

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

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.

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?]

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.

Outline the Summative Assessment task(s) using the GRASPS model including assessment criteria (not the strands) in the final "S" of GRASPS.

(Once assessment assignment sheets and rubrics have been created, copy/paste those documents to the bottom of this document.)

Describe the relationship between the summative assessment task(s) and the statement of inquiry.

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?

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 rubric 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".

Approaches to Learning		
Category	Cluster	Skill
Identify the category, cluster and the specific skills you will teach. Can be bulleted list. Categories include communication, thinking, self-management, research and social skills.		
Connection between Objective Strands and ATL Skills	Explain exactly how the Objective strand you will assess aligns with the specific ATL skill students will practise. Format: In order for students to [Objective strand], students must [ATL skill]. Example from Physical and Health Education Unit: In order for students to <u>design, explain and justify plans to improve physical performance and health</u> [Objective B, strand i] students must <u>set goals that are challenging and realistic</u> [ATL Category: Self-management, Skill Cluster: Organization].	

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

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?

You can list NCSCOS or Common Core Standards.

These can be copied and pasted.

Learning process
[How will we know students are learning?]

Learning experiences and teaching strategies (Daily Plan)	Formative Assessment	Differentiation
<p>What is the daily plan for this unit? Map it out here.</p> <p>Day 1:</p> <p>Day 2:</p> <p>Etc.</p> <p>Questions to Consider for Planning:</p> <p>How will students know what is expected of them? Will they see examples, rubrics, templates?</p> <p>How is each ATL skill explicitly and implicitly taught through inquiry?</p> <p>How do inquiry-based learning experiences build to the summative assessment task so that it is done by the end of the unit?</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>Questions to Consider:</p> <p>What will we use for formative assessment(s)?</p> <p>How will we use formative assessment to give students feedback during the unit?</p>	<p>Questions to Consider:</p> <p>What different teaching methodologies will we employ?</p> <p>How are we differentiating teaching and learning for all? How are we meeting our equity goal(s)? 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><i>How do we respond if they already know the information/content?</i></p>

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?

How will the school librarian, classroom teacher, literacy coach, or other school staff collaborate to develop and implement the learning activities?

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.

Learner Profile Traits Encouraged	Explanation of Inclusion
Choose from the list.	Explain how this will be a part of the instruction.

Opportunities for Volunteerism and Community Service
Consider service opportunities, locally or globally, that connect with this topic. Could this unit develop into a service project for your students? How?

Ongoing reflections and evaluation

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

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

