

MYP Year 1-2 Objectives for Story Corps

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Language and Literature</b></p>	<p><b>Analyzing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify and comment upon significant aspects of texts</li> <li><input type="checkbox"/> identify and comment upon the creator’s choices</li> <li><input type="checkbox"/> justify opinions and ideas, using examples, explanations and terminology</li> <li><input type="checkbox"/> identify similarities and differences in features within and between texts</li> </ul>	<p><b>Organizing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> employ organizational structures that serve the context and intention</li> <li><input type="checkbox"/> organize opinions and ideas in a logical manner</li> <li><input type="checkbox"/> use referencing and formatting tools to create a presentation style suitable to the context and intention</li> </ul>	<p><b>Producing Text</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process</li> <li><input type="checkbox"/> make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</li> <li><input type="checkbox"/> select relevant details and examples to support ideas</li> </ul>	<p><b>Using Language</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use appropriate and varied vocabulary, sentence structures and forms of expression</li> <li><input type="checkbox"/> write and speak in an appropriate register and style</li> <li><input type="checkbox"/> use correct grammar, syntax, and punctuation</li> <li><input type="checkbox"/> spell (alphabetic languages), write (character languages) and pronounce with accuracy</li> <li><input type="checkbox"/> use appropriate non-verbal communication techniques</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Individuals and Societies</b></p>	<p><b>Knowing and Understanding</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use vocabulary in context</li> <li><input type="checkbox"/> demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples</li> </ul>	<p><b>Investigating</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain the choice of a research question</li> <li><input type="checkbox"/> follow an action plan to explore a research question</li> <li><input type="checkbox"/> collect and record relevant information consistent with the research question</li> <li><input type="checkbox"/> reflect on the process and results of the investigation</li> </ul>	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate information and ideas with clarity</li> <li><input type="checkbox"/> organize information and ideas effectively for the task</li> <li><input type="checkbox"/> list sources of information in a way that follows the task instructions</li> </ul>	<p><b>Thinking critically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify the main points of ideas, events, visual representation or arguments</li> <li><input type="checkbox"/> use information to give an opinion</li> <li><input type="checkbox"/> identify and analyze a range of sources/data in terms of origin and purpose</li> <li><input type="checkbox"/> identify different views and their implications</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Phys &amp; health ed</b></p>	<p><b>Knowing and understanding</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> outline physical health education-related factual, procedural and conceptual knowledge</li> <li><input type="checkbox"/> identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations</li> <li><input type="checkbox"/> apply physical and health terminology to communicate understanding.</li> </ul>	<p><b>Planning for performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <del>construct and outline a plan for improving health or physical activity</del></li> <li><input type="checkbox"/> describe the effectiveness of a plan based on the outcome</li> </ul>	<p><b>Applying and performing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <del>recall and apply a range of skills and techniques effectively</del></li> <li><input type="checkbox"/> <del>recall and apply a range of strategies and movement concepts</del></li> <li><input type="checkbox"/> recall and apply information to perform effectively</li> </ul>	<p><b>Reflecting and improving performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify and demonstrate strategies to enhance interpersonal skills</li> <li><input type="checkbox"/> <del>identify goals and apply strategies to enhance performance</del></li> <li><input type="checkbox"/> describe and summarize performance</li> </ul>

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<b>MYP Projects</b>	<p><b>Investigating</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> outline a basic an appropriate goal and context for the project, based on personal interests</li> <li><input type="checkbox"/> identify basic prior learning and subject specific knowledge relevant to some areas of the project</li> <li><input type="checkbox"/> demonstrate appropriate research skills</li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop appropriate criteria for the product/outcome</li> <li><input type="checkbox"/> present an appropriate plan and record of the development process of the project</li> <li><input type="checkbox"/> demonstrate appropriate self-management skills</li> </ul>	<p><b>Taking Action</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> create a basic product/outcome in response to the goal, global context and criteria</li> <li><input type="checkbox"/> demonstrate appropriate thinking skills</li> <li><input type="checkbox"/> demonstrate appropriate communication and social skills</li> </ul>	<p><b>Reflecting</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> present a basic evaluation of the quality of the product/outcome against his/her criteria</li> <li><input type="checkbox"/> present reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li> <li><input type="checkbox"/> present reflection on his or her development as a learner through the project (in terms of personal learning goals)</li> </ul>
<b>Interdisciplinary</b>	<p><b>Disciplinary grounding</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge</li> </ul>	<p><b>Synthesizing and applying</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> synthesize disciplinary knowledge to demonstrate interdisciplinary understanding</li> </ul>	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use appropriate strategies to communicate interdisciplinary understanding effectively</li> <li><input type="checkbox"/> list sources</li> </ul>	<p><b>Reflecting</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> evaluate strengths and limitations of the interdisciplinary learning process</li> <li><input type="checkbox"/> describe the benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations</li> </ul>