IB CONFERENCE OF THE AMERICAS 2014
WASHINGTON, DC • 10–13 JULY

Sort

Please take a strip and place it on the t-chart.

PYP	Common Core State Standard

IB CONFERENCE OF THE AMERICAS 2014

WASHINGTON, DC • 10–13 JULY

MAPPING THE COMMON CORE STATE STANDARDS IN THE PYP

Saturday July 12, 2014

IB CONFERENCE OF THE AMERICAS 2014
WASHINGTON, DC • 10–13 JULY

Libby Rogovoy
Instructional Specialist
Office of Accelerated and Enriched Instruction
Montgomery County Public Schools
Rockville, Maryland, USA

elizabeth_m_rogovoy@mcpsmd.org

@libbyrogo

Michael Dushel
International Baccalaureate Coordinator
College Gardens Elementary School
Montgomery County Public Schools
Rockville, Maryland, USA

michael_l_dushel@mcpsmd.org

@michaeldushel

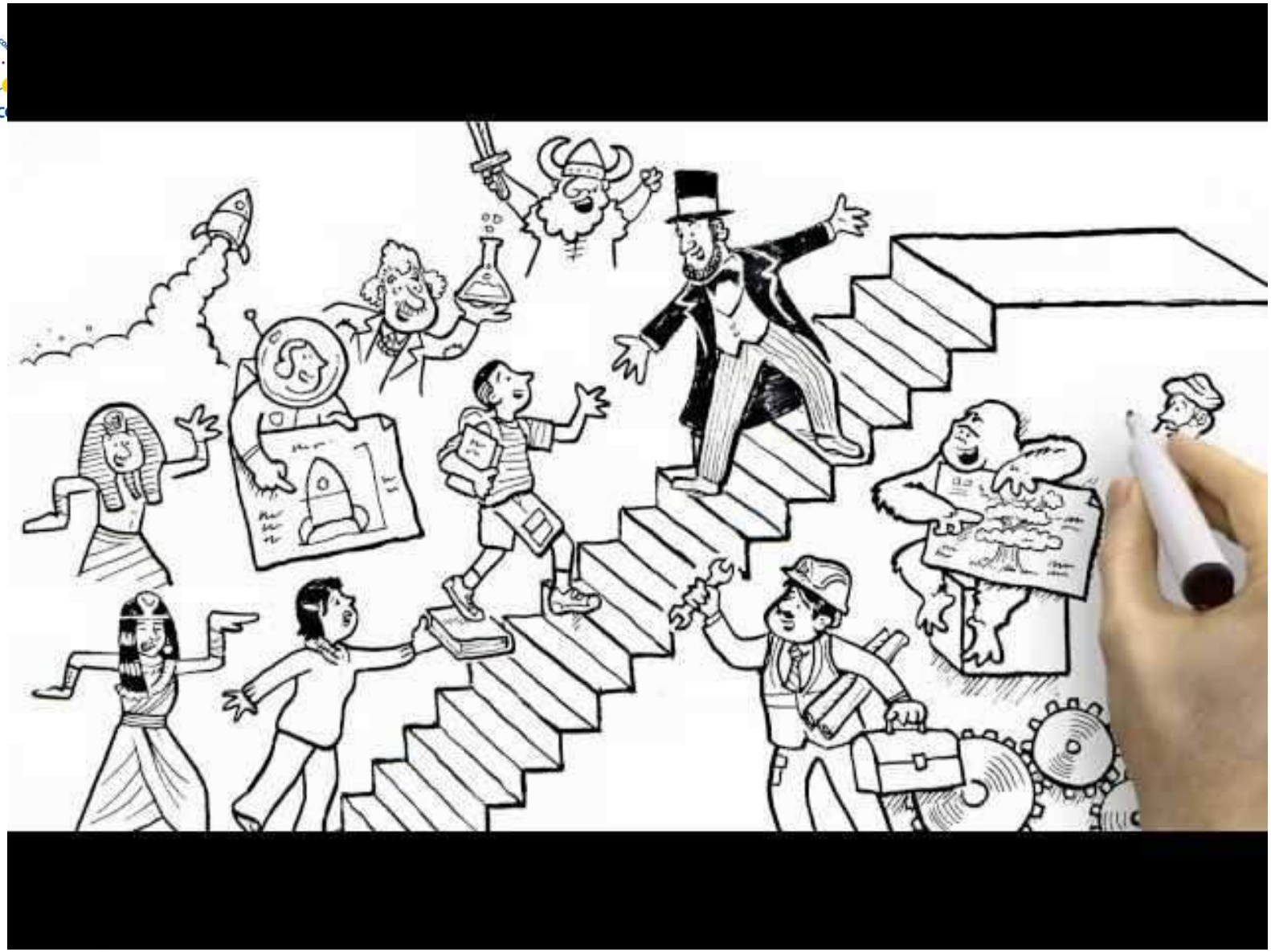
WHO WE ARE

IB CONFERENCE OF THE AMERICAS 2014
WASHINGTON, DC • 10–13 JULY

Central Idea:
Curriculum identifies knowledge, concepts and skills

Lines of Inquiry:

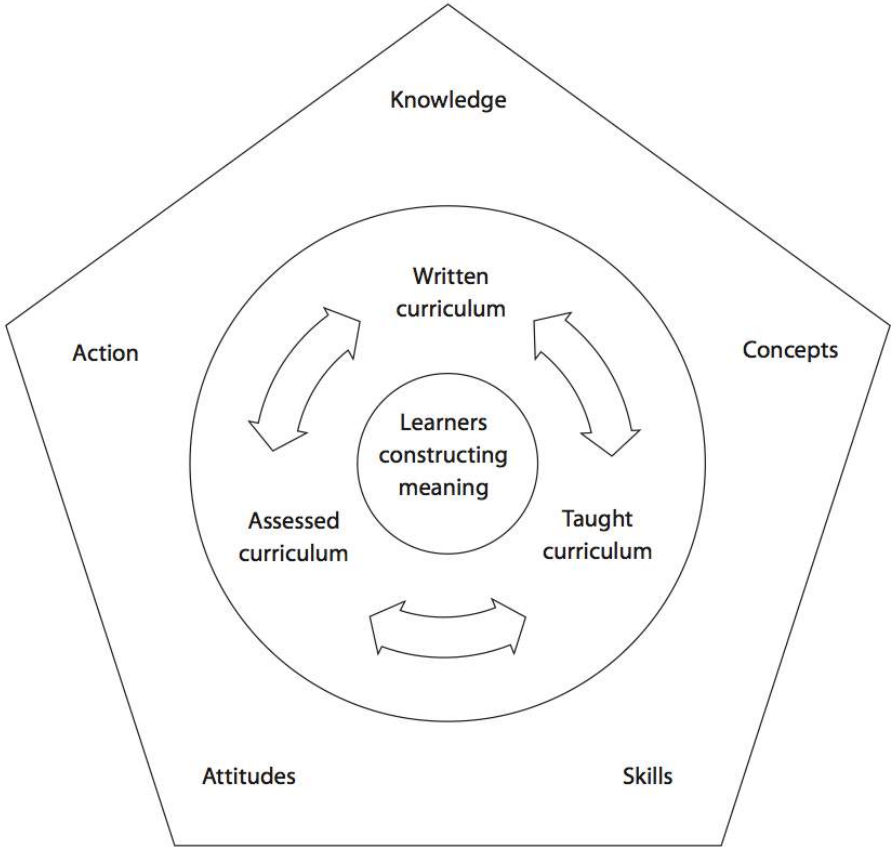
- process of aligning and implementing a curriculum in the PYP framework
- evidence that indicate the development of knowledge, concepts, and skills
- evaluation of the teaching and learning



What do we want to learn?

The Written Curriculum - the identification of a framework of what's worth knowing

In the PYP a balance is sought between acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of positive attitudes, and taking responsible action.



