The Common Core State Standards (CCSS) and the IB:

Preparing for a new paradigm

Mel Riddle, Associate Director for High School Services, NASSP
Maria S. Hersey, IBA Regional Development Specialist
The IBA ARC Common Core Strand

- Common Core 101
- The CCSS & the IB
- Preparing for CCSS: A View from the Top
  - (Saturday, 14:00-15:15)
- Leading the Way: Preparation Strategies
  - (Saturday, 15:45-17:00)
- Supporting the CCSS, PYP & PD
  - (Sunday, 9:00-10:15)
IB supports the Common Core

- The IB supports the creation and adoption of the Common Core State Standards

- The main aims of the common core initiative are to raise academic standards and improve college completion rates in the US.

- By 2010 the USA should lead the world (again) in college completion.
Since it was originally established in the 1960s, the IB has focused on developing challenging educational programmes that prepare students for college and career success.

The IB’s goals and core values are in genuine alignment with the aims and desired outcomes of the common core.

The IB’s programmes are internationally recognised and, in the case of the Diploma, is one of the key pre-university programmes.
IB Diploma programme – EPIC alignment

- The IB Diploma Programme was one of five sets of standards selected by EPIC for the alignment study conducted in 2011 on the extent of correspondence between the exit level Common Core standards and established standards.
- This alignment study included the KSUS: The Knowledge and Skills for University Success standards in English and mathematics.
- The IB was included because it is an established international programme and recognised as being academically challenging.
International perspective

- The IB combines rigorous, internationally-benchmarked standards and high quality assessments with the unique IB curriculum and learner profile.

- This complements and supports CCSS as the IB creates globally-minded, internationally-competitive, college and career-ready students.
IB Support for schools

- The IB will support schools implementing CCSS in several ways:
  - Guidance related to how an IB education supports the goals of CCSS
  - Mapping studies conducted on IB programmes
  - Online curriculum tools
  - Professional development
  - Research studies
  - Engagement with key experts
  - Representation and consultation at multiple levels

Action plan feedback: recognition@ibo.org
Collective Conversations

- How will IB schools begin to understand and navigate the requirements of the CCSS?
- How do IB schools develop systems of articulation and collaboration to ensure fidelity of implementation of the CCSS?
- What are the relationships between the goals of the CCSS and IB programmes?
By the end of this session…

Participants will be able to identify at least three ways in which IB programmes support the goals of the CCSS
What is the Common Core?

- A **state-led effort** to develop a common set of standards in English language arts and math that:
  - Align college and workplace expectations
  - Are rigorous and evidence-based
- The CCSS have been adopted by 46 states
- The CCSS will affect all public schools in adopted states
  - Implementation beginning now
  - New state assessments in 2014-15
- A parallel effort is underway to develop Next Generation Science Standards that will be released by December 2012
Why Common Core State Standards?  
Issue #1: Inconsistent State Standards

State Proficiency Standards vs. NAEP Proficient Level  
Mathematics, 8th-Grade, 2005

Source: U.S. Dept of Education, National Assessment of Educational Progress Research e-Center

- Percent meeting state proficiency standard
- Percent at or above NAEP Proficient level

CollegeBoard  
Advocacy & Policy Center

leading schools
Why Common Core State Standards?
Issue #2: Low College Completion Rates

Remediation rates and costs are staggering
- As much as 40% of all students entering 4-year colleges need remediation in one or more courses
- As much as 63% in 2-year colleges

Degree attainment rates are disappointing
- Fewer than 42% of adults aged 25-34 hold college degrees

Source: The College Completion Agenda 2010 Progress Report, The College Board
Issue #3: More Students Need a More Rigorous Curriculum

- **Adelman et al. (2003)**
  - 15% of students in the top quintile in academic rigor required remediation
  - 57% of students in the bottom quintile in academic rigor required remediation

- **Adelman (2006)**
  - 83% of students whose highest math class was calculus graduated within 8 years
  - 40% of students whose highest math class was Algebra II graduated within 8 years
CCSS Features: English Language Arts

- Balance between informational text and literature
- Comprehending complex texts
- Writing in response to texts
- Conducting and reporting on research
- Language and grammar skills
- Speaking and listening
- Cross-content literacy
CCSS Features: Math

- Emphasis on mathematical practices
- Attention to focus and coherence
- Increased focus on algebra in middle grades
- Problem solving and reasoning
- Mathematical modeling
- Standards for STEM readiness
Common Assessments

Two state consortia are building assessment systems to measure the Common Core State Standards.

