Saratoga.

Points of View Comparison: Students will look at two different points of view about the same event, the Boston Massacre. Students will analyze both texts using the acronym "HAPPY", and will then reflect on how author's bias and purpose can influence their writing and how an event is represented. Students will compare both texts and make their own conclusion a...
Formative Assessment

Semantic Features Analysis Grid
In groups, students complete a grid by checking off the characteristics that are distinct to each of the three English colonial region and/or share by other regions.

Info-Text Checkup: Slavery in New York
ongoing assessment of student level of progress in identifying the central idea of an expository text

Kizzi Letter
Students use a variety of sources on the Middle Passage and slave conditions in the English colonies, including primary source documents, textbook information, and clips from the videoRoots to write a document-based fictional letter from Kunte Kinte, main character in the video, to his daughter, Kizzi. This acts a pre-assessment for document-based writing.

Objective Test: Students will be assessed by various NY: CCLS aligned multiple choice questions to demonstrate an understanding of the settlement of the English colonies and the different political, social, economic and geographic characteristics.

Journal Entry: Following the French & Indian War skit, students will write a journal entry imagining they are colonists and will express how they feel about the Proclamation of 1763.

Social & Political Causes of the American Revolution: Students will complete this common core activity independently for homework, identifying key ideas for each paragraph and then the main idea of the entire excerpt.

Exit Ticket: Students will reflect on the map activity and complete an exit ticket asking them to decide if they would choose a peaceful or violent protest following the French & Indian War and the issuing of the Proclamation of 1763.

NewsFlash: Student reading comprehension of the textbook will be assessed on a daily basis as students report on the event(s) of the day based on their assigned broadcast news role.

Reflection Sheet: Is Violence Necessary for Change to Happen? After each daily lesson, students will reflect on the events discussed as they apply to the debatable question. In sharing their ideas, understanding of cause/effect, point of view, and key concepts will be assessed and modified accordingly.

Political Cartoon Analysis: Bostonians Paying the Exciseman This will be given as homework after the step-by-step process is modeled in class to be used to assess student application of the skill process.

Carousel Activity: Students will identify the most peaceful and the most violent colonial response following the Carousel Activity. They will evaluate each colonial response on a scale of 1-10 and decide which response was the most peaceful and which was the most violent. Students must justify their responses in a graphic organizer.

Objective Test: Students will be assessed on their knowledge and understanding of the chronology of events, cause and effect, and interpretation of point of view in text and image (political cartoon).

Close Reading Activities: Students will continue to develop...
**Continental Soldier Scrapbook**: Students will have a choice of activities to demonstrate their understanding of the events and battles during the American Revolutionary War. Students will work with primary source documents and analyze how these events shaped the course of events during the Revolutionary War. Students will also have the opportunity to express their understanding of events and battles through creative modalities such as writing songs, film making, and cartoon illustration.

**Final Reflection**: As part of a culminating activity, students will revisit their original argument as to whether or not violence is necessary. They will either defend their original argument and cite evidence from their original argument and scrapbook, or present a new argument citing evidence from both the original argument and scrapbook.

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**Differentiated Instruction**

**NewsFlash** is a comprehension activity that is differentiated based on level of comprehension: role of announcer provides basic facts about the event; role of reporter provides details beyond the five W's; role of eyewitness provides perspective from a specific point of view.

**Identifying Bias Lesson**: Students will be assigned different versions of the Boston Massacre based on levels of readiness for text complexity in content and language used.

**Freedom Award Biographical Research Project**: Students are assigned Revolutionary figures based on level of complexity of life to be researched. Two students will be assigned for each Revolutionary figure to fill differentiated roles in the Talk Show. Assignments will be given based on learning/individual style and level of presentation readiness.

**Continental Soldier Scrapbook**: This project is differentiated in a way, giving students choices. Students have the option to read longer and higher level thinking texts versus watching video clips. Students also have the choice of creating visual or wirerepresentations of their understanding of the battles and events of the American Revolution.

