



# Academics in the IB2 Year

**UCC IB2 Parent Information Evening  
September 20, 2016**

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# Putting It All Together: the IB2 Year

- meeting diploma requirements
  - completion of internal assessments and assignments for external assessment
  - completion and review of course content
  - final examinations (May 1 - 19)
- student self-identified areas of challenge
  - time management, creation of a work plan, “chunking”, avoiding procrastination
- supports
- some important resources
  - calendar of major assessment dates / Haiku
  - IB2 Course Instructional Plan (released in Feb.)
  - Exam information package (released in Spring)



# The Fall Term and Student Workload

- **Haiku assessment calendar as a tool to support academic organization and planning**
  - group and individual coaching in house advising
- **IB2 December exams**
  - emphasis on review of course content and skill development in preparation for the May final examinations
  - scheduled in the a.m. over 9 days (Fri. Dec. 9 - Wed. Dec. 21)
  - Assessment blackout (begins Fri. Nov 25 *\*exception is outside the timetable exams*)
  - Exam Preparation Week - exam review; no new material taught (Fri. Dec. 2 - Wed. Dec. 7)
  - Exam Tutorial Day Thurs. Dec. 8 (attendance is optional)
- **Co-curricular scheduling**
- **Post-secondary planning support**
  - workshop program offered to students by the University Counselling Office on the November PT interview days: Tues. Nov. 1 and Fri. Nov. 4 (see upcoming *Future Ties* for details)



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Self-Advocacy:  
Know Yourself.  
Know What You  
Need. Know How  
to Get It



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Announcements

Workshops

> Intermediate Division  
(IDiv)

▼ Senior Division

> Building a Personalized  
Tool Kit for Learning

Self-Advocacy &  
Communication

Test & Exam  
Headquarters

> English Language  
Learners (ELL)

Wellness

Concussion Resources

> Peer Tutoring

Extended Absence

Welcome



## The Wernham West Centre for Learning Haiku Site

This site includes many resources, tips, and support. It is available to all Upper School students anytime.

Click on the buttons on the left hand side to navigate the resources organized by division and topic.

If you have any questions please contact us.

Engaging Minds: Tip of the Week



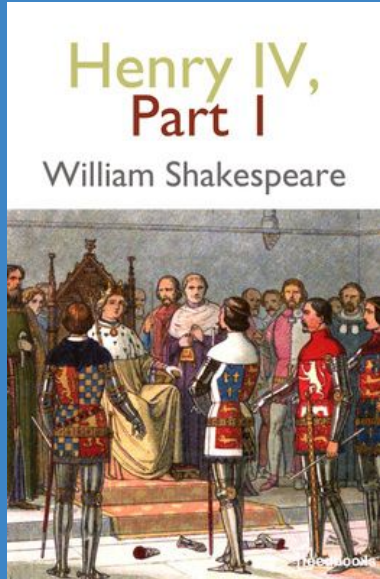
Before launching into reading a textbook, you should “preview the chapter by first glancing over headings, key vocabulary, and review questions. A thorough preview also includes an investigation of text side-features like diagrams, photos, and charts. When you know what to expect, your brain forms useful impressions, connections, and questions to aid in reading comprehension. In this way, previewing promotes active

# The Approaches to Learning



- Learning skills that are intentionally developed and taught as part of the program
  - **Communication:** Write, read, listen and speak effectively for different purposes and different audiences.
  - **Social (responsibility, collaboration, self-regulation):** Respond respectfully to the ideas, opinions, values, and traditions of others according to expectations.
  - **Self management (independent work, initiative, organization):** Establish priorities and manage time to achieve goals.
  - **Thinking:** Analyse, interpret, evaluate, synthesize, create and apply ideas, information and evidence in a variety of forms and situations.
  - **Research:** Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources.
- A crucial element in preparing students effectively for life beyond high school
- Feedback on these skills is the focus of the October and April interim reports

# The Approaches to Teaching



- English
  - The Harkness method and student-directed exploration of text



- Physics
  - The flipped classroom and the expansion of space for student inquiry
  - The Physics of Helicopters

# Celebrating the learning of LC 2017: A sampling of Extended Essay research areas

In what ways does Markus Zusak's *The Book Thief* challenge the reader's preconceived assumptions about death, the Holocaust, and the conventional family?

Slaying the Octopus: The Crusade Against Standard Oil - To what extent was the Sherman Antitrust Act of 1890 manipulated over twenty years later to unjustly break up Standard Oil in 1911?

A biological study of the antibacterial effects of methylglyoxal in Manuka honey toward pathogenic bacteria that cause diarrhea

To what extent do religious communities cluster? A case study of Muslim, Christian and Jewish neighborhoods in Toronto

R2-D2 meets Tahei: A visual comparison of *The Hidden Fortress* and *Star Wars A New Hope* through the lens of a worm's eye style of narrative





# At the Summit

## What our Students Say they Value

- excellent preparation for university
- satisfaction from deep independent work
- joy from reading and writing in-depth
- interest and motivation
- relationship with teachers

## What the Research Shows

- college readiness in academic and non-academic knowledge, skills and abilities
- postsecondary academic performance
- deep, lifelong engagement with learning
- international-mindedness, community service and social/civic engagement



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