

Crafting quality MYP inquiry statements/DP concept statements



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Striving for success with sanity!

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HYDERABAD, INDIA

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Mona Lisa Smile clip 1

https://youtu.be/A9R2MRYwv_Y



TOPICS: ART HISTORY ELEMENTS OF ART

PERIODS OF ART PERIOD PIECES

FAMOUS PAINTINGS

FACTS: WHO WHAT WHERE WHEN WHY

A CATEGORY OF STUDY THAT IMPLIES A BODY OF RELATED FACTS TO BE LEARNED

LOCKED IN TIME, PLACE OR SITUATION – DOES NOT TRANSFER

TOPIC

TOPIC

ART HISTORY

FRACTIONS

THE INQUISITION

CHEMICAL REACTIONS

EARLY EUROPEAN MIGRATION

SUBJECT CONTENT

DECLARATIVE

STRAIGHTFORWARD

ACCEPTED AS “TRUTH”

FACTS

FACTS

FACTS

FACTS

FACTS

FACTS

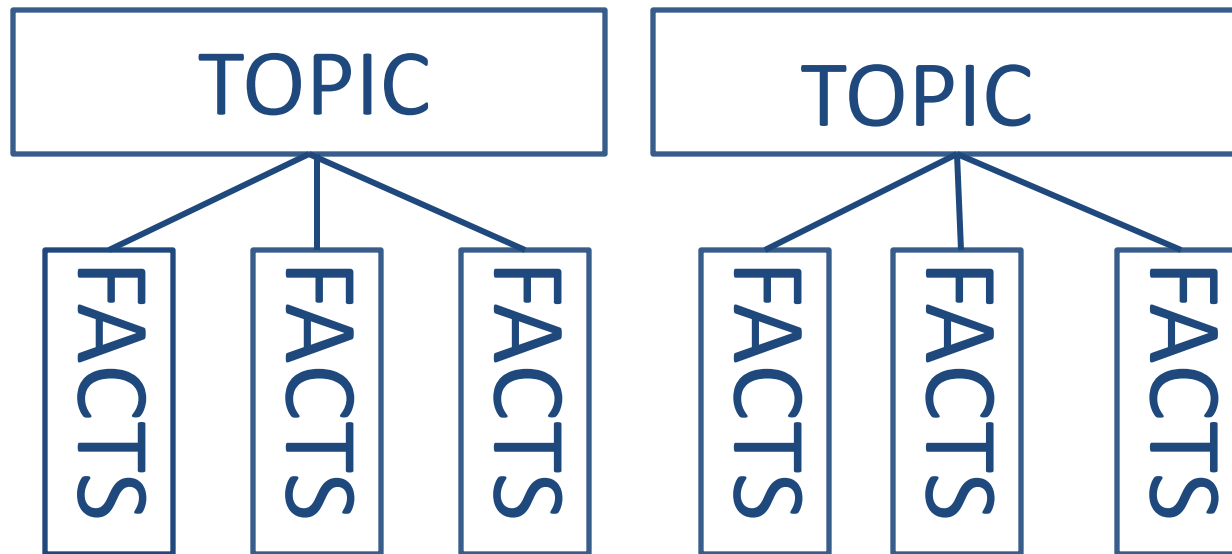
LOCKED IN TIME, PLACE OR SITUATION – DO NOT TRANSFER

