

MYP Individuals and Societies

A companion manual to support
Principles to Practice and the *Subject Guide*

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2014-2015

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Conceptual Understanding

A concept is a "big idea"—a principle or notion that is enduring, the significance of which goes beyond particular origins, subject matter or place in time. Concepts represent the vehicle for students' inquiry into the issues and ideas of personal, local and global significance, providing the means by which they can explore the essence individuals and societies.

Concepts have an important place in the structure of knowledge that requires students and teachers to think with increasing complexity as they organize and relate facts and topics.

Concepts express understanding that students take with them into lifelong adventures of learning. They help students to develop principles, generalizations and theories. Students use conceptual understanding as they solve problems, analyse issues, and evaluate decisions that can have an impact on themselves, their communities and the wider world.

In the MYP, conceptual understanding is framed by prescribed key and related concepts. Teachers must use these concepts to develop the curriculum

KEY CONCEPTS

Key concepts promote interdisciplinary understanding. They represent big ideas that are both within and across disciplines and subjects.

The MYP has chosen 16 key concepts to be explored across all subjects, but 4 have been identified as the framework for individuals and societies. As your focus for the year, these concepts will inform units of work and help to organize teaching and learning. Unit of study will focus on one to two key concepts and each concept should be addressed at least once in the duration of the course.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global Interactions	Identity	Logic
Perspective	Relationships	Systems	Time, Place, & Space

Change

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.

For individuals and societies, the concept of change allows examination of the forces that shape the world: past, present and future. The causes and effects of change can be natural and artificial; intentional and unintentional; positive, negative or neutral. The subject group explores the role of individuals and societies in shaping change.

Global interactions

Global interactions focuses on the connections between individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.

For individuals and societies, global interactions focuses on the interdependence of the larger human community, including the many ways that people come into conflict with and cooperate with each other, and live together in a highly interconnected world to share finite resources.

Time, place and space

The intrinsically linked concepts of **time, place and space** refer to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location (“where” and “when”).

For individuals and societies, time is not simply the measurement of years or time periods but is a continuum of significant events of the past, present and future. Place and space are complex concepts, the definitions of which are fluid. Place is socially constructed and can be explored in terms of constraints and opportunities afforded by location. Places have value and meaning defined by humans. Space relates to where and why places and landscapes are located. This concept also includes the social, economic, and political processes that interact through or across space, resulting in patterns and networks arising, such as migration or trade flows. Challenges related to “place and space” can be understood on multiple scales (including local, regional, national and global).

Systems

Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.

For individuals and societies, systems thinking provides a powerful tool for understanding both natural and human environments, and the role of individuals within them. Social and natural systems rely on a state of equilibrium and are vulnerable to change from internal and external forces. Other key concepts can also be important in individuals and societies. For example, culture, development and communities are among the key concepts that often inform studies in the humanities and social sciences.

RELATED CONCEPTS

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.

World History Related Concepts

GEOGRAPHY	Causality	<p>Causality is the relationship between cause and effect and the internal and external factors that influence this relationship.</p> <p>Geographers understand that behind every geographical phenomenon—be it physical or human—there is an outlying “cause” which leads to an “effect”; the consequence(s) of which can either be known or unknown. Causes can be direct or intervening, and they can be internal and external. Geographers study causality not only as fixed and end points of geographical phenomena, but also in the events and actions that occur in between these points. An example of which is the causality of plate tectonics; geographers analyse the cause and effects of plate tectonics, but also plate tectonic sub-themes such as disaster management and P and S waves. Causality in geography is inherently linked with the key concept of “change” and can exist across a wide spectrum of times, places and spaces, another of the individuals and societies key concepts</p>
	Culture	<p>Culture helps shape, define and guide civilizations and individuals and it influences the relationship between them and the environment.</p> <p>Cultures are constituted by learned behaviours and values shared by groups and transmitted through socialization.</p> <p>Geographers study cultural traits of places in terms of language, customs, beliefs, dress, images, music, food and technology. Units that explore the related concept of culture could include issues of cultural diffusion, cultural contestation, and the process of consumerism.</p>
	Disparity and Equity	<p>Equity involves concerns about fairness and justice. Disparity is the uneven distribution of a given quality, indicator or resource and it can be opposed to the concept of equity.</p> <p>Geography is often the study of the condition or fact of being unequal—recognizing that the world around us has inequality, disproportionate opportunity and discrepancy, which, creates disparity. What causes the gap between those that have and those that have not? What does it mean “to have” and to “have not”? What is the perception of a disparity? As a related concept, disparity should have a degree of scale and harness the essential drivers of disparity: economics, opportunity, access to resources, choices, values and freedom. Inequality might be based on gender, ethnicity, age, location, citizenship and income, among other variables.</p>

GEOGRAPHY	Diversity	The point or aspect by which things differ is critical to the study of geography both in the human and physical senses. Both the human and physical world have differences that intrinsically mesh to create a planet of diversity and a unique world. Places, environments and peoples are diverse. Diversity can be investigated over time and space. The focus could be on physical or cultural diversity.
	Globalization	As a related concept, globalization encompasses local, national and global repercussions and expectations for our “shrinking” world. It has been characterized by some geographers as a process of time–place convergence and it is characterized by an increasing interdependence among peoples and nations. The cultural, political and economic interconnectedness of the global economy is an undeniable trend that has been amplified by rapid improvements in technology and communication systems. Globalization can be simultaneously positive and negative for people and the natural environment depending on the range of changes that result and the perspective of the analyst. Globalization as a concept has also been questioned by some who have preferred to speak of processes of “westernization”, “glocalization” or “mundialization”.
	Management/ Intervention	Management can be defined as the human intervention in both natural and human contexts to achieve desired ends. MYP geography courses should consider the ways in which humans respond to the challenges of managing quantity and quality of resources, as well as the consequences of management. Often we see these as ways of solving problems through finding ways to preserve unique components of our lithosphere (land/waste management), hydrosphere (coastal/water management), biosphere (conservation and animal/plant/agricultural management) and atmosphere (clean air management). Management can be embedded into political geography as a related concept by looking at governance through laws or education to enable better choices. Decision-making and management are dependent on the differences in the balance of power held by different stakeholders (see related concept of power).
	Networks	Networks are interconnected groups or systems. Networks are usually composed of nodes or parts that depend upon each other; when one of these nodes or parts changes it usually affects the other parts. These individual parts of a network usually exist within a measurable hierarchical scale. In geography, the concept of networks can be explored in a vast array of sizes and level of complexity. A network can range from the populations of herbivores within a national park to all of the lakes, aquifers, rivers and streams in the Amazon Basin. Also, networks can be explored at the world systems level with the interaction between the core and the periphery. Geographers understand that most of the processes they study are not isolated phenomena but rather interconnected pieces of a greater network. Networks are intrinsically linked to the key concept of “systems” and they exist across a wide spectrum of times, places and spaces, another of our key concepts

