



The IB Unit Planner – *Beginning with the end in mind*

IBMA Networking
St. Mary's Catholic School
February 21, 2014

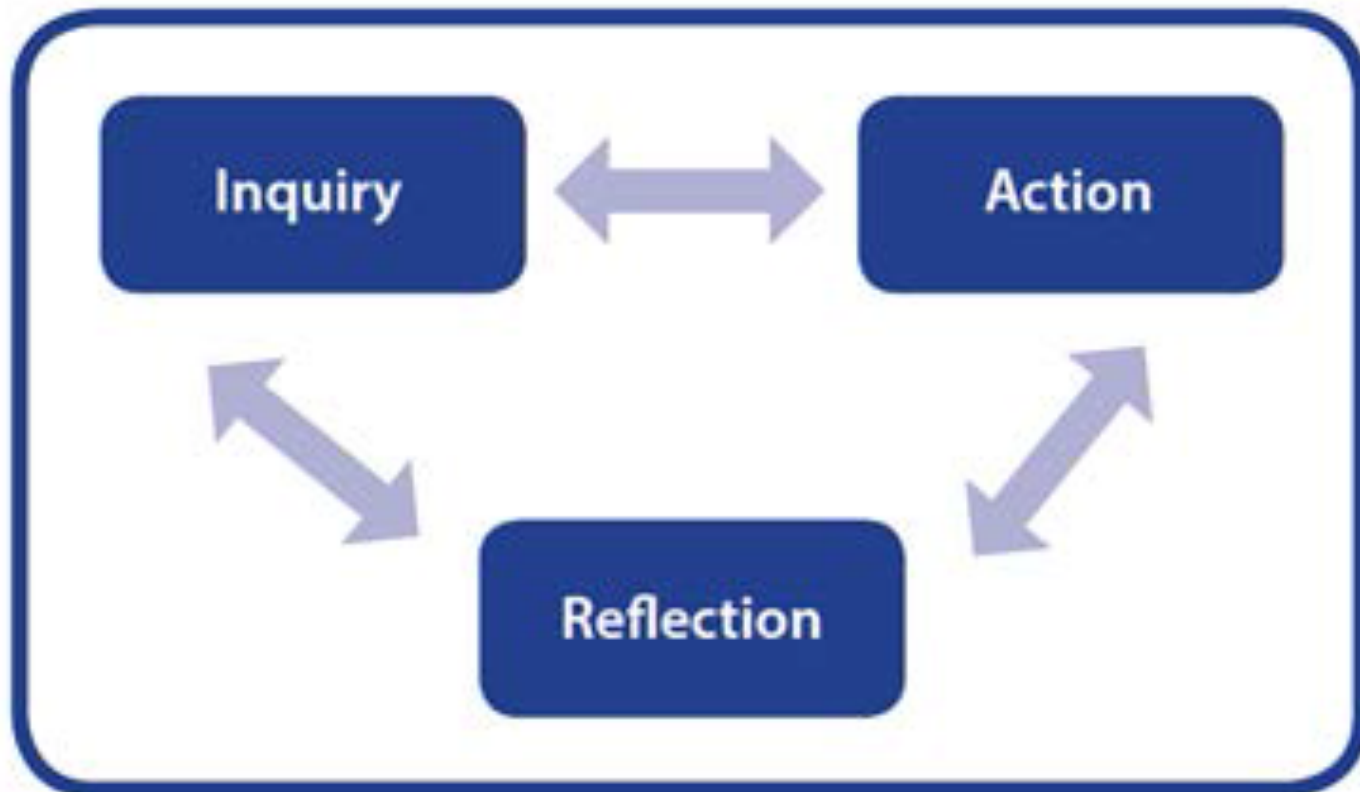


The IB Continuum

The Programme Model



Dynamic Aspects of Unit Planner Development





The MYP Unit Planner

Student-Centered
Titles

Unit Titles

- Should be catchy- like a headline
- Should interest the students
- Should reflect the unit



YAWN... B-O-R-I-N-G!