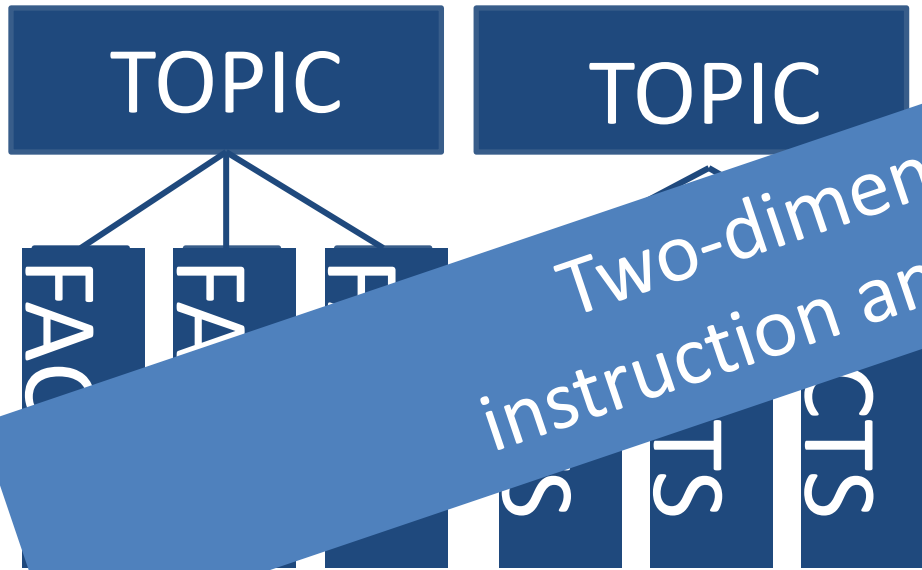
2-DIMENSIONAL INSTRUCTION

TRADITIONAL INSTRUCTION AND ASSESSMENT

TEACHES AND ASSESSES CONTENT

LOWER LEVEL OF BLOOMS



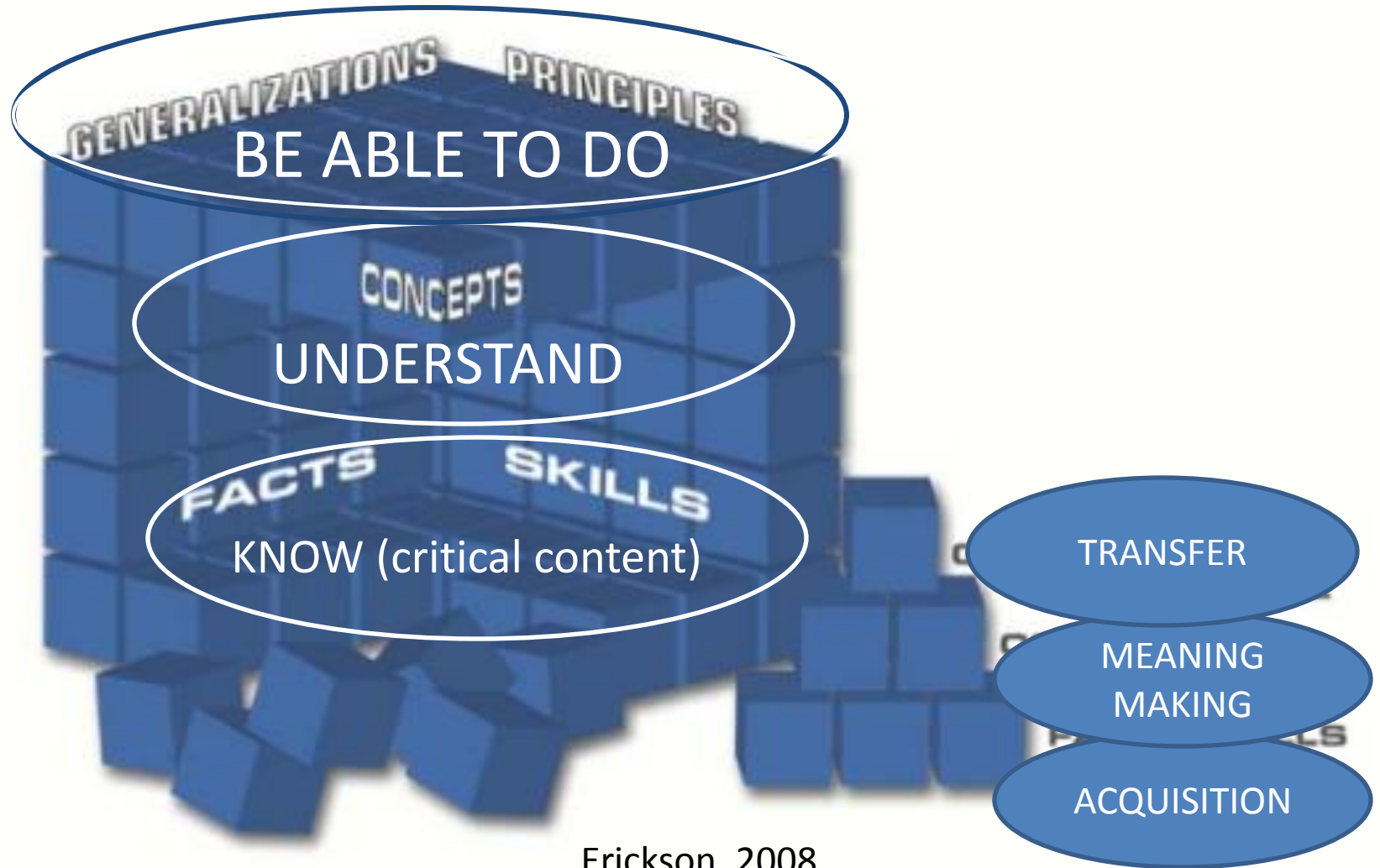


Early European settlers migrated west.
Early European settlers looked for new opportunities.

©H. LYNN ERICKSON 2002



3-DIMENSIONAL INSTRUCTION



Erickson, 2008

Mona Lisa Smile clip 2

<https://youtu.be/-2RqJIXFpYw>



CONCEPTS

STANDARDS VALUE

PERSPECTIVE

AUTHORITY

AESTHETICS

BEAUTY

INTERPRETATION

TECHNIQUE

EXPRESSION SUBJECT

COMMUNICATION

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



PYP → Central Idea

MYP → Inquiry (concept) statement

DP → Essential Understanding/Concept statement

What is the difference between Topic-Based and Concept-Based Curriculum and Instruction?

Topic-Based Instruction:

- Holds learning to a fact or activity level
- Topical Theme Instruction (e.g., Plants, Dinosaurs, Japan, Penguins)
- Has short term use – to cover an event, issue , or set of facts
- Increases the overloaded curriculum

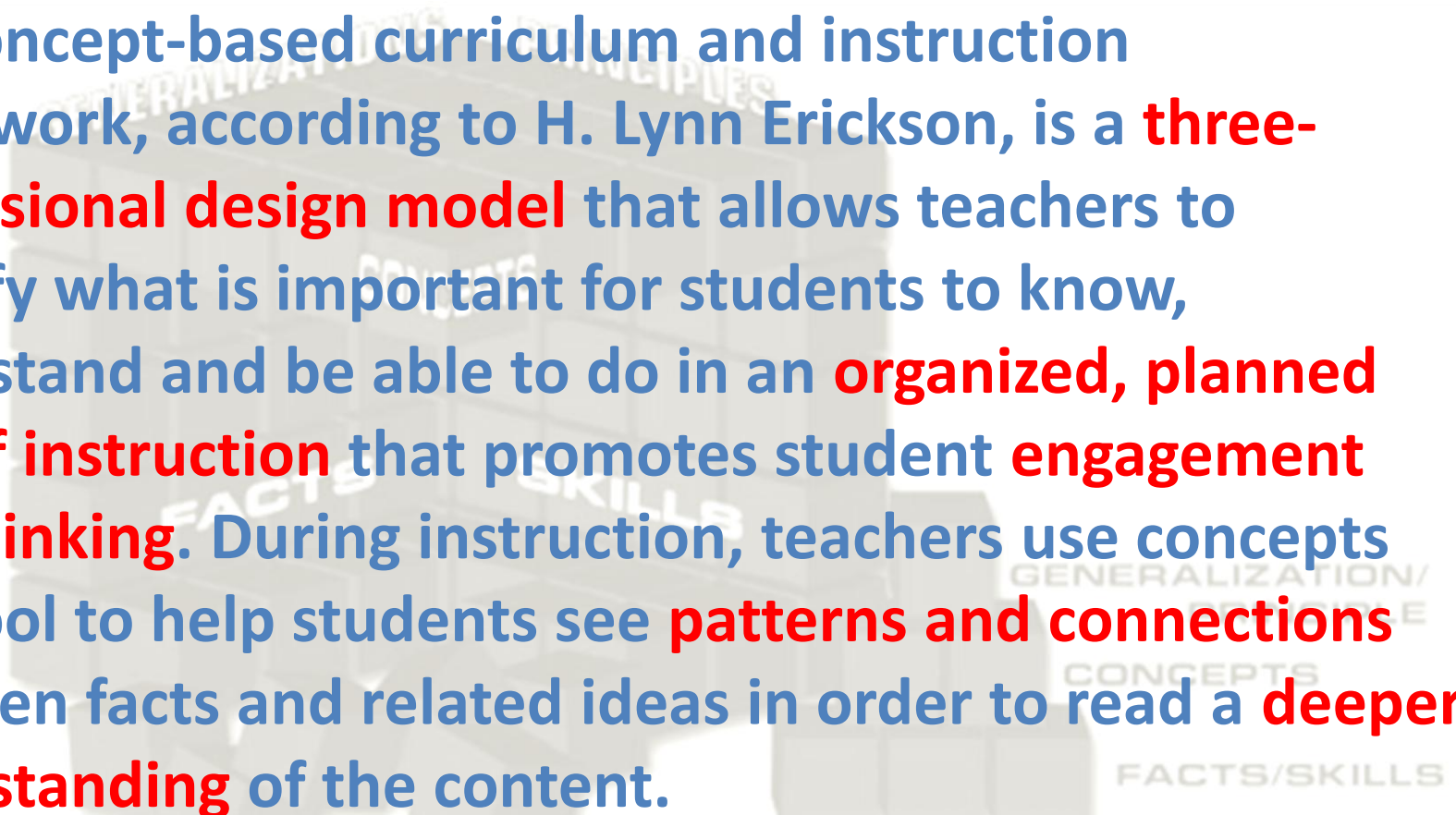
Concept-Based Instruction:

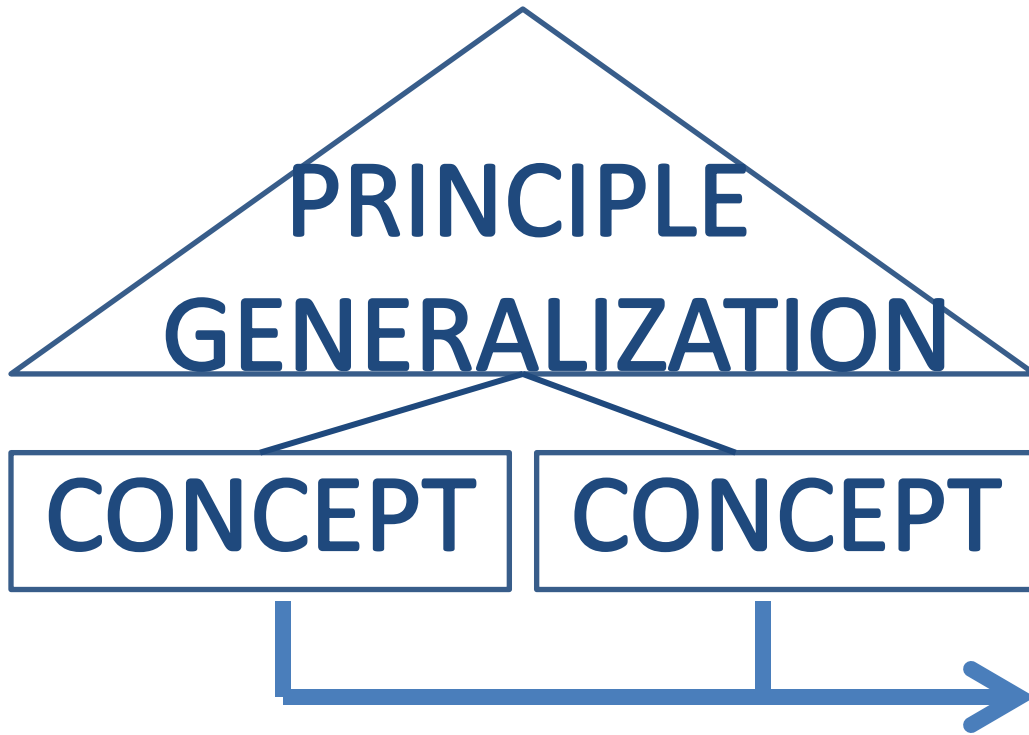
- Results in higher-level, integrated thinking
- Timeless, universal, and abstract
- Forces students to think about topics and facts in terms of their transferable significance (cross-curricular)
- Allows flexibility to allow students to search for and construct knowledge



What is Concept-Based Curriculum and Instruction?

The concept-based curriculum and instruction framework, according to H. Lynn Erickson, is a **three-dimensional design model** that allows teachers to identify what is important for students to know, understand and be able to do in an **organized, planned unit of instruction** that promotes student **engagement and thinking**. During instruction, teachers use concepts as a tool to help students see **patterns and connections** between facts and related ideas in order to reach a **deeper understanding** of the content.