GEOGRAPHY	Patterns and Trends	<p>Patterns are regular arrangements of something in a study area (space or place) and trends are regular arrangements of something over time. Patterns and trends can be established at different levels of analysis or at different scales, from the local to the national and regional, to the global. Patterns and trends can also be used as important tools to help predict and anticipate geographic processes in both human and natural contexts. Patterns and trends in geography are inherently linked to the concept of “systems” and they exist across a wide spectrum of times, places and spaces, another of our key concepts.</p>
	Power	<p>Power of individuals and of groups can be defined as a capacity to make things happen. Within geography, the balance of power can be considered in terms of physical processes, such as the power of erosion versus deposition. The balance of power is also significant in terms of human development and interaction—the relative power of government, transnational corporations, multilevel government organizations, civil society organizations and the rights of individual communities and citizens. MYP geography courses should seek to understand not only how people and environments are interlinked with and within themselves but also how power underpins those relationships.</p> <p>The concept of power raises the issue of equity and the rights of different groups, including gender groups, and the rights of indigenous peoples in the competition over resources. Competition in geography is the struggle among conflicting interests. Competition over resources (land, food, timber, water, oil and other energy sources) is central to the study of modern-day geography and it raises the question of the rights to resources and power over them.</p>
	Processes	<p>Processes are measured movements in the physical, human or cultural world to reach particular results or consequences, marking gradual changes in geography. These can have expected or unintended outcomes. This as a related concept is widely applicable across all areas of geography. A process that is particularly important for geographers is that of development. Even though the definition of development is subject to much debate (especially regarding its indicators), it can be understood as a social, economic and political process that enables the rise in the standards of living of the population.</p>
	Scale	<p>Scale represents the proportional relationship between a certain distance on a map and a certain distance on the Earth's surface. Scale as a related concept looks at the local, regional, national and international/global framework that the subject specific content is applicable to. Use of this related concept emphasizes that challenges, problems and ideas can be analysed at one of these scales and/or the interrelation among them. There should be recognition that they do not only happen in situ but also have an effect on each other.</p>

GEOGRAPHY	Sustainability	<p>The concept of sustainability implies the notion of living within our means and it is central to an understanding of the nature of interactions between environmental systems and societies. It can be defined as the use of global resources at a rate that allows natural regeneration and minimizes damage to the environment (DP Environmental systems and societies guide [January 2008]).</p> <p>The use of resources (physical, human, cultural) in geography is the foundation for many topics relating to depletion or damage (both temporal and permanent) of the resource and its carrying capacity. Concepts such as “carrying capacity”, “ecological footprint” and “natural capital” are enmeshed in the related concept of sustainability.</p> <p>Following the DP Environmental systems and societies guide (January 2008): Carrying capacity can be defined as “the maximum number of a species or ‘load’ that can be sustainably supported by a given environment”. Ecological footprint can be defined as “the area of land and water required to support a defined human population at a given standard of living”. Natural capital can be defined as “a term sometimes used by economists for natural resources that, if appropriately managed, can produce a ‘natural income’ of goods and services”.</p>
HISTORY	Causality	<p>Causality is the relationship between cause and effect and the internal and external factors that influence this relationship.</p> <p>In history, a cause is something that gives rise to an action, event, phenomenon, or condition. A consequence is a result or an effect of an action, phenomenon or condition. Causes and consequences are often examined together in relation to a specific event, phenomenon or time period, particularly over the “short term” and “long term”. The problem of “multiple causality” has also been central to historiography.</p>
	Civilization	<p>Civilization is a concept used to describe forms of social organization that are usually large, complex and have achieved a certain level of urbanization and cultural development. To become a civilization, a society usually undergoes a series of change processes, which lead to social development and organization in the society. Even though the concept of civilization was originally associated with a greater degree of advancement or development of a social organization, this relationship has been questioned by some historians for containing an overt value judgment.</p>
	Conflict	<p>Conflict can develop from inequalities in distribution of power and may manifest itself in many forms: protracted disagreements or arguments; prolonged armed struggles; clashes of opposing feelings or needs; serious incompatibilities between two or more opinions, principles, or interests. Historians study conflict between individuals and societies over time and across place and space, and they also examine how conflicts can be sources of continuity and catalysts for change.</p>

HISTORY	Cooperation	Conflict can develop from inequalities in distribution of power and may manifest itself in many forms: protracted disagreements or arguments; prolonged armed struggles; clashes of opposing feelings or needs; serious incompatibilities between two or more opinions, principles, or interests. Historians study conflict between individuals and societies over time and across place and space, and they also examine how conflicts can be sources of continuity and catalysts for change.
	Culture	Culture encompasses a range of unique experiences, behaviours, customs and ways of knowing within human communities throughout history. Culture is usually transmitted from generation to generation and it affects the way people perceive their world and the way they behave. Culture can be dynamic or static and is often examined by historians in relation to the time, place and space of historical events, processes or developments. Historians often examine changes in culture in order to make comparisons between the past and the present. Culture is a system.
	Governance	Governance refers to mechanisms and processes that regulate authority in a given organization. It can apply to state and non-state institutions. Throughout time, people have organized governments in order to meet the needs of communities and individuals. Groups have created institutions and processes that have many forms and functions. Monarchies, republics, tribes, parliaments, presidents, dictators: these and other patterns of rule express a range of human values and reflect varied understandings of history and culture. At the heart of governance are questions about the distribution of resources, the making of laws, and the balance of power between individuals and the communities in which they live. Democratic governments are accountable to the people who choose them
	Identity	Identity is the combination of the values, beliefs and experiences that define, shape and inform who we are, our perspectives and how we behave as individuals, communities, societies and cultures. Identity shapes historical processes and interpretations. Identity is shaped by external and internal influences and it is relational (the notion of “we” as opposed to “them”). This concept refers to how both individual and group perceptions of the self, form, evolve and are expressed. From a historical perspective, identity can be examined as a cause or consequence of an event, idea or process. Additionally, the notion of citizenship appears as a politically and historically relevant form of identification on the part of peoples.

HISTORY	Ideology	An ideology is a system of ideas and ideals, which can form the basis of political or economic theories, policies and actions. Ideologies usually encompass systematic arrangements of premises and assertions that are used to interpret the world and make normative assertions about how it should be organized. Ideologies can evolve and change over time in order to meet the needs of a group of people or a society. Ideologies can be derived from the place and space in which a group of people or a society is located. Ideologies can evolve into political, economic or social systems and these systems can impact humans in a variety of ways. For example, through the definition of certain rights and responsibilities.
	Innovation & Revolution	Innovation incorporates the understanding of processes that drive change and invention. In history, this concept looks at the process of generating new ideas, events, movements, products or solutions through the alteration, transformation, reorganization, restructuring, rearrangement, or renovation of existing ideas, events, movements, products or solutions. Innovation involves individuals and societies because they use their capacity to create, contrive and initiate a capacity that can lead to both positive and negative consequences in the short term and the long term.
	Inter-dependence	Interdependence is the state of two or more individuals, groups or societies being reliant on each other. This mutual dependence is often derived from a need for individuals, groups or societies to grow, develop, change and/or advance. Interdependence can lead to a variety of results, both positive and negative. These results can be the same or different for the parties involved in the interdependent relationship. As well, these results can change depending on the time period and location in which the individuals, groups and/or societies exist. Relations of interdependence are not necessarily horizontal. Historiography can also study processes of dependency, domination and power between peoples or nations.
	Perspective	Perspective is a concept of a different nature as it is more clearly related to the craft of the discipline. Perspective is the way someone looks at something taking into consideration all of the things that have happened with that thing in the past and the relationship between the viewer and the thing in the past being viewed. For historians, perspective implies a need for understanding different sides of an event.
	Significance	Significance is a concept of a different nature as it is more clearly related to the craft of the discipline. It refers to the quality of having great value taking into account the historical context. Historical context is the political, social, cultural, and economic setting for a particular idea or event. In order to better understand something from history, we must look at its context—those things that surround it in time and place and that give it its meaning or value. In this way, we can gain, among other things, a sense of how unique or ordinary an event or idea seems to be in comparison to other events and ideas

