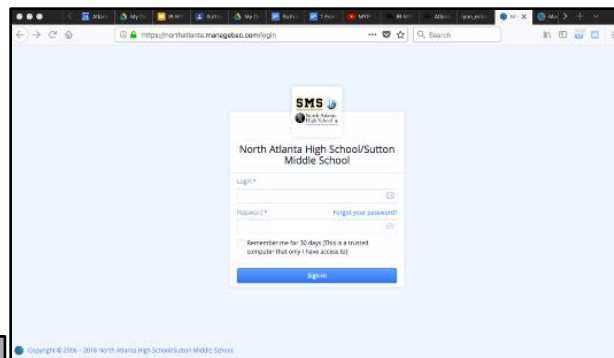


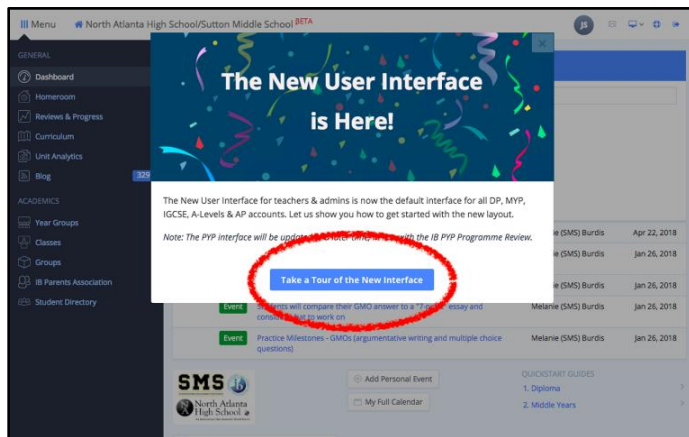
## ManageBac Unit Planner (MYP)

ManageBac is where we house our Curriculum. Currently, we use it to plan and store resources and support the Personal Project. You can access ManageBac from MyBackPack, [www.ibmynorthatlanta.weebly.com](http://www.ibmynorthatlanta.weebly.com) (Teacher menu), or by going to <https://northatlanta.managebac.com>.