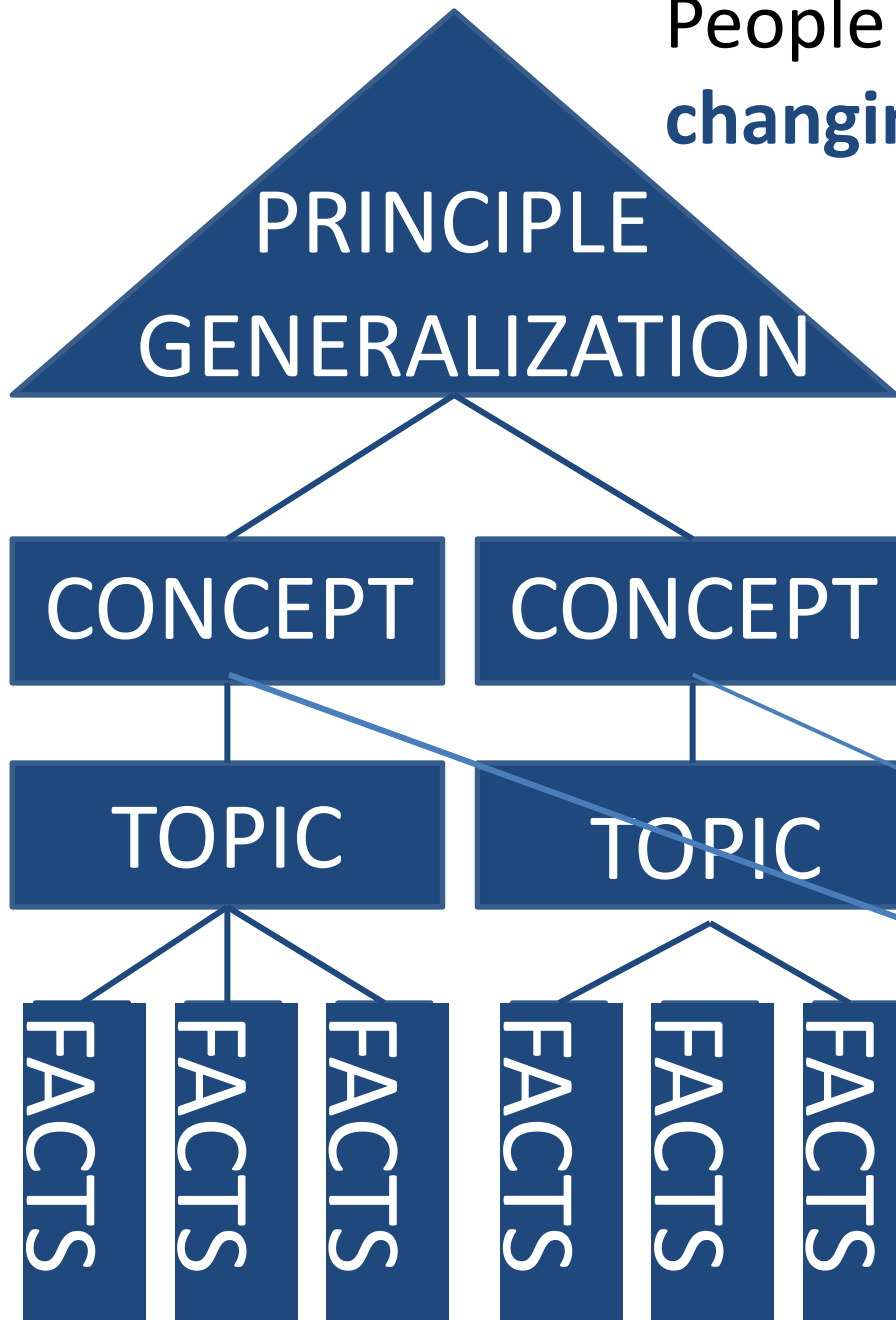




Three-dimensional
instruction and learning

People **adapt** to **changing environments**.

Migration leads to **cultural diffusion** resulting in social/economic **change**.



- needs
- migration
- change
- cultural diffusion

Timeless
Abstract
Universal
Transferable

The Structure of Knowledge

THEORY

TRANSFER

**MEANING
MAKING**

Topics

Topics

ACQUISITION

A		A		A		A
C	C	C	C	C	C	C
T	T	T	T	T	T	T
S	S	S	S	S	S	S

Generalization or Principle

PYP: Central Idea

MYP: Inquiry (Concept) Statement

DP: Essential Idea/Understandings

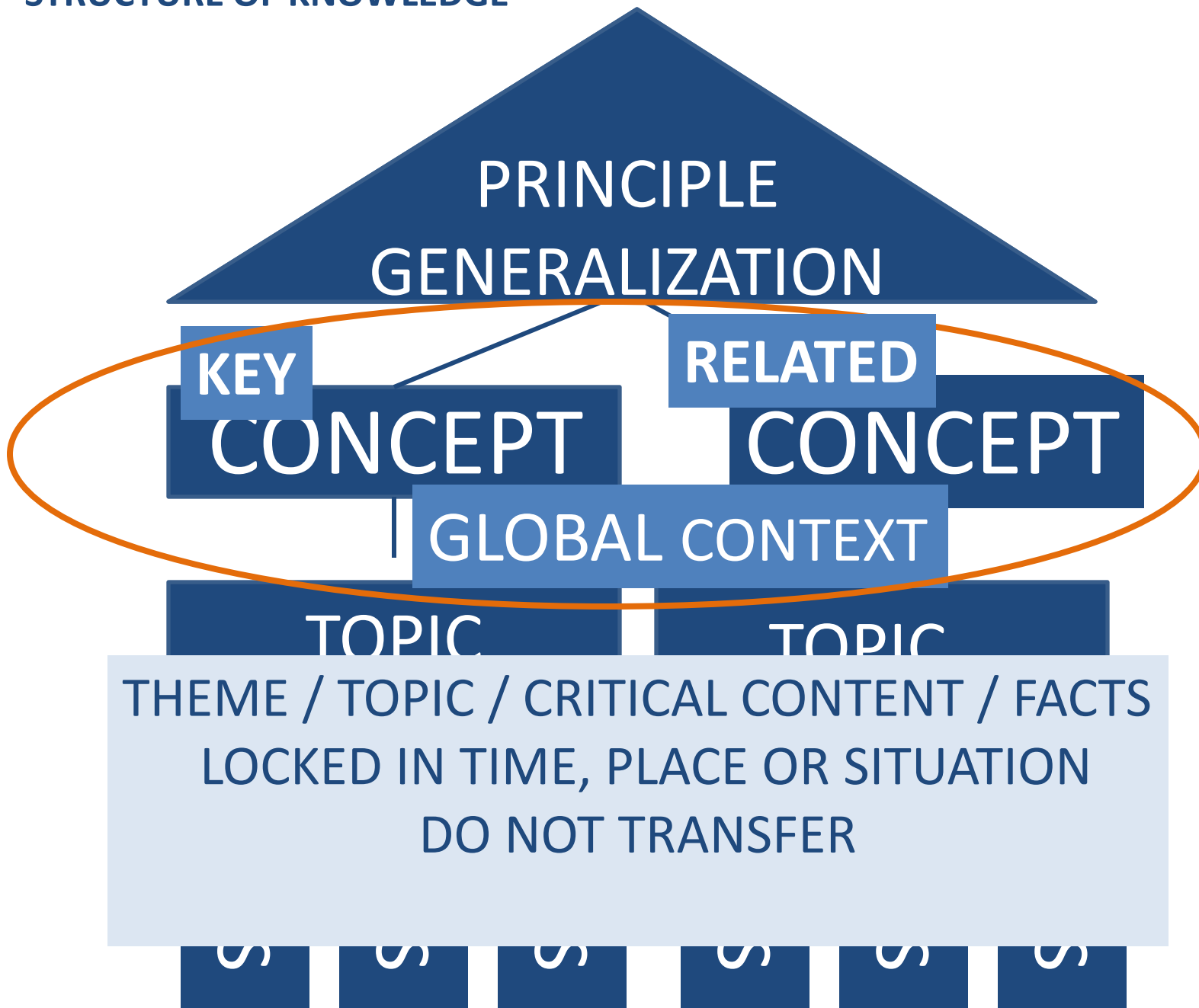
Generalizations [Concept Statement] are 2 or more concepts stated in a relationship.