Civics and Economics Related Concepts

ECONOMICS	Choice	<p>Choice involves making a decision between at least two alternatives, knowing that in selecting one item, we will have to go without the other (for example if we buy a camera, we cannot also buy a phone with the same money). Because of scarcity (unlimited needs and wants being met by limited resources) we must make choices about which needs and wants to meet with the resources we have.</p> <p>We break economic choice down into three more specific questions:</p> <ul style="list-style-type: none"> - What products should we make and how much of each product should we produce? - How should we make our products (that is how should we combine our resources to produce goods)? - Who should get the products we make (that is based on which criteria, for example wealth or fairness, should products be distributed)?
	Consumption	<p>Consumption is the use of products to satisfy immediate needs and wants. Products that we use to directly meet our needs and wants are called consumer goods (for example, a television meets the desire for entertainment). Alternatives to consumption include investment and conservation. In investment, products are produced and can then be used to make other goods and services, rather than being immediately consumed. In conservation, production is avoided in order to preserve resources. Both investment and conservation allow for the possibility of higher consumption in the future. The proper combination of consumption, investment and conservation is a question for debate.</p>
	Equity	<p>Equity involves concerns about fairness and justice. A major issue of equity is that of distribution of an economy's products. Those who have more income and wealth are able to consume more products, and if differences in consumption are large enough, extremes of inequity or unfairness may result. What constitutes a fair or equitable distribution of consumption is a question for debate.</p>
	Globalization	<p>As a related concept, globalization encompasses local, national and global repercussions and expectations for our "shrinking" world. Economic globalization is the increasing integration of national economies so that resources, products and information flow more freely across borders. Globalization is an ongoing process that can accelerate, slow down, or even be reversed. Currently, many arrangements exist between countries that increase economic integration to varying degrees (that is various types of trading blocs). Globalization can be slowed or reversed when governments or other groups take actions to limit the movement of resources, products or information across borders. This can happen for many reasons, including but not limited to: war, a desire to protect domestic industries or a desire to collect taxes on imports.</p>

	Growth	Growth is an increase in the value of all goods and services produced in an economy. It can occur as a result of an increase in the quantity of a society's resources or from more efficient use of existing resources. Whether or not economic growth leads to development (increased well-being for all persons in the economy) depends on what products are produced and how they are distributed.
	Model	Models are simplified simulations of certain aspects of the economy. Models are necessary because the complexity of a real economy makes it difficult to control the necessary variables in order to run experiments. When we construct economic models, we face the challenges of accounting for the complexity of the real economy and the fact that the behaviour of human beings can be unpredictable.
	Poverty	Poverty is a situation in which people are unable to consume at an adequate level. When people cannot meet their basic needs for survival, such as clothing, food and shelter, they are living in poverty. However, some argue that an adequate level of consumption goes beyond basic necessities, and includes things like education and health care. Therefore, the level of consumption below which poverty occurs is a question for debate.
	Power	Power of individuals and of groups can be defined as a capacity to make things happen. In economics, power is the ability to make choices about what to produce, how to produce it, and who gets the goods that are produced. Power can be more centralized, as in a command economy where economic choices are made by the government, or monopoly/oligopoly situations where economic choices are made by a few large firms. Power can also be decentralized, as in a free market economy where many firms and consumers share power.
	Resources	Resources are the things we use to make the products that meet our needs and wants. Economists also call them factors of production and place them in four general categories: land, labour, capital and entrepreneurship/management. Entrepreneurs combine land, labour and capital in different ways in order to produce different goods and services. For example, the owner (entrepreneur) of a fruit and vegetable store combines fruits and vegetables (natural resources/land) with the building in which the store is located (capital) and his or her work and that of his or her employees (labour) to provide a product to consumers (fruit and vegetables available in a convenient location).

Economics	Scarcity	<p>A good is scarce when the demand for it is greater than the supply at a price of zero. Charging prices for goods helps us address the problem of scarcity. Scarcity arises from the fact that our needs and wants are unlimited, while the resources available to meet those needs and wants are limited. This forces us to choose which wants and needs to satisfy and which not to satisfy. The wants and needs we do not satisfy represent the costs for those that we do. For example, if we choose to use our resources to make televisions rather than books, then the cost of the televisions is the books we could not make after having used our resources on televisions. This economic understanding of cost is often called “opportunity cost”</p>
	Sustainability	<p>The concept of sustainability implies the notion of living within our means and it is central to an understanding of the nature of interactions between environmental systems and societies. Sustainability is a state in which we meet our current needs and wants without hurting the ability of future generations to meet theirs. Sustainability can be enhanced by conserving resources (that is not using them to produce goods), finding ways to produce products more efficiently (that is using fewer resources in production), or discovering new resources. Increased consumption in the present may undermine sustainability unless it occurs through more efficient production that uses fewer resources to produce the same products (for example, the energy needed to heat a home requires large quantities of wood but relatively small quantities of natural gas, making natural gas a more sustainable resource choice for this purpose).</p>
	Trade	<p>Trade is the exchange of goods and services between the various participants in an economy. When people are allowed to trade freely, including across national borders, overall wealth usually grows. However, the gains from this increase in wealth may not be distributed equally. Trade can be limited by various factors including, but not limited to: war and terrorism, natural disasters, government regulations and taxes, control of markets by monopoly firms, and actions by workers such as strikes.</p>

Civics/Government	Authority	
	Citizenship	
	Conflict	
	Cooperation	
	Globalization	
	Government	
	Ideologies	
	Integration	
	Interdependence	
	Leadership	
	Power	
	Rights	

** Official definitions for the civics related concepts have not been released from the IBO. As soon as that information become available, it will be provided to all Individuals and Societies teachers.

Global Contexts

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP Individuals and Societies can develop meaningful explorations. Many inquiries into Individuals and Societies concepts naturally focus orientation in time and space.

However, courses in this subject group should, over time, offer students multiple opportunities to explore all MYP global contexts in relationship to the aims and objectives of the subject group.

