Open the Tool Box

Middle Years Programme

MYP Units

Anatomy of a Unit

Teacher(s)		Subject group and discipline			
Unit title		MYP year		Unit duration (hrs)	

Inquiry: Establishing the purpose of the unit

An inquiry based classroom: If you envision images of children actively posing questions, seeking answers to questions that they care about, demonstrating a strong interest in outcomes and discussing their theories and ideas with others, you've shared in a glimpse of what makes educators so excited about the possibilities of inquiry-based learning. At its best inquiry-based learning makes excellent educational sense.

Key concept	Related concept(s)	Global context
broad, organizing and powerful ideas that have relevance within the subject group but also transcend it, having relevance in other subject groups **Aesthetics** **Change** **Communication** **Communities** **Connections** **Creativity** **Culture** **Development** **Form** **Global interaction** **Identity** **Logic** **Perspective** **Relationships** **Systems** **Time, place and space**	• discipline-specific • still broad • provide focus and depth to subject specific content Examples: **Language and literature** character, theme, genre **Language acquisition** word choice, accent, idiom, voice **Individuals and societies** globalization, power, sustainability **Sciences** energy, transformation, evidence **Mathematics** measurement, pattern, representation **Arts** composition, style, role, intent **Physical and health education** balance, movement, systems **Design** form, function, innovation	• The CONTEXT must frame a meaningful exploration that builds students' understanding of key and related concepts • All learning is contextual; we have GLOBAL contexts because we aim to increase international mindedness. Contexts explain and set the stage for answering: **Why** is this worthy of knowing? **MYP global contexts** • identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability • fairness and development

Adapted by natalie.neal-peters@lausd.net, MYP Coordinator, El Sereno MS

Anatomy of a Unit

Statement of inquiry

KEY and RELATED CONCEPTS combined with a GLOBAL CONTEXT form a **STATEMENT OF INQUIRY.**

Example: **Language and literature**

Key concept: Communication **Related concepts:** character, point of view **Global Context:** identities and relationships

Statement of inquiry: Authors can use characters with unusual points of view to communicate important ideas about what it means to be human.

Inquiry questions

Factual—*Knowledge* which is locked in time, place or situation Example: What is urbanization? How are modern cities organized?

Conceptual— *Knowledge* which transfers through time, across cultures, and across situations Example: What are the possible positive and negative outcomes of rapid urbanization?

Debatable— *Knowledge* which is provocative and encourages discussion Example: What does the future look like? What does the future you want look like? How can we bridge the gap?

Factual questions	Conceptual questions	Debatable questions
• Knowledge/fact-based • Content-driven • Skills-related • Supported by evidence • Can be used to explore terminology in the statement of inquiry • Frequently topical • Encourage recall and comprehension	• Enable exploration of big ideas that connect facts and topics • Highlight opportunities to compare and contrast • Explore contradictions • Lead to deeper disciplinary and interdisciplinary understanding • Promote transfer to familiar or less familiar situations, issues, ideas and contexts • Encourage analysis and application	• Enable the use of facts and concepts to debate a position • Promote discussion • Explore significant ideas and issues from multiple perspectives • Can be contested • Have tension • May be deliberately provocative • Encourage synthesis and evaluation

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Anatomy of a Unit

Objectives	Summative assessment	
	Outline of summative assessment task(s) including assessment criteria:	Relationship between summative assessment task(s) and statement of inquiry:

Approaches to learning (ATL)

Through approaches to learning in IB programmes, students develop skills that have relevance across the curriculum that help them "learn how to learn"

- IB programmes identify five ATL skill categories, expanded into developmentally-appropriate skill clusters
- ATL are not formally assessed in the MYP
- All teachers in MYP schools are responsible for integrating and explicitly teaching ATL skills
- The most effective way to develop approaches to learning is through ongoing, process-focused disciplinary and interdisciplinary teaching and learning
- A concept-driven curriculum that uses ATL skills effectively enables all students to become stronger, more self-regulated learners
- The MYP extends IB ATL skills categories into ten developmentally-appropriate clusters.
- Teachers may develop additional skill and skill clusters if they like