IB CONFERENCE OF THE AMERICAS 2014
WASHINGTON, DC • 10–13 JULY

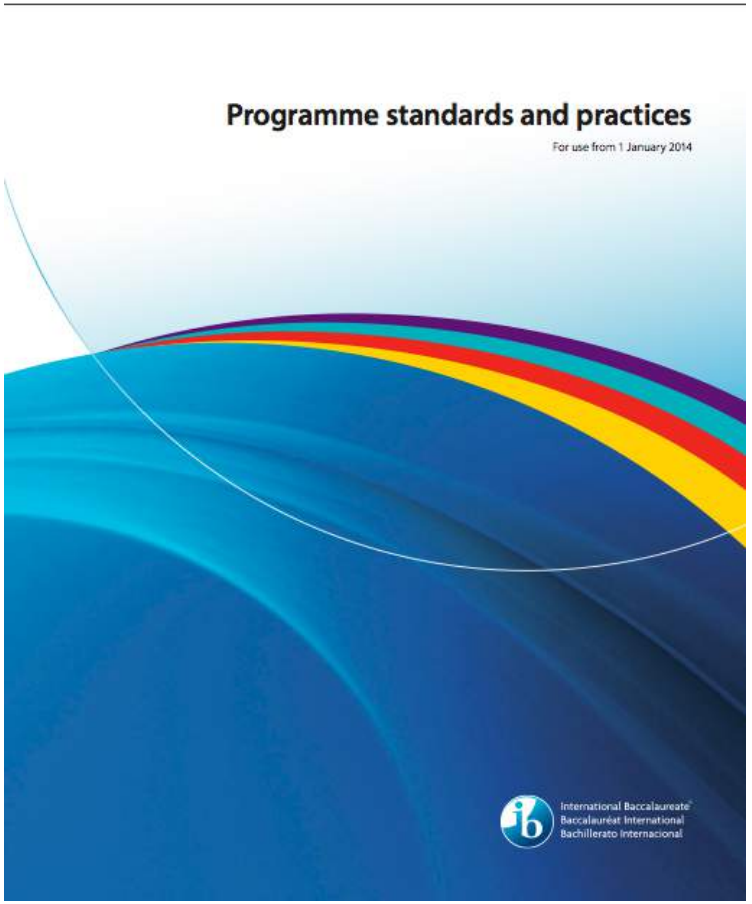
IB PYP Standards & Practices

Standard C2: Written Curriculum

4. The written curriculum identifies the knowledge, concepts,skills, and attitudes to be developed over time.

a. The school has scope and sequence documents that indicate the development of conceptual understanding, knowledge and skills for each Primary Programme subject area.

b. The overall expectations of student achievement in the school's scope and sequence documents are aligned with those expressed in the Primary Years Programme scope and sequence documents.



IB CONFERENCE OF THE AMERICAS 2014
WASHINGTON, DC • 10–13 JULY

Line 1 - process of aligning and implementing a curriculum in the PYP framework

I am aware of the standards and shifts that will need to happen.

I have begun implementing the standards in my class/ school.

I have successfully implemented the shifts in my class/school and witnessed improved student learning.

I know the standards can improve learning; I am ready to work with others to support their implementation.

