|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Teacher(s)** |  |  |  |  | **Subject group and discipline** | Click here | | |
| **Unit title** |  | | | | **MYP year** | Click here | **Unit duration (hrs)** | Click here |

##### 

##### Inquiry: Establishing the purpose of the unit

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key concept** | | **Related concept(s)** | **Global context** | |
| **Select one KC by clicking on any subject group:**  Language and Literature  Mathematics  Sciences  Individuals and Societies  Language Acquisition  Arts  Physical and Health Education  Design  Click here for descriptions of KC | | **Select one or more RC by clicking on any subject group:**  Language and Literature  Mathematics  Patterns  Sciences - integrated  Individuals and Societies - by discipline  Individuals and Societies - integrated  Language Acquisition  Arts  Physical and Health Education  Design  Click here for descriptions of RC | **Click here to select one GC**  Click here for descriptions of GC  Click here for focus questions  Click here for example explorations | |
| **Statement of inquiry** | | | | |
| Click here for criteria  Click here for examples | | | | |
| **Inquiry questions** | | | | |
| Click on the type of question for its description  **Factual**  **Conceptual**  **Debatable**  Student-generated questions:  -  -  **-** | | | | |
| **Objectives** | **Summative assessment** | | | |
| Click on any subject group below:  **Language and Literature**  **Mathematics**  **Sciences**  **Individuals and Societies**  **Language Acquisition**  **Arts**  **Physical and Health Education**  **Design** | Outline of summative assessment task(s) including assessment criteria (click here for questions to ask during planning): | | | Relationship between summative assessment task(s) and statement of inquiry: |
| **Approaches to learning (ATL)** | | | | |
| Click on any ATL below:  COMMUNICATION: Communication Skills  SOCIAL: Collaboration Skills  SELF-MANAGEMENT: Organization Skills  SELF-MANAGEMENT: Affective Skills  SELF-MANAGEMENT: Reflection skills  RESEARCH: Information literacy skills  RESEARCH: Media literacy skills  THINKING: Critical-thinking Skills  THINKING: Creative-thinking Skills  THINKING: Transfer skills | | | | |

##### Action: Teaching and learning through inquiry

|  |  |
| --- | --- |
| **Content**  (click here for description) | **Learning process**  (click here for description) |
|  | **Learning experiences and teaching strategies** (click here for description) |
| **Formative assessment** (click here for description) |
| **Differentiation** (click here for description) |
| **Resources** (click here for description) | |
|  | |

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

|  |  |  |
| --- | --- | --- |
| **Prior to teaching the unit** (click here) | **During teaching** (click here) | **After teaching the unit** (click here) |
|  |  |  |

Instructions

**Attention! This file will not function properly with older versions of Microsoft Word. Mac users have not been able to open it either.**

1. Most of the content has integrated drop-down lists that unpack the headings further. Click in the middle of a word or a phrase to check whether it has an integrated control attached to it.

2. Every drop-down list can be copied and pasted, if several strands from the same list are required. In order to do that, click on the item to be copied; then click on the blue bar on the left to highlight the item; then right-click in the centre of the item, and choose ‘copy’ from the menu. Copy and paste wherever and as many times as needed.

3. Every drop-down list can be either deleted or deactivated in order to get rid of unwanted content. To delete, click on the item to be deleted; then click on the blue bar on the left to highlight the item; then press ‘delete’ button. This will permanently remove the drop-down list. To deactivate, click on the item to be deactivated, and select the blank row at the bottom of the drop-down list. The list will become invisible, and can still be used later if needed.

4. Every drop-down list can be edited. Go to “Word Options” – “Show Developer Tab in the Ribbon” – click on Developer, once it shows up in the ribbon – click on “Properties” (under Controls) to edit the drop-down list. You can create new lists by clicking on the Drop-down list icon (under Controls).

5. To edit spacing between the lists or start a new line, use left and right arrows, ‘End”, and “Home” buttons to move the cursor as needed.

6. If you find typos, discrepancies, or errors, have questions, or need assistance, please email them at vguyevskey@vsb.bc.ca