

Welcome to Thomas Jefferson Middle School
IB Networking Session
April 27, 2012

Your presenters: Ann Sillery and Tom Weber

Humanities Group Agenda

Guiding Question: How does my classroom deliver the MYP?

Activity 1: Burning Questions

Activity 2: Introduction to Changes in the Humanities Guide

| Aspect | Old Guide (2005) | New Guide (2012) |
|--|------------------|------------------|
| Aims | | |
| Concepts | | |
| Humanities Objectives/ Assessment Criteria | | |

Activity 3: New Humanities Aims

Identify how the new MYP Humanities Aims relate to the IB Profile.

IB Profile Attributes:

| | | | | |
|------------------|----------------------|--------------------|----------------------|-------------------|
| caring | principled | open-minded | risk-takers | balanced |
| inquirers | knowledgeable | thinkers | communicators | reflective |

Humanities Aims:

The aims of the program are to encourage and enable students to:

1. appreciate the range of human and environmental commonalities and diversities
2. understand the interactions and interdependence of individuals, societies and environments in different contexts.
3. understand how both environmental and human systems operate and evolve over time
4. identify and develop a concern for human and environmental well-being
5. act upon opportunities to be a responsible global citizen
6. develop effective inquiry skills to achieve conceptual understanding in humanities

For each aim state what IB Profile Attribute it is related to and why. Do this as a group!

| Humanities Aims | Learner Profile Attributes | Briefly Justify |
|------------------------|-----------------------------------|------------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |

Activity 4: Moving Towards Conceptual Learning

Read the section "Developing conceptual understanding through inquiry | humanities" in the *Humanities* guide p. 40 – 41 then answer the following true/false questions.

| | <u>True</u> | <u>False</u> |
|--|-------------|--------------|
| 1. Concepts have a "timeless" nature which allows for ongoing connections. | | |
| 2. Concepts are not the same as theories, principles and assumptions. | | |
| 3. Key concepts are only relevant within the subject group. | | |
| 4. Students must be given the opportunity to cover each key concept in each year of the MYP. | | |
| 5. The four key concepts are the only ones that should be taught in a humanities course. | | |
| 6. Concepts should increase in complexity as students go from MYP 1 through 5. | | |
| 7. Concepts should be linked to essential unit questions. | | |



Conceptual Learning: Why is it essential?

The exploration, and re-exploration of concepts leads students towards:

- a sense of the essence of each subject area
- an appreciation of ideas that transcend disciplinary boundaries
- an ability to think critically and transfer knowledge



A concept is ...

- an organizing idea
- timeless
- universal
- represented by one or two words
- examples share common attributes



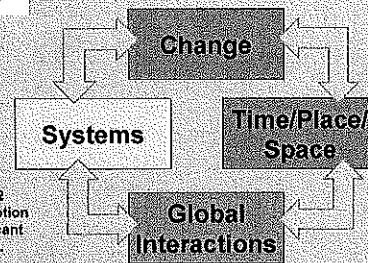
What concepts do I teach?

- Depends on your SOL requirements
- MYP Humanities Guide provides *four key concepts* we must address *once each year* and significant concepts related to content.
- The scope of the four concepts is vast so they may be explored on different levels of complexity using different content.
Scaffold them by grade level!



MYP Humanities Concepts

See p. 42
for a description
and significant
concepts.



Scaffolding Conceptual Awareness

Students should be able to develop an understanding of these key concepts at increasing levels of sophistication and abstraction.

SCAFFOLD THEM BY GRADE LEVEL!
Use the words from the assessment criteria.



Scaffolding Conceptual Awareness

For example:

Humanities Concept: Systems

MYP 1: Systems are vital for social organizations.

Content: Ecosystems

MYP 3: Systems are interrelated.

If one is disrupted, so are others.