**Please follow the steps for creating a unit in ManageBac:**

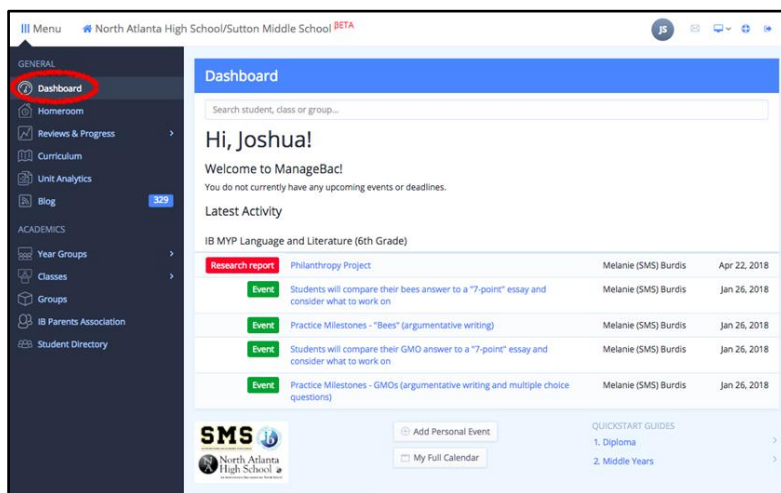


1. Log in and take a few minutes to take a **tour** of the new interface.



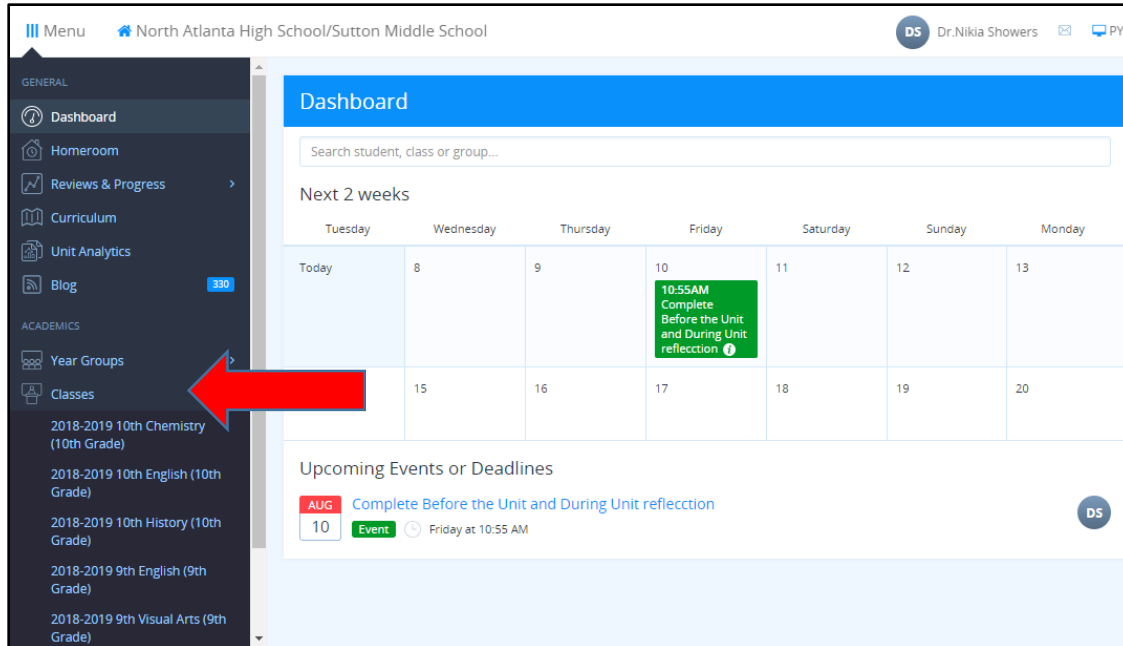
2. When you sign in, you will be on the **Dashboard** page. This page will tell you what's coming up in your current unit & some future units.

- Once you are in an active unit, it will give you the current two-week period + **Upcoming Events or Deadlines**.
- There will also be a list of the **Latest Activity** that's taken place in the class(es) in which you are listed as a teacher.



3. Click on the dropdown next to **Classes**. You should see the list of classes that **should represent your PLC or subject area**. Please do not join a class. If you need to join a class, please let your coordinator know. **Click on the class in order to view or build a unit**.

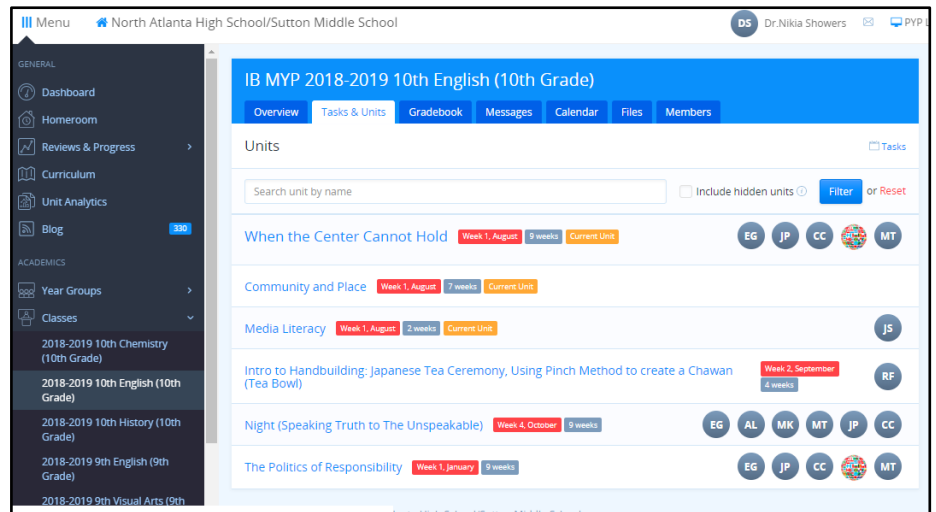
# ManageBac Unit Planner (MYP)