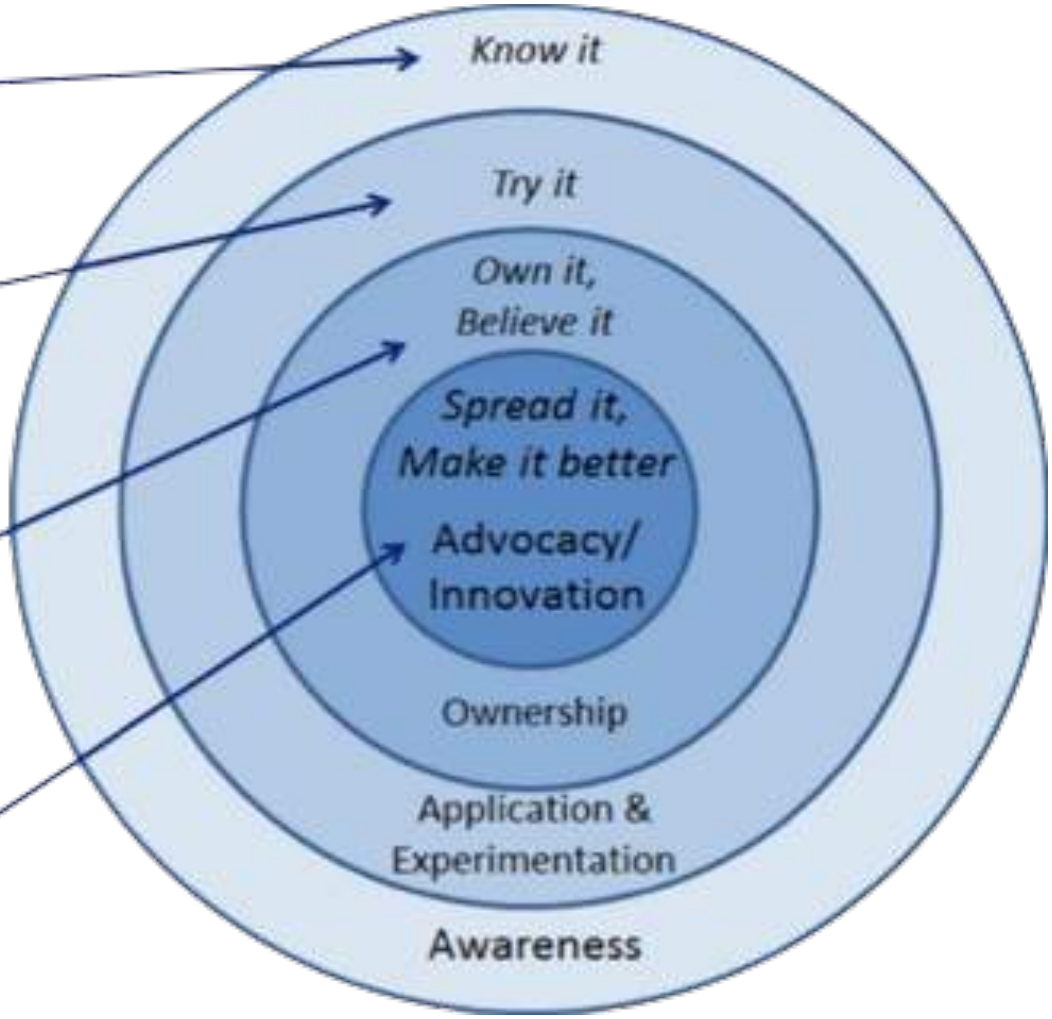


Chart 5: Update of action plan

- Schools are required to use this template to submit their plan in order to continue implementing the programme for the next five years. It is organized according to the headings of the *Programme standards and practices*.
- The school will include objectives drawn from the outcomes of the self-study questionnaire.
- Add rows as necessary.

A: Philosophy

The school's educational beliefs and values reflect IB philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