Content: Global Market

Activity 5: Humanities Objectives/Assessment

Consider your content as we discuss the new Humanities objectives.

| Humanities Objectives | Content from my subject that will enable student to reach each objective |
|---|---|
| A. Knowing and Understanding <ul style="list-style-type: none">• terminology• descriptions, explanations and examples of content and concepts | |
| B. Investigating <ul style="list-style-type: none">• research question• action plan• methods | |
| C. Thinking Critically <ul style="list-style-type: none">• Analytical• Evaluative• Interpretive• Synthesis | |
| D. Communication <ul style="list-style-type: none">• Communicating Information• Structuring Information• Documenting Information | |

What are appropriate tasks to use to assess each criteria?

| Task | Criterion A | Criterion B | Criterion C | Criterion D |
|-------------------------------------|--------------------|--------------------|--------------------|--------------------|
| unit tests | | | | |
| essays | | | | |
| short answers | | | | |
| creating a newspaper article | | | | |
| film, movie, play | | | | |
| source analysis | | | | |
| mapping | | | | |
| PowerPoint presentation | | | | |
| research report | | | | |
| editorials | | | | |
| writing in character | | | | |

Activity 6: Inquiry



Objective B – Investigating

Students should be able to demonstrate the following investigative skills:

- Formulate a research question
- Follow an action plan
- Use accurate methods
- Effectively address the question



Students will investigate to...

- Experiment and play with various possibilities
- Make predictions and take action to see what happens
- Collect data and report findings
- Deepen their understanding through application
- Make and test theories
- Research and seek information
- Take and defend a position



Forms Student Investigations May Take

| Structured | Guided | Open |
|--|---|---|
| Teachers provide questions for students to investigate. Students investigate using a prescribed procedure. | Teachers provide questions for students to investigate. Students design own problem-solving procedures. | Students formulate and investigate questions. Students design own problem-solving procedures. |



Strategies to Use

Case Studies

- In depth study of complex, real-life situation or case
- Skills in analytical thinking and reflective judgment by reading and discussing

Role Play

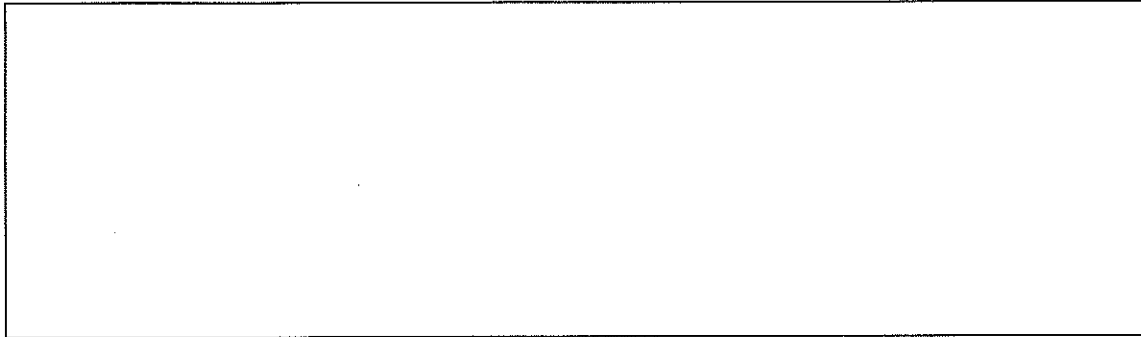
- Identification with a person/character (empathy)
- Understanding interests and arguments in context and from a certain perspective

Problem-Solving Other Ideas? Debates

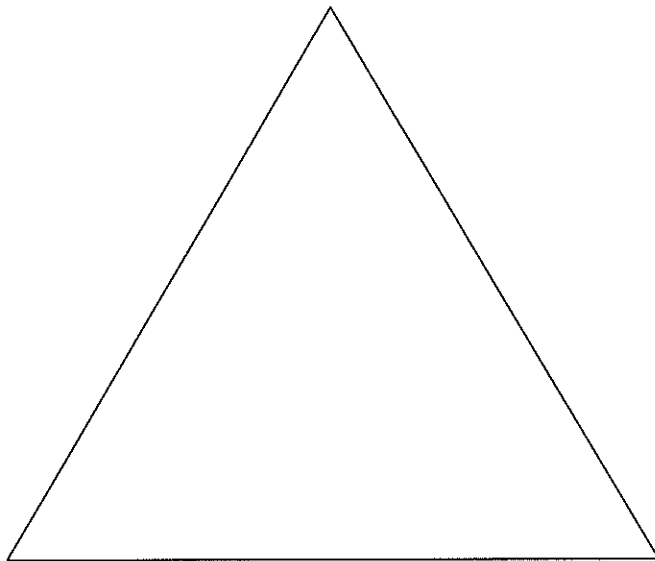
In closing,

Guiding Question: How does my classroom deliver the MYP?
Essential Understanding: Good planning leads to good results.

Identify four things you want to share with colleagues upon returning to your school.



Identify three actions you would like to take to improve MYP implementation in your school.



Identify one question still rolling in your head.

