

MYP UNIT PLANNER STAGE 1 “HELPERS GUIDE”

Unit title	Grab their attention! Give your unit a catchy title that provokes curiosity and interest. Make students wonder, make them smile, invite them to join you in learning.
Teacher(s)	
Subject and grade level	
Time frame and duration	

Stage 1: Integrate key and related concepts, global context and line of inquiry

<p style="text-align: center;">Global Contexts</p> <ul style="list-style-type: none"> ▪ Why is this inquiry significant, relevant and meaningful? ▪ Why is this worthy of my effort and understanding? ▪ Why am I learning this? ▪ Why should this matter to me and to the communities to which I belong? <p><i>Looking at the statement of inquiry, which global context will contextualize this unit of work?</i></p>	<p style="text-align: center;">Key concept <i>(Will be defined for each subject area)</i></p> <ul style="list-style-type: none"> ▪ Timeless ▪ Universal ▪ Abstract ▪ One or two words, or short phrase ▪ Specific examples of the concept reflect common attributes <p>This is a broad, organizing, powerful, subject-relevant idea that can transcend and is relevant in other subject groups. Should provide a transferable focus for any unit and serve as a tool for inquiry.</p>
<ul style="list-style-type: none"> • Identities and relationships - <i>Who am I? Who are we?</i> • Orientation in space and time - <i>What is the meaning of “when” and “where”?</i> • Personal and cultural expression - <i>What is the nature and purpose of creative expression?</i> • Scientific and technical innovation - <i>How do we understand the worlds in which we live?</i> • Globalization and sustainability - <i>How is everything connected?</i> • Fairness and development - <i>What are the consequences of our common humanity?</i> <p>Use your MYP subject guides and support materials to help you.</p>	<p style="text-align: center;">Related Concept(s)</p> <p>Can be considered the “big ideas” related to the topics that you want students to walk away with at the end of the unit. They are the disciplinary understandings you want students to inquire into throughout. May arise from the subject matter of a unit or the craft of a subject – its features and processes.</p>

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Line of Inquiry

Provide structure, inquiry into factual, conceptual and procedural knowledge that leads to higher-order thinking

What is it: The line of inquiry builds small units of study to lead to the key concept. Look at the concept statement and ask yourself, “What do you want students to explore further to understand and analyze the concept statement?” Inquiry is not outcome based; it is discovery to build an understanding. The process of examining the inquiry questions helps build student understanding of the statement of inquiry.

Statement of Inquiry

Merges the key concept and the related concepts into one statement. Should create a platform for deepening the students’ understanding of the topic. What we will be learning and why, in language that is meaningful to the learner.

- Avoid proper and personal nouns
- Use active, present tense verbs to convey a more timeless sense
- Avoid arriving at concepts that are definitions by not using the verb “to be”.

Inquiry Questions

Pose question(s) which will provoke deep thinking and on-going inquiry leading from academic knowledge to thoughtful action. Consider international contexts and applications, but don’t forget it must make sense to the students. Use student friendly language. 3-5 questions to guide students through the unit.

All lines of inquiry should first be written as an objective, students will..... It can include subject area material, but it should be the big ideas of the curriculum. Use VEBRS words such as evaluate, utilize, analyze, discover, etc. to create an objective. Each of the inquiry questions should be based on an objective.

Consider what really matters about the knowledge and skills being taught in this unit. Can be teacher or student developed –

Factual: concrete questions that have right and wrong answers (who, what, where, why, when?); could focus on recall

Conceptual: are abstract questions that explore broader meanings, deeper understanding and transferrable knowledge; often involving analysis and synthesis

Debatable: questions that generate disagreement, engage multiple perspectives, and promote critical thinking; often involving the creation of exploration of competing values, theories and rationales.

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Assessment

What task(s) will allow students the opportunity to respond to the concept?

What will constitute acceptable evidence of understanding? How will students show what they have understood?

Plan an authentic inquiry based, real world assessment that addresses the key and related concepts, the content of the unit taught, and is developmentally appropriate for the students you teach. Provide opportunity for students to demonstrate their response to the inquiry statement and show enduring understanding within the context you have chosen. Work to provide students room to use multiple intelligences and thinking at the higher end of Bloom’s Taxonomy. Consider constructed responses, performances, portfolios, and applications. Work out the details of your assessment plan. What, where, and when it will take place? Who is involved? What materials will you need? How will you check for understanding? How do the pieces fit together? How will you structure student learning? Allow students to apply knowledge, skills and understanding in new and unfamiliar situations.

Each of your lines of inquiry should guide student’s success in the summative task. Ideally, students should not receive the assessment at the end of the unit, but they should consistently be working towards completing the assessment as they move through the unit. The assessment task and rubric are best if given to the students at the beginning of the unit.

Consider the following:

1. Does your assessment task read well?
2. Would your students understand all that is expected of them?
3. Does it the summative task build depth and understanding of the concept and the statement of inquiry?

Consider using the GRASPS strategy to plan an authentic assessment task.

Which specific MYP objectives will be addressed during this unit?

Be sure that for levels 1-4 you are using interim objectives. You should pick no more than two from your MYP subject guide and the focus can be on specific strands within objectives.

Which MYP assessment criteria will be used?

Explain your choice of assessment. To what degree is your assessment sophisticated enough to allow the students the highest level of achievement?