

## **MYP unit planners-Examples for workshop use (non-official)**

**Note:** these samples were produced during the MYP workshop leader training.

Some comments have been embedded but they are intended as food for thought only.

Up-skilling Samples

## EXAMPLE 1-MYP unit planner

Teacher(s)		Subject and discipline	Individuals and Societies – History		
Unit title	The Industrial Revolution	MYP year	3	Unit duration (hrs)	20

### Stage 1 – Establishing the purpose of the unit

Key concept	Related concept(s)	Context
Change	Causality (cause/consequence) Innovation Interdependence Conflict Perspective	An inquiry into scientific and technical innovation
<b>Statement of inquiry</b>		
Economic changes always have an impact on the way of life of different social groups and their mutual interactions.		
<b>Inquiry questions</b>		
Factual - How has technology changed the way in which we produce our goods? Conceptual - How does industrialization introduce changes in a social structure? Debatable - Does change mean progress for everybody?		
<b>Summative assessment</b>		

**Comment [GGV1]:** Of course this depends on the unit but I try to warn against using so many related concepts. Though many could be relevant try to be selective as to which are the most pertinent.

Objectives:	Outline of summative assessment task(s):	Relationship between summative assessment task(s) and statement of inquiry:
<p><u>A - Knowing and understanding.</u></p> <ol style="list-style-type: none"> <li>I. Use individuals and societies terminology in context.</li> <li>II. Demonstrate knowledge and understanding of subject-specific content and concepts, appropriate to the age level, using descriptions, explanations and examples.</li> </ol> <p>I.</p> <p><u>C - Communicating</u></p> <ol style="list-style-type: none"> <li>I. Communicate information and ideas using an appropriate style for the audience and purpose.</li> <li>II. Structure information and ideas in a way that is appropriate to the specified format.</li> </ol> <p><u>D - Thinking critically</u></p> <ol style="list-style-type: none"> <li>I. Analyse concepts, events, issues, models and/or arguments.</li> <li>II. Analyse and evaluate a range of sources in terms of origin and purpose, recognizing values and limitations.</li> <li>III. Recognize different perspectives and their implications.</li> <li>IV. Make connections between information to make valid, well-supported arguments.</li> </ol>	<ol style="list-style-type: none"> <li>1. ESSAY WRITING: <ul style="list-style-type: none"> <li>• Causative essay: Why did the revolution start in Britain?</li> </ul> </li> <li>2. UNIT TEST: questions on content and concepts addressed in class and source evaluation + letter writing</li> <li>3. INTERDISCIPLINARY SUB-UNIT WITH ARTS AND LANGUAGE: the students will work on a shape poem using the techniques of a calligram, which will allow the students to combine techniques of historical exploration and artistic reflection.</li> <li>4. ESSAY WRITING: <ul style="list-style-type: none"> <li>• Argumentative essay: Were the effects of the Industrial Revolution positive?</li> </ul> </li> </ol>	<p>The statement of enquiry has been written in the consideration of the close connections between economic and social structures in moments of historical change.</p> <p>Each of the assessment instances is aimed at stimulating reflection on different aspects of the economic and social process commonly known as the Industrial Revolution.</p> <p>By analysing the different types of causes that made it possible and extensively exploring innovations as regards production systems and the activities and living conditions of both specific groups and the British population at large, the students will gain insight into the complexity and originality that made the Industrial Revolution such an important moment in the definition of the structures and dynamics of the contemporary world.</p>
<p><b>Approaches to learning (ATL)</b></p>		

IB ATL category	MYP ATL cluster	Specific ATL skill	Learning experiences
Communication	Communication	Use appropriate forms of writing for different purposes and audiences.	Students will write two essays about the causes and consequences of the Industrial Revolution. They will also write a letter as if they were a child living at that time. They will work on a poem and a Calligram to express a certain perspective of life during the time of the Industrial Revolution.
Self management	Organization skills	Plan short and long-term assignments to meet deadlines. Manage and resolve conflict and work collaboratively in teams Listen actively to other perspectives and ideas Encourage others to contribute	The plan of the essays will be given as homework, subject to a deadline. Students will work in groups to comply with the IDU (calligram)
Research	Information literacy	Collect, record and verify data Access information to be informed and inform others Make connections between various sources of information.	Students will need to collect information on how different groups of people were affected by the Industrial Revolution, to be able to write the poem and draw the calligram.
Thinking	Critical thinking	Draw reasonable conclusions Consider ideas from multiple perspectives.	Students will draw conclusions while writing their essays The students will have to consider the perspective of all the social groups at the time of the Revolution before choosing which one to work on