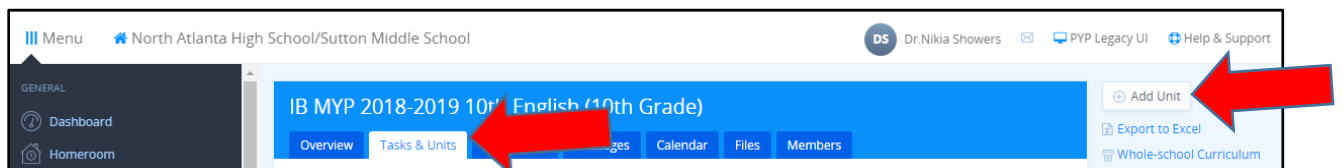
4. Once you're in a class, you will tend to use the following tabs the most (at this time):

- **Overview**
- **Tasks & Units**
- **Calendar**
- **Files**
- **PLEASE keep in mind, when in ManageBac, do not delete unless you are absolutely sure you or your peers do not need something (e.g., a unit, task, etc.). *In***

***ManageBac, once you delete, it cannot be recovered.***

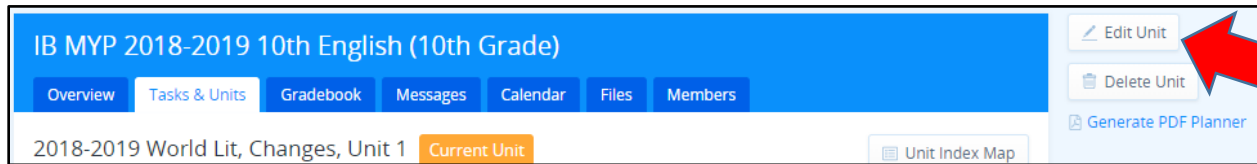


5. To add a unit, be sure you are in the correct class, click the **Tasks and Unit** tab, and click **Add Unit**.

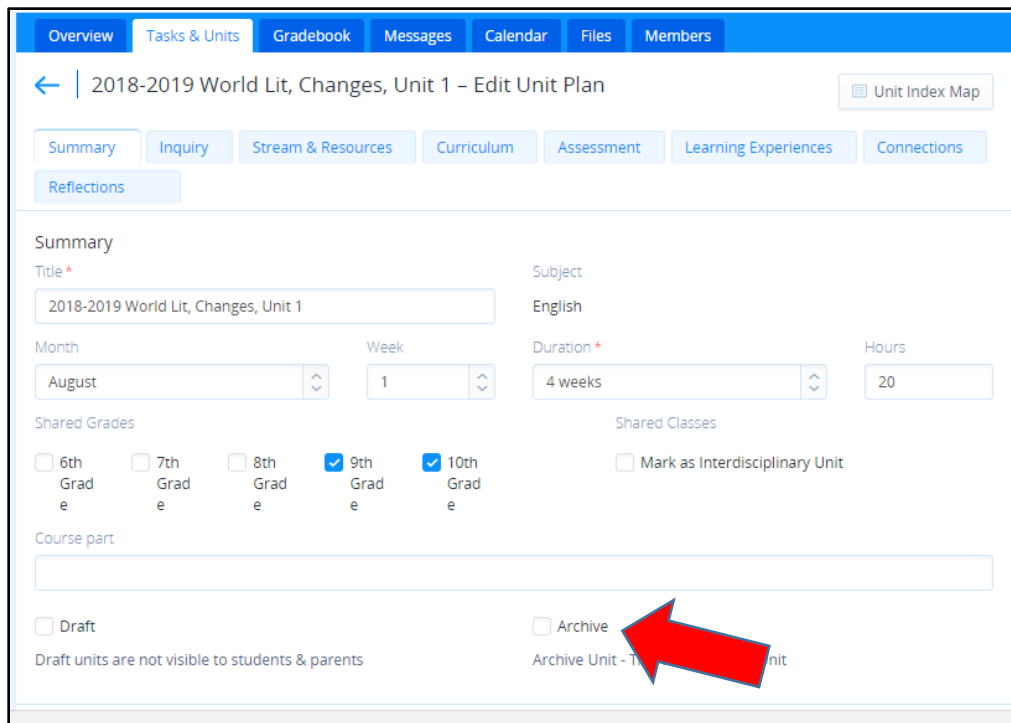


## ManageBac Unit Planner (MYP)

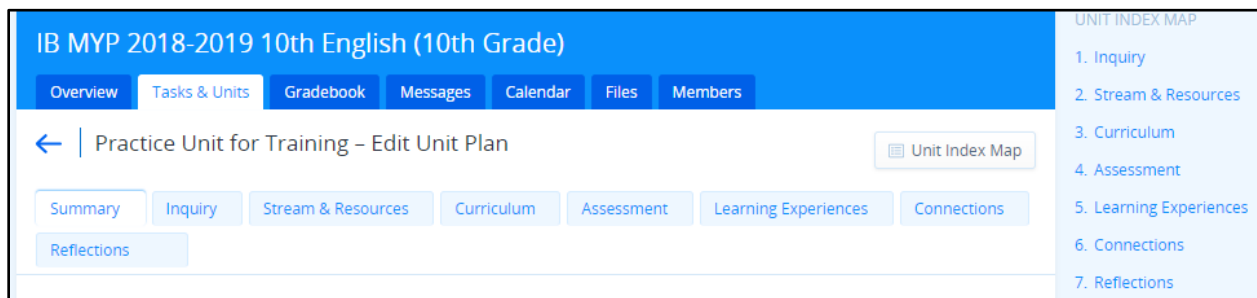
6. To edit a unit, click on the unit you want to edit on the **Tasks and Unit** tab and click **Edit Unit**.



7. Complete the **Summary** section. **Note: Your Unit Title must include the current year, Subject, Unit Title and Unit Number.** Example: 2018-2019 Ballet 1, Positioning, Unit 2. Choose the approximate starting week of the unit and the duration. You can **Archive** from the Summary tab as well. Click **Create Unit**.

A screenshot of the 'Edit Unit Plan' form in the ManageBac Unit Planner. The form is titled '2018-2019 World Lit, Changes, Unit 1 - Edit Unit Plan'. It has several tabs: 'Summary', 'Inquiry', 'Stream & Resources', 'Curriculum', 'Assessment', 'Learning Experiences', and 'Connections'. The 'Summary' tab is active. The form contains several input fields: 'Title' (2018-2019 World Lit, Changes, Unit 1), 'Subject' (English), 'Month' (August), 'Week' (1), 'Duration' (4 weeks), and 'Hours' (20). There are also checkboxes for 'Shared Grades' (6th, 7th, 8th, 9th, 10th) and 'Shared Classes' (Mark as Interdisciplinary Unit). At the bottom, there are checkboxes for 'Draft' and 'Archive'. A red arrow points to the 'Archive' checkbox.

8. You will complete all sections under each tab. You may return back to any tab to make revisions or changes at any time. Be sure to **save changes** (bottom left) before leaving a tab.