MYP Global Contexts

<p style="text-align: center;">identities and relationships</p> <p style="text-align: center;"><i>Who am I? Who are we?</i></p>	<p>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.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • competition and cooperation; teams, affiliation and leadership • identity formation, self-esteem, status, roles and role models • personal efficacy and agency; attitudes, motivations, independence; happiness and the good life • physical, psychological and social development, transitions, health and well-being, lifestyle choices • human nature and human dignity, moral reasoning and ethical judgment, consciousness and mind
<p style="text-align: center;">orientation in time and space</p> <p style="text-align: center;"><i>What is the meaning of 'where' and 'when'?</i></p>	<p>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • civilizations and social histories, heritage; pilgrimage, migration, displacement and exchange • epochs, eras, turning points and 'big history' • scale, duration, frequency and variability • peoples, boundaries, exchange and interaction • natural and human landscapes and resources • evolution, constraints and adaptation
<p style="text-align: center;">personal and cultural expression</p> <p style="text-align: center;"><i>What is the nature and purpose of creative expression?</i></p>	<p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • artistry, craft, creation, beauty • products, systems and institutions • social constructions of reality; philosophies and ways of life; belief systems; ritual and play • critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument • metacognition and abstract thinking • entrepreneurship, practice and competency

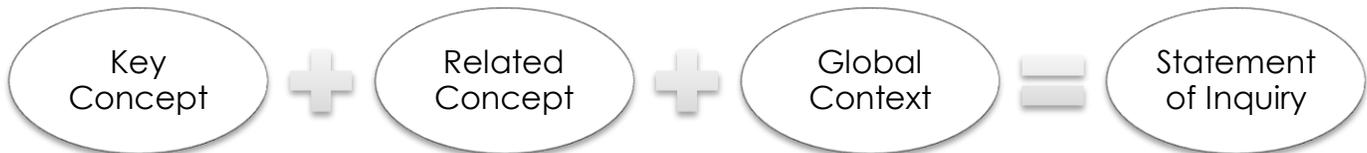
MYP Global Contexts

<p>scientific and technical innovation</p> <p><i>How do we understand the worlds in which we live?</i></p>	<p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • systems, models, methods; products, processes and solutions • adaptation, ingenuity and progress • opportunity, risk, consequences and responsibility • modernization, industrialization and engineering • digital life, virtual environments and the information age • the biological revolution • mathematical puzzles, principles and discoveries
<p>globalization and sustainability</p> <p><i>How is everything connected?</i></p>	<p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • markets, commodities and commercialization • human impact on the environment • commonality, diversity and interconnection • consumption, conservation, natural resources and public goods • population and demography • urban planning, strategy and infrastructure
<p>fairness and development</p> <p><i>What are the consequences of our common humanity?</i></p>	<p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • democracy, politics, government and civil society • inequality, difference and inclusion • human capability and development ; social entrepreneurs • rights, law, civic responsibility and the public sphere • justice, peace and conflict management • power and privilege • authority , security and freedom • imagining a hopeful future

Teaching and Learning Through Inquiry

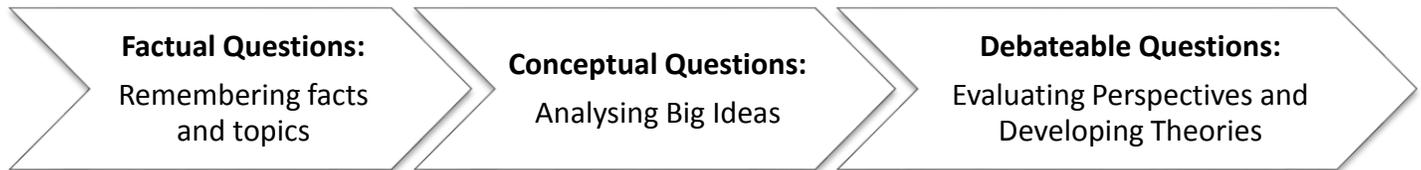
Statements of Inquiry

A statement of inquiry sets conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning

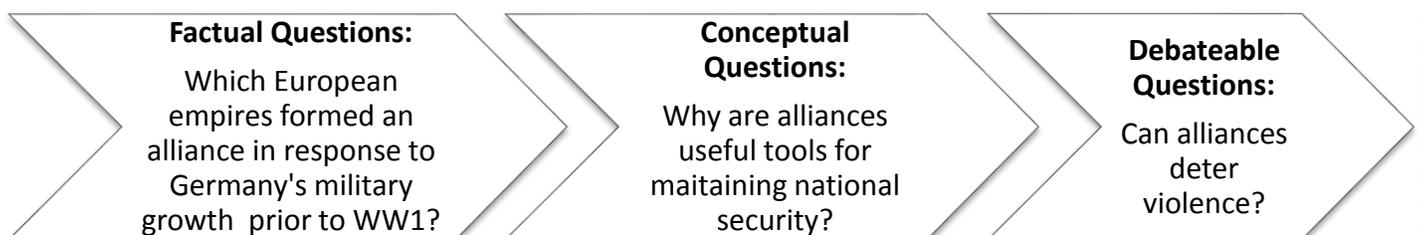
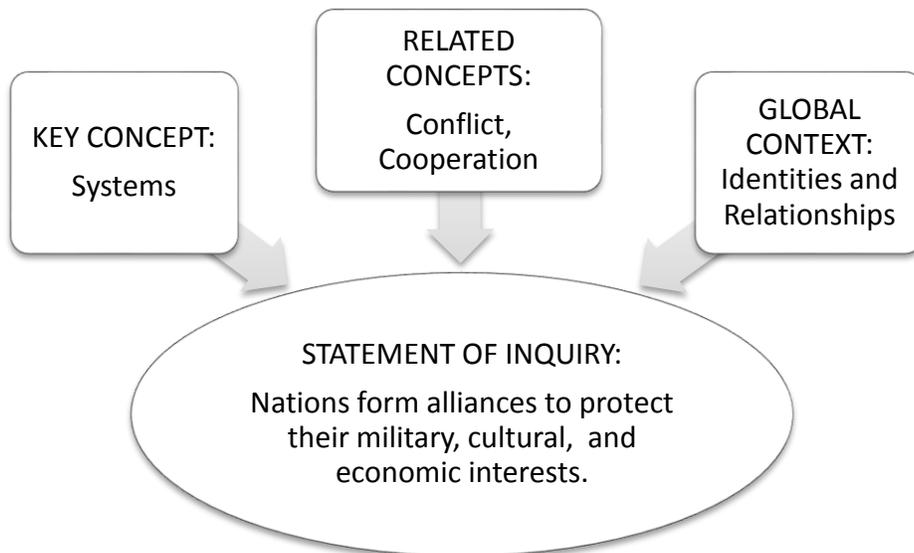


