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** |
| Choose 1 (maybe 2) from the list provided. | Choose 2 (maybe 3) from the list. |

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| **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. |

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

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| **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. |

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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? |
| 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 criterions that the unit will address. The bullets can come from multiple criterions.  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

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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? | |
| You can list NCSCOS or Common Core Standards.  These can be copied and pasted. | |
| **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. | |
| Just answer the questions above. | Just answer the questions above. |

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| **Approaches to Learning** | | |
| **Category** | **Cluster** | **Skill** |
| Identify the category, cluster and the specific skills you will teach. Can be bulleted list.  These can be copied and pasted from the handout. |  |  |
| **Explanation of Instruction** | Explain exactly how you will teach the skills you identified. | |

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

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| **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? |

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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? |
| 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

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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? |
| 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.. |