IB ATL skill categories	MYP ATL skill clusters
Communication	I Communication
Social	II Collaboration
Self management	III Organization IV Affective V Reflection
Research	VI Information literacy VII Media literacy
Thinking	VIII Critical thinking IX Creative thinking X Transfer

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Anatomy of a Unit

Action: Teaching and learning through inquiry

Content	Learning process
	Learning experiences and teaching strategies
	Formative assessment
	Differentiation
Resources	

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit

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Global Contexts: The New Areas of Interaction

Choose one per unit

MYP global contexts provide shared starting points for inquiry into what it means to be internationally-minded. They reflect the real-life issues and concerns of adolescent learners. Over the course of their MYP journey, students should encounter these six MYP global contexts in every subject group.

Global Context	Definition	Explorations of...
Identities & relationships	**Who am I? Who are we?** 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.	**Possible explorations to develop:** • Competition and cooperation; teams, affiliation, & leadership • Identity formation, self-esteem, status, roles & role models • Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life • Development, transitions, health and wellness; physical, psychological and social well-being; lifestyle choices • Human nature and human dignity; moral reasoning and ethical judgment, consciousness & mind
Orientation in space & time	**What is the meaning of "when" and "where?"** 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.	**Possible explorations to develop:** • Civilizations and social histories, heritage; pilgrimage, migration, displacement & exchange • Epochs, eras, turning points and "big history" • Scale, duration, frequency, and variability • Peoples, boundaries, exchange, and interaction • Natural & human landscapes and resources • Evolution, constraints, & adaptation

Global Context	Definition	Explorations of...
Personal & cultural expression	**What is the nature & purpose of creative expression?** Students will explore the ways in which we discover feelings 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.	**Possible explorations to develop:** • Artistry, craft, creation, beauty – products, systems, & institutions • Social constructions of reality; philosophies & ways of life; belief systems; ritual and play • Critical literacy, languages & linguistic systems; histories of ideas, fields, and disciplines; analysis & argument • Metacognition & abstract thinking • Entrepreneurship, practice, & competency
Scientific & technical innovation	**How do we understand the worlds in which we live?** 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.	**Possible explorations to develop:** • Systems, models, methods; products, processes & solutions • Adaptation, ingenuity, & progress • Opportunity, risk, consequences, & responsibility • Modernization, industrialization, & engineering • Digital life, virtual environments, & the information age • The biological revolution • Mathematical puzzles, principles, & discoveries

Globalization & sustainability	**How is everything connected?** 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 the world-interconnectedness; the impact of decision-making on humankind and the environment.	**Possible explorations to develop:** • Markets, commodities, & commercialization • Human impact on the environment • Commonality, diversity, & interconnection • Commonality, diversity, & interconnection • Natural resources & public goods • Consumption, conservation • Population & demography • Urban planning, strategy, & infrastructure
Fairness & development	**What are the consequences of our common humanity?** 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.	**Possible explorations to develop:** • Democracy, politics, government, & civil society • Inequality, difference, & inclusion • Human capability & development; social entrepreneurs • Rights, law, civic responsibility, & the public sphere • Justice, peace, & conflict management • Power & privilege • Authority, security, & freedom • Imagining a hopeful future

Key Concepts

16 total in the MYP, choose 1 per unit

Key concepts: Key concepts are big ideas, which form the basis of teaching and learning in the MYP. They engage students in high order thinking, helping them to connect facts and topics with more complex conceptual understanding. Key concepts provide a focus for transferring knowledge and understanding across the disciplines and subject groups. The following broad descriptions apply across subject groups, and MYP subject guides will suggest further discipline-specific understandings.

The MYP identifies sixteen key concepts to be explored across the curriculum in ALL MYP courses.