The assessment systems will:

- Provide a common measure of college and career readiness
- Be computer-based and include innovative item types
- Measure higher order skills and application of knowledge through multiple assessment formats
- Include formative assessments and performance tasks
- Provide timely data to educators and parents
- Ensure comparable expectations regardless of location
A Changing Perspective

Requires a shift from a focus of high school completion to college and career readiness for all students.

- The Common Core State Standards:
  - Are for all students, not just students seeking accelerated learning.
  - Will impact all teachers, not just ELA and math teachers.
  - Require the immediate attention and action of all school communities.
College & Career Readiness

- **Work-ready**
  - Basic expectations regarding workplace behaviors/skills

- **Job-trained**
  - Specific knowledge necessary to begin an entry-level position

- **Career-ready**
  - Foundational knowledge, skills and general learning strategies necessary to begin studies in a career path

- **College –ready**
  - Prepared to succeed in entry-level credit-bearing general education college courses,
## Benefits of the CCSS State Standards

<table>
<thead>
<tr>
<th>Consistency</th>
<th>Previously, every state had its own set of academic standards and different expectations of student performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity</td>
<td>Common standards can help create more equal access to an excellent education.</td>
</tr>
<tr>
<td>Competition</td>
<td>All students must be prepared to compete with not only their American peers, but also with students from around the world.</td>
</tr>
<tr>
<td>Clarity</td>
<td>Clear and coherent standards will help students (and parents and teachers) understand what is expected of them.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Common standards create a foundation for districts and states to work collaboratively.</td>
</tr>
</tbody>
</table>
CCSS: Major Instructional Changes

- Rigor
  - School-wide Literacy
  - Student Engagement
  - Approaches to Teaching

- Grade Level Shift
  - Close Reading
  - Instructional Time

- Text Complexity
  - Writing

- Professional Development
The Impact of the Common Core (CCSS)

- Shifts the focus from high school completion to college and career readiness for all students
- Provides more precise definitions of academic success, a logical pathway toward goals while considering international benchmarks
- Common standards may create a foundation for school-district-state collaboration
- Has the potential to radically change curricula, state assessments, school culture and professional development
Things to consider:

- The Standards define what all students are expected to know and be able to do, not how teachers should teach.
- While the Standards make references to some particular forms of content, they do not dictate all or even most of the content that students should learn.
- The Standards must be complemented by a well-developed, content-rich curriculum that are consistent with the expectations laid out in this document.

http://www.corestandards.org
Things to consider

- The Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers.

- The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.

- The Standards represent academic competencies, although critical, they do not represent other essential skills such as collaboration, work habits, etc.

http://www.corestandards.org
Things to consider:

- The Standards are the core, not the complete program
- The Standards alone will not improve learning, they are only a first step towards improvement, they must be implemented and integrated
- Teachers must be prepared to teach the Standards and provide learning support to students
- People interpret standards in different ways

http://www.corestandards.org
Survival Skills for College, Career & Citizenship

- Critical thinking & problem solving
- Collaboration across networks & leading by influence
- Agility & adaptability
- Initiative & entrepreneurialism
- Effective oral & written communication
- Accessing & analyzing information
- Creativity & imagination

-Tony Wagner
The Standards are Insufficient

To be effective in improving education and getting all students ready for college, workforce training, and life, the Standards must be partnered with a content-rich curriculum and robust assessments, both aligned to the Standards.

Source: Heidi Hayes Jacobs (2012); Rothman, R. (2011); http://www.corestandards.org
What are the relationships?

IB  CCSS
How do schools prepare for change?