C-V-C

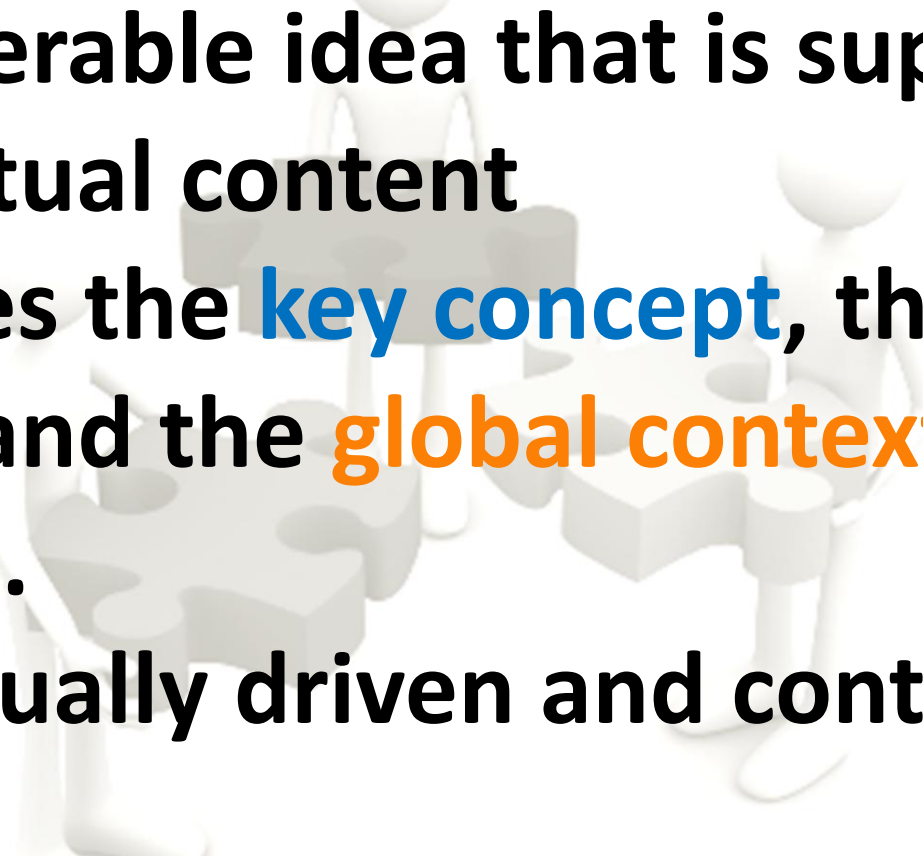
CONCEPTS are the BIG IDEAS that are generally **T**IMELESS, **A**BSTRACT, **U**NIVERSAL, and **T**RANSFERABLE

TAUT

Facts and Topics are locked into **T**IME, **P**LACE, and **S**ITUATION



The Statement of Inquiry

- Is a transferable idea that is supported by the factual content
 - Synthesizes the **key concept**, the **related concepts** and the **global context** into one statement.
 - Is conceptually driven and contextually framed.
- 
- A faint, semi-transparent background image showing two stylized, white, 3D-rendered human figures. They are positioned as if they are working together to assemble a large puzzle. One figure is on the left, and the other is on the right, both holding large puzzle pieces. The puzzle pieces are arranged in a way that suggests they are being brought together to form a complete picture.

Teacher(s)		Subject group and discipline	
Unit title		MYP year	Unit duration (hrs)

Inquiry: Establishing the purpose of the unit

Key concept	+	Related concept(s)	+	Global context
	breadth		depth	future-focused and consequence-oriented

Statement of inquiry

Inquiry questions

- Factual—
- Conceptual—
- Debatable—

MYP UNIT PLANNER

Aesthetics

Change

Communication

Communities

Connections

Culture

Development

Form

Global in

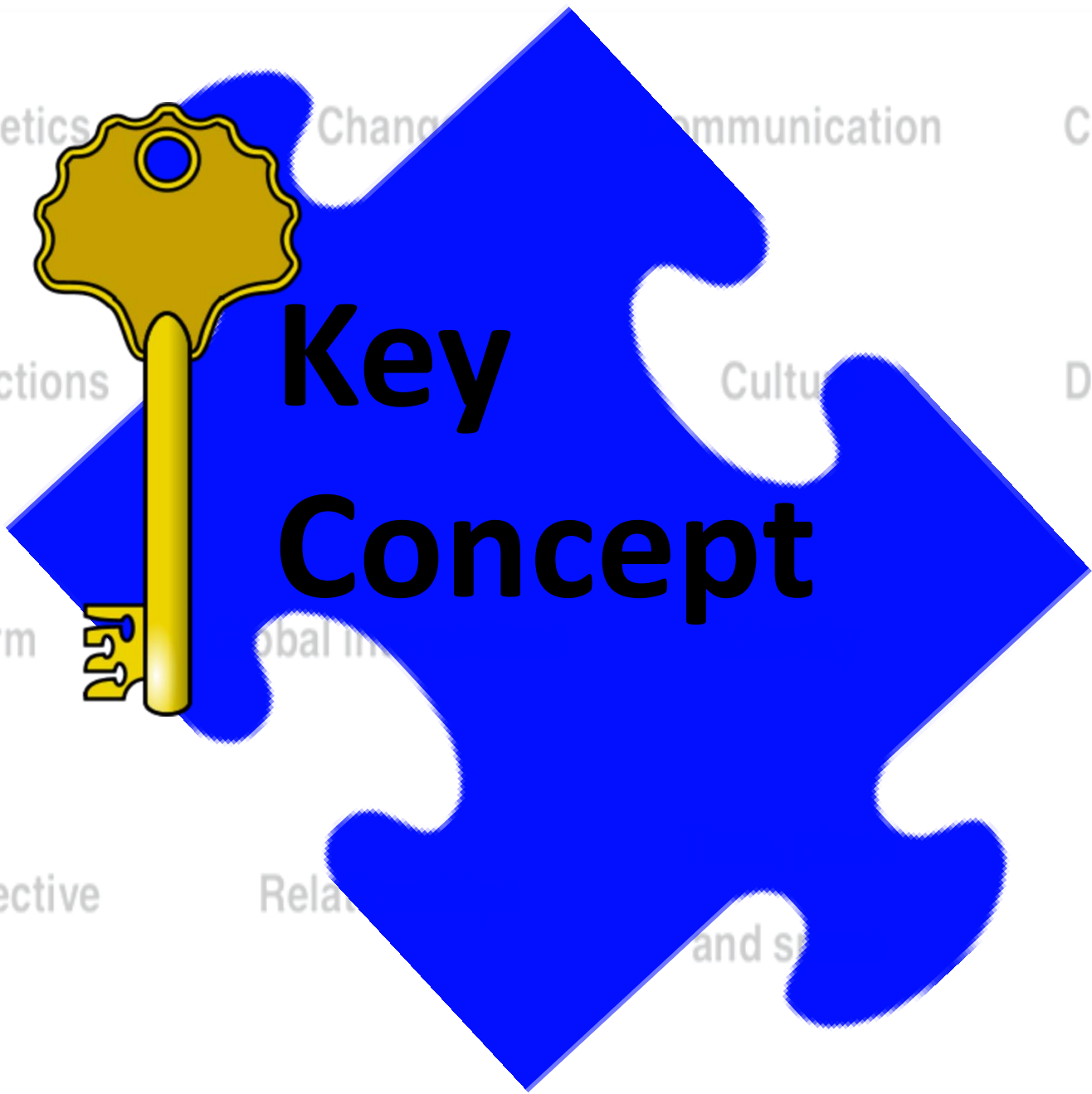
Logic

Perspective

Relation

and s

Systems



Key Concept

Key concepts are broad, organizing and powerful ideas that have relevance within the subject group but also transcend it, having relevance in other subject groups.