Thinking	Creativity and innovation	Create original works and ideas	The students will have to show the perspective of a certain social group through a calligram
Transfer	Transfer	Utilize effective learning strategies in subject groups and disciplines  Inquire in different contexts to gain a different perspective Make connections between subject groups and disciplines	The students will have to relate what they learned in History, Arts and Language and Literature to make the Calligram.

### Stage 2 –Planning for teaching and learning through inquiry

Content	Learning process
<p>The difference between reforms and revolutions.</p> <p>The different kinds of revolutions.</p> <p>The invention of the steam engine by Watts.</p> <p>The invention of other machines. How coal, iron and steel also fostered British industrialization.</p> <p>The similarities and differences between the Domestic and the Factory Systems.</p> <p>The improvement of transport, trade and communications with the use of trains.</p> <p>People moving into cities looking for a job. Unhealthy living conditions in the cities: slums.</p> <p>Hard working conditions.</p>	<p><b>Learning experiences and teaching strategies</b></p> <p>Special classes based on the implementation of digital tools including <i>Active Inspire</i> flipcharts, <i>PowerPoint</i> presentations and different types of digital media to introduce and work on the different aspects of the Industrial Revolution.</p> <p>Student-made comparative charts are used as platforms to understand and discuss different aspects of the replacement of the open-field system with the four-course rotation in agriculture, and the transition from the domestic to the factory system in industry.</p> <p>Group discussions involving issues of the time of the Industrial Revolution which are still controversial in today's global economy. Work will be guided by questions such as 'Should children work to help their families when needed?', 'How many hours a day should a man or a woman work?' and 'What were the positive and the negative consequences of the British Industrialization?'</p> <p><b>Formative assessment</b></p> <p>Class discussion: differences between reforms and revolutions; the different kinds of revolutions and examples of them; inventions and their impact; the invention of the steam</p>

<p>Child labour and its consequences.</p> <p>Attempts of stating new labour laws. Industrialization spreads to other countries.</p> <p><b>Terminology:</b> Revolution, Reform, Industry, Agriculture, Production, Society, Technology, Demand, Colony, Market, Investment, Risk, Economic Liberalism, Social Classes, Open-field System, Enclosure System, Domestic System, Factory System, Living Conditions, Working Conditions, Power source, Government Acts.</p>	<p>engine; the causes of the Industrial Revolution; why it started in Britain; why the invention of the train was so important, what it was used for.</p> <p>Comparative chart: domestic and factory system/ open-fields and enclosures.</p> <p>Group discussion: should children work to help their families when needed? How many hours a day should a man or a woman work?</p> <p>Source work: analysis of reports made on adults and children working in factories at the beginning of Industrialization.</p> <p>Plans for essay writing:</p> <ul style="list-style-type: none"> <li>• Why did the Industrial Revolution start in England?</li> <li>• Were the effects of the Industrial Revolution positive?</li> </ul> <p>Class reflection: What were the positive and the negative consequences of the British Industrialization?</p> <p>The students will have access to the History Blog: <a href="http://www.historylevel3.blogspot.com">www.historylevel3.blogspot.com</a></p> <hr/> <p><b>Differentiation</b></p> <p>The interdisciplinary sub-unit with Language and Arts enables students to practice source analysis skills while exploring differentiated questions and interests through the consideration of literary and artistic media.</p> <p>The students will be assigned different kind of tasks to respect the diverse learning styles: class debates, use of technological devices, the creation of comparative charts, essay writing, letter writing (test) . . .</p> <p>For certain tasks, the teacher will put together one-off groups to strengthen cooperation and communication between students who do not usually work together.</p> <p>Each student will be expected to craft his/her own essay plan.</p>
<p><b>Resources</b></p>	

- Child, J; Hodge, T; Shuter, P; Taylor, D. (1991). Understanding History 2. London: Heinemann.
- Walsh, B. (2002). History in Focus: Essential Modern World History. London: John Murray.
- [www.schoolhistory.co.uk](http://www.schoolhistory.co.uk)
- [www.activehistory.co.uk](http://www.activehistory.co.uk)