- Understanding current alignment
- Changes in curriculum & instruction
- Preparing for new assessments
- Professional Development

Implementation
Collective Conversations

- How will IB schools begin to understand and navigate the requirements of the CCSS?
- How do IB schools develop systems of articulation and collaboration to ensure fidelity of implementation of the CCSS?
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“Standards” Deviation

If miscommunication occurs between the state and classrooms, teachers may interpret the standards in a variety of ways. Some may see the standards as substantial changes in practice and make corresponding adjustments to instruction, while others may view them in a relatively superficial way, making few changes. The result will be little overall change in student achievement.

The How: IB Standards & Practices

- Standard A: Philosophy
- Standard B: Organization
  - B1: Leadership & Structure
  - B2: Resources & Support
- Standard C: Curriculum
  - C1: Collaborative Planning
  - C2: Written Curriculum
  - C3: Teaching & Learning
  - C4: Assessment
Global Lessons: McKinsey & Company

- While “structure” and “resource” interventions dominate the improvement debate, “process” deserves as much attention
  - Structure: school types, school years, decentralization/centralization.
  - Resources: adding staff, funding, new programs
  - Processes: modifying curriculum, instruction, leadership

- Interventions occur equally at every performance stage for all systems
  - Building the instructional skills of teachers and management skills of principals
  - Assessing students
  - Facilitating improvement through policy documents
  - Revising standards and curriculum
  - Improving data systems
The How: IB Standards & Practices

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  - C2: Written Curriculum
  - C3: Teaching & Learning
  - C4: Assessment
Anchor/CCR Standard: ELA (Grades 6-12)

- **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.
- 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Source: http://www.corestandards.org
The Standards: ELA (Reading)

Anchor/CCR Standards
- Key Ideas & Details
- Craft and Structure
- Integration of Knowledge & Ideas
- Range of Reading and Level of Text Complexity

Grade Specific K-12 Standards
- Literature
- Informational Text
- Foundational Skills
- Writing
- Speaking & Listening
- Language
- Range, Quality, Complexity

Source: http://www.corestandards.org
The Standards: ELA (Reading)

Anchor Strand
Key Ideas & Details

English Language Arts K-12 Standards (6.1-6.10)
Reading (Literature)
Grade 6

Standard RL 6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Standard RL 6.2
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Standard RL 6.3
Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Source: http://www.corestandards.org
CCSS: Focus on Results Rather than Means

- By emphasizing required achievements, the Standards leave room for teachers to determine how those goals should be reached and what additional topics should be addressed.

- The standards do not mandate such things as a particular writing process or the full range of strategies that students may need to monitor and direct their thinking and learning.

- Teachers are free to provide students with tools and knowledge based on their professional judgment and experience.
CCSS: Blended Research & Media Skills

- To be ready for college, workforce training, and life in a technological society, students need the ability to:
  - gather, comprehend, evaluate, synthesize, and report on information and ideas
  - conduct original research in order to answer questions or solve problems
  - analyze and create a high volume and extensive range of print and non-print texts in media forms old and new
  - conduct research to produce and consume multiple layers/types of media
Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected.

Example: Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.
CCSS: An Integrated Model of Literacy

- While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task.

  EXAMPLE: when editing writing, students address Writing standard 5 (“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach”) as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language).

  When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills.
CCSS: An Integrated Model of Literacy

- A single K–5 section lists standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher.

- Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects.
What does it mean to be a literate person?

- Readily undertake the close, attentive reading that is at the heart of understanding
- Enjoying complex works of literature
- Develop the habit of critical reading to review the staggering amount of print and digital information
- Actively seek wide, deep, and thoughtful engagement with high-quality literary and informational texts to build knowledge, enlarge experiences and broaden worldviews
- Demonstration of reasoning and the use of evidence that is essential to debate and responsible citizenship

What are the relationships?

IB

CCSS
Collective Conversations

- How will IB schools begin to understand and navigate the requirements of the CCSS?
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What is curriculum?

“The road map teachers use to help students acquire and master knowledge and skills. Depending upon individual needs and learning styles, teachers may then develop instructional strategies and techniques to navigate the road map.”

-Robert Rothman (2011)
The mission, rather than the standards drives the curriculum

Source: Heidi Hayes Jacobs
The IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
An IB education

The IB prepares students to succeed in a rapidly changing world.