Inquiry Questions

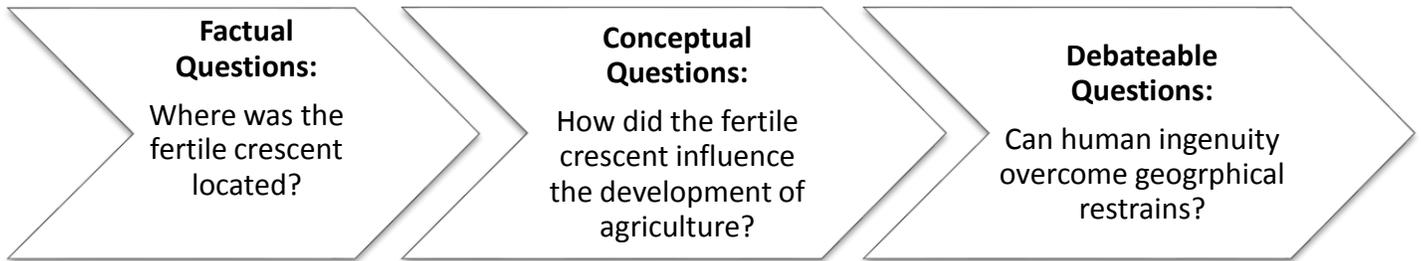
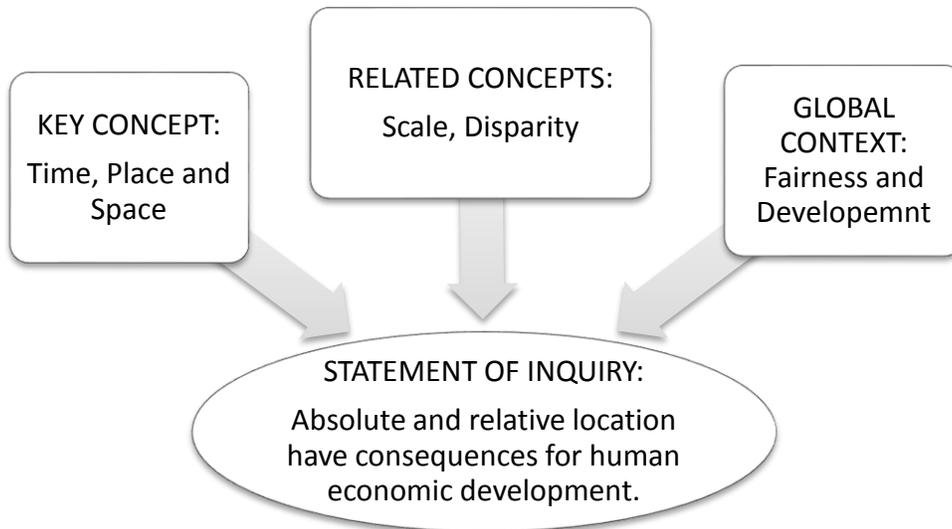
Teachers and students use statements of inquiry to help them identify factual, conceptual and debatable inquiry questions. Inquiry questions give direction to teaching and learning, and they help to organize and sequence learning experiences.



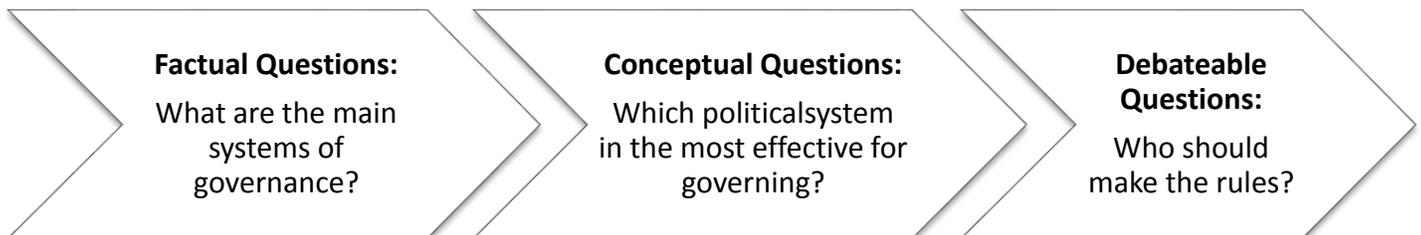
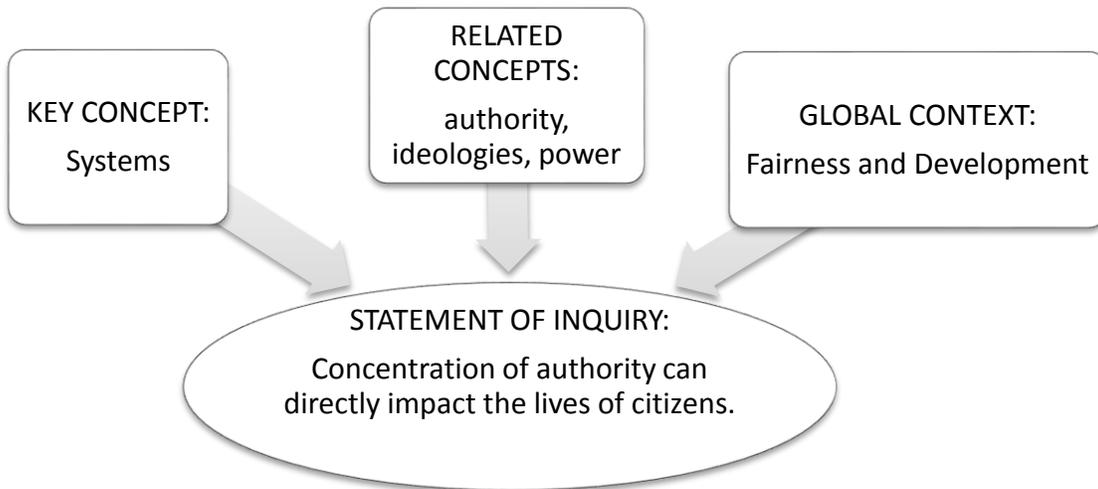
Possible Project/Study: Peace & Conflict, International cooperation (UN, LoN), Bismark/Hitler,



Possible Project/Study: longitude and latitude, Population, UN Human Development Index



Possible Project/Study: systems of government, role of government in individuals



Language and Literature Learning Objectives

The objectives of any MYP subject state the specific targets that are set for learning in that subject. They define what the student will be able to accomplish as a result of studying the subject.

The objectives of MYP individuals and societies encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

Each objective is elaborated by a number of **strands**; a strand is an aspect or indicator of the learning expectation.

Together these objectives reflect the knowledge, skills and attitudes that students need in order to encourage the development of different domains of learning; they represent essential aspects of individuals and societies courses.

Subject groups **must** address all strands of **all** four objectives **at least twice** in each year of the MYP.

In order to keep track of the standards used in each unit and the number of times it has been used, teachers/PLTs may want to develop a system or check list. Below is an example.

OBJECTIVE	STRAND	UNIT WHERE IT IS ASSESSED		
Knowing and Understanding	1			
	2			
	3			
	4			

Objective A. Knowing and understanding

Students develop factual and conceptual knowledge about individuals and societies.

In order to reach the aims of individuals and societies, students should be able to:

- i. use terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.

Achvmt Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. uses limited relevant terminology ii. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.
3-4	The student: i. uses some terminology accurately and appropriately ii. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples.
5-6	The student: i. uses a range of terminology accurately and appropriately ii. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.
7-8	The student: i. consistently uses a wide range of terminology effectively ii. demonstrates detailed knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples.

Objective B: Investigating

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

In order to reach the aims of individuals and societies, students should be able to:

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use research methods to collect and record relevant information
- iv. evaluate the process and results of the investigation.

