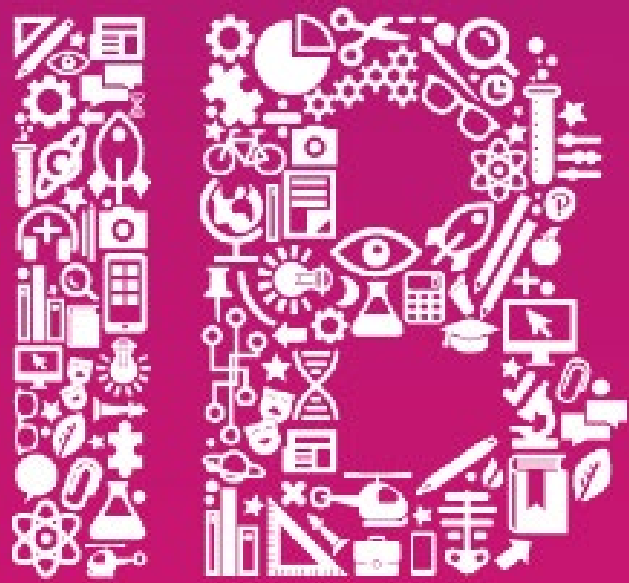




MIDDLE YEARS



Middle Years Programme (MYP) Update

April 6, 2021

Somers Middle School

MYP Professional Learning Team

MYP Coordinator

Jenna Schettino

Building Leadership

Jeff Getman, Jen Mangone

Learning Coach

Christina Sweeney

Language and Literature

Dawn Stanczuk, Tricia Baldes

Mathematics

Laura Pandolas, Rob Paulmeno

Science

Monica Manko, Terry Panetta

Library Media Specialist

Joe Benedetto

Language Acquisition

Jenna Crispo, Randi Hauser

Fine & Performing Arts

Marie Williams

Inclusion and Diversity

Marianna Breglio

Andrea Hayden

Individuals and Societies

Mary Ellen Klock, Deborah Kilmer

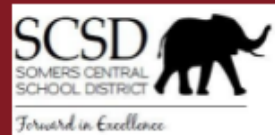
Health and Physical Education

Jesse Arnett

Design

Matt Lugo

Updated Timeline



Middle Years Programme Implementation Update

SCSD is shifting the approach to MYP implementation (6-10) due to the COVID Pandemic. Despite the fluidity of the school environment, the District remains committed to meaningful growth, learning, and infusion of MYP concepts into classrooms.



1

Fall 2019

SMS Consultant Visit & SHS Feasibility Study

IB consultant spends 2 days at Somers Middle School and reports that SMS is on a strong path toward authorization.

2

**Spring 2020
COVID-19**

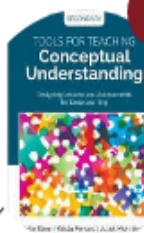
During the global pandemic, focus shifted from MYP implementation as the nation and world struggled to maintain health and safety and teachers focused on adjusting instructional practice to the virtual environment.

3

**Summer 2020
Rethinking the Approach**

MYP Coordinators and Learning office staff consider ways to maintain focus on the tenets of IB MYP while remaining flexible during the reopening of schools. Decision is made to focus on concept based approach toward curriculum, instruction, and assessment design, and a professional learning plan for the 2020-2021 school year.

4



**Fall 2020-Spring 2021
Conceptual Approach**

MYP Professional Learning Team engages in a book study of "Tools for Teaching Conceptual Understanding: Designing Lessons and Assessments for Deep Learning," crosswalks with MYP approaches to teaching and learning, plans and implements professional learning for faculty and staff 6-10. The team reflects and restructures implementation timeline and tasks.

5



**Fall 2020-Spring 2022
Preparation for Authorization**

Policies, Curriculum, Instruction, and Assessment development continues in preparation for SMS application for authorization in Spring of 2022, and SHS initial consultation visit in fall of 2021

MYP Accomplishments and Goals



Somers Middle School is committed to the meaningful growth, learning, and social emotional well-being of our students combined with the infusion of MYP concepts and skills into classrooms.

Policy Work

Progress Towards MYP Written Policies Includes:

- Formed 4 Policy Focus Groups from the MYP Professional Learning Team- Assessment, Language, Academic Integrity & Honesty, Inclusion & Diversity.
- In the process of creating the frameworks of these policies.
- Partnered with a consultant to work with The Assessment Policy Group.
- Reviewed current assessment practices to determine alignment with IB in order to inform professional learning opportunities.
- Utilized a collaborative model to build policies.

