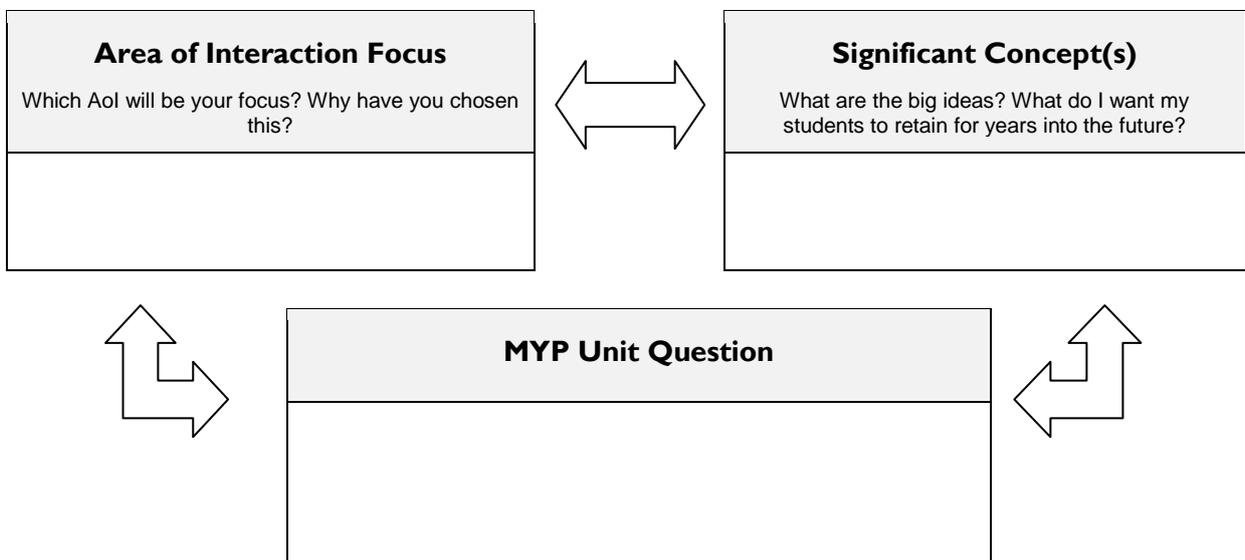


MYP unit planner

Unit Title	
Teacher(s)	
Subject and Grade Level	
Time frame and Duration	

Stage 1: Integrate significant concept, area of interaction and unit question, and ensure it can be assessed



Assessment
What task(s) will allow students the opportunity to respond to the unit question? What will constitute acceptable evidence of understanding? How will students show what they have understood?
Which specific MYP objectives will be addressed during this unit?
Which MYP assessment criteria will be used?

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Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Content What knowledge and/or skills (from my course overview) are going to be used to enable the student to respond to the guiding question? What (if any) state, provincial, district, or local standards/skills are to be addressed?	
Approaches to Learning How will this unit contribute to the overall development of subject-specific and general AtL skills?	
Learning Experiences How will students know what is expected of them? Will they see examples, rubrics, templates, etc.? How will students acquire the knowledge and practise the skills required? How will they practise applying these? Do the students have enough prior knowledge?	Teaching Strategies How will we use formative assessment to give students feedback during the unit? What different teaching methodologies will we employ? How are we differentiating teaching and learning for all? Have we considered those learning in a language other than their mother tongue? Have we considered those with special educational needs?
Resources What resources are available to us? How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?	

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Ongoing reflections and evaluation

In keeping an ongoing record, consider the following questions. There are further stimulus questions in the unit planning section of *MYP: from principles into practice*.

Students and Teachers

What did we find compelling? Was our disciplinary knowledge/skills challenged in any way?

What inquiries arose during the learning? What, if any, extension activities arose?

How did we reflect – both on the unit and on our own learning?

Were there any attributes of the learner profile that were encouraged through this unit? Were there any opportunities for action?

Possible connections

How successful was the collaboration with other teachers within my subject group and from other subject groups?

What interdisciplinary understandings were or could be forged through collaboration with other subjects?

Assessment

Were students able to demonstrate their learning?

Did the assessment tasks allow students to demonstrate the learning objectives identified for this unit? Did I make sure students were invited to achieve at all levels of the criteria descriptors?

Are we prepared for the next stage?

Data collection

How did I decide on the data to collect? Was it useful?

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