### Stage 3 – Reflecting and evaluating

Prior to teaching the unit	During teaching	After teaching the unit
<p>We believe the students will find this unit interesting after asking them to look for things in the classroom that do not come from a factory.</p> <p>In line with the IB Learner Profile, in this unit of work the students will strive to be:</p> <p>Inquirers: by promoting questions and enthusiasm for learning; by promoting structured inquiry on specific issues.</p> <p>Knowledgeable: by acquiring knowledge and understanding of concepts and ideas relevant to the topic.</p> <p>Thinkers: by being critical about the topic and solving problems related to the issues discussed in class.</p> <p>Communicators: by expressing ideas clearly and in different ways and working effectively in collaboration with others.</p> <p>Open-minded: by respecting and valuing different points of view about the issues discussed in class and being balanced in their opinions.</p> <p>Reflective: by assessing their own performance in the course of the unit.</p>	<p>We are giving the students a unit test as part of the summative assessment. This will allow us to check the level attained by the students, the effectiveness of our teaching and those skills and/or concepts we will have to work harder on. We also expect to gain information on how the students can apply their Language skills through formative tasks and finally through the interdisciplinary activity. Through a self-evaluation we present the students with at the end of the unit, their reflections will allow us to review our teaching strategies, level of material selected, the contents the students find really meaningful, what the students find easier and/or more difficult, and to do remedial work in order to correct general errors. This can be very helpful to revise the plan we worked out for the following unit: confirming some of the strategies and learning experiences or adapting them to suit students' needs and interests.</p>	<p>We need to improve the IDU on Calligrams. More interaction amongst teachers is needed.</p>

## Example 2-MYP unit planner

Teacher(s)		Subject group and discipline	Individuals and Societies: History		
Unit title	INDUSTRIAL REVOLUTION	MYP year	4	Unit duration (hrs)	5 w / 25

### Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
CHANGE	INNOVATION AND REVOLUTION	Fairness and development
<b>Statement of inquiry</b>		
Revolutionary scientific change could be seen as blessing or a curse, depending on the social group one belongs		
<b>Inquiry questions</b>		
Factual – What are the reasons that enabled Britain to be a cradle of the Industrial Revolution? Conceptual – In what ways can change bring the positive and negative impact to societies? Debatable – Technology is more Blessing than a Curse? – (then but now, in the 21 <sup>st</sup> century as well)		
Objectives	Summative assessment	
A: Knowing and understanding demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples	Outline of summative assessment task(s) including assessment criteria: Debate: <b>Industrial Revolution as a turning point in history brought such positive changes to the societies,</b>	Relationship between summative assessment task(s) and statement of inquiry: Students will demonstrate understanding of the positive and negative consequences that

**Comment [GGV2]:** Interesting unit which compliments the previous one quite nicely. In this case “perspective” might also be a useful related concept to explore.

<p>C: Thinking critically</p> <ul style="list-style-type: none"> <li>- <b>Analyse</b> issues</li> <li>- <b>Interpret</b> different perspectives and their implications</li> <li>- <b>Synthesize</b> information to make valid arguments</li> </ul> <p>D: Communicating (formative assessment)</p>	<p><b>that a number of lost lives or invalid workers without any protection was just a collateral damage.</b></p> <p>Debate steps:</p> <ol style="list-style-type: none"> <li>1. Preparation for the debate Task (Summative)</li> <li>2. In-class debate (Formative)</li> </ol>	<p>Industrial Revolution brought to their society, living and working conditions, as well of the new way of thinking by social classes.</p>
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**Approaches to learning (ATL)**

<ul style="list-style-type: none"> <li>- <b>Demonstrate</b> effective use of analysis, evaluation and synthesis of gathered information and evidence</li> <li>- Debate: Communicate in a clear, concise and effective manner that is both logical and persuasive; express opinions through logical argumentation</li> </ul>
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**Comment [GGV3]:** It's important to point out what skill organizer and cluster one will be exploring and it's always a good idea to begin by looking at out subject-group objectives.

