

Annotated MYP unit planner

Teacher(s)		Subject group			
Unit title	Topic, local or national requirement, or engaging designation	MYP Year	1-5	Unit duration (hrs)	

INQUIRY: Establishing the purpose of the inquiry

Key concept	Related concept(s)	Global context
<p>Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among</p> <ul style="list-style-type: none"> • courses within the subject group • other subject groups (interdisciplinary learning). <p>These key concepts provide a framework for the subject group, informing units of work and helping to organize teaching and learning.</p>	<p>Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.</p>	<p>Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP subject groups can develop meaningful explorations of</p> <ul style="list-style-type: none"> • identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability • fairness and development

Statement of inquiry		
<p>Statements of inquiry set conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning.</p> <p>Statements of inquiry summarize ‘What we will be learning, and why’ in language that is meaningful to students.</p>		
Inquiry questions		
<p>Factual: concrete questions that have right and wrong answers (who, why, what, when, where); often focusing on recall</p> <p>Conceptual: more abstract questions that explore broader meanings, deeper understanding and transferrable knowledge; often involving analysis and synthesis</p> <p>Debatable: questions that generate disagreement, engage multiple perspectives, and promote critical and creative thinking; often involving the creation and exploration of competing values, theories and rationales.</p>		
Objectives	Summative assessment	
<p>Include the unit’s objectives, listing specific strands to be addressed</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Describe the task(s) that students will undertake in order to demonstrate their achievement of subject group objectives (often performances of understanding)</p>	<p>Relationship between the summative assessment task(s) and the statement of inquiry:</p> <p>Describe how the statement of inquiry and summative assessment are connected</p>
Approaches to learning (ATL)		
<p>Identify ATL skill(s) that students will develop, through their engagement with the unit’s learning experiences (including formative assessments), that they need in order to meet the unit’s objectives: general skills AND subject specific skills. An effective way to identify and align ATL skills for MYP units includes a simple chart:</p>		

IB ATL CATEGORY	MYP ATL CLUSTER	SPECIFIC ATL SKILL	LEARNING EXPERIENCES
<p>Approaches to learning are most powerful when teachers plan and students engage with them in connection with significant and relevant content knowledge in order to develop transferable understanding. Teachers should teach skills explicitly, and students should have structure opportunities to practice,</p> <p>ATL skills focus on the process of learning, helping students to become confident, independent, self-managed learners for life.</p>			

ACTION: Teaching and learning through inquiry

Content	Learning process
<p>Include contents of the unit:</p> <ul style="list-style-type: none"> • facts • topics • terms, symbols & notation <p>Local or national content requirements and curriculum standards/objectives</p>	<p>Learning experiences and teaching strategies</p> <p>Learning experiences and teaching strategies should be aligned with the unit’s purpose, MYP objectives and summative assessment. They should focus on student-centred, inquiry-based learning engagements, and contain sufficient detail about what students will do, and in what order. This section can provide a flexible road map for developing detailed lesson plans which support personal teaching styles or meet local requirements.</p> <hr/> <p>Formative assessment</p> <p>Here teachers plan and record assessment FOR learning- class work or homework that provides practice and feedback for developing ATL skills (general and subject specific) as well as disciplinary (and interdisciplinary) knowledge and understanding. Formative assessment can support/ provide scaffolding for summative assessments, including more complex performances of understanding.</p>

	<p>Differentiation</p> <p>What options do we provide to meet the individual learning needs of all students? How can we help students to access the curriculum by developing a range of content, processes, products and learning environments?</p>
<p>Resources</p>	
<p>Include detailed information: textbooks and other reading; reference material; internet; student experience; community (cultural and linguistic); people and organizations; learning environments</p>	

REFLECTION: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<p>Why do we think that the unit or the selection of topics will be interesting?</p> <p>What do students already know, and what can they do?</p> <p>What have students encountered in this discipline before?</p> <p>What does my experience tell me about what to expect in this unit?</p> <p>What attributes of the learning profile does this unit offer students opportunities to develop?</p> <p>What potential interdisciplinary connections</p>	<p>What difficulties did we encounter while completing the unit or the summative assessment task(s)?</p> <p>What resources are proving useful, and what other resources do we need?</p> <p>What student inquiries are emerging?</p> <p>What can we adjust or change?</p> <p>What skills need more practice?</p> <p>What is the level of student engagement?</p> <p>How can we scaffold learning for students who need more guidance?</p>	<p>What were the learning outcomes of this unit?</p> <p>How well did the summative assessment task serve to distinguish levels of achievement? Was the task sufficiently complex to allow students to reach the highest levels?</p> <p>What evidence of learning can we identify? What artefacts of learning should we document?</p> <p>Which teaching strategies were effective? Why?</p>

<p>can we identify?</p> <p>What do we know about my students' preferences and patterns of interaction?</p> <p>Are there any possible opportunities for meaningful service learning?</p> <p>What in the unit might be inspiring for community or personal projects?</p> <p>Could we develop authentic opportunities for service learning?</p> <p>How can we use my students' multilingualism as a resource for learning?</p>	<p>What is happening in the world right now with which we could connect teaching and learning in this unit?</p> <p>How well are the learning experiences aligned with the unit's objectives?</p> <p>What opportunities am I hearing to help students explore the interpretative nature of knowledge, including personal biases that might be retained, revised or rejected? (DP Theory of knowledge skills development)</p>	<p>What was surprising?</p> <p>What student-initiated action did we notice?</p> <p>What will we do differently next time?</p> <p>How will we build on our experience to plan the next unit?</p> <p>How effectively did we differentiate learning in this unit?</p> <p>What can students carry forward from this unit to the unit? to the next year/ level of study?</p> <p>Which subject groups could we work with next time?</p> <p>What did we learn from standardizing the assessment?</p>
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