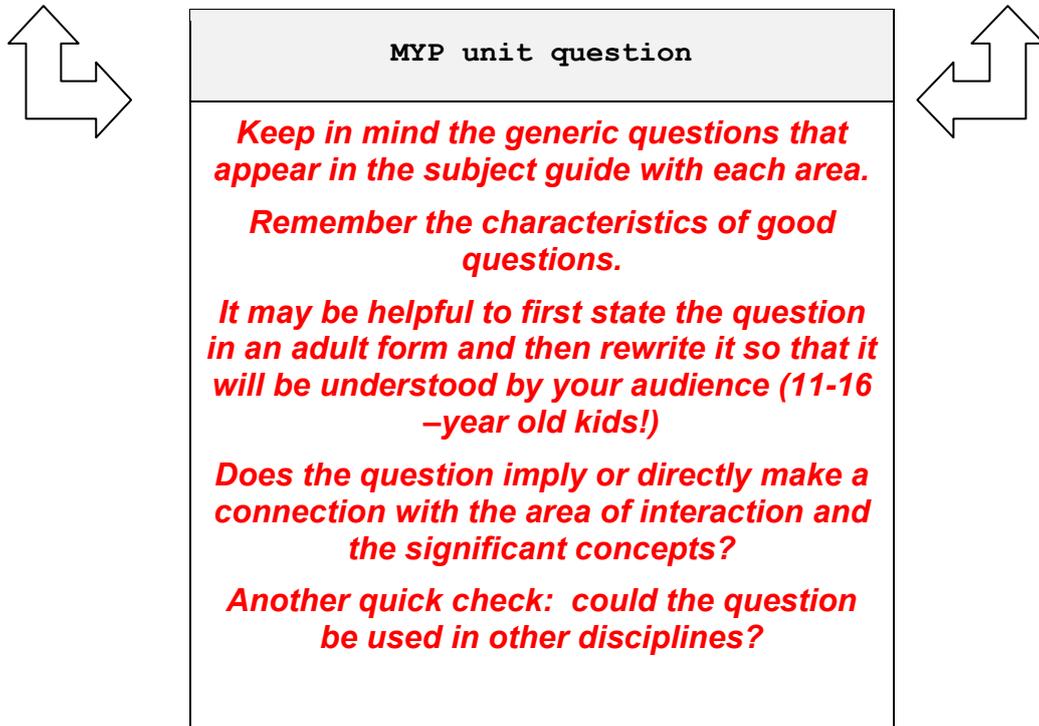
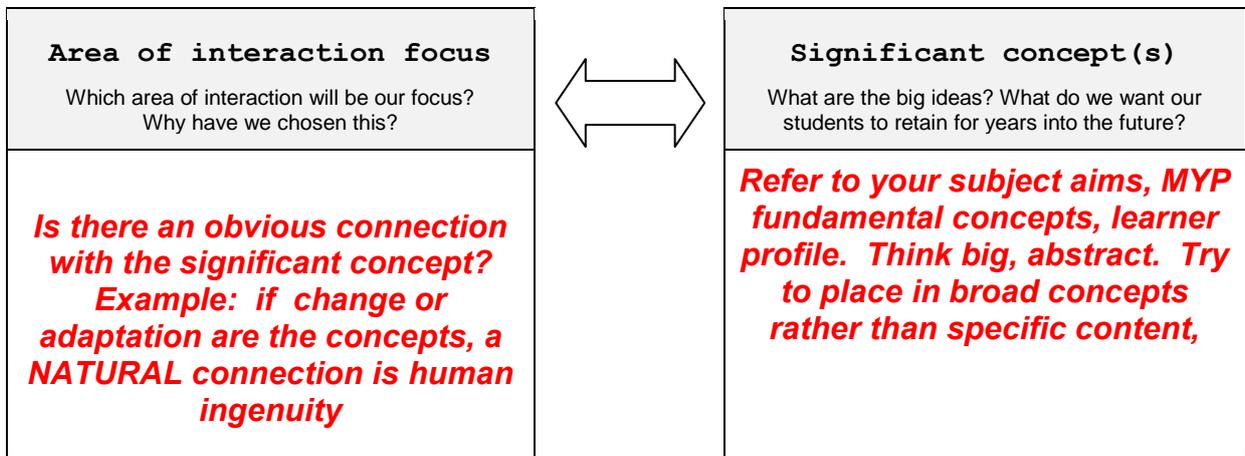


# MYP unit planner

Unit title	
Teacher(s)	
Subject and grade level	
Time frame and duration	

## Stage 1: Integrate significant concept, area of interaction and unit question



**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?

***Do/does the assessment task(s) mirror the tasks that are expected for MYP Year 5?***

***How does the task permit the students to demonstrate understanding of the unit question?***

Which specific MYP objectives will be addressed during this unit?

***Refer to the LB guide: objectives***

***Prioritize. In other words, list the objectives that you will emphasize/directly address in your daily lessons.***

Which MYP assessment criteria will be used?

***A, B, C, D, or E?? You do not have to use all criteria in each unit.***

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

What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?

What (if any) state, provincial, district, or local standards/skills are to be addressed? How can they be unpacked to develop the significant concept(s) for stage 1?

***Refer to your curriculum map, the IB interim objectives for your subject guide, and/or your course outlines. Pull out phrases from the IB criteria.***

***Examples:***

- write an essay of 200 words that demonstrates a coherent organization***
- use acceptable pronunciation and intonation***

***A state standard might state that students will have an understanding of other cultures. If your significant concept was traditions and change based on a text dealing with traditions in the target language, there is a clear addressing of the standard.***

**Approaches to learning**

How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?

**Example: your department has identified an ATL skill for your subject as organization, specifically, the use of transitional devices within a presentation (written or oral). This skill will be inherent in the formative and summative tasks that you have created and will most likely be part of your daily lessons within the unit.**

**Refer to the subject guide section on the Areas of Interaction; get more ideas from the examples given under Approaches to Learning.**

**Learning experiences**

How will students know what is expected of them? Will they see examples, rubrics, templates?

How will students acquire the knowledge and practise the skills required? How will they practise applying these?

Do the students have enough prior knowledge? How will we know?

**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? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?

**Here's where you list such things as:**

- exemplars (maybe student work from previous years)**
- activities or formative assessments where they will have the opportunity to practice the skills necessary for your summative assessment task(s).**

**Will you do any pre-assessment to determine their level of understanding?**

**The possibilities are endless here. It can range from students doing personal research to collaborative learning groups to use of multiple resources.**

**Student-centered learning? Inquiry-based instruction?**

**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?

## Ongoing reflections and evaluation

In keeping an ongoing record, consider the following questions. There are further stimulus questions at the end of the "Planning for teaching and learning" section of *MYP: From principles into practice*.

### Students and teachers

What did we find compelling? Were 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?

Which attributes of the learner profile were encouraged through this unit? What opportunities were there for student-initiated 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?

How did the assessment tasks allow students to demonstrate the learning objectives identified for this unit? How 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 we decide on the data to collect? Was it useful?

***This will take place after you have completed the unit. Don't forget the value of working on this with your colleagues who have perhaps taught the same unit or who can give you advice.***



**Figure 12**  
*MYP unit planner*