B: Organization

B1: Leadership and structure

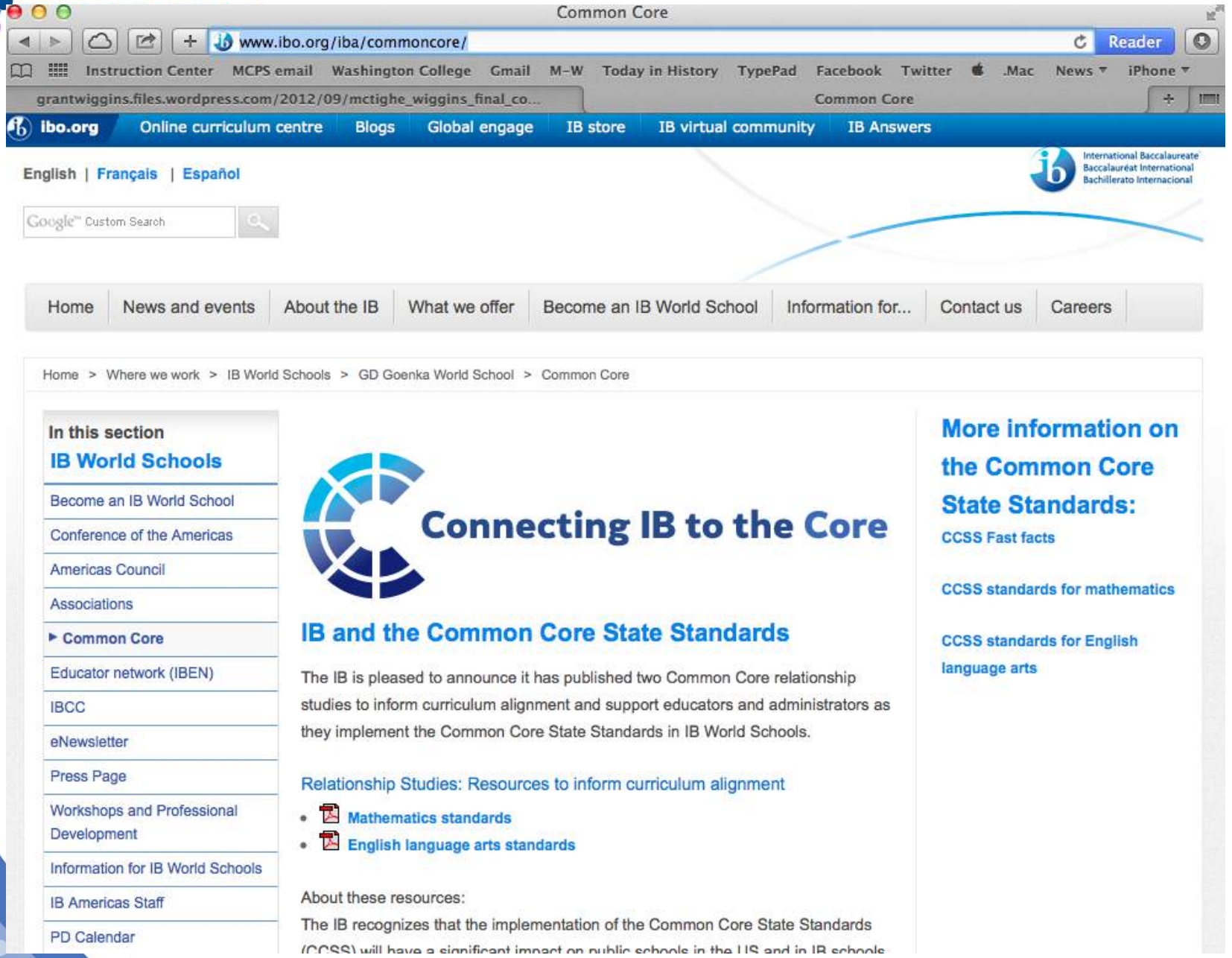
The school's leadership and administrative structures ensure the implementation of the Primary Years Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

IB CONFERENCE OF THE AMERICAS 2014
WASHINGTON, DC • 10–13 JULY

Line 2 - evidence that indicate the development of knowledge, concepts, and skills

PYP	Common Core State Standards
Type Answers Here	


Common Core
www.ibo.org/iba/commoncore/
Reader
Instruction Center
MCPS email
Washington College
Gmail
M-W
Today in History
TypePad
Facebook
Twitter
.Mac
News
iPhone
grantwiggins.files.wordpress.com/2012/09/mctighe_wiggins_final_co...
Common Core
ibo.org
Online curriculum centre
Blogs
Global engage
IB store
IB virtual community
IB Answers
English | Français | Español
International Baccalaureate
Baccalauréat International
Bachillerato Internacional
Google™ Custom Search
Home
News and events
About the IB
What we offer
Become an IB World School
Information for...
Contact us
Careers
Home > Where we work > IB World Schools > GD Goenka World School > Common Core
In this section
IB World Schools
Become an IB World School
Conference of the Americas
Americas Council
Associations
Common Core
Educator network (IBEN)
IBCC
eNewsletter
Press Page
Workshops and Professional Development
Information for IB World Schools
IB Americas Staff
PD Calendar
Connecting IB to the Core
IB and the Common Core State Standards
The IB is pleased to announce it has published two Common Core relationship studies to inform curriculum alignment and support educators and administrators as they implement the Common Core State Standards in IB World Schools.
Relationship Studies: Resources to inform curriculum alignment
Mathematics standards
English language arts standards
About these resources:
The IB recognizes that the implementation of the Common Core State Standards
More information on the Common Core State Standards:
CCSS Fast facts
CCSS standards for mathematics
CCSS standards for English language arts

Introductory observations

The CCSS are a shift in the direction of mathematics education. They move beyond traditional "standards" to a focus on applying mathematics to real-life situations. Students are no longer learning content as isolated facts, but rather as tools to solve a wide range of problems. This shift resonates with the PYP *Changes in mathematics practices* (Appendix 2), which notes an increased emphasis on "real-life problem solving using mathematics".

