MHS MYP Unit Planner Guide 2014-15

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| **Unit Title** |  |
| **Course/Grade Level** |  |
| **Teachers** |  |
| **Length of Unit** |  |

#### 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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| Assessment What task(s) will allow students the opportunity to respond to the unit question?  What will constitute acceptable evidence of understanding? How will students show what they have understood? |
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| Which specific MYP objectives will be addressed during this unit? |
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| Which MYP assessment criteria will be used? |
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#### Stage 2 Backward planning: From the assessment to the learning activities through inquiry

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| **Content** What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?  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 experiences** How will students know what is expected of them? Will they see examples, rubrics, templates?  How will students acquire the knowledge and practise the skills required? How will they practise applying these?  Do the students have enough prior knowledge? How will we know? | **Teaching strategies** How will we use formative assessment to give students feedback during the unit?  What different teaching methodologies will we employ?  How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs? |
| Big Ideas to cover in these boxes:  Differentiation strategies, literacy instruction, 21st century skill integration, technology integration. | |
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| **Approaches to Learning** | | |
| **Category** | **Cluster** | **Skill** |
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| **Explanation of Instruction** |  | |

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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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| Resources What 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? |
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#### Ongoing reflections and evaluation

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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? |
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