Key Concepts

Aesthetics

Change

Communication

Communities

Connections

Creativity

Culture

Development

Form

Global interactions

Identity

Logic

Perspective

Relationships

**Time, place
and space**

Systems

Language and literature

character, theme, genre

Language acquisition

accent, idiom, voice

Individual

sustainability

Related

Science

information, evidence

Mathematics

representation

Concepts

Arts

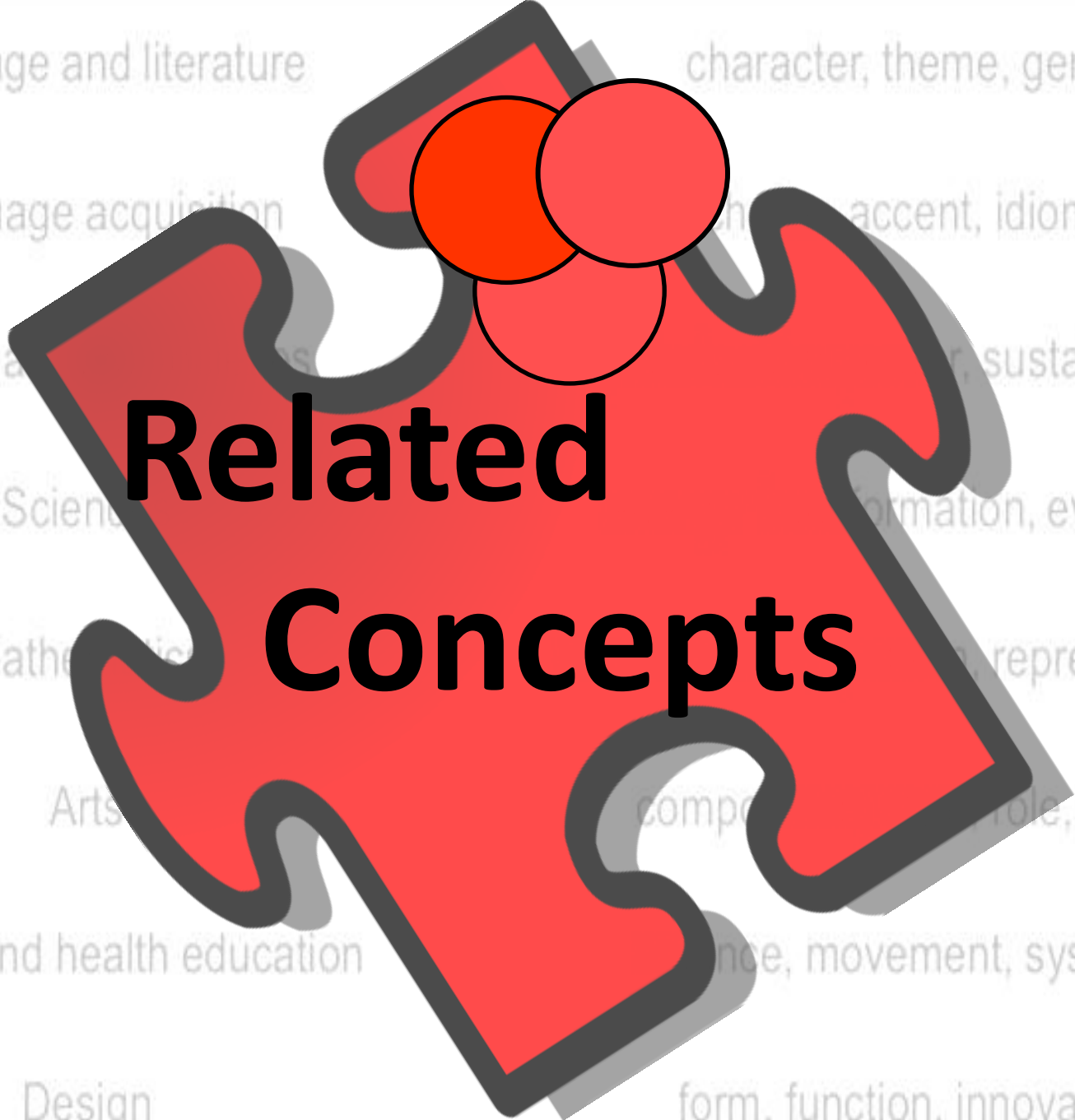
compr... role, intent

Physical and health education

nce, movement, systems

Design

form, function, innovation



Related concepts emerge from the discipline and provide conceptual focus and depth to understanding related to the disciplinary content.

Related Concepts

Subject group	Sample related concepts
Language and literature	character, theme, genre
Language acquisition	word choice, accent, idiom, voice
Individuals and societies	globalization, power, sustainability
Sciences	energy, transformation, evidence
Mathematics	measurement, pattern, representation
Arts	composition, style, role, intent
Physical and health education	balance, movement, systems
Design	form, function, innovation



Global Context

Global contexts frame a meaningful exploration that builds understanding of the key and related concepts, comprising a range of ideas and issues that allow for relevance, engagement and a direct route of inquiry into next-millennium perspectives.



Identities and relationships

Orientation in space and time

Personal and cultural expression

Scientific and technical innovation

Globalization and sustainability

Fairness and development

Global Contexts

Identities and relationships

Students will **explore** identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

Orientation in space and time

Students will **explore** personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives.

Personal and cultural expression

Students will **explore** the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Scientific and technical innovation