- **Aesthetics** deals with the characteristics, creation, meaning, and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture, and nature.
- **Change** is a conversion, transformation, or movement from one form, state, or value to another. Inquiry into the concept of change involved understanding and evaluating causes, processes, and consequences.
- **Communication** is the exchange or transfer of signals, facts, ideas, and symbols. It requires a sender, a message, and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common 'language' (which may be written spoken or non-verbal).
- **Connections** are links, bonds, and relationships among people, objects, organisms, or ideas.
- **Creativity** is the process or ability to make or produce something new and original, often characterized by the use of imagination or divergent thinking. It may be evident in the process as well as the outcome, solution, or product.
- **Culture** encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing, and patterns of behaviors created by human communities. The concept of culture is dynamic and organic.
- **Development** is the act of process of growth, progress, or evolution, sometimes through iterative improvements.
- **Form** is the shape and underlying structure of an entity or piece of work, including its organization, essential nature, and external appearance.
- **Global interaction** focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.

- **Identity** is the state or fact of being the same. It refers to the particular features, which define individuals, groups, things, eras, places, symbols, and styles. Identity can be observed, or it can be constructed, asserted, and shaped by external and internal influences.

- **Logic** is a method of reasoning and a system of principles used to build arguments and reach conclusions.

- **Perspective** is the position from which we observe situations, objects, facts, ideas, and opinions. Perspective may be associated with individuals, groups, cultures, or disciplines. Different perspectives often lead to multiple representations and interpretations.

- **Relationships** are the connections and associations between properties, objects, people, and ideas – including the human community's connections with the world in which we live. Any change in relationship bring consequences – some of which may occur on a small scale, while others may be far reaching, affecting large networks and systems like human societies and the planetary ecosystem.

- **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.

- **Time, place, and space:** The intrinsically-linked concept of time, space, and place refers 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").

The 16 MYP Key concepts are pulled from the individual subject areas. You will choose one for each of your units.

Arts	Aesthetics, Change, Communication, Identity
Language &Literature	Communication, Connections, Creativity, Perspective
Language Acquisition	Communication, Connections, Creativity, Culture
Individuals & Societies	Time/Place/Space, Change, Global Interaction, Systems
Mathematics	Relationships, Logic, Form
Physical & Health Education	Change, Communication, Relationships
Sciences	Relationships, Change, Systems
Design	Communication, Communities, Development, Systems

Related Concepts

Choose 1-2 for each unit

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail.

Subject guides have definitions of each of these related concepts as well as examples of how they are used to develop MYP units.

Language and literature			
Audience imperatives	Character	Context	Genres
Intertextuality	Point of view	Purpose	Self-expression
Setting	Structure	Style	Theme

Language acquisition

Phases 1–2

Accent	Audience	Context	Conventions
Form	Function	Meaning	Message
Patterns	Purpose	Structure	Word choice

Phases 3–4

Audience	Context	Conventions	Empathy
Function	Idiom	Meaning	Message
Point of view	Purpose	Structure	Word choice

Phases 5–6

Argument	Audience	Bias	Context
Empathy	Idiom	Inference	Point of view
Purpose	Stylistic choices	Theme	Voice

Individuals and societies			
Economics			
Choice	Consumption	Equity	Globalization
Growth	Model	Poverty	Power
Resources	Scarcity	Sustainability	Trade
Geography			
Causality (cause and consequence)	Culture	Disparity and equity	Diversity
Globalization	Management and intervention	Networks	Patterns and trends
Power	Processes	Scale	Sustainability
History			
Causality (cause and consequence)	Civilization	Conflict	Cooperation
Culture	Governance	Identity	Ideology
Innovation and revolution	Interdependence	Perspective	Significance
Integrated humanities (drawn from economics, geography and history)			
Causality (cause and consequence)	Choice	Culture	Equity
Globalization	Identity	Innovation and revolution	Perspective
Power	Processes	Resources	Sustainability
The MYP *individuals and societies guide* contains suggested related concepts for business management, philosophy, psychology, sociology/anthropology, political science/civics/government, and world religions.			