***Planning for teaching and learning through inquiry***

Content	Learning process
	<p><b>Learning experiences and teaching strategies</b></p>
	<p><b>Formative assessment</b></p>

	<p><b>Differentiation</b></p> <p>EAL students and other students with learning needs, would be given resources easier to read, and more guidance from the teacher and peer help. Their summative task would allow for more simplistic language expression, supported by the power point presentation.</p>
<p><b>Resources</b></p>	

***Reflecting and evaluating***

Prior to teaching the unit	During teaching	After teaching the unit
<p><b>Opportunity for service as action in this unit</b></p> <p>Grade 9 (MYP 4) students who moved now to the High school, and can help practicing / teaching some debate skills to the MYP 1-3 (grades 6 – 8) - students involved in the speech &amp; debate after-school activities.</p>		

### Example 3-MYP unit planner

Teacher(s)		Subject group and discipline	Humanities 8		
Unit title	What is your idea?	MYP year	3	Unit duration (hrs)	24

#### Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Relationships	Perspective and Ideology	Orientation in Time and Space
<b>Statement of inquiry</b>		
Relationships are impacted by perspective and ideology.		
<b>Inquiry questions</b>		
Factual – Define two ideologies (e.g. political, economic) Conceptual – Is it possible to be objective? Debatable –Is bias/perspective ok?		
Objectives	Summative assessment	
<u>Task 1:</u> <i>Criterion A: Knowing and Understanding</i> <i>Objectives i, ii</i> <i>Criterion B: Investigating</i> <i>Objectives i, ii, iii, iv</i>	Outline of summative assessment task(s) including assessment criteria: <i>Criterion A: Knowing and Understanding</i> <i>Criterion B: Investigating</i> <i>Criterion C: Thinking Critically</i> <i>Criterion D: Communicating</i>	Relationship between summative assessment task(s) and statement of inquiry:  Political cartoons can be used as a tool to define/explore relationships, to show perspective, and reference ideologies.

**Comment [GGV4]:** Wow! I haven't seen the task sheet so it is difficult to make any judgments but it seems like assessing all criterion and almost all strands will make focused assessment difficult and make it quite demanding on the part of students.

Remember that each strand must be assessed twice in the year but in a given unit or task you might wish to focus on specific aspects.

<p><i>Criterion C: Communicating</i></p> <p><i>i, ii, iii</i></p> <p><i>Criterion D: Thinking Critically</i></p> <p><i>i, ii, iii, iv</i></p> <p><u>Task 2:</u></p> <p><i>Criterion A: Knowing and Understanding</i></p> <p><i>Objectives i ii</i></p> <p><i>Criterion D: Thinking Critically</i></p> <p><i>i, iii, iv</i></p>	<p><b>Task 1:</b></p> <p>Find a political cartoon that shows <b>a relationship and demonstrates</b> bias(an unfair prejudice in favor of or against one thing over another). Then, complete the <b>Big 6 research guide</b> to demonstrate your findings. Finally, complete a synthesis in class to show your analysis of the cartoon.</p> <p><b>Task 2:</b> Throughout the unit complete the research guide about the Cold War to demonstrate your knowledge and understanding of the unit.</p> <p>2. Answer the following question in class;        Some historians argue that the Cold War began because of Soviet aggression followed by American containment policies. Other historians say that it was America who was aggressive and the Soviets who reacted to protect their interests. So... Who is to Blame for the Cold War? Prove one of these theories using three specific examples from our studies.        Answer the question in one of the following forms:</p> <ul style="list-style-type: none"> <li>• Paragraph response</li> <li>• Bullet points</li> <li>• Table</li> <li>• Mind Map</li> </ul>	
<p><b>Approaches to learning (ATL)</b></p>		
<p>Transfer: Make connections between subject groups and disciplines.        Students will be able to analyse images in other subject areas using techniques learned in this unit.</p>		