## ManageBac Unit Planner (MYP)

9. Click on the Inquiry tab. Click on 1 key concept and 2 related concepts that will drive your unit. **The underlined key concepts are recommended for your subject.** Complete the conceptual understanding box by answering the provided statement. **Note: This statement explains the big idea or enduring understanding.**



**Pin by clicking the push pin at each section or on the Unit Index Map.**

 **Identities and relationships**

*Who am I? Who are we?*  
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.

Attitudes

Possible explorations to develop

- Identity formation, self-esteem, status, roles and role models
- Competition and cooperation
- Teams, affiliation and leadership
- Personal efficacy and agency
- Attitudes, motivations, and independence
- Happiness and the good life

Overview | **Tasks & Units** | Gradebook | Messages | Calendar | Files | Members

← | 2018-2019 World Lit, Changes, Unit 1 - Edit Unit Plan Unit Index Map

Summary | **Inquiry** | Stream & Resources | Curriculum | Assessment | Learning Experiences | Connections

Reflections

**Key Concepts**

Identify one key concept that drives the unit's development

- Aesthetics** deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.
- Change** is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.
- Communication** is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common 'language' (which may be written, spoken or non-verbal).
- Communities** are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.
- Connections** are links, bonds and relationships among people, objects, organisms or ideas.
- Creativity** is the process or ability to make or produce something new and original, often characterized by the use of imagination or divergent thinking. It may be evident in the process as well as the outcome, solution or product.
- Culture** encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities. The concept of culture is dynamic and organic.
- Development** is the act or process of growth, progress or evolution, sometimes through iterative improvements.
- Form** is the shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance.
- Global Interaction** focuses on the connections among individuals and communities, as well as their relationships with built and