Sciences

Biology			
Balance	Consequences	Energy	Environment
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation

Chemistry			
Balance	Conditions	Consequences	Energy
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transfer

Physics			
Consequences	Development	Energy	Environment
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation

Integrated sciences (drawn from biology, chemistry and physics)			
Balance	Consequences	Energy	Environment
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation

Mathematics			
Change	Equivalence	Generalization	Justification
Measurement	Model	Pattern	Quantity
Representation	Simplification	Space	System

Physical and health education			
Adaptation	Balance	Choice	Energy
Environment	Function	Interaction	Movement
Perspectives	Refinement	Space	Systems

Arts

Visual arts			
Audience	Boundaries	Composition	Expression
Genre	Innovation	Interpretation	Narrative
Presentation	Representation	Style	Visual culture

Performing arts			
Audience	Boundaries	Composition	Expression
Genre	Innovation	Interpretation	Narrative
Play	Presentation	Role	Structure

Design

Adaptation	Collaboration	Ergonomics	Evaluation
Form	Function	Innovation	Invention
Markets and trends	Perspective	Resources	Sustainability

Developing a Statement of Inquiry:

The New Unit Question

Statement of inquiry = Key Concept + Related Concepts (1-2) + Global Context = meaningful statement that students can understand.

The statement of inquiry expresses the relationship between concepts and context; it represents a transferable idea supported by factual content.

The statement of inquiry:

- represents a conceptual understanding
- describes a complex relationship that is worthy of inquiry
- explains clearly **what** students should understand and **why** that understanding is meaningful

Example Statements of Inquiry *(there are more in your subject guide!)*

Subject	Statement of Inquiry	Key Concept Related Concepts Global Context	Possible Project
Language and Literature	Historical context and authors' perspectives affect readers' interpretations of literary texts and of the concept of truth.	Perspective Context, point of view, corroboration, style Orientation in space and time	Literary interpretations of social conflict: such as the second world war
Language Acquisition	Poetry and song are forms of creative expression that reflect personal, social and cultural experiences over time.	Creativity Form, meaning, patterns Personal and cultural expression	Poetry and song unit
Individuals and Societies	Societies can adopt, adapt or resist significant ideas.	Change Power, innovation and revolution, significance Personal and cultural expression	Guerrilla movement and dictatorships Green Revolution Protest movements Significant individuals

Subject	Statement of Inquiry	Key Concept Related Concepts Global Context	Possible Project
Mathematics	Understanding form and shape enhances creativity.	Form Pattern Personal and cultural expression	Geometry and trigonometry—transformations
Art (Music)	Many cultures consider balance and harmony found in nature to be the cornerstones of aesthetics.	Aesthetics Composition Personal and cultural expression	World music Arts appreciation
Art (Visual)	The process of artistic creation can lead to self-discovery.	Identity Innovation Identities and relationships	Self-portraits Characterization Free expression
Physical and Health Education	For a team to function effectively, all team members must communicate efficiently and clearly.	Communication Function, systems Personal and cultural expression	Team sports
Design	Communities can have many different perspectives that influence the way ideas develop and new discoveries are made.	Communities Perspective Scientific and technical innovation	Development of software for learning or a digital learning environment

Developing Inquiry Questions

Factual Questions	Conceptual Questions	Debatable Questions
✓ Knowledge/Fact-Based ✓ Content-driven ✓ Skills-related ✓ Supported by evidence ✓ Can be used to explore terminology in the statement of inquiry ✓ Frequently topical ✓ Encourage recall and comprehension	✓ Enable exploration of big ideas that connect facts and topics ✓ Highlight opportunities to compare and contrast ✓ Explore contradictions ✓ Lead to deeper disciplinary and interdisciplinary understanding ✓ Promote transfer to familiar to less familiar situations, issues, ideas, and contexts ✓ Encourage analysis and application	✓ Enable the use of facts and concepts to debate a positions ✓ Promote discussion ✓ Explore significant ideas and issues from multiple perspectives ✓ Can be contested ✓ Have tension ✓ May be deliberately provocative ✓ Encourage synthesis and evaluation

- There are excellent, subject specific examples in your subject guides.
- Involve your students in developing these!