• More than a set of rigorous academic standards
• Emphasizes an education for global engagement
• Provides a balance between the skills required to succeed in a competitive, global economy and the values that define responsible, global citizenship
IB Programmes are designed to:

- Stimulate intellectual curiosity and equip students with
  - *knowledge*
  - *conceptual understanding*
  - *skills*
  - *reflective practices*
  - and *attitudes* to become autonomous, life long learners.

Source: Towards a continuum of international education (2008)
IB Key Learning Principles

• A process, not a product
• Learning is a developmental path
• Students must understand how they learn
• Learning should be rigorous, challenging, engaging and equip students for life in the 21st century
• Learning enables students to make meaning
• Learning is collaborative
Key IB Teaching Principles

• Teachers employ a wide range of strategies
• Teaching supports student learning
• The voice of the learner is emphasized
• Learning occurs in meaningful, real-world contexts
• Teaching is modeled through the learner profile
• Learning how to learn
• Structured Inquiry
• Critical thinking
The IB Continuum
## Curriculum frameworks

### Programme of inquiry and scope & sequence for six subject areas:
- Language
- Second language
- Social studies
- Science
- Math
- Personal, social, PE
- The Arts

### Eight subject areas with aims, objectives & assessment criteria:
- Language A
- Language B
- Humanities
- Sciences
- Mathematics
- Technology
- Physical education
- The Arts

### Six subject groups with detailed syllabus & assessment guides:
- Language A1 (G1)
- Second language (G2)
- Individuals/societies (G3)
- Exp. sciences (G4)
- Mathematics & CS (G5)
- The arts (G6)

### Course outlines each subject

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The IB continuum of education
## Learning across the disciplines

The IB continuum of education

<table>
<thead>
<tr>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
</tr>
</thead>
</table>
| Curriculum framework organized around units of inquiry within six transdisciplinary themes:  
  - Who we are  
  - Where we are in place and time  
  - How we express ourselves  
  - How the world works  
  - How we organize ourselves  
  - Sharing the planet | Curriculum framework organized around disciplines with interdisciplinary areas of interaction:  
  - Approaches to learning  
  - Human ingenuity  
  - Community & service  
  - Health & social education  
  - Environments | Curriculum with some prescription organized around disciplines with three core components:  
  - Theory of knowledge connects the disciplines  
  - Extended essay  
  - Creativity, action, service (CAS) |

The IB continuum of education
Learning how to learn (skills)

<table>
<thead>
<tr>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners constructing meaning</td>
<td>Approaches to learning</td>
<td>Theory of knowledge</td>
</tr>
<tr>
<td>Promotes metacognitive knowledge (knowledge learners have about themselves and how they learn best)</td>
<td>Promotes metacognitive knowledge (knowledge learners have about themselves and how they learn best)</td>
<td>Promotes metacognitive knowledge (knowledge learners have about themselves and how they learn best)</td>
</tr>
<tr>
<td>Promotes metacognitive performance (the ability to use self-knowledge to improve)</td>
<td>Promotes metacognitive performance (the ability to use self-knowledge to improve)</td>
<td>Promotes metacognitive performance (the ability to use self-knowledge to improve)</td>
</tr>
</tbody>
</table>
## Language learning continuum

<table>
<thead>
<tr>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotes mother-tongue development</td>
<td>Promotes mother-tongue/best language and/or Language A development</td>
<td>Promotes mother-tongue development: school supported, self-taught language A1 courses</td>
</tr>
<tr>
<td>Student’s learn an additional language from age seven</td>
<td>Student’s second language (language B)</td>
<td>Student’s second language (language B)</td>
</tr>
<tr>
<td>Schools must develop a language policy</td>
<td>Schools must develop a language policy</td>
<td>Schools must develop a language policy</td>
</tr>
</tbody>
</table>

The IB continuum of education
### Special education needs continuum

<table>
<thead>
<tr>
<th>PYP</th>
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<tbody>
<tr>
<td>Inclusive programme where early intervention is critical for developing effective learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive programme allowing schools to offer appropriate intervention through scaffolding and differentiation. Flexible curriculum framework provides schools with opportunities to support students with special education needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established support mechanisms outlined in <em>Candidates with special assessment needs</em></td>
</tr>
</tbody>
</table>