Professional Learning & Growth

The MYP Professional Learning Team has met monthly to:

- Focus on conceptual learning using the book "Tools for Teaching Conceptual Understanding" and plan for practical applications in the classroom.
- Revisited the unit development process with a specific focus on creating clear Statements of Inquiry, Conceptual Understandings, and Explorations.
- Assessment Policy team members engaged in a regional learning experience through PNW BOCES - Authentic Learning Experiences and Assessments: Assessing Students in Multiple Ways.
- Established a turnkey training model and scheduled six team members to take part in a 4-day virtual MYP training in May.

Goals & Next Steps

Goals and next Steps for 2021-2022 :

- In-service course on interdisciplinary units for SMS teachers - Fall 2021.
- Communicate and implement assessment policy school-wide.
- Identify interdisciplinary connections.
- Complete 3 full MYP units by end of 2022 for each discipline and grade level.
- Apply for authorization late Spring 2022.
- Collaborate with the HS MYP Coordinator to create vertical articulation and alignment.

Updates to MYP Curriculum Maps

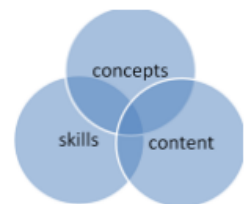
Updates to MYP Curriculum Mapping tool:

- Worked closely with our ATLAS curriculum representative to better align curriculum mapping tool to MYP unit development practices.

ATL Skills

The focus of ATL Skills :

- Identified ten ATL skills for this year's focus and led full faculty learning.
- Faculty collaborated and determined practical applications in curriculum areas.



Excerpts from Mid-Year Reflection given to the MYP Professional Learning Team

- "Really like the collaboration this year, helps give feeling that we are accomplishing something!!"
- "Having focused breakout rooms and clear expectations has been productive."
- "I think the work we started in teams has been solid. It feels like we are accomplishing so much already."
- "I appreciate having the opportunity to work in breakout rooms because everyone has a chance to speak and be heard."
- "I appreciate that each meeting has a clear goal that is communicated in advance, and achieved. In addition, I feel the break-out rooms are a great opportunity for collaborative work. I feel I can look back on the first half of the year and clearly state what the MYP team has accomplished."
- "I like the pace of things. Ultimately, I feel our knowledge is superior to the rest of the teachers (not on MYP team). At some point, I think it's important to collaborate and debrief with them. The Padlet, Assessment Policy, etc..."
- "I think that it would be important for us as a committee to circle back around to the staff as a whole, just as a reminder that MYP is still here and even though it is paused should not be out of sight out of mind. Totally do not want to put more on people's plate but just to keep the thought closer than the back burner."
- "The meetings run smoothly and there is enough information and conversation to be had with our co-workers, this openness should continue through the second half of the year."
- "I am thinking about how we are going to transfer what we have learned and accomplished to the rest of the faculty."

Framework for Professional Learning

Plan: Spring 2021 (MYP)

- March Faculty Meeting– Assessment Practice Survey
- March MYP Professional Learning Team Meeting– Update and Review revisions made to ATLAS MYP Curriculum Maps (tools and additional fields)
- April Curriculum Leader's Meeting– Update and Review revisions made to ATLAS MYP Curriculum Maps (tools and additional fields)
- May Faculty Meeting– Professional Learning focusing on Conceptual Understanding and Creating Statements of Inquiry.
- May Department Meetings– Review progress on subject group overviews and establish needs on professional learning.
- June Full PLC Day– collaborate in grade level departments to complete subject group overview with support of MYP Coordinator.

Approaches to Learning (ATL)

Through the collaborative work of all faculty, the focus for 2020-2021 was on these 10 ATL skills and how they can be explicitly yet realistically taught with the academic models of this year.

Targeted ATL Skills for 2020-2021

- Give and receive meaningful feedback
- Practice strategies to reduce stress and anxiety (Emotional management)
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Practice “bouncing back” after adversity, mistakes and failures (Resiliency)
- Present information in a variety of formats and platforms
- Gather and organize relevant information to formulate an argument
- Compare conceptual understanding across multiple subject groups and disciplines
- Troubleshoot Systems and Technology
- Plan short & long-term assignments; meet deadlines
- Consider content – What did I learn about today? - What don't I yet understand? – How can I reflect in order to grow?