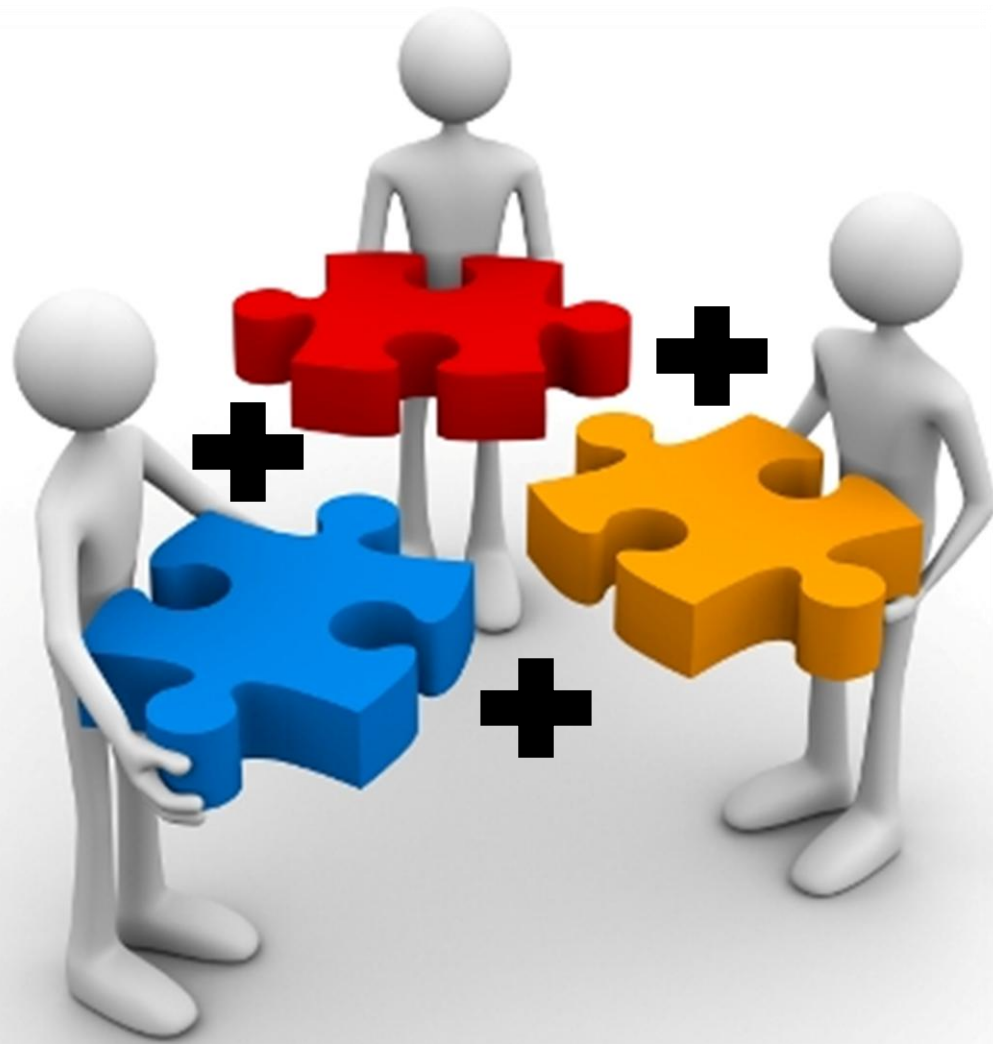
Students will **explore** the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

Globalization and sustainability

Students will **explore** the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.

Fairness and development

Students will **explore** rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.



= Statement of Inquiry

The STATEMENT OF INQUIRY:

- creates a platform for deepening the students' understanding of the topic,**
- focuses the unit,**
- facilitates synergistic thinking,**
- provides for a universal understanding,**
- uses language that is meaningful to the learner,**
- is directly tied to the summative assessment.**

CRAFTING THE INQUIRY/CONCEPT STATEMENT

CONCEPT

+ VERB

+ CONCEPT

PERSPECTIVE

AUTHORITY

BEAUTY

AESTHETICS

INTERPRETATION

VALUE

EXPRESSION

COMMUNICATION

STANDARDS

TECHNIQUE

SUBJECT

CRAFTING THE INQUIRY/CONCEPT STATEMENT

CONCEPT

+ VERB

+ CONCEPT

Values **inform** perspective.

Perspective **determines** value.

Perspective **discerns** beauty.

Authority **influences** beauty.

Expression **challenges** authority.

Aesthetics **communicate** values.

The study of history develops a sense of identity
defends us against propaganda and
understanding of human nature

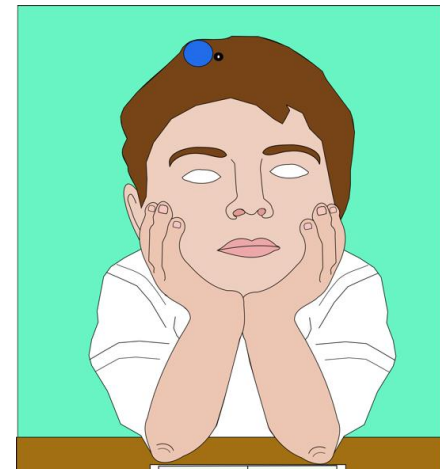
Too broad

Knowledge and application of safe practice around
water environments contributes to
on and around water.

Content specific

Gender discrimination and pre-natal screening lead
to increased rates of abortion.

One fact



CRAFTING THE INQUIRY/CONCEPT STATEMENT



Key concept	Related concept(s)	Global context
connections	meaning and	personal & cultural
Statement of inquiry	transfer	expression
Connections <u>facilitate</u> construction of meaning and transfer of knowledge <u>resulting</u> in thoughtful expression of ideas .		

CRAFTING THE INQUIRY/CONCEPT STATEMENT

The statement of inquiry or concept statement...

- is a **concise statement**,

 - not written as an objective, question or skills to develop.

- is the key **element** of the unit,

 - what students should remember in the future

 - emerges from subject-specific contents, skills & concepts,
but is **not subject specific**.

- uses **active, present tense verbs to convey a more timeless sense,**

 - avoids **proper and personal nouns,**

 - does not use the verb **“to be.”**

UNIT TITLE: Size It Up!

Approx Time: 3 weeks

MYP YEAR: 1

KEY CONCEPT: FORM

RELATED CONCEPT: MODELS + MEASUREMENT

GLOBAL CONTEXT: SCIENTIFIC + TECHNICAL INNOVATION

• THE IMPACT OF SCIENTIFIC AND TECHNOLOGICAL ADVANCES ON COMMUNITIES AND ENVIRONMENTS

STATEMENT OF INQUIRY: THE USE OF FORM,

The use of **form**, **models** and **measurement** ~~will lead to an understanding of the~~ **impact of scientific and technological advances within communities and environments.**

The use of **form**, **models** and **measurement** **impact scientific and technological advances.**

MODELS OF LIFE SITE FORMS AND ENVIRONMENT?

Key:
concept: Change

Related:
concepts: Evidence, Balance

Global Context: scientific & technical
innovation

Statement of Inquiry: humans use their understanding
of scientific principles
~~Students need to be able~~
to recognize evidence

~~Students need to be able to~~ recognize the **change** that are **evidence** of chemical reactions and determine whether chemical equations are **balanced**.

Scientific principles prove that **imbalance** creates **change**. recognize that **imbalance** creates **change**. equations are **balanced**.