**Comment [GGV5]:** Interesting, what is this about?

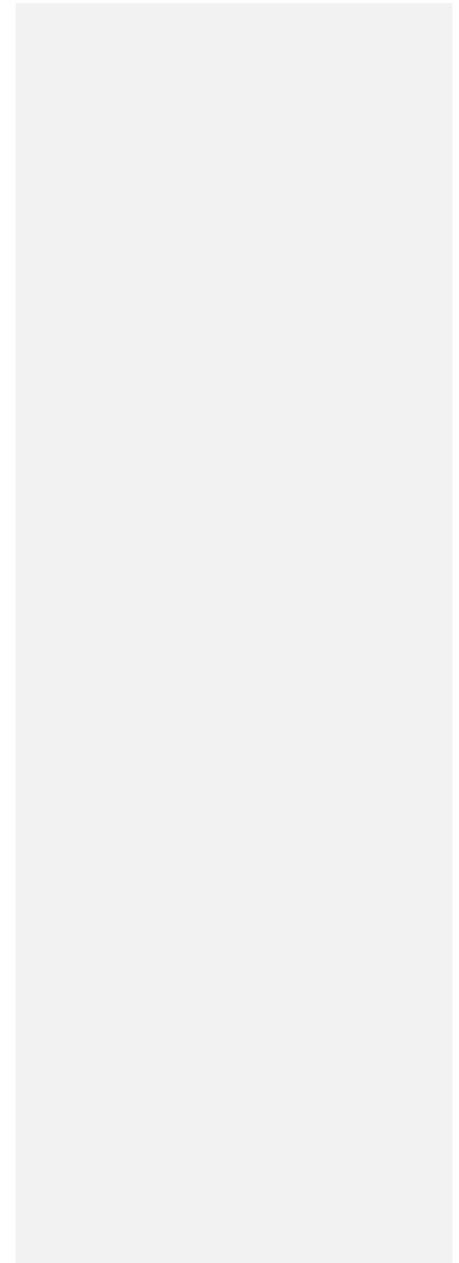
### ***Planning for teaching and learning through inquiry***

Content	Learning process
<p>The student will be able to identify the similarities and differences of capitalism and communism.</p> <p>The student will be able to identify the political and economic goals of the US/USSR after World War 2.</p> <p>The student will be able to identify key political figures during the Cold War.</p> <p>The student will be able to identify propaganda.</p> <p>The student will be able to discuss symbolism and its connection to the Cold War.</p> <p>The student will be able to identify specific terms/theories from the Cold War including, but not limited to M.A.D. and Domino.</p> <p>The student will be able to discuss how the media influences the people.</p> <p>The student will be able to make connections between different political leaders over place and time.</p> <p>The student will identify artistic techniques used in completing political cartoons.</p> <p>The student will analyse different political cartoons before creating their own political cartoon.</p>	<p><b>Learning experiences and teaching strategies</b></p> <ul style="list-style-type: none"> <li>•Students will receive a rubric and oral explanation of the summative tasks. They will also be able to look at examples of work from previous years and be given modern day examples that personify a similar relationship between the US and USSR during the Cold War.</li> <li>•The question of the summative task will directly allow students to answer the unit question.</li> <li>•Students will be given class time to brainstorm ideas and research. This will allow the teacher to check that students are on the right track. Students will complete a specific lesson where they identify the artistic techniques used to analyse a political cartoon in preparation of creating their own cartoon.</li> <li>•Bloom's taxonomy: Analyse, Evaluate &amp; comprehend.</li> <li>•Students are comparing and establishing links with the past (ATL-Transfer and Critical Thinking). Students to compare a relationship between the US/USSR during the Cold War with another relationship past or present (orientation time and space)</li> </ul> <p><b>Formative assessment</b></p> <p><b>Journal Questions throughout the unit on a variety of topics (e.g. Korea, Vietnam, China/Mao, Russian Revolution) to prepare for completing the synthesis.</b></p> <p><b>Vocabulary sheets to identify key terms/vocabulary/people throughout the unit.</b></p> <p><b>Differentiation</b></p> <p>Differentiating by catering to individual needs of students. Providing extra assistance where needed as well as extension work as required. Models and exemplars as well as scaffolding of materials for all students (e.g. vocabulary lists, graphic organisers, big 6 research guide).</p>
<p><b>Resources</b></p>	

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**Reflecting and evaluating**

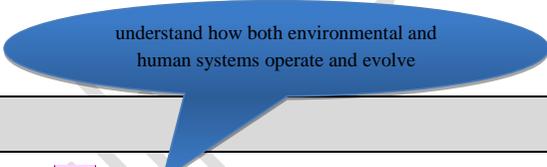
Prior to teaching the unit	During teaching	After teaching the unit
<p>How can students use their skills to identify appropriate political cartoons to analyse?</p> <p>What other relationships would students be familiar with to connect to the Cold War?</p> <p>How can the idea of competition and power be intertwined with perspective and ideology?</p>		



