[MYP Glossary](https://drive.google.com/open?id=1o7YTR1ydg_rjS1rOjwMTw2HNqLiq5zZC)

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| Teacher(s) |  | Subject Group and discipline |  |  |
| Unit Title |  | MYP Year: |  | Unit duration: |

Inquiry: Establishing the purpose of the unit

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| Key Concept | Related Concept | Global Context |
| [Key Concepts Table](https://docs.google.com/document/d/1Y6a0THFibyRWVs4LiLZ_xr81lP3AJJI9cwI5ZsNBAes/edit?usp=sharing) | [Related Concepts Table](https://drive.google.com/open?id=1TU6CFxul83R_MkD9MdnRPCuuIJvn8z2t) | [Global Contexts Table](https://docs.google.com/document/d/1ry8WqCyxHwvQLRZSB5jPM4sDw1wxUzl_d9L7KIEp2Bo/edit?usp=sharing)  Write the Global Context and appropriate explanation and/or exploration. |
| Statement of inquiry | | |
| [Statement of Inquiry](https://docs.google.com/document/d/1hrmBT2RkB0hQSNTi5UUYqZh-aCM5JW5bUbKxQIB9w4I/edit?usp=sharing) | | |
| Inquiry questions | | |
| [Inquiry questions guidance](https://drive.google.com/open?id=1-UfYQzOz2dqbHoZFPBAV_64t1M4N27SMVx1PDF3ku8A) and [Inquiry Questions Cheat Sheet](https://drive.google.com/open?id=1de5t4JE2lb7gjjz8OKIlFsUpM2lYqzIgkgfsEwU0GaY).  Inquiry questions are drawn from, and inspired by, the Statement of Inquiry  Inquiry questions give shape and scope to an inquiry unit and help scaffold the objectives.  As the unit progresses, **both teachers and students can develop additional questions** to explore.  Factual—  Conceptual—  Debatable— | | |

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| Objectives | Summative Assessment | |
| Include the unit’s objectives, listing **specific strands** to be addressed and assessed by the summative assessment(s). You need to use Year1, 3, or 5 objectives.  (In practice, schools often introduce Year 3 and 5 objectives in Year 2 and 4)  (Example from *Group 3* Year 1)  **MYP Objectives:**  **Objective A**: Knowing and understanding  Students should be able to:   1. Use vocabulary in context 2. Demonstrate knowledge and understanding of subject specific content and concepts using descriptions, explanations and examples   **Objective B**: Investigating  Students should be able to:   1. Explain the choice of a research question 2. Follow an action plan to explore a research question 3. Collect and record relevant information consistent with the research question 4. Reflect on the research process and results   **Objective C**: Communicating  Students should be able to:   1. Communicate information and ideas with clarity 2. Organize information and ideas effectively for the task 3. List sources of information in a way that follows the task instructions | Outline of summative assessment task(s) including assessment criteria:    [Considerations for Summative Assessment Tasks](https://docs.google.com/document/d/1A2gCTLD_ZczOacaUXAPUmAXJFgW1wjjvB6Ur_gu7cog/edit?usp=sharing)  Summative assessment tasks are designed to provide evidence for evaluating student achievement using required MYP Subject specific assessment criteria.  **Command terms** are embedded in the objectives and assessment criteria of each subject group in the MYP. The outcome of using command terms is that students understand and know what to do when asked to “describe” as opposed to “discuss”, or to “infer” as opposed to “explain”.    [Command Terms](https://drive.google.com/open?id=1Lhyo_bNtkEgcN8pt4ArSWyodPu6ea6Ob) | Relationship between summative assessment task(s) and statement of inquiry:    Describe how the SOI and Summative assessment are connected |
| Approaches to learning | | |
| Approaches to learning are most powerful when teachers plan and students engage with them in relation to significant and relevant content knowledge in order to develop transferable understanding.  While ATL skills are not formally assessed in the MYP, they contribute to students’ achievement in all subject groups. Teachers should provide students with regular, specific feedback on the development of ATL skills through learning engagements and that provide formative assessment.  All teachers in MYP schools are responsible for integrating and explicitly teaching ATL skills.  [ATL Skills Table](https://docs.google.com/spreadsheets/d/1yAriLqrNgHq5yFNPuEz_-xv5lm82IX9sfsiRioycKLo/edit?usp=sharing)  **In order for students to …. students must …**    **Example:**  ( What category and cluster are you going to focus?)  **Research (Information Literacy)**  In order for students to *(chose the objective strand from objectives box)* List sources of information in a way that follows the task instructions students must (*choose the skill(s) from cluster*) create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions | | |

Action: Teaching and learning through inquiry

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| Content | Learning Process |
| Look at Subject Group Overview  (Curriculum Documentation)    By **sharing command terms** with students, teachers are able to give opportunities to practise relevant skills; to check understanding of the terms used to direct tasks; and to discuss what is expected or required, and the steps involved in completing tasks successfully. Each **command term** refers to specific thinking skills, practices and processes that constitute a subject or discipline, along with its content. Most **command terms** are applicable across subject groups.    [Command Terms](https://drive.google.com/a/aischool.org/file/d/0B4DtC6pq_3l3Z2ViRWFEcHl1MmM/view?usp=sharing) | Learning experiences and teaching strategies  Students at the MYP age range learn best when their learning experiences have context and are connected to their lives and to the world that they have experienced  Teaching and learning in all IB programmes is:   * based on inquiry * focused on developing conceptual understanding * developed in local and global contexts * focused on effective teamwork and collaboration * differentiated to meet the needs of all learners * informed by assessment (formative and summative).   \***Constructivist approach to teaching and learning:** *implies a pedagogy that includes student inquiry into concepts through content in authentic global contexts. This pedagogy leads to the most substantial and enduring learning.*      Choose strategies and learning experiences that are aligned with the unit’s statement of inquiry; help students meet subject-group objectives; support the development of effective ATL skills; and meaningfully prepare students to achieve high levels of performance in the unit’s summative assessment. |
| Formative assessment    Formative assessment (**assessment for learning**) provides teachers and students with insights into the ongoing development of knowledge, understanding, skills and attitudes  Formative assessment can also provide important opportunities for students to rehearse or refine performances of understanding as they prepare to complete summative assessment tasks.  Effective formative assessment also provides teachers and students with a way to explore personal learning styles as well as individual student strengths, challenges and preferences that can inform meaningful differentiation of learning.  Peer and self-assessment are often valuable formative assessment strategies as well as others |
| Differentiation  Teachers can differentiate teaching and learning by providing examples (work samples or task-specific clarifications of assessment criteria); structuring support (advance organizers, flexible grouping, peer relationships); establishing interim and flexible deadlines; and adjusting the pace of learning experiences.  Teachers use strategies to differentiate the content, process and outcomes of learning.  List strategies used to differentiate |
| Resources | |
| Teachers need to investigate available resources and consider what additional resources might be necessary for the unit. Important resources to consider include:     * instructional materials and classroom technologies * textbooks and other written and visual texts * teaching materials developed by businesses and not-for-profit organizations * educational games and simulations * teaching aids and manipulatives * learning environments beyond the classroom * students’ diverse languages and cultures * families, experts and other primary sources in the school and the community * school, university and community libraries * digital resources, including the internet.   List all the resources used during the unit | |

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

Teachers can profitably reflect prior to teaching the unit, during teaching and after the unit has been taught. Including students in reflection on the unit is an important strategy to promote the student-centred approach to education valued in IB programmes.

Reflection in the unit planner can provide a starting point for collaborative planning, an ongoing reminder for reflective practice throughout the teaching process, and a format in which to evaluate teaching strategies and learning outcomes.

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| Prior to teaching the unit | During teaching | After teaching the unit |
| [Reflection Questions Table](https://docs.google.com/document/d/1BjMxwGK_QrE6eqdRi5zOb9PGcOktPqS2mRuS9opw81k/edit?usp=sharing) | [Reflection Questions Table](https://docs.google.com/document/d/1BjMxwGK_QrE6eqdRi5zOb9PGcOktPqS2mRuS9opw81k/edit?usp=sharing) | [Reflection Questions Table](https://docs.google.com/document/d/1BjMxwGK_QrE6eqdRi5zOb9PGcOktPqS2mRuS9opw81k/edit?usp=sharing)  After finishing teaching the unit teachers can/should use the following [document](https://drive.google.com/open?id=1RdyfhmIKgdSuiINoDCu8MX_pBQLR-e85) to evaluate it. |