

Teacher(s)		Subject group and discipline			
Unit title		MYP year	1 - 5	Unit duration (hrs)	

### Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
<p>Represent big ideas; published in the guide; provide a framework for the subject group</p> <p>Pages 16 – 18</p>	<p>Promote deep learning; grounded in the specific disciplines; help to explore key concepts in greater detail</p> <p>Pages 18 – 20; 42 - 51</p>	<p>Direct inquiry toward common humanity</p> <p>Page 20</p>
<b>Statement of inquiry</b>		
<p>Set conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning.</p> <p>Summarize what is being learned and why – provides relevance</p> <p>Pages 21 - 22</p>		
<b>Inquiry questions</b>		
<p><b>Factual— page 22</b></p> <p><b>Conceptual—</b></p> <p><b>Debatable—</b></p>		

Objectives	Summative assessment	
<p>List specific strands to be addressed.</p> <p>Pages 8 - 11</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Describe the task[s] that the students will undertake in order to demonstrate their achievement of the objectives.</p> <p>Usually a performance of understanding.</p> <p>Page 26</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Describe how the statement of inquiry and the summative assessment are connected</p>
<p><b>Approaches to learning (ATL) Pages 97 – 104 in Principles into Practice</b></p>		
<p>Identify the ATL skill[s] that students will develop, through their engagement with the unit’s learning experiences, that they will need to meet the unit’s objectives: general skills AND subject skills. Think in terms of:</p> <p>ATL CATEGROY    ATL CLUSTER    SPECIFIC ATL SKILL    LEARNING EXPERIENCES</p> <p>Teachers should teach skills explicitly using relevant content knowledge and provide structured practice for the students.</p> <p>ATL skills focus on the learning process and foster the creation of lifelong learners who are confident and independent.</p>		

## Action: Teaching and learning through inquiry

Content	Learning process
<p>Include the contents of the unit:</p> <ul style="list-style-type: none"> <li>-topics</li> <li>-facts</li> <li>-terms</li> </ul> <p>This is the part of the unit where you can record local requirements/standards.</p>	<p><b>Learning experiences and teaching strategies</b></p> <p>What opportunities will you provide to develop the ATL skills?</p> <p>What will students do?</p> <p>In what order?</p> <p><b>Formative assessment</b></p> <p>How will you assess the learning experiences? What feedback will you give students that will allow them to grow in order to meet the objectives for the summative task?</p> <p><b>Differentiation</b></p> <p>What options will you provide to meet the individual learning needs of all students? How can we help students access the curriculum according to their needs while providing appropriate challenge?</p>
<p><b>Resources</b></p>	
<p>Textbooks, reading materials, reference materials, websites, community resources, people, learning environments, etc.</p>	

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

Prior to teaching the unit	During teaching	After teaching the unit
<p>Why do we think this unit will be interesting?</p> <p>What do the students already know? What can they do?</p> <p>What have students encountered about this discipline before?</p> <p>What does my experience tell me to expect?</p> <p>What attributes of the learner profile do I expect the students to develop?</p> <p>What are potential interdisciplinary connections?</p> <p>Are there opportunities for meaningful service learning?</p> <p>What in the unit might inspire community/personal projects?</p>	<p>What difficulties did we encounter while completing the summative task?</p> <p>What resources were beneficial? What other resources do we need?</p> <p>What student inquiries are emerging?</p> <p>What adjustments do we need to make?</p> <p>What skills need more practice?</p> <p>What is the level of student engagement?</p> <p>How can we scaffold learning for students who need more guidance?</p> <p>How can we challenge students who need less guidance?</p> <p>What current events could connect with the teaching and learning of this unit?</p> <p>How well are the learning experiences aligned with the unit objectives?</p>	<p>What were the learning outcomes of this unit?</p> <p>How well did the summative task distinguish levels of achievement? Was it complex enough to allow students to reach the highest levels?</p> <p>What evidence of learning can we identify?</p> <p>What strategies were effective? Why?</p> <p>What was surprising?</p> <p>What action did students initiate?</p> <p>What will we do differently next time?</p> <p>How effective was differentiation during this unit?</p> <p>What will students take with them from this unit?</p>