Education is what remains when we have forgotten all that we have been taught.

–George Savile

Types of Learning Goals:

**Acquisition:**
Acquire factual information and basic skills

**Meaning Making:**
Help learners construct meaning (come to understand) of important ideas and processes

**Transfer:**
Support learners’ ability to transfer their learning autonomously and effectively in new situations

Which of these do we usually forget and which endure?


Identifying the Enduring Understanding

A concept-driven curriculum helps the learner to construct meaning through improved critical thinking and the transfer of knowledge.

PYP Making it Happen

Identifying the Enduring Understanding

“Understanding is about transfer . . . We are expected to take what we learned in one lesson and be able to apply it to other related but different situations. Developing the ability to transfer one’s learning is key to a good education. It is essential because teachers can only help students learn a relatively small number of ideas, examples, facts, and skills in the entire field of study, so we need to help them transfer their inherently limited learning to many other settings, issues, and problems.”

Understanding by Design. Wiggins & McTighe
Central Idea: Challenges and opportunities may lead to new perspectives and the interconnectedness of individuals and civilizations.

Where We Are in Place & Time:
- Early American settlers used the Oregon Trail to migrate west.
- Daniel Boone, Lewis & Clark, and other settlers looked for new opportunities.

Transdisciplinary Theme

Key Concepts:
- Form, Causation, Change
- Opportunity, Movement, Pattern

Related Concepts:
- Migration, opportunity, movement, pattern
- Causes and consequences of immigration; emigration and internal migration, including westward expansion and sectional debates.

Global Context
- Famine and Development

The Statement of Inquiry focuses the purpose/goal of the unit.
- Students will inquire into the how power may shift causing issues and opportunities, and the interconnectedness of individuals and civilizations from local to global perspectives.

Significant concept(s):
- Migration may lead to new opportunities and greater freedom for some and challenges for others.

DP Example of Concept

3: Recognizing and understanding historical processes and their relationships to human experience, activity and motivation

Facts and Topics are locked into time, place, and situation.

Skills include:
- recognizing, explaining and analyzing causes and consequences
- recognizing, explaining and analyzing continuity and change over time
- recognizing, explaining and analyzing similarity and difference
- relating human activities, experiences and motivations to a range of cultural and social dimensions
- evaluating material analysis from a specific perspective

History of Americas: Examples of Concept
- Reasons for, and effects of, westward expansion and the sectional debates: the crisis of the 1850s; the Kansas-Nebraska problem; the Oregon Manifesto; the Lincoln-Douglas debates; the impact of the election of Abraham Lincoln and the Transcontinental Proclamation; Jefferson Davis and the Confederacy.
- Causes and consequences of immigration; emigration and internal migration, including the impact upon, and experience of, indigenous peoples.
PYP

• Social Studies Scope and Sequence:
• 9 – 12 years
• Learning will include the development of the following knowledge, concepts, and skills

Social studies scope and sequence

Students should be able to:

1. Demonstrate evidence of research skills, organization and referencing (IA)
2. History guide
   - First examinations 2010
   - Diploma Programme
   - Demonstrate the ability to structure an essay answer, using evidence to support relevant, balanced and focused historical
   - 30

Criterion C: Thinking critically

Students should be able to:
1. Analyse concepts, themes, models and arguments
2. Analyse and evaluate sources in terms of origin, purpose, interpretation, values and limitations
3. Compare different perspectives and implications
4. Synthesize information in order to make valid supported arguments

COMMON CORE STATE STANDARDS FOR

English Language Arts
& Literacy in History/Social Studies, Science, and Technical Subjects
We have identified our enduring understanding and concepts
Explained our context/reason for learning
Developed authentic assessments for evidence of understanding
Scored student ‘performances’ in terms of higher order thinking using scaled rubrics

Now, what do we do with scores and how do we determine current level of achievement against specified criteria (criterion-related)?

<table>
<thead>
<tr>
<th>Criteria-Related Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>Student Y</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
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</table>

MYP Humanities Assessment Criteria

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Levels of achievement</th>
<th>Student X</th>
<th>Student Y</th>
<th>Student Z</th>
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<tbody>
<tr>
<td>Criterion A: Knowing and Understanding</td>
<td>0–8</td>
<td>2</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Criterion B: Investigating</td>
<td>0–8</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Criterion C: Thinking Critically</td>
<td>0–8</td>
<td>2</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Criterion D: Communicating</td>
<td>0–8</td>
<td>1</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

TOTAL POSSIBLE SCORE

32
8
16
30
What do you think this means?
What is the implication for how we design instruction?
What and How should we assess?