IBMYP conceptual-based learning

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Norms

- Be Focused and Present
- Share Ideas and Be Open to Learn from Others
- Use Technology when Appropriate
- Be Willing to Continue Learning beyond Today

IB Standards and Practice/ TKES

- **Standard C1: Collaborative Planning**
  - Collaborative planning and reflection supports the implementation of the IB programme.
- **Standard C2: Written curriculum**
  - The school's written curriculum reflects IB philosophy.
- **Standard C3: Teaching and learning**
  - Teaching and learning reflects IB philosophy.

- **TKES: Performance Standards**

1. Professional Knowledge

2. Instructional Planning

3. Instructional Strategies

8. Academically Challenging Environment

Statement of Inquiry and Inquiry Questions

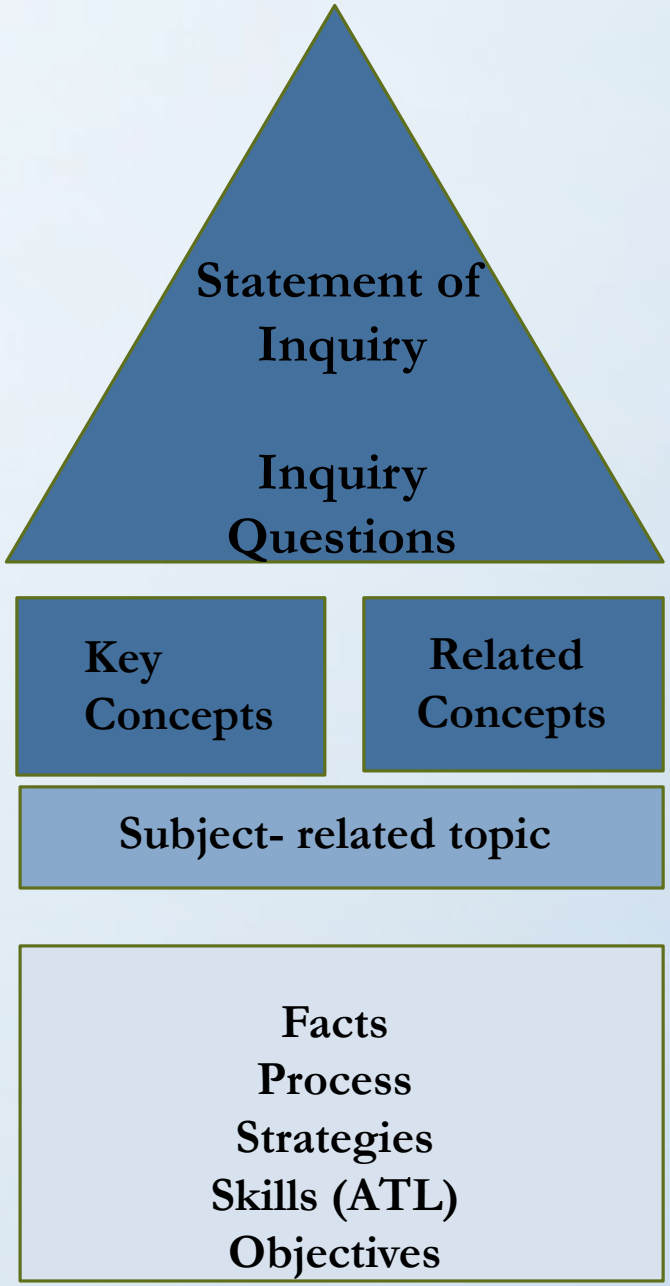
- **Statement of Inquiry**
  - **Concepts bring purpose to the content inquiring students are exploring.**
- **Inquiry Question**
  - **How do I insure that my students are engaging in concept-based and inquiry-driven learning experiences daily?**
- **Activating Prior Knowledge**

Concepts bring purpose to the content inquiring students are exploring.