What is love? Baby, don't hurt me, don't hurt me no more!
Approximate Time 6 weeks
Year 2014/2015 Year 4
Key Concept Connections
Related Concepts Style/Theme
Global Context Identities and Relationships
(Family, Friends, Communities, Cultures)
Statement of Inquiry: ~~Students will~~
~~inquire how an author~~
uses style and theme
to explore relationships ~~in~~
~~text~~ between families,
friends, communities, cultures in a text.

Key concept: connections
Related concepts: style/theme
Global Context: identities and relationships

~~Students will inquire how~~ an author's use of **style** and **theme** explore relationships in a text.

Authors use **style** and **theme** to explore relationships between family, friends, communities and cultures.

Unit title: Frida's brow-raising identity
Approx time: 30 hours
MYP year: 3
Key concept: Identity
Related concept: Expression
Global context: Identities & Relationships
(beliefs & values)
Statement of Inquiry: Artistic creations express the creator's identity, beliefs & values.

Artistic creations **express** the creator's **identity**, **beliefs and values**.

- What themes are carried through her paintings?
Conceptual
- How are beliefs & values ~~not~~ expressed in Frida's art?
Debatable
- Is all art autobiographical?

CRAFTING THE INQUIRY/CONCEPT STATEMENT

Perspective is shaped by culture, systems and beliefs.

Culture, systems and beliefs shape perspective.

Natural phenomena can be modeled so that change can be understood.

Models contextualize change.

Environmental relationships depend on balance .

Relationships seek **balance**.

Establishing **patterns** in the natural world can help in understanding relationships.

Establishing patterns in the natural world contributes to understanding relationships.

CRAFTING THE INQUIRY/CONCEPT STATEMENT



Aesthetics
Change
Communication
Communities
Connections
Creativity
Culture
Development
Form
Global interactions
Identity
Logic
Perspective
Relationships
Time, place & space
Systems

Language & literature: **Character, theme, genre**
Lang acquisition: **Word choice, accent, idiom, voice**
Individuals & Societies: **Globalization, power, sustainability**
Sciences: **Energy, transformation, evidence**
Maths: **Measurement, pattern, representation**
Physical & health education: **Balance, movement, systems**
Design: **Form, function, innovation**

Identities and relationships **Personal and cultural expression**

Orientation in space and time **Globalization & sustainability**

Scientific & technical innovation **Fairness & development**

Relationships alter the **pattern** of communication.

Beliefs embed themselves in **culture** over time.

Identity emerges from **historical context**.

Effective **communication** contributes to developing **global awareness** for a sustainable future.

Systems interacting effectively build strong relationships.

Creative expression challenges the **perspective** of its **audience**.

Analyzing **patterns** illuminates **conflict** in relationships.

Interactions of diverse materials spawn **change** with **global consequences**.

Maximizing **efficiency** of **systems** may diminish **undesirable impact**.

Appreciating **beliefs**, **values** and **perspective** influences **choice of expression** and produces a clearer **message**.

CRAFTING THE INQUIRY/CONCEPT STATEMENT

Does the statement of inquiry incorporate the **key and related** concepts and the **global context**?

Does the statement of inquiry **transcend** the disciplines and allow for **meaningful inquiry** into the **concept**?

PRELIMINARY PLANNING GRID FOR SPANISH III (phase 3)

Unit	KEY CONCEPT RELATED CONCEPTS	GLOBAL CONTEXT	Inquiry Statement	SUMMATIVES
Review (Ch 1,2)	Communication Audience Purpose Structure	Identities & relationships	Effective communication depends on purpose and audience.	*C – speaking *C – writing
Geography/ history	Connections Context Empathy Point of view	Globalization & Sustainability	Historical context influences point of view and creates empathy.	*A – listening *C – speaking
Travel (ch 5, 6)	Connections Function Idiom Message	Orientation in Space & Time	Purposeful messages create global connections.	*B – reading C – speaking *D – writing
Ch 4 (house, Future, commands)	Creativity Patterns Form Structure	Scientific & technical innovation	Innovation requires creativity.	*A – listening *B – reading
Vamos a Ver	Culture Context Conventions Inference	Identities & relationships	Cultural context affects identities and relationships.	B – reading *D – speaking *D – writing
Art	Creativity Audience Message Word choice	Personal & cultural expression	Creativity challenges the audience's perspective.	*D – speaking *C – writing

*IB minimal required assessments

Teacher(s)		Subject group and discipline	
Unit title		MYP year	Unit duration (hrs)

Inquiry: Establishing the purpose of the unit

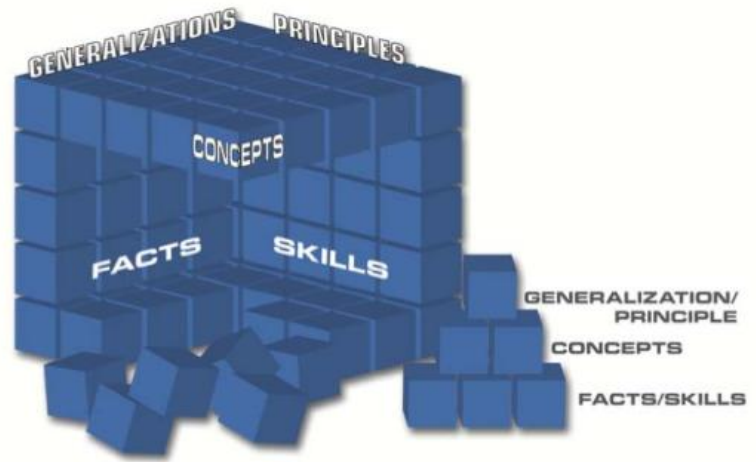
Key concept	+	Related concept(s)	+	Global context
			depth	future-focused and consequence-oriented

Statement of inquiry

MYP UNIT PLANNER

Inquiry questions

- Factual— Who, what, when, where?
- Conceptual— How, why?
- Debatable— Yes/no, provocative?



So, why is **creativity** so important?

Purpose of School

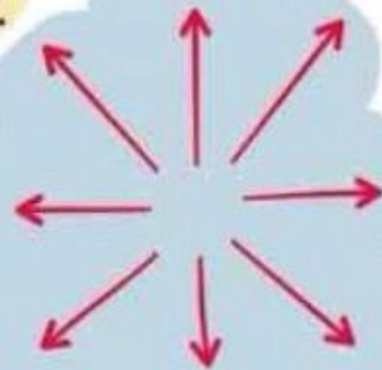


Prepare Students for a world we can't envisage

So when they're **STUCK** with something



they've never **SEEN** before



they choose to **THINK**



Instead of **REMEMBER...**

Thought:
Dylan Wiliam

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