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**Resources**

**Historical Documents**:
- *Digital History* (“Colonial Era” and “American Revolution”) at [http://www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu)
- Boston Massacre documents and images at [http://www.bostonmassacre.net/trial/index.htm](http://www.bostonmassacre.net/trial/index.htm) and [http://www.bostonhistory.org](http://www.bostonhistory.org)
- Revolutionary Tea Poem: [www.constitution.org](http://www.constitution.org)
- Battle of Saratoga [www.nps.gov/sara](http://www.nps.gov/sara)
- Battle of Pell’s Point [www.nps.gov/sapa](http://www.nps.gov/sapa)
- Thomas Paine’s Common Sense
- Declaration of Independence

**Political Cartoons**:
- “Join, or Die,” published in Benjamin Franklin’s *Pennsylvania Gazette* in 1754 in *Colonial Williamsburg* [http://www.history.org](http://www.history.org)
- “The Bostonians Paying the Exciseman, or Tarring and Feathering,” mezzotint by Philip Dawe, 1774 *History Matters* [http://historymatters.gmu.edu](http://historymatters.gmu.edu)

**Interactive Games**
- Boston Massacre [http://bostonhistory.org/sub/bostonmassacre/game.html](http://bostonhistory.org/sub/bostonmassacre/game.html)

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**Maps**

[Source: Google Images]
Prior to teaching the unit

The Events Leading to the Revolution Unit has been the one in which students begin to become more interested in the year's course work. The action-packed historical content is appealing to them, as are the literacy skills needed to recognize manipulation of words and images to show bias in sources. For this reason, this unit presents an opportunity to examine a question that is not only connected to current global concerns but also can be related to pre-adolescent peer relationships. Conflict between friends is a difficult challenge for some middle school students, and learning how you address a conflict is a choice that has implications for not only oneself but also for the larger community can be a valuable lesson. The literary themes here are apparent, making for easy humanities connections. The summative assessment shows a hypothetical situation in which learning might be extended to the wider, real life middle school community in the future.

During teaching

**Research Project:** Students might need to have more of a working knowledge of the events to be able to understand the role they played in the lives of the Revolutionary figure they are researching. Doing lessons before the research would ideally be better, but schedule at this time of the year makes that difficult. Perhaps we should consider just doing the writing summative assessment and do a research project at a better time of the year.

**Debatable Question** has proven to stimulate interesting conversation regarding the use of violence as a form of protest. In class discussion, students are questioning the use of gratuitous violence that is not justified. They also are grappling with the nuances of the concept, realizing that the use of violence is not black and white.

**Critical Analysis Skills:** The focus on how to determine point of view in text and visuals, particularly in the use of facial expressions in cartoons, has surprisingly helped to raise awareness of the effects of violent actions on others.

After teaching the unit

**SUMMATIVE ASSESSMENTS:**

**Research Project:** Not enough to be a benchmark performance-based research skills assessment. Next year this "project" should be a week-long assignment in which students will use a data base to find information and write a nominating speech that includes a claim and supporting evidence. Students still will evaluate their peer's findings to determine the winner of Freedom Award.

**Edmund Burke Argument Response:**

This proved to be within reach of most students. Text is understandable and provides an example of an authentic written argument. The results proved useful in assessing areas in need of further guidance, i.e., distinguishing reasons from evidence, keeping in mind throughout the response reason(s) in need of factual support and including a counterargument. Perhaps having students write with a rubric in front of them will guide them through the process and help students master argument writing more effectively.

**Freedom Award Talk Show:** This was very successful with students, allowing them to share their research-based knowledge without the challenge of writing. It also brought another dimension to the debatable question in which students could integrate into their take-away from this unit.

**FORMATIVE ASSESSMENTS:**

**Using Documents to Draw Conclusions:** Although effective in relaying British policy before 1763, documents should be shortened to fit into a class period lesson and to make them more accessible to students.

**Reflection with Violence Meter:** helps students to understand the sequence of events and the
evolution of British-colonial relations from peaceful to escalating violence, allowing them to think through their stance on the debatable question.

**NewsFlash**: multi-sensory, student-centered way of presenting and reteaching key events leading to Revolution, along with addressing different modalities.

**Carousel Activity**: eliminate because it seems redundant and information was effectively covered via the NewsFlash.

**Cartoon Analysis**: students find the process of interpreting a cartoon challenging, particularly translating symbols into a message. This is likely to do with the abstract thinking involved so scaffolding questions will continue to be needed.