Approaches to Learning

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. ATL skills are most powerful when teachers plan and students engage with them in connection with significant and relevant content knowledge to develop transferable understanding.

Every MYP unit identifies ATL skills that students will develop through their inquiry and demonstrate in the unit's formative, if applicable, and summative assessments.

IB Approaches to Learning skill categories	MYP ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self Management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer

The following pages contain specifics to each Approach to Learning. Please consult the chart for more assistance in identifying which specific Approaches to Learning you will focus on during this particular unit.

ATL Skills

Choose from the 5 general categories: Communication, Social, Self-Management, Research, Thinking, then get a bit more specific.

Communication

I. Communication skills

How can students communicate through interaction?	**Exchanging thoughts, messages and information effectively through interaction** • 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
How can students demonstrate communication through language?	**Reading, writing, and using language to gather and communicate information** ✓ 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

II. Collaboration Skills

How can students collaborate?	**Working effectively with others** ✓ Use social media networks appropriately to build and develop relationships ✓ Practice 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

Self-Management

III. Organization Skills

How can students demonstrate organization skills	**Managing time and tasks effectively** ✓ 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

IV. Affective skills

How can students manage their own state of mind?	**Managing state of mind** • Mindfulness -Practice focus and concentration -Practice strategies to develop mental focus and to overcome distractions -Practice being aware of body-mind connections • Perseverance -Demonstrate persistence and perseverance

	• Emotional management -Practice strategies to overcome impulsiveness and anger -Practice strategies to reduce stress anxiety • Self-motivation -Practice analyzing and attributing causes for failure -Practice managing self-talk and positive thinking • Resilience -Practice "bouncing back" after adversity, mistakes, and failures -Practice "failing well" -Practice dealing with disappointment and unmet expectations -Practice dealing with change
V. Reflection skills	
How can students be reflective?	**(Re-)considering the process of learning; choosing and using ATL skills** ✓ Develop new skills, techniques and strategies for effective learning ✓ Identify strengths and weaknesses of personal learning strategies (self-assessment) ✓ Demonstrate flexibility in the selection and use of learning strategies ✓ Try new ATL skills and evaluate their effectiveness • 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 leader? -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
Research	
VI. Information Literacy Skills	
How can students demonstrate nformation	**Finding, interpreting, judging, and creating information** ✓ Collect, record, and verify data

literacy?	✓ 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 analyze data 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 analyze 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

VI. Media Literacy Skills

How can students demonstrate media literacy?	**Interacting with media to use and create ideas and information** ✓ Locate, organize, analyze, 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 presentations ✓ 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, contract, and draw connections among (multi)media resources

Thinking

VIII. Critical Thinking Skills

How can students think critically?	**Analyzing and evaluating issues and ideas** ✓ Practice observing carefully in order to recognize problems ✓ Gather and organize relevant information to formulate an argument ✓ Recognize unstated assumptions and bias ✓ Interpret data (cont'd) ✓ 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 ✓ Analyze 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
IX. Creative Thinking Skills	
How can students be creative?	**Generating novel ideas and considering new perspectives** ✓ Use brainstorming and visual diagrams to generate new ideas and inquiries ✓ Consider multiple alternatives, including those that might be unlikely 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 ✓ Practice flexible thinking-develop multiple opposing, contradictory, and complementary arguments ✓ Practice visible thinking strategies and techniques ✓ Generate metaphors and analogies
X. Transfer Skills	
How can students transfer skills and knowledge among disciplines and subject groups?	**Utilizing skills and knowledge in multiple contexts** ✓ Utilize effective learning strategies in subject groups and disciplines ✓ Apply skills and knowledge in unfamiliar situations ✓ Inquire in different contexts and 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

New Objectives and New Assessment Criteria

To begin, READ your objectives and decide which of the four you will use to assess students.