10. Determine the **global context** ( choose only one) and click on a possible exploration. Click on **one exploration** and write the specific exploration in the box provided. **Pin by clicking the push pin.**

11. Complete the **Statement of Inquiry and Inquiry questions**. To add more question, click **Add Inquiry Question**. **NOTE: the Statement of Inquiry is not a question, but a statement that combines the key, related, and global context of the unit into a meaningful statement worth exploring** (see page 62-63- MYP: From Principle to Practice). Line of Inquiry is optional. **Note: You should have a minimum of 3 questions: at least 1 Factual, Conceptual, and Debatable.** Click the **Push Pin**. Click **Save and Next**.

Statement of Inquiry

**Inquiry Questions**

Type: Factual ⌵

Line of Inquiry: Question \*

Subject: Language and literature ⌵

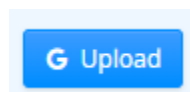
What is change?

➕ Add Inquiry Question

## ManageBac Unit Planner (MYP)

12. Click **Stream and Resources**. Streams allow you to drag and drop to organize resources and assessment tasks from a Unit planner in a sequence for your students. This creates a step-by-step numbered list for students & teachers to follow. (**Note that all resources in the stream will be shared with students**).

Upload Resources using the buttons and follow the prompts. You may also upload using your google drive as well.



Add File

Section \*

Summary

File \*

No file chosen

Files should be less than 500 MB

Title

Comment

Share with Students

or

\*13. You may Add **Formative and Summative Assessment task** under the **Stream and Resources** tab or on the **Assessment** tab.

Click **Add Task** to add **formative and summative assessments** to the unit. Complete the summary of your new task by determining the task type (summative or formative), approximate due date, specific details (e.i., GRASPS) of the assessment, assessment criteria and click **Add Task**. **Note: For each unit, choose 1 or 2 assessment criteria for the summative assessments. The criteria should correspond with the unit's objectives. IB requires students to be assessed for each criteria at least twice a year. Each unit must have at least 1 summative and formative task.**

Add New Task

Summary

Name \*

Unit

2018-2019 World Lit, Changes, Unit 1

Type

Summative  Formative

Task category

Assessment Criteria

Task-specific clarification

Customize Achievement Descriptors

A: Analysing

B: Organizing

C: Producing text

D: Using language

Due date

August 15, 2018  09 AM

You will see a summary of the task with the rubric. You may modify the rubric by clicking **Task – specific clarification** by editing the task. **Note: The rubric's bolded terms and command terms should not be changed.**

**The task will appear under the Assessment tab as well.**

Task has been updated.

**IB MYP 2018-2019 10th English (10th Grade)**

[Overview](#) [Tasks & Units](#) [Gradebook](#) [Messages](#) [Calendar](#) [Files](#) [Members](#)

AUG 15 Formative Task 🕒 Wednesday at 9:00 AM

Details

Students will write an essay to show their level of understanding of organizing an essay.

Assessment

Criterion A: Analysing

0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student: provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts, provides limited analysis of the effects of the creator's choices on an audience, rarely justifies opinions and ideas with examples or explanations; uses little or no terminology, evaluates few similarities and differences by making minimal connections in features across and within genres and texts.

## ManageBac Unit Planner (MYP)

14. Click **Curriculum**. Click the MYP objectives that will be addressed in the unit. **Note: They should correspond to the assessment criteria. Pin by clicking the push pin.**

MYP Objectives Standards Content & Skills

Which specific MYP objectives will be addressed during this unit?

**A: Analysing**

- analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts
- analyse the effects of the creator's choices on an audience
- justify opinions and ideas, using examples, explanations and terminology
- evaluate similarities and differences by connecting features across and within genres and texts.