SOCIAL SKILLS

- Developing positive interpersonal relationships and collaboration skills
- Developing social-emotional intelligence



RESEARCH SKILLS

- Information-literacy skills
- Media-literacy skills
- Ethical use of media/information



APPROACHES TO LEARNING

THINKING SKILLS



- Critical-thinking skills
- Creative-thinking skills
- Transfer skills
- Reflection/metacognitive skills

SELF-MANAGEMENT SKILLS

- Organization skills
- States of mind



COMMUNICATION SKILLS

- Exchanging-information skills
- Literacy skills
- ICT skills



Examples of ATL Skills explicitly taught and student work

Giving Meaningful Feedback to Your Peers

- **Specific:** Comments are linked to a specific word, phrase, or example. (not just “great job” or “I Like it”).
- **Kind:** It’s mandatory that all comments be framed in a kind, supportive way.
- **Helpful (Constructive):** Feedback should help a peer grow as a learner, but still feel good about themselves.

ATL Skill: Giving and Receiving Meaningful Feedback

Subject Area: (Individuals and Societies (Social Studies))

Task: Create a Flip Grid of a Time Capsule filled with primary and secondary sources. Students then gave each other feedback and had the chance to reflect and revise their work, before submitting to be assessed.

Examples of sentence starters for effective feedback demonstrated to students

- “I like the (name the artifact) you used because....”
- “Your voice was very clear and you sounded confident. Your presentation and communication skills were effective. I can support this with the following evidence...”
- “I can relate to what you say because.....”
- “It is clear that you understand the difference between primary and secondary sources because....”
- “Your FlipGrid was very engaging because.....”
- “One way to improve your presentations even more in the future is.....”

Examples from a Design Class of Student to Student Feedback and Work

Scratch Story Design Challenge / Maze Game Design Challenge Scratch

ATL Skill: Give and receive meaningful feedback (after testing each other's designs)

- "I really liked how you added an Easter egg and how it was interactive. My favorite part had to be that you had to use WSAD to avoid the bully and go to the next scene. Great job!"

Story Link: <https://scratch.mit.edu/projects/502959488>

- "I really like how the monkeys made the girl dance. Though, it kind of just ended and if it had more I would definitely watch more. Nice!"

Story Link: <https://scratch.mit.edu/projects/502957004>

- "I really like how you made the ballerina do a move and I also liked how they're having a conversation. Some feedback I have is you could possibly add sound while your sprite is talk. For example the cat sprite could meow when it's talking. Great job and I can't wait to see the rest of your scratch."

Story Link: <https://scratch.mit.edu/projects/502953869>

Design Lesson: Coding stories and maze games using Scratch

- "You have a game with a lot of great potential! I can tell that you are very advanced and skilled when it comes to scratch. I like that you can press play and change settings. I wish that when you complete a level it brought you straight to the next level instead of the home-screen. Other than that, keep doing what you are doing!"

Maze Game Link: <https://scratch.mit.edu/projects/503909451>

"I really like your idea of you driving a car and a cop tries to get you while your escaping. The only thing is that the police car glitches around a little bit. Otherwise, amazing job!"

Maze Game Link: <https://scratch.mit.edu/projects/503910569>

- "The game was good but it would have been more of a challenge if you hadn't made the spinning block so thin."

Maze Game Link: <https://scratch.mit.edu/projects/503911451>

ATL Skill: Gather and organize relevant information to formulate an argument

Subject Area: Language and Literature

Task: Students researched multiple points of view on a topic and gathered evidence before formulating their own opinion. This is done before persuasive writing. Student work from a Padlet is pictured below

POSSIBLE REASONS (Period 4)

Reasons support your claim and strengthen your argument

Youth Sports (beneficial) ⋮

⋮

1. Social benefits
2. Health benefits
3. Motivates you to do well in school
4. Mental toughness
5. Time Management
6. Stress reliever
7. Builds character

+

Youth Sports (too intense) ⋮

⋮

1. Stressful/Pressure
2. Time Consuming
3. Injuries
4. Expensive
5. Confidence Killer

+

Video Games (positives) ⋮

⋮

1. Stress relief/Relax
2. Skill Building
3. Coordination
4. Socialize
5. Teamwork

+

Video Games (detrimental) ⋮

⋮

1. Addicting
2. Increase disrespect
3. Too much screen time/hurt eyes
4. Prevents you from exercising, getting outside

+

Zoos (help animals)

1. Help save endangered animals
2. Guaranteed food/water
3. Help sick/injured animals
4. Lack survival skills
5. Animal empathy

+

Subject: Individuals and Societies (Social Studies) -Comparative Religions Unit

Task: Students have choice and autonomy in selecting how they would like to be assessed on meeting the objectives of the unit.