- **MYP supports the Acquisition of factual and basic information in order to Make Meaning, which is understanding and construction of meaning, in order to Transfer understanding to new situations.**
- **It's not enough to memorize facts and develop skills; students must be given opportunities to make meaning with facts and skills for transfer.**
- **The facts, skills, content, standards, topics, and concepts are all building blocks to conceptual understanding!**
- **Instructional Practices are the best practices that will support and create meaningful learning experiences.**
- **Inquiry-driven learning does not have to be everyday all the time; many modes of instruction can be used in a MYP classroom.**
- **The goal is for students to transfer knowledge from the familiar to the unfamiliar.**

Concepts bring purpose to the content inquiring students are exploring.

How do I insure that my students are engaging in concept-based and inquiry-driven learning experiences daily?



Sample- Concept-Based Learning

What content am I required to teach?

Exponential and Logarithms

What are the key and related concepts that relate to the content? Which global context would support my students' learning of the concepts?

Relationships System Globalization Change

Scientific and technical innovation (systems)

What is the Statement of Inquiry (big idea or enduring understanding) that I want my students gain by the end of this unit?

Discovering mathematical relationships can lead to a better understanding how environmental systems evolve.

Sample- Concept-Based Learning cont'd

What inquiry questions should my students explore in order to understand the Statement of Inquiry (big idea)?

What are environmental systems?

How can logarithms be used to show relationships? **IP2**

What facts and skills do they need (standards and ATL) to respond to the SOI?

Exponential Growth Functions are often used to model population growth (MGSE9-12.F.IF.8b)

Reading charts and graphs (critical thinking)

Sample- Concept-Based Learning cont'd

What are the objectives (standards and MYP objectives) connect to the SOI?

SWBAT use the concept of exponential growth in order to explain the impact pandemics and epidemics in various environments. (MGSE9-12.F.IF.8b) **IP1**

Mathematics

Objective A (i) Knowing and Understanding

select appropriate mathematics when solving problems in both familiar and unfamiliar situations

Are most of the learning experiences student-centered, inquiry- driven, and concept-based and connected to the inquiry questions and the SOI?

After guided instruction on exponential growth functions, students work in collaborative groups to explore relationship and impact of a contagious bacteria on various types of environments by comparing and creating graphs for their assigned scenario. **IP3/ DI**

Reflection and Consolidation

- **Morning Sessions**
  - Instructional Practices 1-3
    - Annotating Objectives
    - Tier 2 and Tier 3 Vocabulary
    - Gradual Release
  - Differentiated Instructional Strategies
    - Learning Stations
    - Tiered Lesson
    - Flexible Grouping
    - Enrichment Activities
  - Approaches to Learning/ SEL

Reflection and Consolidation

4 Levels of Implementation

- **Beginning**
  - Whoa! I'm thinking about it!
- **Developing**
  - I'm working on it!
- **Applying**
  - I use/do it all the time!
- **Innovating**
  - I make it my own!

- Write down 1 of each and share/explain your choice on a sticky note
- How do you know? (because)
- Place sticky note on chart
  - Math/Sc- yellow
  - Ind.& Soc/ Lang &Lit- orange
  - PE/Heath- blue
  - Lang. Acq./ Arts- pink

*Subject area and grade

Reflection and Consolidation

Sample Lesson Plan Analysis

- What is the Statement of Inquiry (central idea/ enduring understanding)? And inquiry question(s)?
- How do the inquiry questions connect to the Statement of Inquiry?
- How does the content help to explore the big idea?
- How do the supporting ideas and the learning experiences allow students to gain deep conceptual understanding (move beyond facts)?
- What is the evidence of Instructional Practices? IP1-3
- What is the Differentiated Instructional Strategy? How does it support the big idea?
- What could be revised or added?

Your turn…..

Lesson Plan Analysis

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- How does the content and objectives help to explore the big idea?
- How do the learning experiences allow students to gain deep conceptual understanding (move beyond facts)?
- What is the evidence of Instructional Practices? IP1-3
- What is the Differentiated Instructional Strategy? How does it support the big idea?
- What could be revised or added?