**B: Organizing**

- employ organizational structures that serve the context and intention
- organize opinions and ideas in a sustained, coherent and logical manner
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

Click the **standards tab** and choose the standards that will be addressed in the unit. **Pin by clicking the push pin.**

MYP Objectives Standards Content & Skills

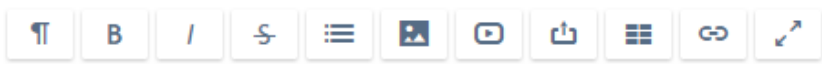
What (if any) standards are to be addressed?

- Reading Literary (RL)
  - Key Ideas and Details
    - ELAGSE9-10RL1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
    - ELAGSE9-10RL2 Determine a theme or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Click the **Content and Skills** and note the Instructional Objectives for the unit. **Pin by clicking the push pin.**

MYP Objectives Standards Content & Skills

Content



Instructional Objectives

What factual, conceptual and procedural knowledge will enable the students to respond to the statement of inquiry?

Skills

## ManageBac Unit Planner (MYP)

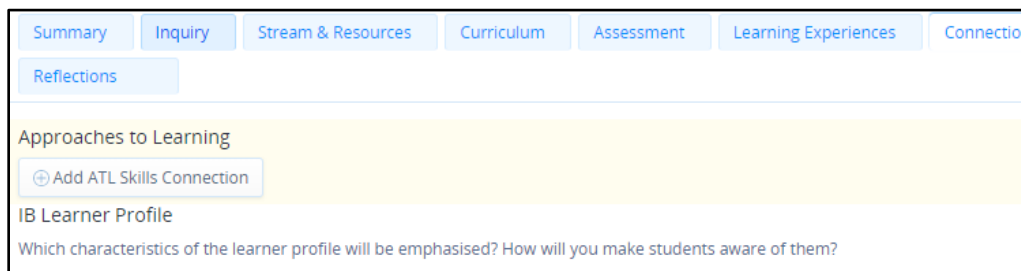
15. Click **Assessment**. To add an assessment, you can add the task under the **Stream and Resources** tab or **Assessment** tab by click **Add Task** (top right). Answer all questions in this section. **Pin Formative Assessment, Summative Assessment, Peer and self-assessment, and MYP assessment criteria. Pin by clicking the push pin. Review the directions in Step 13 to add a task.**

16. Click **Learning Experiences**. Answer the questions in this section. **Pin Learning Experiences and Differentiation.** Be sure to explain the range of learning experiences (students' actions) and teaching strategies (teacher actions) of the unit. Clearly describe the learning engagements experiences/ progressions) & the sequences in which teaching & learning occurs.

Identify the specific strategies that address differentiated learning needs related to content, learning process, & product. Identify both learning support & extension resources so that the full range of individualized learning needs in the class are supported.

**Note: As a collaborative subject area group, explain the learning experiences and teaching strategy for each inquiry question. This is not the daily lesson plan, but the common learning experiences and teaching strategies determined by the members of the subject area group.**

17. Click **Connections**. Click Approaches to Learning – Add ATL skills Connection



To choose a skills, click the category and the drop down arrow to reveal the skills. Choose 1-2 skills and create specific learning experiences for each skill. **Pin by clicking the pin. Note: Provide clear & detailed descriptions of the specific learning activities & strategies that will be used to support students in mindfully developing & practicing the identified skills.**

**When & how the ATL skill strategies are explicitly taught & practiced can be described in the learning engagements (experiences/progressions) & teaching strategies section of the unit planner.**



## ManageBac Unit Planner (MYP)

Scroll down to answer and **pin** questions concerning **IB Learner Profile**, **International Mindedness**, **Language Development (optional)**, **Interdisciplinary link** (if applicable), and **Service as Actions**.

18. Click **Reflection**. Choose 2-3 questions for **prior, during, and after the unit** to answer and **pin**. Historical reflections can be saved.

Prior to studying the unit

Questions to focus on

- Why do we think that the unit or the selection of topics will be interesting?
- What do students already know, and what can they do?
- What have students encountered in this discipline before?