Both the PYP and the CCSS use strands of mathematics to structure learning progression. In the PYP *Mathematics scope and sequence* the strands are: **data handling, measurement, shape and space, pattern and function** and **number** (Appendix 1).

The strands are divided into four phases. Each phase further identifies the following stages students typically follow when learning mathematics: *constructing meaning,* **transferring meaning into symbols,** and **applying with understanding.** The four phases form a developmental learning continuum detailing how students might move through the phases as they become more proficient in mathematics. It is important to note that these phases are not to be identified as grade equivalents and should allow for developmental differences. This will enable teachers to more accurately identify current levels of each student's development and plan learning experiences accordingly. The PYP *Mathematics scope and sequence* document states in the section "The structure of the PYP *Mathematics scope and sequence*" "… that the evidence of mathematical understandings are described in the behaviours or learning outcomes associated with each phase and these learning outcomes relate specifically to mathematical concepts, knowledge and skills. The learning outcomes have been written to reflect the stages a learer goes through when developing conceptual understanding in mathematics—constructing meaning, transferring meaning into symbols and applying with understanding".

The CCSS are a shift in the direction of mathematics education.

IB CONFERENCE OF THE AMERICAS 2014
WASHINGTON, DC • 10–13 JULY

Line 2 - evidence that indicate the development of knowledge, concepts, and skills

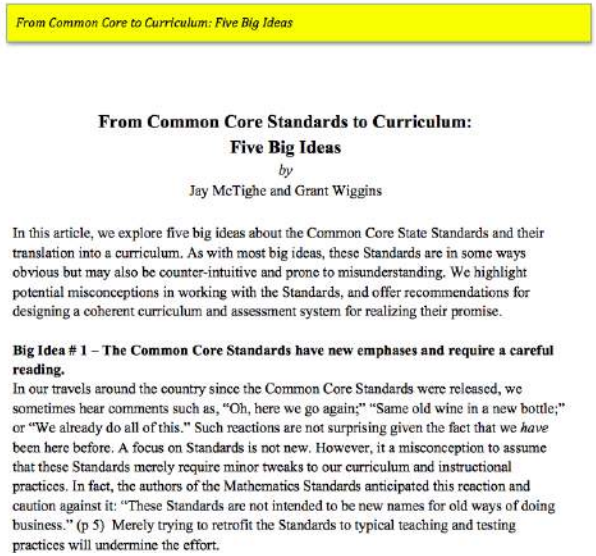
Mapping the Common Core State Standards in the PYP

PYP – Data Handling	Common Core- Measurement and Data	Reflections
Phase 1 Learners will develop an understanding of how the collection and organization of information helps to make sense of the world. They will sort, describe and label objects by attributes and represent information in graphs including pictographs and tally marks. The learners will discuss chance in daily events. **Conceptual understandings** We collect information to make sense of the world around us. Organizing objects and events helps us to solve problems. Events in daily life involve chance. **Learning outcomes** When **constructing meaning** learners: • understand that sets can be organized by different attributes • understand that information about themselves and their surroundings can be obtained in different ways • discuss chance in daily events (impossible, maybe, certain). When **transferring meaning into symbols** learners: • represent information through pictographs and tally marks • sort and label real objects by attributes. When **applying with understanding** learners: • create pictographs and tally marks		

IB CONFERENCE OF THE AMERICAS 2014
WASHINGTON, DC • 10–13 JULY

"The standards are like the building code. Architects and builders must attend to them but they are not the purpose of the design. The house to be built or renovated is designed to meet the needs of the client in a functional and pleasing manner-while also meeting the building code along the way."