- Special arrangements can be authorized by IB Cardiff for external assessments. Guidelines are available in the *Handbook of Procedures*. |

- School must develop a special education needs policy |

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The IB continuum of education
## Assessment continuum

<table>
<thead>
<tr>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal assessment of all aspects of a student’s learning based on criteria developed by the teacher (often with student involvement) relevant to the context of the learning. Provides feedback on the learning process as a basis for future learning.</td>
<td>Internal assessment based on subject-specific criteria; schools can opt for external moderation of teachers’ internal assessment. Criterion related performance assessment provides feedback on the learning process as a basis for future learning.</td>
<td>External moderation of internally assessed work, externally assessed coursework, and external examinations. Criterion related performance assessment. Summative assessment for a final qualification.</td>
</tr>
<tr>
<td>Schools must develop an assessment policy</td>
<td>Schools must develop an assessment policy</td>
<td>Schools must develop an assessment policy</td>
</tr>
</tbody>
</table>
Action continuum

<table>
<thead>
<tr>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action</strong></td>
<td><strong>Community and service</strong></td>
<td><strong>Creativity, action, service (CAS)</strong></td>
</tr>
<tr>
<td>Action cycle</td>
<td>Inquiry cycle:</td>
<td>Cycle of experiential learning:</td>
</tr>
<tr>
<td>Voluntary demonstration</td>
<td>Required participation</td>
<td>Required participation</td>
</tr>
</tbody>
</table>

**PYP**
- **Action cycle**
  - Choose
  - Reflect
  - Act

**MYP**
- **Community and service**
  - Awareness & understanding
  - Reflection
  - Action
  - Required participation

**DP**
- **Creativity, action, service (CAS)**
  - Plan
  - Reflect
  - Observe
  - Act
  - Required participation

The IB continuum of education
Synthesizing the learning continuum

<table>
<thead>
<tr>
<th></th>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exhibition</strong></td>
<td>Real life issue identified by students and explored through an extended and collaborative inquiry</td>
<td></td>
<td>Extended essay</td>
</tr>
<tr>
<td></td>
<td>Learner profile attributes reflected on and developed.</td>
<td>Personal project</td>
<td>Individual inquiry and research into a focused question of student’s own choice using a recognized disciplinary methodology.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learner profile attributes reflected on and developed.</td>
<td>Learner profile attributes reflected on and developed.</td>
</tr>
</tbody>
</table>

The IB continuum of education
Programme evaluation cycle

<table>
<thead>
<tr>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5 years after verification and every 5 years thereafter</td>
<td>3-5 years after verification and every 5 years thereafter</td>
<td>3-5 years after verification and every 5 years thereafter</td>
</tr>
<tr>
<td>Programme self study</td>
<td>Programme self study</td>
<td>Programme self study</td>
</tr>
<tr>
<td>School evaluation visit</td>
<td>School evaluation visit</td>
<td>Possible school evaluation visit</td>
</tr>
<tr>
<td>Evaluation report</td>
<td>Evaluation report</td>
<td>Evaluation report</td>
</tr>
<tr>
<td>School community reflects on report and sets future goals</td>
<td>School community reflects on report and sets future goals</td>
<td>School community reflects on report and sets future goals</td>
</tr>
</tbody>
</table>
The IBCC enables students to:

- develop a broad range of career-related competencies, deepen understanding in general knowledge areas
- prepare for effective participation in an ever changing world of work
- foster LP attributes, allowing students to become lifelong learners willing to consider new perspectives
- engage in learning that makes a positive difference
- become a self confident person ready for the 21st century
IB Resources
Backward Mapping the IB Curriculum
GRADES 9–12
Language A
ENGLISH