Achvmt Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. formulates a research question that is clear or focused and describes its relevance ii. formulates a limited action plan to investigate a research question or does not follow a plan iii. collects and records limited information, not always consistent with the research question iv. makes a limited evaluation of the process and results of the investigation.
3-4	The student: i. formulates a research question that is clear and focused and describes its relevance in detail ii. formulates and somewhat follows a partial action plan to investigate a research question iii. uses a research method(s) to collect and record mostly relevant information iv. evaluates some aspects of the process and results of the investigation.
5-6	The student: i. formulates a clear and focused research question and explains its relevance ii. formulates and follows a substantial action plan to investigate a research question iii. uses research method(s) to collect and record appropriate, relevant information iv. evaluates the process and results of the investigation.
7-8	The student: i. formulates a clear and focused research question and justifies its relevance ii. formulates and effectively follows a comprehensive action plan to investigate a research question iii. uses research methods to collect and record appropriate, varied and relevant information iv. thoroughly evaluates the investigation process and results.

Assessing Objective B: Investigating

Tasks that allow students to develop investigative skills include, but are not limited to: essays or research papers, fieldwork, web quests, problem-based learning scenarios, and role plays.

When defining a “clear and focused research question”, the following elements can be considered: relevance; manageability; originality; ability to be assessed; availability of resources; level of student interest; and connection with the discipline or subject group.

Students are not expected to formulate a research question in all cases where objective B is addressed; this can be supplied by the teacher.. If a range of questions are provided to the students, the teachers should assess students' rationale for selecting a research question and not the formulation itself. Due to the nature of the research process in individuals and societies, teachers are not expected to assess this strand more than twice during an academic year.

Methods to collect information include, but are not limited to: selection of sources (type and range); questionnaires; surveys; interviews; observation; experiments; measurement; use of statistics and databases; formulation of sub questions.

Methods to record information (electronic or paper) include, but are not limited to: note taking and summarizing; production of tables, graphs, maps, checklists; production of thinking tools/visual organizers/Mind Maps®; indexing; creation of visuals, such as timelines; production of databases.

Information sources include, but are not limited to: primary and secondary sources; online and print material; electronic media; multiple perspectives (in terms of cultures, geography, ideologies, identities and eras).

Objective C. Communicating

Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.

In order to reach the aims of individuals and societies, students should be able to:

- i. communicate information and ideas using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention.

Achvmt Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose ii. structures information and ideas according to the specified format in a limited way iii. documents sources of information in a limited way.
3-4	The student: i. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose ii. structures information and ideas in a way that is somewhat appropriate to the specified format iii. sometimes documents sources of information using a recognized convention.
5-6	The student: i. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose ii. structures information and ideas in a way that is mostly appropriate to the specified format iii. often documents sources of information using a recognized convention.
7-8	The student: i. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose ii. structures information and ideas in a way that is completely appropriate to the specified format iii. consistently documents sources of information using a recognized convention.

Assessing Objective C: Communicating

Response formats to communicate learning include, but are not limited to: written reports, oral presentations, cartoons, storyboards, maps, diagrams, flow charts, slide show presentations, podcasts, animations, websites, databases, multimedia, and videos. Visuals refers to maps, diagrams, charts, timelines and tables.

Objective D. Thinking critically

Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

In order to reach the aims of individuals and societies, students should be able to:

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid arguments
- iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations
- iv. interpret different perspectives and their implications.

Achvmt Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. analyses concepts, issues, models, visual representation and theories to a limited extent ii. summarizes information to a limited extent to make arguments iii. describes a limited number of sources/data in terms of origin and purpose and recognizes few values and limitation iv. identifies different perspectives and minimal implications.
3-4	The student: i. analyses concepts, issues, models, visual representation and theories ii. summarizes information to make arguments iii. analyses and/or evaluates sources/data in terms of origin and purpose, recognizing some values and limitations iv. interprets different perspectives and some of their implications.
5-6	The student: i. discusses concepts, issues, models, visual representation and theories ii. synthesizes information to make valid arguments iii. effectively analyses and evaluates a range of sources/data in terms of origin and purpose, recognizing values and limitations iv. interprets different perspectives and their implications.
7-8	The student: i. completes a detailed discussion of concepts, issues, models, visual representation and theories ii. synthesizes information to make valid, well-supported arguments iii. effectively analyses and evaluates a wide range of sources/data in terms of origin and purpose, recognizing values and limitations iv. thoroughly interprets a range of different perspectives and their implications.

Assessment in the MYP

Assessment practices in the MYP aim to

- support student learning by providing consistent feedback on the learning process
- provide opportunities for students to demonstrate transfer of skills across disciplines
- develop critical and creative thinking skills
- assign the most accurate achievement level for student performance, rather than averaging achievement levels over a given period of time
- assess student understanding at the end of a course

Choosing from a range of **assessment strategies**, teachers can devise **assessment tasks** that give students opportunities to show clearly what they can achieve in relation to the Statement of Inquiry, the MYP objectives, and state standards of the unit. Teachers will ensure that they document and record student performance using various **assessment tools**.

ASSESSMENT STRATEGIES	ASSESSMENT TASKS	ASSESSMENT TOOLS
<p>Observation Whole class or individual; as a non-participant or while engaged</p> <p>Selected Response Asking specific or general questions to elicit responses from students</p> <p>Open Ended Tasks Provide students with a stimulus and ask students to provide an original response – presentations, diagrams</p> <p>Performance Allow students to show that they can do something with the knowledge that they have gained</p> <p>Process Journals Encourages reflection and metacognition in students; allows for communication between student and teacher</p> <p>Portfolio Assessment Collection of work that shows student mastery of content</p>	<p>Composition Musical, physical, or artistic</p> <p>Creations of Solutions In response to given problems</p> <p>Essays</p> <p>Examinations</p> <p>Questionnaires</p> <p>Investigations</p> <p>Research</p> <p>Presentations Verbal (oral or written) or graphic; uses various media</p>	<p>Anecdotal Records Brief written notes regarding whole class or individual performance</p> <p>Continuums Visual representation of students development that helps identify next stages of learning</p> <p>Rubrics Measure students' performance at a variety of levels</p> <p>Examples Using student work as concrete examples of performance at various achievement levels</p> <p>Checklists Check off when students demonstrate a particular response to a task</p>

Developing Task Specific Rubrics

WHY?

1. Brings transparency to the assessment process for students, teachers, parents
2. Provides clear measurable evidence of learning
3. Can be used year after year
4. Can be modified as the units are revised
5. Contribute to the teacher reflections of units

HOW?

1. Study the assessment criteria; these are very vague and generalized
2. Study your assessment task
3. Redraft the level descriptors to match your specific assessment task for the unit

THINGS TO CONSIDER

1. When sharing the rubrics with students, make sure they are written in student-friendly language. Rubrics must be written so that students understand them.
2. Students should be able to accomplish the highest level of achievement. Be careful not to design assessment tasks that are impossible for students.
3. The rubrics should be standardized across the course. Teachers and students should see consistency across every section of the course.

RUBRIC EXAMPLES

The example below is task specific clarification Criterion A for an end of unit test on the Industrial Revolution.