### Example 4-MYP unit planner

Teacher(s)		Subject group and discipline	Individuals and Societies - Geography		
Unit title	The Demographics of the Global Human Environment	MYP year	3	Unit duration (hrs)	

#### INQUIRY: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Change	Patterns and Trends Management and Intervention Sustainability  	Globalization and sustainability
<b>Statement of inquiry</b>		
Change happens that, with management and intervention, help to respond to patterns and trends to assist fair and sustainable development globally		
<b>Inquiry questions</b>		
<b>Factual :</b> <ul style="list-style-type: none"> <li>• Why on Earth do people live where they do?</li> <li>• Population Pyramids – how does math help us predict the future?</li> <li>• Big Brother is watching! To what extent can the government use a policy to control and predict a population’s future?</li> </ul>		
<b>Conceptual:</b> Who depends on whom?		

**Comment [GGV6]:** Can?

**Comment [GGV7]:** The context is very clearly intermeshed here

**Comment [GGV8]:** This seems rather provocative. I tend to think of debatable questions as those that enable exploration of big ideas that connect facts and topics

Debatable: What drives change; individuals, institutions or ideas?	
Objectives	Summative assessment
<p><b>Knowing and Understanding</b> Students develop factual and conceptual knowledge about demographics and population policy</p> <p>In order to reach the aims of individuals and societies, students should be able to:</p> <ul style="list-style-type: none"> <li>• <b>use</b> terminology in context</li> <li>• <b>demonstrate</b> knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples</li> </ul>	<p><b>Summative Assessment 1</b> Test on Demographics and Population Theory</p> <p><b>Summative Assessment 2</b> Case study project on Population Policy (Collaborative)</p> <p><b>Summative Assessment 3</b> Extended Answer relating to synthesis of research on Pro and Anti Natal Population Policies</p>
<p><b>Investigating</b></p>	<p>Relationship between summative assessment task(s) and statement of inquiry: Students look at the terminology used by the demographer and the study of demographics that help to manage policies that are placed by government systems to help countries develop sustainably.</p> <p>Students investigate collaboratively a assigned specific country policy to look at patterns that have lead to decisions for population control and practice the opportunity to synthesize information to infer outcomes</p> <p>Students complete an extended piece of writing that synthesizes information gathered by themselves and their peers concerning two contrasting methods of population control to answer the question” Big Brother is watching! – To what extent can a government use policy to control and predict it’s population’s future?</p>
<p><b>Communicating</b> Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats. Students learn correct research techniques for a case study and the appropriate components required</p> <p>In order to reach the aims of individuals and societies, students should be able to:</p> <ul style="list-style-type: none"> <li>• <b>communicate</b> information and ideas</li> </ul>	

Assessments build on looking at the theoretical content (K&U) and allow the students to communicate in multiple ways their critical thinking on specific content through research

**Comment [GGV10]:** Might be useful to indicate in parenthesis what task is used to assess what criterion.

**Comment [GGV9]:** Any specific aspect?

<p>using an appropriate style for the audience and purpose</p> <ul style="list-style-type: none"> <li>• <b>structure</b> information and ideas in a way that is appropriate to the specified format</li> <li>• <b>document</b> sources of information using a recognized convention</li> </ul> <p><b>Thinking Critically</b> Students use critical thinking skills to develop and apply their understanding of demographics and the process of investigation.</p> <p>In order to reach the aims of individuals and societies, students should be able to:</p> <ul style="list-style-type: none"> <li>• <b>discuss</b> concepts, issues, models, visual representation and theories</li> <li>• <b>synthesize</b> information to make valid arguments</li> <li>• <b>analyse</b> and evaluate a range of sources / data in terms of origin and purpose, examining values and limitations</li> <li>• <b>interpret</b> different perspectives and their implications</li> </ul>		
<p><b>Approaches to learning (ATL)</b></p>		
<p><b>Communication</b></p>		

**Comment [GGV11]:** We don't know the length of the unit but please make sure to be selective and include only as many as you can reasonably explore.