19. Under the **Task and Units** tab, click **Unit Index Map** to see what areas need to be completed. Completed items will have a green checked bubble. You may **pin** all necessary items by clicking the push pin on the **Unit Index Map**. The pin will turn yellow once it is clicked. **The image below shows what should be pinned as well. All pinned items need to have a green checked bubble.**

← 2018-2019 World Lit, Changes, Unit 1 – Edit Unit Plan Unit Index Map

<b>Inquiry</b>	<b>Stream &amp; Resources</b>	<b>Curriculum</b>
<input checked="" type="checkbox"/> Key Concepts ✨	<input type="checkbox"/> Resources ✨	<input type="checkbox"/> MYP Objectives ✨
<input type="checkbox"/> Related Concepts ✨		<input type="checkbox"/> Standards ✨
<input type="checkbox"/> Other Related Concepts ✨		<input checked="" type="checkbox"/> Content ✨
<input type="checkbox"/> Conceptual Understanding ✨		<input type="checkbox"/> Skills ✨
<input checked="" type="checkbox"/> Global Context & Explorations ✨		
<input checked="" type="checkbox"/> Statement of Inquiry ✨		
<input checked="" type="checkbox"/> Inquiry Questions ✨		
<b>Assessment</b>	<b>Learning Experiences</b>	<b>Connections</b>
<input checked="" type="checkbox"/> Formative assessment ✨	<input type="checkbox"/> Prior learning experiences ✨	<input checked="" type="checkbox"/> Approaches to Learning ✨
<input checked="" type="checkbox"/> Summative assessment ✨	<input type="checkbox"/> Learning experiences ✨	<input checked="" type="checkbox"/> IB Learner Profile ✨
<input type="checkbox"/> Peer and self assessment ✨	<input type="checkbox"/> Student expectations ✨	<input type="checkbox"/> International Mindedness ✨
<input type="checkbox"/> Standardization and moderation ✨	<input type="checkbox"/> Teaching strategies ✨	<input type="checkbox"/> Academic honesty ✨
<input checked="" type="checkbox"/> MYP Assessment criteria ✨	<input type="checkbox"/> Feedback ✨	<input type="checkbox"/> Information communication technology ✨
	<input type="checkbox"/> Differentiation ✨	<input type="checkbox"/> Language development ✨
		<input type="checkbox"/> Interdisciplinary links ✨
		<input type="checkbox"/> Service as Action ✨



## ManageBac Unit Planner (MYP)

2018-2019 Subject Area Groups and Classes (PLC)

Course/PLC	Subject Area selection for unit
9 <sup>th</sup> grade English	English
10 <sup>th</sup> grade English	English
9 <sup>th</sup> grade Biology	Biology
10 <sup>th</sup> grade Chemistry	Chemistry
10 <sup>th</sup> grade Earth Systems	Sciences
9 <sup>th</sup> grade American Government	Individuals and Societies
9 <sup>th</sup> grade US World Affairs	Individuals and Societies
10 <sup>th</sup> grade World History	History
9 <sup>th</sup> grade Algebra 1	Mathematics
10 <sup>th</sup> grade Geometry	Geometry
9 <sup>th</sup> Dance (Entry Level)	Dance
10 <sup>th</sup> Dance	Dance
9 <sup>th</sup> Drama (Entry Level)	Drama
10 <sup>th</sup> Drama	Drama
9 <sup>th</sup> Music (Entry Level)	Music
10 <sup>th</sup> Music	Music
9 <sup>th</sup> Physical and Health Education (Entry Level)	Physical and Health Education
10 <sup>th</sup> Physical and Health Education	Physical and Health Education
9 <sup>th</sup> Visual Arts (Entry Level)	Visual Arts
10 <sup>th</sup> Visual Arts	Visual Arts
9 <sup>th</sup> Spanish (Entry Level or determined by PLC)	Spanish
10 <sup>th</sup> Spanish (determined by PLC)	Spanish
9 <sup>th</sup> French (Entry Level or determined by PLC)	French
10 <sup>th</sup> French (determined by PLC)	French
9 <sup>th</sup> Arabic (Entry Level or determined by PLC)	Arabic
10 <sup>th</sup> Arabic (determined by PLC)	Arabic
9 <sup>th</sup> Chinese (Entry Level or determined by PLC)	Chinese
10 <sup>th</sup> Chinese (determined by PLC)	Chinese