1. Identify which objectives will provide an authentic summative assessment task for your unit
2. Determine which objective(s) and specific strands will be used for the unit.
3. Put the objectives and assessment task(s) in your unit planner and student task page.

Subject groups MUST address ALL strands for ALL four objectives AT LEAST TWICE in each year of the MYP.

	A	B	C	D
Language & Literature	Analyzing	Organizing	Producing text	Using language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating in response to spoken, written, and visual text	Using language in spoken and written form
Individuals & Societies	Knowing and understanding	Investigating	Communicating	Thinking Critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical Education & Health	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Interdisciplinary	Integrating knowledge and understanding	Learning in context	Communicating	Reflecting

Ideas for Summative Tasks

Previous IB MYP Prescribed Minimum Tasks
While these may slightly change, at the core they will be similar.

SUBJECT AREA	PRESCRIBED MINIMUM TASK
ARTS	• Selection(s) from the developmental workbook • Representation of finished artwork/performance (including evidence of preparation and underlying theory)
LANGUAGE A (Language and Literature)	• Essay (500 – 1,000 words: literary, argumentative, persuasive, or analytical) • Response to literature (500-1,000 words) • One piece of creative writing (poetry, dramatic scene, story—1,000 words max. plus optional 300 word rationale)
LANGUAGE B (Language Acquisition)	• Recording of an interactive oral task conducted under supervision • Visual interpretation task • Reading comprehension task • Writing task completed under supervision
HUMANITIES ndividuals and Societies)	• A piece of extended writing, approximately 700-1,200 words in length • A test • An assignment of choice
MATHEMATICS	• Broad-based classroom test/examination • Mathematical investigation • Real life problem (with reflection)
PHYSICAL EDUCATION (Physical and health Education)	• Evidence of student's composition and performance • Evidence of a second physical activity • 2 pieces of written work illustrating the use of PE knowledge • Criterion D
SCIENCES	• Essay written by the student, dealing with the application of science in society (700- 1,200 words in length, with documented sources) • Experimental investigation written fully by the student • A unit or end –of--term examination
TECHNOLOGY (Design)	• Two completed units of work, each of which includes all stages of the design cycle; organized into a 5-part design folder; the product (or visual representation); information about the student's attitude throughout the unit.

Teacher(s)		**Subject group and discipline**			
Unit title		**MYP year**		**Unit duration (hrs)**	

Inquiry: Establishing the purpose of the unit

Key concept	**Related concept(s)**	**Global context**

Statement of inquiry

Inquiry questions
Factual— **Conceptual—** **Debatable—**

Objectives	Summative assessment	
	Outline of summative assessment task(s) including assessment criteria:	Relationship between summative assessment task(s) and statement of inquiry:
Approaches to learning (ATL)		

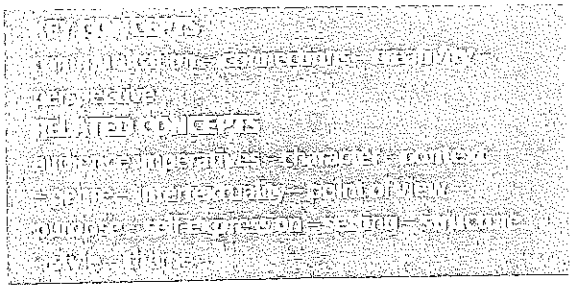
Action: Teaching and learning through inquiry

Content	Learning process
	Learning experiences and teaching strategies
	Formative assessment
	Differentiation
Resources	

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit

Language and Literature



Aims

The **aims** of MYP Language and Literature are to encourage and enable students to:

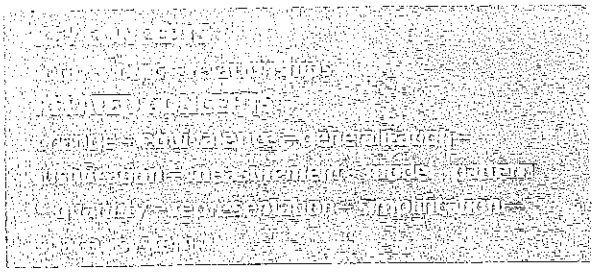
- Use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- Develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- Develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- Engage with text from different historical periods and a variety of cultures
- Explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- Explore language through a variety of media and modes
- Develop a lifelong interest in reading
- Apply linguistic and literary concepts and skills in a variety of authentic contexts

Assessment

Assessment for Language and Literature courses in Grades 6-10 is based on the following criteria:

Criterion A	Analysing	Maximum 8
Criterion B	Organizing	Maximum 8
Criterion C	Producing text	Maximum 8
Criterion D	Using language	Maximum 8

Mathematics



Aims

The **aims** of MYP Mathematics are to encourage and enable students to:

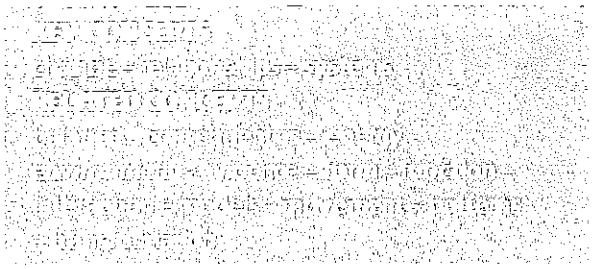
- Enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- Develop an understanding of the principles and nature of mathematics
- Communicate clearly and confidently in a variety of contexts
- Develop logical, critical and creative thinking
- Develop confidence, perseverance, and independence in mathematical thinking and problem solving
- Develop powers of generalization and abstraction
- Apply and transfer skills to a wide range of real life situations, other areas of knowledge and future developments
- Appreciate how developments in technology and mathematics have influenced each other
- Appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- Appreciate the contribution of mathematics to other areas of knowledge
- Develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- Develop the ability to reflect critically upon their own work and the work of others.

Assessment

Assessment for Mathematics courses in Grades 6-10 is based on the following criteria:

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating patterns	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Applying mathematics in real-life contexts	Maximum 8

Sciences



Aims

The **aims** of MYP Sciences are to encourage and enable students to:

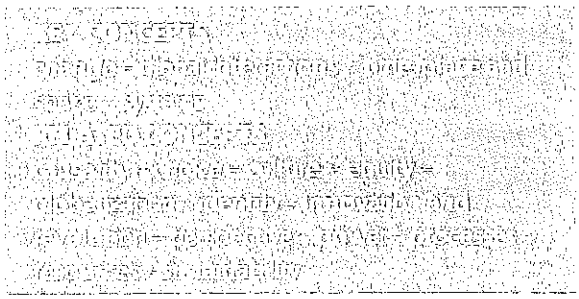
- Understand and appreciate science and its implications
- Consider science as a human endeavour with benefits and limitations
- Cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- Develop skills to design and perform investigations, evaluate evidence and reach conclusions
- Build an awareness of the need to effectively collaborate and communicate
- Apply language skills and knowledge in a variety of real-life contexts
- Develop sensitivity towards the living and non-living environments
- Reflect on learning experiences and make informed choices.

Assessment

Assessment for Science courses in Grades 6-10 is based on the following criteria:

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Inquiring and designing	Maximum 8
Criterion C	Processing and evaluating	Maximum 8
Criterion D	Reflecting on the impacts of science	Maximum 8

Individuals and Societies



Aims

The **aims** of MYP Individuals and Societies are to encourage and enable students to:

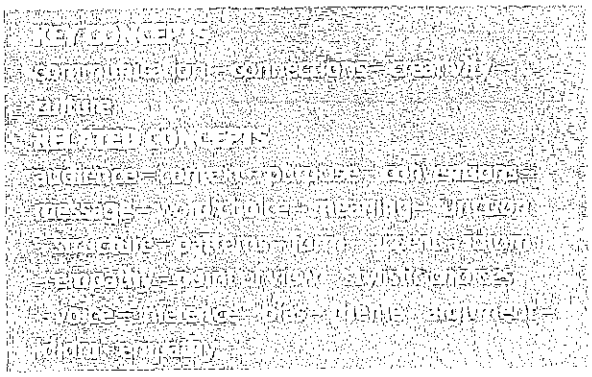
- Appreciate human and environmental commonalities and diversity
- Understand the interactions and interdependence of individuals, societies and the environment
- Understand how both environmental and human systems operate and evolve
- Identify and develop concern for the well-being of human communities and the natural environment
- Act as responsible citizens of local and global communities
- Develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

Assessment

Assessment for Individuals and Societies courses in Grades 6-10 is based on the following criteria:

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Organizing	Maximum 8
Criterion C	Producing text	Maximum 8
Criterion D	Using language	Maximum 8

Language Acquisition



Aims

The **aims** of the teaching and learning of MYP Language Acquisition are to encourage and enable the student to:

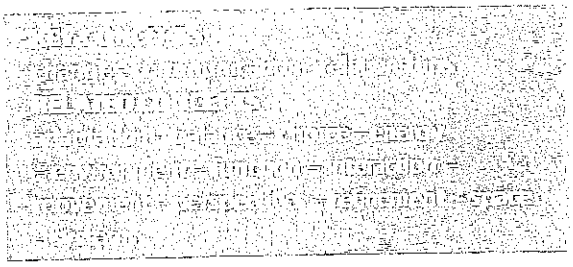
- Gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- Develop a respect for, and understanding of, diverse linguistic and cultural heritages
- Develop the communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- Develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- Develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- Recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- Understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- The course will offer insight into the cultural characteristics of the communities where the language is spoken, encourage an awareness and understanding of the perspectives of people from students' own and other cultures, leading to involvement and action in own and other communities, and foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Assessment

Assessment for Language Acquisition courses in Grades 6-10 is based on the following criteria:

Criterion A	Comprehending spoken and visual text	Maximum 8
Criterion B	Comprehending written and visual text	Maximum 8
Criterion C	Communicating in response to spoken, written and visual text	Maximum 8
Criterion D	Using language in spoken and written form	Maximum 8

Physical and Health Education



Aims

The **aims** of MYP Physical and Health Education are to encourage and enable students to:

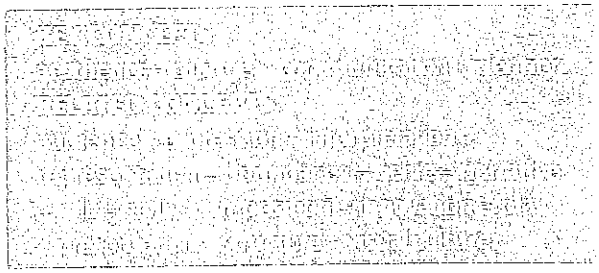
- Use inquiry to explore physical and health education concepts
- Participate effectively in a variety of contexts
- Understand the value of physical activity
- Achieve and maintain a healthy lifestyle
- Collaborate and communicate effectively
- Build positive relationships and demonstrate social responsibility
- Reflect on their learning experiences.

Assessment

Assessment for Physical and Health Education courses in Grades 6-10 is based on the following criteria:

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Planning for performance	Maximum 8
Criterion C	Applying and performing	Maximum 8
Criterion D	Reflecting and improving performance	Maximum 8

The Arts



Aims

The **aims** of MYP Arts are to encourage and enable students to:

- Create and present art
- Develop skills specific to the discipline
- Engage in a process of creative exploration and (self-) discovery
- Make purposeful connections between investigation and practice
- Understand the relationship between art and its contexts
- Respond to and reflect on art
- Deepen their understanding of the world.

Assessment

Assessment for Arts courses in Grades 6-10 is based on the following criteria:

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Developing skills	Maximum 8
Criterion C	Thinking creatively	Maximum 8
Criterion D	Responding	Maximum 8