MHS MYP Unit Planner Guide 2018-19

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| **Unit Title** |  |
| **Course/Grade Level** |  |
| **Teachers** |  |
| **Length of Unit (hrs)** |  |

#### Stage 1 Integrate statement of inquiry, global context and inquiry questions

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| **Key Concept** | **Related Concepts** |
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| **Global Context** |  |
| **Explanation for Global Context** |  |

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| **Statement of Inquiry** |
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| **Inquiry Questions** |
| **Factual** |  |
| **Conceptual** |  |
| **Debatable** |  |

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| Summative Assessment [*What do we expect students to learn?*]What authentic summative assessment task(s) will allow students the opportunity to respond to the statement of inquiry and inquiry questions? What will constitute acceptable evidence of understanding? How will students show what they have understood? [*How will we know they are learning?*] |
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| What relevant equity goals will this unit address? (Check all that apply.)  |
| * Developing Multiple Perspectives
* Developing Cultural Consciousness
* Understanding the Multiple Facets of Identity
* Increasing Intercultural Competence
* Developing Equity Literacy
* Developing Social Action Skills
* Other? Please Specify

**\*See MHS Unit Planner Equity Checklist for equity goal definitions.**\*(adapted from Holmes & 2017; Gorski & Swalwell, 2015; Teaching Tolerance, n.d.) |
| Which specific MYP objectives and their strands will be addressed during this unit? |
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| Which MYP assessment criteria rubric will be used?  |
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| **Approaches to Learning**  |
| **Category** | **Cluster** | **Skill** |
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| **Connection between Objective Strands****and****ATL Skills** |  |

#### Stage 2 Backward planning: From the assessment to the learning activities through inquiry

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| **Content [What do we expect students to learn?]**What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the statement of inquiry and inquiry questions?What (if any) state, provincial, district, or local standards/skills are to be addressed? How can they be unpacked to develop the significant concept(s) for stage 1? |
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| **Learning process** **[How will we know students are learning?]** |
| **Learning experiences and teaching strategies** | **Formative Assessment** | **Differentiation** [A 4.01 & 4.06] |
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| ResourcesWhat resources are available to us?How will our classroom environment, local environment and/or the community be used to facilitate students’ experiences during the unit?How will the school librarian, classroom teacher, literacy coach, or other school staff collaborate to develop and implement the learning activities? |
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| **Learner Profile Traits Encouraged** | **Explanation of Inclusion** |
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| **Opportunities for Volunteerism and Community Service** |
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#### Ongoing reflections and evaluation

#### [How will we respond when students don’t learn?]

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| In keeping an ongoing record, consider the following questions. **Students and teachers**What did we find compelling? Were our disciplinary knowledge/skills challenged in any way?What inquiries arose during the learning? What, if any, extension activities arose?How did we reflect—both on the unit and on our own learning?**Possible connections** How successful was the collaboration with other teachers within my subject group and from other subject groups?What interdisciplinary understandings were or could be forged through collaboration with other subjects?**Assessment**Were students able to demonstrate their learning?How did the assessment tasks allow students to demonstrate the learning objectives identified for this unit? How did I make sure students were invited to achieve at all levels of the criteria descriptors?Are we prepared for the next stage?**Data collection** How did we decide on the data to collect? Was it useful?*How will we respond when student don’t learn?**How do we respond if they already know the information/content?*  |
| **Prior to teaching the unit** | **During teaching** | **After teaching the unit** |
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