-Jay McTighe and Grant Wiggins



From Common Core to Curriculum: Five Big Ideas

From Common Core Standards to Curriculum: Five Big Ideas

by

Jay McTighe and Grant Wiggins

In this article, we explore five big ideas about the Common Core State Standards and their translation into a curriculum. As with most big ideas, these Standards are in some ways obvious but may also be counter-intuitive and prone to misunderstanding. We highlight potential misconceptions in working with the Standards, and offer recommendations for designing a coherent curriculum and assessment system for realizing their promise.

Big Idea # 1 – The Common Core Standards have new emphases and require a careful reading.

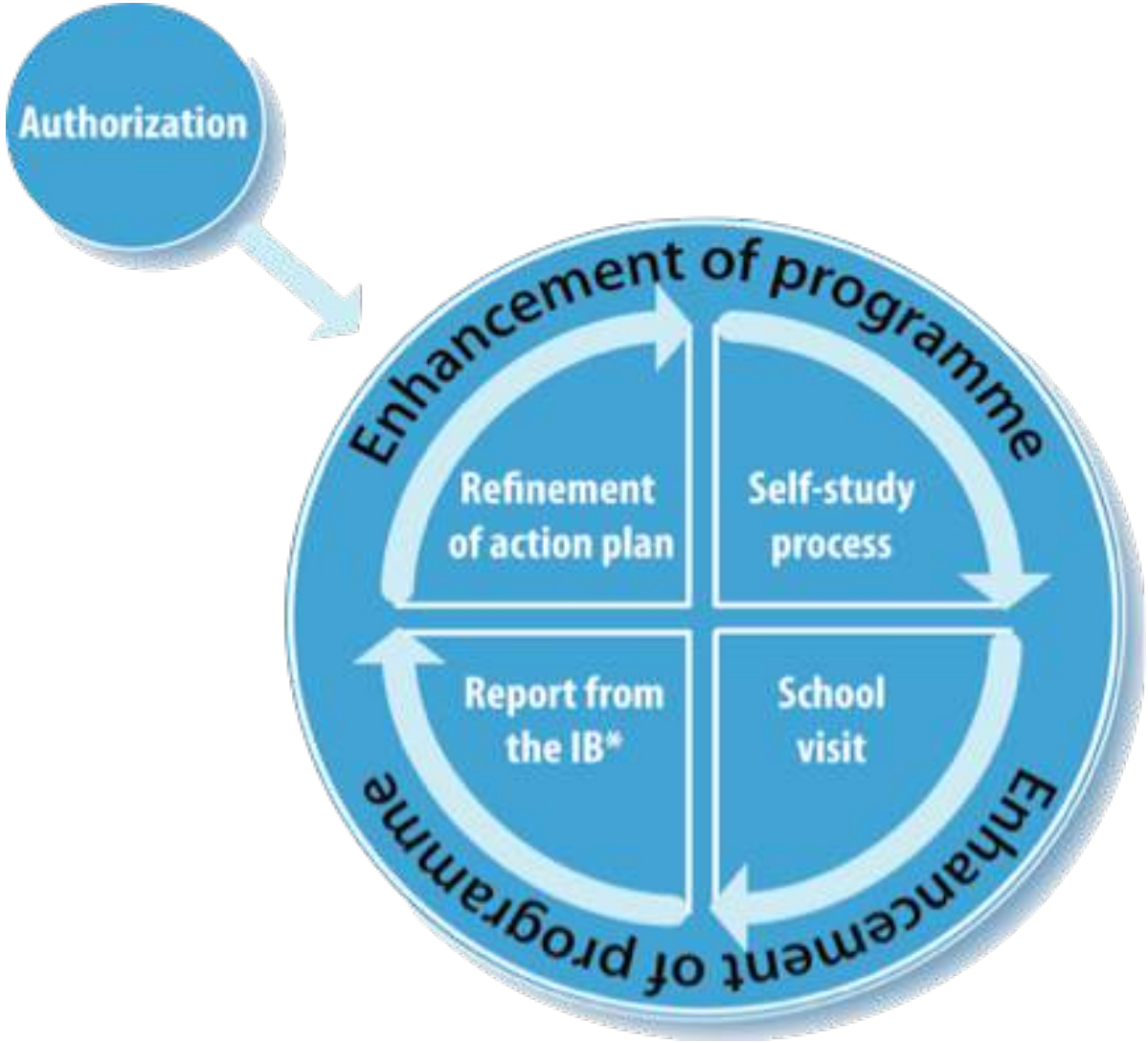
In our travels around the country since the Common Core Standards were released, we sometimes hear comments such as, "Oh, here we go again;" "Same old wine in a new bottle;" or "We already do all of this." Such reactions are not surprising given the fact that we *have* been here before. A focus on Standards is not new. However, it a misconception to assume that these Standards merely require minor tweaks to our curriculum and instructional practices. In fact, the authors of the Mathematics Standards anticipated this reaction and caution against it: "These Standards are not intended to be new names for old ways of doing business." (p 5) Merely trying to retrofit the Standards to typical teaching and testing practices will undermine the effort.