Achvmnt Level	Level Descriptor	Task Specific Clarification
7-8	The student: <ol style="list-style-type: none">i. consistently uses a wide range of terminology effectivelyii. demonstrates detailed knowledge and understanding of content and concepts through thorough descriptions, explanations and examples.	<ol style="list-style-type: none">i. You consistently use terminology such as “industrialization”, “enclosure”, “domestic system” and “urbanization” effectively.ii. You demonstrate detailed knowledge and understanding of the concept of change in the context of the Industrial Revolution through thorough accurate descriptions about changes in industry and the production system, explanations about how these affected social life and examples of resistance to these changes .

Achievement Levels and Assigning Grades

Each criterion is divided into various achievement levels. The level descriptors for each band describe a range of student performance in the various strands of each objective. At the lowest levels, student achievement in each of the strands will be minimal. As the numerical levels increase, the level descriptors describe greater achievement levels in each of the strands.

When applying the assessment criteria to student performance, the teacher should determine whether the first descriptor describes the performance. If the student work exceeds the expectations of the first descriptor, the teacher should determine whether it is described by the second descriptor. This should continue until the teacher arrives at a descriptor that does not describe the student work; the work will then be described by the previous descriptor. In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers must use their professional judgment in determining the descriptor that best fits the student's performance.

Measuring Student Growth throughout the Course

MYP assessment focuses on student understanding at the end of the course but also requires teachers to determine the most accurate demonstration of student understanding. This means recording and tracking student performance on each criterion as it is assessed for the duration of the course. Remember, subject areas must address all strands of all four assessment criteria at least twice each year. This allows students and teachers to measure growth over time.

An example of one monitoring system is shown below. In this model, teachers can include students in the process by asking them to maintain the record of achievement and allow time for reflection on performance.

Criterion	Unit	Task	Grade

Approaches to Learning Skills

Through approaches to learning (ATL) in IB programmes, students develop skills that have relevance across the curriculum that help them “learn how to learn”. ATL skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language that students and teachers can use to reflect on, and articulate on, the process of learning. All MYP teachers are responsible for integrating and explicitly teaching ATL skills.

Well-designed learning engagements and assessments provide rich opportunities for students to practise and demonstrate ATL skills. Each MYP unit explicitly identifies ATL skills around which teaching and learning can focus, and through which students can authentically demonstrate what they are able to do. Formative assessments provide important feedback for developing discrete skills, and many ATL skills support students as they demonstrate their achievements in summative assessments of subject group objectives.

ATL Skills Important for Individuals and Societies

Category	Skill indicator
Thinking skills	Consider ideas from other perspectives and points of view in a debate.
Social skills	Seek out criticism and feedback from others, including teachers and peers, and make informed choices about including it in one’s work.
Communication skills	Use appropriate form of writing for an academic fieldwork report.
Self-management skills	Structure information appropriately in an oral presentation.
Research skills	Formulate provocative and relevant research questions for an investigation.

ATL Skills Demonstrated in Individuals and Societies

Approaches to learning
Self-management (reflection): reflect on the strengths and weaknesses of a research method
Thinking (transfer): explore the influence the Industrial Revolution continues to exert in the 21st century

Category	Cluster	Skills
Research	Information Literacy Skills	<p>Finding, interpreting, judging and creating information</p> <ul style="list-style-type: none"> • Collect, record and verify data • Access information to be informed and inform others • Make connections between various sources of information • Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information • Use memory techniques to develop long-term memory • Present information in a variety of formats and platforms • Collect and analyse data to identify solutions and make informed decisions • Process data and report results • Evaluate and select information sources and digital tools based on their appropriateness to specific tasks • Understand and use technology systems • Use critical-literacy skills to analyse and interpret media communications • Understand and implement intellectual property rights • Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions • Identify primary and secondary sources
	Media Literacy Skills	<p>Interacting with media to use and create ideas and information</p> <ul style="list-style-type: none"> • Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) • Demonstrate awareness of media interpretations of events and ideas (including digital social media) • Make informed choices about personal viewing experiences • Understand the impact of media representations and modes of presentation • Seek a range of perspectives from multiple and varied sources • Communicate information and ideas effectively to multiple audiences using a variety of media and formats • Compare, contrast and draw connections among (multi)media resources

Category	Cluster	Skills
Communication	Communication Skills	<p>Exchanging thoughts, messages and information effectively through interaction</p> <ul style="list-style-type: none"> • Give and receive meaningful feedback • Use intercultural understanding to interpret communication • Use a variety of speaking techniques to communicate with a variety of audiences • Use appropriate forms of writing for different purposes and audiences • Use a variety of media to communicate with a range of audiences • Interpret and use effectively modes of non-verbal communication • Negotiate ideas and knowledge with peers and teachers • Participate in, and contribute to, digital social media networks • Collaborate with peers and experts using a variety of digital environments and media • Share ideas with multiple audiences using a variety of digital environments and media
		<p>Reading, writing and using language to gather and communicate information</p> <ul style="list-style-type: none"> • Read critically and for comprehension • Read a variety of sources for information and for pleasure • Make inferences and draw conclusions • Use and interpret a range of discipline-specific terms and symbols • Write for different purposes • Understand and use mathematical notation • Paraphrase accurately and concisely • Preview and skim texts to build understanding • Take effective notes in class • Make effective summary notes for studying • Use a variety of organizers for academic writing tasks • Find information for disciplinary and interdisciplinary inquiries, using a variety of media • Organize and depict information logically • Structure information in summaries, essays and reports
Social	Collaboration Skills	<p>Working effectively with others</p> <ul style="list-style-type: none"> • Use social media networks appropriately to build and develop relationships • Practise empathy • Delegate and share responsibility for decision-making • Help others to succeed • Take responsibility for one's own actions • Manage and resolve conflict, and work collaboratively in teams • Build consensus • Make fair and equitable decisions • Listen actively to other perspectives and ideas • Negotiate effectively • Encourage others to contribute • Exercise leadership and take on a variety of roles within groups • Give and receive meaningful feedback • Advocate for one's own rights and needs

Category	Cluster	Skills
Self-Management	Organization Skills	<p>Managing time and tasks effectively</p> <ul style="list-style-type: none"> • Plan short- and long-term assignments; meet deadlines • Create plans to prepare for summative assessments (examinations and performances) • Keep and use a weekly planner for assignments • Set goals that are challenging and realistic • Plan strategies and take action to achieve personal and academic goals • Bring necessary equipment and supplies to class • Keep an organized and logical system of information files/notebooks • Use appropriate strategies for organizing complex information • Understand and use sensory learning preferences (learning styles) • Select and use technology effectively and productively
	Affective Skills	<p>Managing state of mind</p> <ul style="list-style-type: none"> • Mindfulness <ul style="list-style-type: none"> – Practise focus and concentration – Practise strategies to develop mental focus – Practise strategies to overcome distractions • Perseverance <ul style="list-style-type: none"> – Demonstrate persistence and perseverance – Practise delaying gratification • Emotional management <ul style="list-style-type: none"> – Practise strategies to overcome impulsiveness and anger – Practise strategies to prevent and eliminate bullying – Practise strategies to reduce stress and anxiety • Self-motivation <ul style="list-style-type: none"> – Practise analysing and attributing causes for failure – Practise managing self-talk – Practise positive thinking • Resilience <ul style="list-style-type: none"> – Practise “bouncing back” after adversity, mistakes and failures – Practise dealing with disappointment and unmet expectations – Practise dealing with change
	Reflection Skills	<p>(Re)considering the process of learning; choosing and using ATL skills</p> <ul style="list-style-type: none"> • Develop new skills, techniques and strategies for effective learning • Identify strengths and weaknesses of personal learning strategies • Demonstrate flexibility in the selection and use of learning strategies • Consider content (What did I learn about today? What don't I yet understand? What questions do I have now?) • Consider ATL skills development (What can I already do? How can I share my skills to help peers who need more practice? What will I work on next?) • Consider personal learning strategies (What can I do to become a more efficient and effective learner? How can I become more flexible in my choice of learning strategies? What factors are important for helping me learn well?) • Focus on the process of creating by imitating the work of others • Consider ethical, cultural and environmental implications • Keep a journal to record reflections