ATL Skill: Present information in a variety of formats and platforms

Comparative Religions Choice Board

Select, Engage, Document, Reflect & Share

You must be completed the required learning experience **FIRST**, and then select **3 additional learning experiences to choose** from that showcase who you are as a learner and how you can apply what you know in the ways that will help you be successful. |

Under your name on the Comparative Religions Padlet, identify which experiences you are choosing.

Experience #1	Experience #2	Experience #3
Create a GLOBAL Map of the major world religions. Map should include countries/areas where the religions are mostly found, map should be labeled, Upload your map to the CR Padlet when completed. See Mrs. Schettino if you have any questions!	Museum Display! Create a display from ONE of the Major World religions- design or create an artifact that is representative of that religion. This should include a caption or "display card" that explains what tis artifact is, its significance and which religion it is representing. See Mrs. Schettino if you have any questions!	Design a learning activity for a classroom or school wide to promote awareness of other cultures, customs and beliefs. Your activity or idea should include the details, materials, purpose (learning target), and plan of action and who would need to be involved. See Mrs. Schettino if you have any questions!

Experience #4

Pick **ONE** of the religions and complete this assignment.
Write a postcard to a student in 5th grade on the one religion that you have learned about in this unit and what they should expect to learn when they get to middle school. Choose an appropriate picture to go on one side of the postcard. On the other side, write an explanation of the religion **in your own words**. Remember, a 5th grader has potentially has no background knowledge. A postcard is typically 5-6 sentences.
Your picture can be hand drawn or an image. Be sure to add a caption explaining the picture. If it is an image, make sure you also included the source.
When completed, upload the postcard or pictures of the postcard to the CR Padlet.

Experience #6

Create a Bookmark that includes 20 vocab words from this unit. THEN, film yourself (can include other people who also have the bookmark) using the 20 words in conversation that shows you know the meaning of the words. Post a copy/picture of the bookmark AND conversation to CR Padlet.
See Mrs. Schettino if you have any questions!

*Required Experience

As you navigate through learning about each of the 5 major world religions, complete the graphic organizer detailing the history, major beliefs and major practices of each religion.
Graphic Organizer can be found in Comparative Religions Folder.

(5 Major World Religions- Islam, Judaism, Christianity, Buddhism, Hinduism)

Experience #5

You will complete a 3-way Venn Diagram focusing on the similarities and differences among **Christianity, Islam and Judaism**. Venn Diagram can be found in Comparative Religions folder, or you can create your own Graphic Organizer.
Upload to CR Padlet when completed.

Experience #7

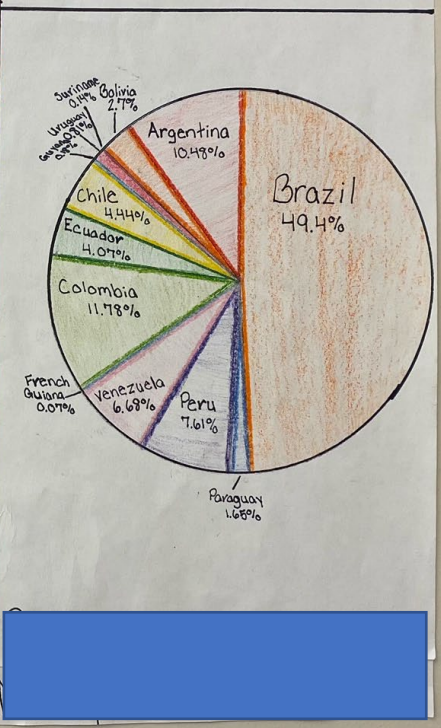
Create 6 Quiz Questions that would be appropriate for an end of the unit Assessment.
Post your questions (along with your answers) in the CR Padlet under your name.

Experience #8

Create 10 interview questions about the 5 religions . Post your questions and answers in a document in the CR Padlet. OR- Zoom/film yourself conducting the interview and upload the video to the Padlet.
See Mrs. Schettino if you have any questions!