Age	An inquiry into: **Who we are**	An inquiry into: **Where we are in place and time**	An inquiry into: **How we express ourselves**	An inquiry into: **How the world works**
6–7	**Central idea** The choices people make affect their health and well-being. **Key concepts**: causation, responsibility, reflection **Related concepts**: choice, influence, balance **Lines of inquiry** • What it means to have a balanced lifestyle • How the choices we make affect our health • Different sources of information that help us make choices	**Central idea** Learning about previous generations helps us understand the relationship between the past and the present. **Key concepts**: causation, change, connection **Related concepts**: time, continuity, heritage **Lines of inquiry** • Ways to find out ab • How aspects of the today • Why some behavio have changed or re over time	**Central idea** Images communicate ideas and information. **Key concepts**: function, connection, perspective **Related concepts**: creativity, communication, imagery **Lines of inquiry**	**Central idea** People apply their understa and energy to invent and cr **Key concepts**: form, functi **Related concepts**: ingenuit energy, forces **Lines of inquiry** • Inventions that impact p • How circumstances lea of important inventions • How understanding forc helps inventors
7–8	**Central idea** Choices of role models reflect the beliefs and values of individuals and societies. **Key concepts**: causation, perspective, reflection **Related concepts**: identity, peer pressure, opinion **Lines of inquiry** • What determines our beliefs and values • How and why role models are chosen • Influence of role models on our choices and actions	**Central idea** The Earth's physical geography has an impact on human interactions and settlements. **Key concepts**: form, causation, connection **Related concepts**: geography, settlement, modification **Lines of inquiry** • Variability of physical geography around the world • The relationship between location and settlement • Impact of human interaction on the physical environment	**Central idea** Through the arts people use different forms of expression to convey their uniqueness as human beings. **Key concepts**: function, perspective, reflection **Related concepts**: perception, self-expression **Lines of inquiry** • The diverse ways in which people express themselves • How everyone can express their uniqueness through the arts • The role of art in culture and society	**Central idea** The design of buildings and dependent upon environme human ingenuity, and availa **Key concepts**: form, functi **Related concepts**: design, sustainability **Lines of inquiry** • Considerations to take i when building a structur • The impact of buildings on the environment • Local architecture and it with the needs of the co availability of materials

CCSS.MATH.CONTENT.2.MD.C.7
Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

IB CONFERENCE OF THE AMERICAS 2014
WASHINGTON, DC • 10–13 JULY

Line 3 -evaluation of the teaching and learning



IB CONFERENCE OF THE AMERICAS 2014
WASHINGTON, DC • 10–13 JULY

Commitment Statement

Develop a commitment statement around process and alignment of the Common Core and PYP.

Criteria for a Commitment Statement: Clear and Concise to include:

- Something you will try,
- Change you will make,
- Strategy, professional development you will seek out,
- Scaffold you will employ.

IB CONFERENCE OF THE AMERICAS 2014
WASHINGTON, DC • 10–13 JULY

Libby Rogovoy
Instructional Specialist
Office of Accelerated and Enriched Instruction
Montgomery County Public Schools
Rockville, Maryland, USA

elizabeth_m_rogovoy@mcpsmd.org

@libbyrogo

Michael Dushel
International Baccalaureate Coordinator
College Gardens Elementary School
Montgomery County Public Schools
Rockville, Maryland, USA

michael_l_dushel@mcpsmd.org

@michaeldushel

WHO WE ARE