Theresa Biggs
Plano East Senior High School, Plano, TX

Guy Roberts
Mira Loma High School, Sacramento, CA

DRAFT MATERIALS
These maps were created with funding from the United States Department of Education in order to increase participation and success in the Diploma Programme by strengthening the MYP. Diploma Programme articulation in the traditional 9–12 high school model. Schools and districts that offer all five years of the MYP are encouraged to continue the process of mapping skills back to level one of the MYP.
<table>
<thead>
<tr>
<th>Literature &amp; Critical Analysis</th>
<th>Reading &amp; Understanding</th>
<th>Writing</th>
<th>Oral Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Genre/sub-genre</td>
<td>• Meaning &amp; comprehension</td>
<td>• Formal convention: grammar, structure</td>
<td>• Register &amp; style</td>
</tr>
<tr>
<td>• Literary features &amp; techniques</td>
<td>• Vocabulary</td>
<td>• Organization &amp; presentation</td>
<td>• Coherence, precision &amp; clarity</td>
</tr>
<tr>
<td>• Purposeful, meaning, &amp; bias</td>
<td>• Personal response</td>
<td>• Writing process</td>
<td>• Organization &amp; structure</td>
</tr>
<tr>
<td>• Using context</td>
<td>• Annotation</td>
<td>• Modes of writing</td>
<td>• Rhetorical devices &amp; persuasion</td>
</tr>
<tr>
<td>• Interpretation</td>
<td></td>
<td>• Rhetorical devices</td>
<td>• Dialog: monitoring &amp; adjusting to</td>
</tr>
<tr>
<td>• Close reading</td>
<td></td>
<td>• Integrating evidence</td>
<td>interaction</td>
</tr>
<tr>
<td>• Comparative analysis</td>
<td></td>
<td>• Citing sources</td>
<td></td>
</tr>
<tr>
<td>• Responding to unfamiliar text</td>
<td></td>
<td>• Timed writing</td>
<td></td>
</tr>
<tr>
<td>• Cultural appreciation</td>
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</tbody>
</table>

Backward Mapping the IB Curriculum : Language A( 2009)
The Standards: ELA (Reading)

Anchor/CCR Standards

- Key Ideas & Details
- Craft and Structure
- Integration of Knowledge & Ideas
- Range of Reading and Level of Text Complexity

DP Language A 9-12 Skills

- Literature & Critical Analysis
- Reading & Understanding
- Writing
- Oral Language

Source: http://www.corestandards.org
Backward Mapping the IB Curriculum
GRADES 9–12
Language A
ENGLISH

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DRAFT MATERIALS

These maps were created with funding from the United States Department of Education in order to increase participation and success in the Diploma Programme by strengthening the MYP-Diploma Programme articulation in the traditional 9–12 high school model. Schools and districts that offer all five years of the MYP are encouraged to continue the process of mapping skills back to level one of the MYP.
Backward Mapping the IB Curriculum
GRADES 9–12
Language A
ENGLISH

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Plano East Senior High School, Plano, TX

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The IB Learner Profile

Cognitive Competencies
- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Reflective

Dispositions & Attitudes
- Principled
- Open-Minded
- Caring
- Balanced
- Risk-Takers

-Towards a continuum of international education (2008)
What does this mean for schools?

- **Cognitive Growth**
  - Academic Rigor
  - Inquiry/Creativity
  - Cognitive Growth
  - Relevancy
  - Life-long learning
  - Self-directed learning
  - Synthesis across disciplines
  - LP Attributes

- **Affective Growth**
  - Caring
  - International-mindedness
  - Respect
  - Collaboration
  - Reflection
  - Action
  - LP Attributes
What are the relationships?

IB

CCSS
Collective Conversations

- How will IB schools begin to understand and navigate the requirements of the CCSS?
- How do IB schools develop systems of articulation and collaboration to ensure fidelity of implementation of the CCSS?
- What are the relationships between the goals of the CCSS and IB programmes?
Resources

- The CCSS Initiative: http://www.corestandards.org/
- SMARTER Balanced: http://www.k12.wa.us/smarter/
- PARCC: http://www.parcconline.org/
- NASSP: http://www.nassp.org/
- IB Website/Blogs/OCC: www.ibo.org
- IB & the CCSS(Feedback): recognition@ibo.org
Reflection: Questions to Consider

- What philosophies, concepts or ideals lay the foundation for an IB education and how do these elements support and enhance the goals of the CCSS?
- How will the IB standards & practices support the “culture of learning” in your school community to support the expectations of the CCSS?
- How will the CCSS support articulation and collaboration across the PK-12 IB continuum?
Discussion
By the end of this session…

Participants will be able to identify at least three ways in which IB programmes support the goals of the CCSS