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** **Global** **Change** **interaction** **Communication** **Identity** **Communities** **Logic** **Connections** **Perspective** **Creativity** **Relationships** **Culture** **Systems** **Development** **Time, place** **Form** **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

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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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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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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