- The Cold War (I/S)
- Early Man (I/S)
- Genres of Written Expression (Lang/Lit)
- Geometric Shapes (MATH)
- Families (Lang Acq)
- Equations (MATH)
- Astronomy (SCI)
- Matter (SCI)
- Architecture (DES)
- Reading music (ARTS)
- Competition Sports (PHE)

More Interesting



- “Brrrr”: A War of Words
- So Easy a Cave Man Can Do It
- A Prose By Any Other Name...
- The Great Shape Up
- Modern Family
- Balancing Act
- When You Wish Upon a Star
- What’s the Matter?
- Dreaming UP
- Without **B** Music, Life Would
- Winning Isn’t Everything, ...

Your Turn!

- Use the unit topic you have received to create a catchy, student-friendly title that will hook the students.



Just Getting Started

Teacher(s)	List all teachers involved	Subject group and discipline			
Unit title	Make it catchy, student friendly, and rooted in the unit	MYP year	1-5?	Unit duration (hrs)	3-6 weeks (10-21 hours)



The MYP Unit Planner

Key and Related Concepts Establish the Purpose of the Unit

Key and Related Concepts

- Concepts are the “big ideas” that the teacher would like students to use to inquire further throughout the unit.
- They are based on the aims and objectives in your subject area guide.

Key Concepts- The Breakdown

- Valid across time; broad, and often abstract
- Represented by one or two words
- Used in all subject groups in order to develop **breadth** of understanding and promote disciplinary and interdisciplinary learning
- Sixteen prescribed key concepts, each contributed by one or more subject groups
- Schools can develop additional key concepts to meet local circumstances and requirements
- **Think timeless, universal, abstract, represented by one or two words**

MYP Key Concepts

Aesthetics

Change

Communication

Communities

Connections

Creativity

Culture

Development

Form

Global
Interactions

Identity

Logic

Perspective

Relationships

Time, place and
space

Systems

Related Concepts

- Engage higher order thinking skills that students need to be critical and creative
- Provide depth of understanding
- Twelve prescribed related concepts for each discipline
- Teachers can develop other related concepts to meet local circumstances and curriculum requirements