**Communication Skills: (Students will collaborate on assigned population policy, create a case study that will be presented for peer learning)**

Students will communicate through the following interactions:

- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Collaborate with peers and experts using a variety of digital environments and media
- Share ideas with multiple audiences using a variety of digital environments

Students will demonstrate communication through language by:

- Reading a variety of sources for information
- Make inferences and draw conclusions
- Use an interpret a range of demographic specific terminology
- Write for purpose of collaborative presentation and use information for individual extended writing to predict the future based on learning
- Take effective notes in class
- Use an organizational method to build a case study
- Organize and depict information logically
- Structure information a collaborative presentation and individual extended piece of writing

**Social**

**Collaboration Skills: (Students will collaborate on assigned population policy, create a case study that will be presented for peer learning)**

- Delegate and share responsibility for decision making
- Manage and resolve conflict and work collaboratively in teams
- Make fair and equitable decisions
- Encourage others to contribute
- Give and receive meaningful feedback

**Self Management**

**Organization Skills:** Students collaborate to create a learning experience case study around assigned population policy to convey information for individual writing. Students prepare for knowledge timed in class examination.

- Meet deadlines
- Create plans to prepare for summative assessments (examination)
- Set collaborative team realistic goals
- Bring necessary equipment to class
- Select and use technology effectively and productively

**Affective Skills**

- Self Motivation and Resilience

**Reflection Skills**

- Develop new skills, techniques and strategies for effective learning
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Consider content

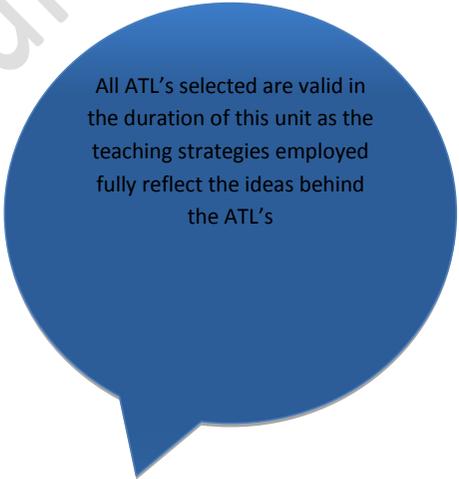
**Research**

**Literacy Skills**

**Demonstrating Information Literacy**

- Access information to inform and to inform others
- Make connections between various sources of information
- Present information in a variety of formats and platforms
- Understand and implement intellectual property rights
- Create references and citations, create a bibliography using MLA format

**Media Literacy Skills**



All ATL's selected are valid in the duration of this unit as the teaching strategies employed fully reflect the ideas behind the ATL's

Information

- Understand the impact of media representations and modes of presentation
- 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

**Thinking**

**Critical Thinking Skills**

- Practise observing carefully in order to recognize problems
- Draw reasonable conclusions and generalizations
- Consider ideas from multiple perspectives
- Analyse complex policies and their parts and synthesize them to create a new understanding
- Propose and evaluate a variety of solutions
- Identify obstacles and challenges
- Identify trends and forecast possibilities

**Creative Thinking Skills**

- Brainstorming and visual diagrams to generate new ideas
- Make guesses; ask “what if” questions
- Practise visible thinking strategies and techniques

***ACTION: Teaching and learning through inquiry***

Content	Learning process
Terminology of Demographics  Taught Curriculum:	<b>Learning experiences and teaching strategies</b>

<p>China's Population Policy</p> <p>Investigating Curriculum: Following countries assigned for collaborative research (groups of 3/4) to create Google Site:</p> <ul style="list-style-type: none"> <li>• Nigeria</li> <li>• Russia</li> <li>• Italy</li> <li>• Singapore</li> <li>• France (if required by numbers)</li> </ul>	<p><b>Formative assessment</b></p> <hr/> <p><b>Differentiation</b></p> <p><b>Three new students</b></p> <p><b>ESOL learners</b></p> <p><b>Extended Time Student accommodations</b></p>
<p><b>Resources</b></p>	
<p><a href="https://sites.google.com/a/aischool.org/myp-year-3-geography/">https://sites.google.com/a/aischool.org/myp-year-3-geography/</a></p>	

**REFLECTION: Considering the planning, process and impact of the inquiry**

MYP Unit planner review draft 23/10/2012

Prior to teaching the unit	During teaching	After teaching the unit