Category	Cluster	Skills
Thinking	Critical Thinking Skills	<p>Analysing and evaluating issues and ideas</p> <ul style="list-style-type: none"> • Practise observing carefully in order to recognize problems • Gather and organize relevant information to formulate an argument • Recognize unstated assumptions and bias • Interpret data • Evaluate evidence and arguments • Recognize and evaluate propositions • Draw reasonable conclusions and generalizations • Test generalizations and conclusions • Revise understanding based on new information and evidence • Evaluate and manage risk • Formulate factual, topical, conceptual and debatable questions • Consider ideas from multiple perspectives • Develop contrary or opposing arguments • Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding • Propose and evaluate a variety of solutions • Identify obstacles and challenges • Use models and simulations to explore complex systems and issues • Identify trends and forecast possibilities • Troubleshoot systems and applications
	Creative Thinking Skills	<p>Generating novel ideas and considering new perspectives</p> <ul style="list-style-type: none"> • Use brainstorming and visual diagrams to generate new ideas and inquiries • Consider multiple alternatives, including those that might be unlikely or impossible • Create novel solutions to authentic problems • Make unexpected or unusual connections between objects and/or ideas • Design improvements to existing machines, media and technologies • Design new machines, media and technologies • Make guesses, ask “what if” questions and generate testable hypotheses • Apply existing knowledge to generate new ideas, products or processes • Create original works and ideas; use existing works and ideas in new ways • Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments • Practise visible thinking strategies and techniques • Generate metaphors and analogies
	Transfer Skills	<p>Using skills and knowledge in multiple contexts</p> <ul style="list-style-type: none"> • Use effective learning strategies in subject groups and disciplines • Apply skills and knowledge in unfamiliar situations • Inquire in different contexts to gain a different perspective • Compare conceptual understanding across multiple subject groups and disciplines • Make connections between subject groups and disciplines • Combine knowledge, understanding and skills to create products or solutions • Transfer current knowledge to learning of new technologies • Change the context of an inquiry to gain different perspectives

Unit Title	
Course/Grade Level	
Teachers	
Length of Unit	

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

Key Concept	Related Concepts
Choose 1 (maybe 2) from the list	Choose 2 (maybe 3) from the list.

Global Context	Choose 1 from the list provided.
Explanation for Global Context	Include any bullet points from the list that students will explore in this unit.

Statement of Inquiry
A clear concise statement that includes the Key Concept and the Related Concept with regards to the Global Context.

Inquiry Questions	
Factual	Develop a question that rooted in the content, and is at the recall/remember level. Expect students to demonstrate understanding.
Conceptual	Develop a question that requires students to analyze the new knowledge in the context of the course.
Debatable	Develop a question that requires students to apply the new knowledge in a way that reaches beyond your course and connects the concept to other disciplines. This question should connect to your Statement of Inquiry.

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?

Each unit must include one summative assessment that will be graded on the IB subject specific criterion rubrics that are located in your subject guide.

If you are assigning a multiple choice test, it does not meet the assessment requirement unless it is graded with the IB rubrics.

If you assign multiple summative assessments, only include the assessment evaluated with the IB rubrics on the unit planner.

Briefly describe the assessment in this box.

Which specific MYP objectives will be addressed during this unit?

Copy and paste the MYP objectives from your subject guide.

Specific objectives should be chosen from the criterion. List the specific bullet points from those criteria that the unit will address. The bullets can come from multiple criteria.

Avoid saying "Criterion A" or "Investigate" because you may not be teaching every strand of that objective.

Which MYP assessment criteria will be used?

Identify the specific criterion rubric that will be used. This should be the Criterion that has the most bullet points listed above. Here you can say "Criterion A" or "Investigate".

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

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?

You can list NCSCOS or Common Core Standards.

These can be copied and pasted.

<p>Learning experiences</p> <p>How will students know what is expected of them? Will they see examples, rubrics, templates?</p> <p>How will students acquire the knowledge and practise the skills required? How will they practise applying these?</p> <p>Do the students have enough prior knowledge? How will we know?</p>	<p>Teaching strategies</p> <p>How will we use formative assessment to give students feedback during the unit?</p> <p>What different teaching methodologies will we employ?</p> <p>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?</p>
<p>Big Ideas to cover in these boxes:</p> <p>Differentiation strategies, literacy instruction, 21st century skill integration, technology integration.</p>	
<div style="border: 1px dashed black; border-radius: 10px; padding: 10px; width: 80%; margin: auto;"> <p>Just answer the questions above.</p> </div>	<div style="border: 1px dashed black; border-radius: 10px; padding: 10px; width: 80%; margin: auto;"> <p>Just answer the questions above.</p> </div>

Approaches to Learning		
Category	Cluster	Skill
<div style="border: 1px dashed black; border-radius: 10px; padding: 10px;"> <p>Identify the category, cluster and the specific skills you will teach. Can be bulleted list.</p> </div>		
<p>Explanation of Instruction</p>	<div style="border: 1px dashed black; border-radius: 10px; padding: 10px;"> <p>Explain exactly how you will teach the skills you identified.</p> </div>	

Learner Profile Traits Encouraged	Explanation of Inclusion
<div style="border: 1px dashed black; border-radius: 10px; padding: 10px; width: 80%; margin: auto;"> <p>Choose from the list.</p> </div>	<div style="border: 1px dashed black; border-radius: 10px; padding: 10px; width: 80%; margin: auto;"> <p>Explain how this will be a part of the instruction.</p> </div>

Opportunities for Volunteerism and Community Service
<div style="border: 1px dashed black; border-radius: 10px; padding: 10px; width: 90%; margin: auto;"> <p>Consider service opportunities, locally or globally, that connect with this topic. Could this unit develop into a service project for your students? How?</p> </div>

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?

Be very specific when listing materials.

Imagine someone from another country reading your unit planner, how would they identify the resources that you have listed?

Include titles of books, textbooks, videos, etc.

Ongoing reflections and evaluation

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?

Include things to consider before the unit is taught.

What questions will students ask? What materials will I need? How can I incorporate other disciplines?

Include Post-teaching reflections. What went well? What can be improved?

As you reflect and revise unit planner, keep copies of the old unit planners as a way to measure growth and change.

IDEA-- Type each reflection in different color each year.

Then the file would only be saved once, but the reflections would be easy to identify each year..