Related Concepts- Helpful Hints

Are discipline specific

Are still broad, but provide focus and depth to subject-specific content

Inquiry: Key and Related Concepts

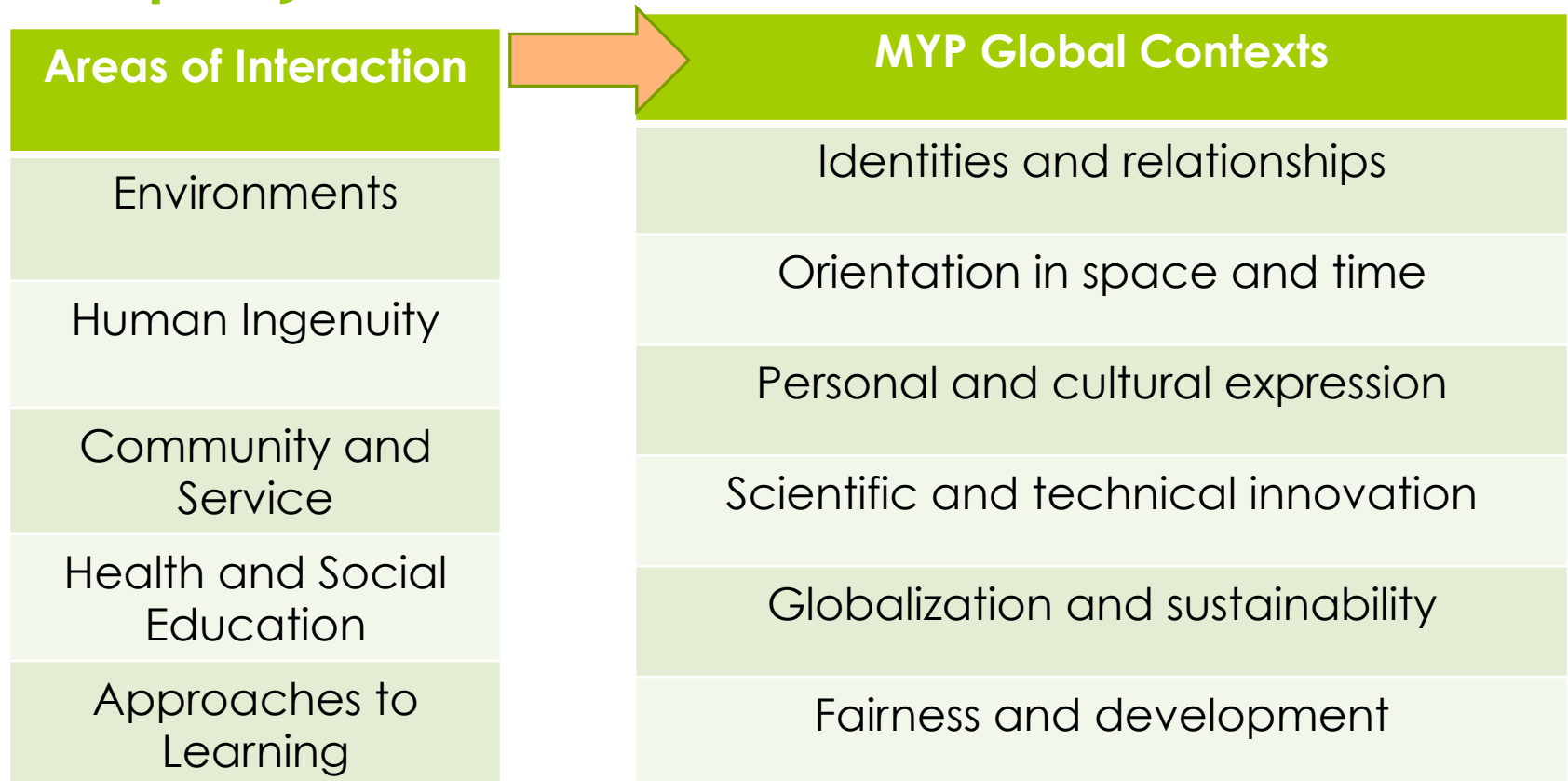
Key concept	Related concept(s)
<ul style="list-style-type: none">•A broad, powerful, organizing idea•Choose ONE from the list prescribed by IB	<ul style="list-style-type: none">•Engages higher order thinking•Gets to the heart of your subject area•Choose one or more from the IB provides



The MYP Unit Planner

Global Contexts
(compare to the Areas of Interaction)

Thinking Contextually to Promote Inquiry - from Aol to Global Contexts



Global Context

- Based on summative assessment
- Personal & Cultural expression; thinking about what you're comfortable doing
- Take a piece of the global context and wrap it around the key concept

Global Contexts

Global Context is the *why* for your unit!

- **Why** is this inquiry significant, relevant and meaningful?
- **Why** is this worthy of my effort and understanding?
- **Why** am I learning this?
- **Why** should this matter to me and to the communities to which I belong?

Identities and relationships

- Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.
- Who am I? Who are we?
- Language and literature: *Whirligig*

Orientation in space and time

- Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.
- What is the meaning of “when” and “where”?
- Language acquisition: Shake your Djibouti

Personal and cultural expression

- Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic
- What is the nature and purpose of creative expression?
- Mathematics: Order in the Court

Scientific and technical innovation

- Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.
- How do we understand the worlds in which we live?
- Sciences: A Drop of Water Project

Globalization and sustainability

- Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.
- How is everything connected?
- Health Physical Education: Traction, Action!

Fairness and development

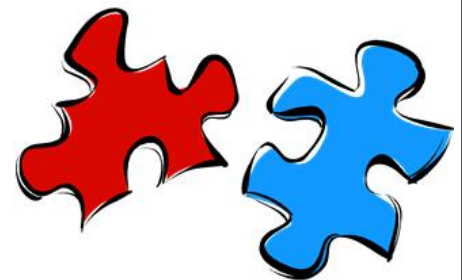
- Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.
- What are the consequences of our common humanity?
- Individuals and societies: When in Rome

Global Contexts- The Breakdown

- Link teaching and learning with the IB learner profile: *"our common humanity and shared guardianship of the planet"*
- Create opportunities for dynamic cycles of inquiry/ action/reflection that lead toward intercultural understanding and global engagement
- Support the developmental needs of adolescents (expanding physical/mental/social/community horizons)
- Provide multiple entry points for all subject groups

Global Contexts- Helpful Hints

- Global contexts identify a context for the unit.
- *The CONTEXT must be a natural fit for the key and related concepts...*



Global Contexts in the UP

Global context
<ul style="list-style-type: none">•The WHY for the unit – why study the unit, why the inquiry, why should it matter?•The context can be built from and can influence the summative assessment.

