

IB MYP Networking

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Discussion of important DOCS

1. Subject Guide
2. HPE Standards
3. MYP PiP
4. Unit Planner Template

Step by step unit plan development

Please keep in mind this is a guide—unit planning is a process that must fit your needs and the needs of your classroom. The following is a recommended sequence for beginners to follow in completing a unit plan.

1. **Begin with Page 3: Content.** What standards/benchmarks will you be focusing on in this unit?
Take these directly from your program of studies.
 - a. Ex. French or Spanish II: Interpersonal communication

FII.1 The student will exchange spoken and written information and ideas in French.

1. Give and follow basic instructions.
2. Ask and answer questions about self, others, and the immediate environment, such as people, things, plans, events, feelings, emotions, and geographic direction and location.

FII.2 The student will initiate, sustain, and close brief oral and written exchanges in French, using familiar and recombined phrases and sentences.

1. Participate in brief oral and written exchanges that reflect present, past, and future time frames.
2. Use proper formal and informal forms of address in familiar situations.
3. Use nonverbal communication and paraphrasing to convey and comprehend messages.

2. **Next, look at the MYP objectives** (P.11 in subject guide).

- a. Decide which MYP objectives align with the standards in this unit. Look at the command terms (show, recognize, describe, engage, etc.) These will help with alignment. This will be recorded on Page 2 of the Unit planner.

3. Next you will decide what the summative assessment will look like for this unit. The summative assessment should be described using command terms from the objectives.

- a. Ex. In the first section of the summative assessment students will complete their PALS speaking test. Students should be able to use basic language accurately, participating in a dialogue/role play about a familiar situation without the use of a model. Students should be able to answer simple questions.

4. What skills will be necessary for the student to complete this summative assessment? (P.41 in subject guide)

- a. Looking at the ATL packet, there are Categories, clusters and indicators...
 - i. Please indicate the skill category and Cluster, then you will use the indicator along with the objective you chose to make a skills statement in the following format:
 1. In order for students to be able to **(objective)**, they will have to **(skill cluster)**.
 - a. Ex. Using **Objective Ciii** and **Communication Skills** category:
 - i. **In order for students to be able to use phrases to communicate ideas, feelings, and information in familiar settings, they should be able to use intercultural understanding to interpret communication.**
 - ii. There should be at least 1 skills statement for each objective –or if one skill is required for 2 objectives the statement can be combined.

5. Inquiry Questions (P. 40 in guide)

- a. Develop 3 questions that relate to the purpose of your unit
 - i. **Factual**—can be looked up
 1. Ex. How does communication in this second language differ from my current language?
 - ii. **Conceptual** – How or why question? Many times this question does not have 1 right or wrong answer—rather the student uses their new and prior knowledge to address the question.
 1. How can I use a second language in my life?
 - iii. **Debatable** – Should be provocative - -the best questions will spur a lively argument among your students—again, no 1 right or wrong answer....but this question can be YES or NO—but should require justification for their stance.
 1. Learning a second language should be a requirement of all students.

KEY and RELATED concepts and GLOBAL CONTEXTS P. 36-39 in subject guide

The following is a recommended method for developing concepts and contexts within your unit plan. It is not the required method—however the concepts, contexts and statement of inquiry must tie together the purpose of the unit plan.

6. **Concepts and contexts will come together to form the SOI (Statement of Inquiry).**

- a. **Key Concepts**- There are 16 Key Concepts—
 - i. Each discipline has 3-5 recommended key concepts
 1. Not limited to these may use others
 - ii. Key concepts are designed to provide **BREADTH** to a unit
 1. The concepts are meant to facilitate interdisciplinary connections
 - iii. 1 Key concepts should be chosen per unit
 1. Ex. Communication
- b. **Related Concepts**
 - i. Recommended RC vary by discipline—and by Phase in Language Acquisition
 1. Not limited by recommendation, may use RC from other subject groups
 - ii. Choose 2 or more RC per unit
 1. Ex. Word Choice, purpose
 - iii. RC provides **DEPTH** to a unit—
 1. allowing learners to explore key concept in greater detail
- c. **Global Contexts**
 - i. Using the world as the broadest context for learning
 - ii. Helps students understand “Why it [this subject matter] matters”
 - iii. Should choose 1 GC..then
 1. Choose 1 possible exploration (explorations can be broken down by bullet or more favorably by semicolon separation).
 - a. Ex. Identities and relationships: Attitudes and Motivation

7. **Statement of Inquiry (SOI) and Concept statement**

- a. The **concept statement** is comprised of the KC and RC only.
 - i. It is not required—but does help provide some cohesiveness and clarity when planning
 1. Ex. The purpose(RC) of our communication(KC) will impact our word choice(RC).
- b. The **SOI** is required to tie concepts and contexts together.
 - i. Ex. The purpose(RC) of our communication(KC) will impact our word choice(RC) and be reflected through our attitude and motivation (GC).

8. **Relationship between summative assessment task(s) and SOI (Page 1 of UP).**

- a. Here you should tie together the summative assessment and the SOI.

- i. This is here a lot of folks move things around, change concepts, revamp SOI, or tweak assessments. That is fine—this is a chance to make sure everything makes sense and provides a significant learning experience for your students.
- b. Ex. Students will use basic language accurately, participating in a dialogue/role play about a familiar situation without the use of a model. Students should be able to answer simple questions. Students will understand how their attitude and motivation and purpose of the communication will impact their word choice and ultimately determine the success or failure of their intended message.

9. Learning experiences and teaching strategies

- a. Please look at BOTH unit plan samples. You will see that there are different approaches to filling out this section. Whatever works for you will be fine here—Just make sure folks can see how students

10. Formative Assessment

- a. What types and how many formative assessments will you use? List them here.

- i. Here are some examples of formative assessments:

- 1. <http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html>

11. Differentiation

- a. How will you accommodate all learning styles?

12. Resources

- a. Please list any resources that may be helpful to colleagues in this section

13. Reflection

a. Prior to Teaching

- i. What do you expect from this unit? Have you taught it before? If so did you make any changes?

b. During Teaching

- i. Maybe about midway through---how is it going? Have you have to adjust your unit at all? Add or delete formative assessments –or maybe adjust learning experiences or teaching strategies based on student progress?

c. After the unit

- i. How did it go? Were the assessments (formative and summative) successful? What would you keep and what would you change for the next teaching of this material?