Sort

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

<table>
<thead>
<tr>
<th>PYP</th>
<th>Common Core State Standard</th>
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Mapping the Common Core State Standards in the PYP

Saturday July 12, 2014
WHO WE ARE

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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 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.
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.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Actions</th>
<th>Date to be achieved</th>
<th>Person/group responsible for achieving this objective</th>
<th>Budgetary implications</th>
<th>Evidence of achievement or of progress towards achievement of the objective</th>
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B: Organization

B1: Leadership and structure
The school's leadership and administrative structures ensure the implementation of the Primary Years Programme.

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<thead>
<tr>
<th>Objective</th>
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</table>
Line 2 - evidence that indicate the development of knowledge, concepts, and skills

<table>
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<tr>
<th>PYP</th>
<th>Common Core State Standards</th>
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<td>Type Answers Here</td>
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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 (CCSS) will have a significant impact on public schools in the US and in IB schools.
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 learner 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.
Line 2 - evidence that indicate the development of knowledge, concepts, and skills

<table>
<thead>
<tr>
<th>PYP - Data Handling</th>
<th>Common Core- Measurement and Data</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
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<td></td>
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<tr>
<td>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.</td>
<td></td>
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<tr>
<td>Conceptual understandings</td>
<td>We collect information to make sense of the world around us.</td>
<td></td>
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<tr>
<td></td>
<td>Organizing objects and events helps us to solve problems.</td>
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<tr>
<td></td>
<td>Events in daily life involve chance.</td>
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<tr>
<td>Learning outcomes</td>
<td>When constructing meaning learners:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• understand that sets can be organized by different attributes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• understand that information about themselves and their surroundings can be obtained in different ways</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• discuss chance in daily events (impossible, maybe, certain)</td>
<td></td>
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<td></td>
<td>When transferring meaning into symbols learners:</td>
<td></td>
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<tr>
<td></td>
<td>• represent information through pictographs and tally marks</td>
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<tr>
<td></td>
<td>• sort and label real objects by attributes</td>
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<tr>
<td></td>
<td>When applying with understanding learners:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• create pictographs and tally marks</td>
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</tbody>
</table>
“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
<table>
<thead>
<tr>
<th>Age</th>
<th>An inquiry into:</th>
<th>An inquiry into: Where we are in place and time</th>
<th>An inquiry into: How we express ourselves</th>
<th>An inquiry into: How the world works</th>
</tr>
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<tbody>
<tr>
<td>6–7</td>
<td><strong>Central idea</strong></td>
<td><strong>Central idea</strong></td>
<td><strong>Central idea</strong></td>
<td><strong>Central idea</strong></td>
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<tr>
<td></td>
<td>The choices people make affect their health and well-being.</td>
<td>Learning about previous generations helps us understand the relationship between the past and the present.</td>
<td>Images communicate ideas and information.</td>
<td>People apply their understanding and energy to invent and create.</td>
</tr>
<tr>
<td></td>
<td><strong>Key concepts</strong>: causation, responsibility, reflection</td>
<td><strong>Key concepts</strong>: causation, change, connection</td>
<td><strong>Key concepts</strong>: function, connection, perspective</td>
<td><strong>Key concepts</strong>: form, function, design, sustainability</td>
</tr>
<tr>
<td></td>
<td><strong>Related concepts</strong>: choice, influence, balance</td>
<td><strong>Related concepts</strong>: time, continuity, heritage</td>
<td><strong>Related concepts</strong>: creativity, communication, imagery</td>
<td><strong>Related concepts</strong>: form, function, design, sustainability</td>
</tr>
<tr>
<td></td>
<td><strong>Lines of inquiry</strong></td>
<td></td>
<td><strong>Lines of inquiry</strong></td>
<td><strong>Lines of inquiry</strong></td>
</tr>
<tr>
<td></td>
<td>• What it means to have a balanced lifestyle</td>
<td>• Ways to find out about the past and the present</td>
<td>• Inventions that impact people's lives</td>
<td>• Considerations to take into account when building a structure in the environment</td>
</tr>
<tr>
<td></td>
<td>• How the choices we make affect our health</td>
<td>• How aspects of the past affect us today</td>
<td>• How circumstances lead to inventions</td>
<td>• The impact of buildings on the environment</td>
</tr>
<tr>
<td></td>
<td>• Different sources of information that help us make choices</td>
<td>• Why some behaviors have changed or are changing over time</td>
<td>• How understanding force helps inventors</td>
<td>• Local architecture and design with the needs of the community in mind</td>
</tr>
</tbody>
</table>

**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.
Line 3 - evaluation of the teaching and learning

Enhancement of programme

- Refinement of action plan
- Self-study process
- Report from the IB*
- School visit

Authorization
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.
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