Countries	Population	Fraction	Decimal	Percent	Degrees	HH Income	Literacy rate	Percent illiterate
Argentina	44,789,677	$\frac{63}{601}$	0.1048	10.48%	37.7°	\$14,432	98.1	850,832.36
Bolivia	11,513,100	$\frac{1^9}{105}$	0.0270	2.70%	9.7°	\$6,399	95.7	495,063.30
Brazil	211,019,527	$\frac{831}{670}$	0.4940	49.40%	177.9°	\$7,522	92.6	15,617,665.00
Chile	18,952,038	$\frac{24}{541}$	0.0444	4.44%	16°	\$8,098	97.5	473,800.95
Colombia	50,339,443	$\frac{37}{324}$	0.1178	11.78%	42.4°	\$6,544	94.7	1,661,201.62
Ecuador	17,373,666	$\frac{17}{418}$	0.0407	4.07%	14.6°	\$6,859	94.5	955,551.41
Falkland Islands	3,377	0	0.0000	0.00%	0.0°	N/A	N/A	N/A
French Guiana	290,884	0	0.0007	0.07%	0.2°	N/A	N/A	N/A
Guyana	782,766	$\frac{1}{546}$	0.0018	0.18%	0.7°	N/A	88.5	90,018.09
Paraguay	7,044,636	$\frac{14}{849}$	0.0165	1.65%	5.9°	\$6,179	93.9	429,722.90
Peru	32,510,453	$\frac{5}{749}$	0.0761	7.61%	27.4°	\$5,161	94.5	1,788,074.92
Suriname	581,372	$\frac{1}{735}$	0.0014	0.14%	0.5°	N/A	95.6	25,580.37
Uruguay	3,461,734	$\frac{5}{617}$	0.0081	0.81%	2.9°	\$7,949	98.5	51,926.01
Venezuela	28,515,819	$\frac{53}{794}$	0.0668	6.68%	24°	\$11,239	96.3	1,055,035.67
Total	427,199,448	1	1.0000	100.00%	360.00			23,444,529.7

2019 Population of Countries in South America



Task:

Goal – The goal of this project is to calculate the population by percent in South American countries and explain causes that lead to low literacy rate (percent) in several of the countries.

Role – Your role is to act as a research scientist working for UNICEF and identify and comment on trends in the South American population and literacy rate.

Audience – The audience in this project will be members of the United Nations around the world.

Situation – Your situation is to calculate and then discuss ways to improve the low literacy rate in countries in South America.

Product :

- Determine the percent of population that lives in each country in South America.
- Using a protractor, you will create a circle graph that illustrates the population by country in South America.
- Given the literacy rates (in percent), calculate the portion of each country that cannot read and write (illiterate).
- Read the Harvard Review article “Education and Poverty in Latin America,” then discuss causes and strategies to improve low literacy rates

ATL Skill: Compare conceptual understanding across multiple subject groups and disciplines
Subject Area: Mathematics

Subject Area: Music and Performing Arts & Language and Lit

ATL Skill: Compare conceptual understanding across multiple subject groups and disciplines

Task: Congratulations, your first novel has just been published! To promote your work, you will read an excerpt and create original music to enhance the emotion or mood of your scene. You will record everything in Soundtrap.

Part 1: **SET AN INTENTION/PLANNING**

Part 2: **CREATE YOUR PROJECT**

Part 3: **REFLECTION**

Sample Student Work (reading excerpt with music score in the background)

Feedback between student and teacher during the process (using the Schoology Platform)

i added a few different things on one track 10:30

No worries - no points off for tardy - I just listened to them this morning. This is excellent! One of my favorites :) 10:31

I like that you took risks and used a variety of notes and rhythms.

Thank you so much!

It was a risk i was willing to take. 10:32

:)

Subject Area: Music and Performing Arts

ATL Skill: Consider content – What did I learn about today? - What don't I yet understand? –
How can I reflect in order to grow?

Example Student Responses are pictured below

PLEASE COMPLETE THE FOLLOWING QUESTIONS:

1. What is the name of the Soundtrap Assignment you used?

Part 2: m67-95

2. What part did you choose to work on? Tell me the words:

Example: I worked on the way I said "decide" So let the sun come streaming in cause you'll reach up and you'll rise again lift your head and look around you will be found you will be found". When I sung this part I kept running out of breath when I got to each found"

3. Tell me what you did to improve your performance:

Example: I took a bigger breath, I stood up when I sang so I was better supported, I held the note out longer, etc.

I took a bigger breath before I got to each found so I would be able to jold the note out longer and it would not sound like I was straining.

PLEASE COMPLETE THE FOLLOWING QUESTIONS:

1. What is the name of the Soundtrap Assignment you used?
WWH m29-3 pt 1 and 2

2. What part did you choose to work on? Tell me the words:

Example: I worked on the way I said "decide"

I worked on the way I accented the h's in the ooh's in the second half o th recording

3. Tell me what you did to improve your performance:

Example: I took a bigger breath, I stood up when I sang so I was better supported, I held note out longer, etc.

I saved by breath and didn't cut the ooh's short to make sure my singing continuous.