- The WHY for the unit – why study the unit, why the inquiry, why should it matter?
- The context can be built from and can influence the summative assessment.

Example Global Contexts

Monomial Magic

Scientific and technical innovation
because students will explore the
natural world along with the man-
made world.

Order in the Court

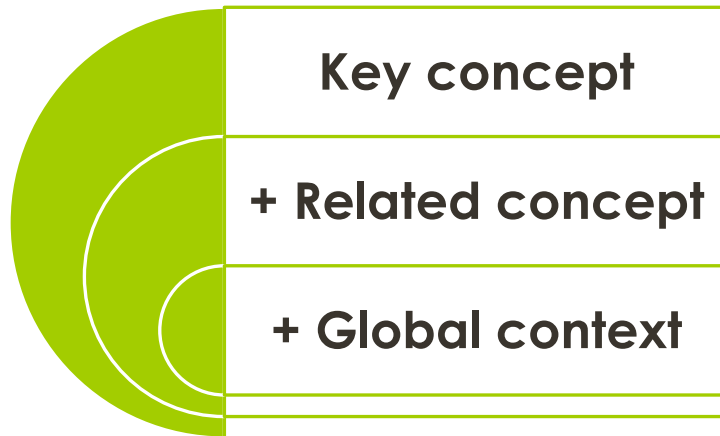
Personal and Cultural Expression-
because they will discover and
express their ideas in a creative
manner.



The MYP Unit Planner

Statement of Inquiry
and Inquiry
Questions

Statement of Inquiry



=

**STATEMENT
OF INQUIRY**

Statement of Inquiry- Helpful Hints

- Avoid proper and personal nouns
- Use active, present tense verbs to convey a more timeless sense
- Avoid arriving at concepts that are definitions by not using the verb “to be”. “Is” is a clue that you are asking for definition.

Now It's Your Turn

- Look at the statement of inquiry provided.
- Use the unit planner development papers to determine which Key Concept, Related Concepts, and Global Context were used for that unit.

Next step:

Create a statement of inquiry for your unit.

Inquiry Questions

- The statement of inquiry focuses the purpose/goal of the unit.
- Inquiry questions provide structure into inquiry for factual, conceptual and procedural knowledge that leads to higher-order thinking skills.
- Inquiry questions can be developed by teachers and students.
- The inquiry question is how we encourage looking at this topic through multiple perspectives in order to lead students through the metacognitive process from academic knowledge to thoughtful action.
- It is helpful to have three to five inquiry questions that will guide students through the unit.
- Use your related concepts to help guide you in this process.

Factual

- ◉ **Knowledge**/fact-based
- ◉ Content-driven
- ◉ Skills-related
- ◉ Supported by evidence
- ◉ Can be used to explore terminology in the statement of inquiry
- ◉ Frequently topical
- ◉ Encourage recall and comprehension
- ◉ 1-3 questions, not ask every day

- ◉ Example: How do you find the distance between two points?

Conceptual

- Enable exploration of big ideas that connect facts and topics
- Highlight opportunities to compare and contrast
- Explore contradictions
- Lead to deeper disciplinary and interdisciplinary understanding
- Promote transfer to familiar or less familiar situations, issues, ideas, and contexts
- Encourage **analysis and application**
- Example: What are the advantages or disadvantages of different forms of the equation of a line?

Debatable

- ◉ Enable the use of facts and concepts to debate a position
- ◉ Promote discussion
- ◉ Explore significant ideas and issues from multiple perspectives
- ◉ Can be contested
- ◉ Have tension
- ◉ May be deliberately provocative
- ◉ Encourage **synthesis and evaluation**

The Inquiry Question

Inquiry questions

Factual— Basic facts, the content and skills you are teaching

Conceptual— The big idea; application; look at Key and Related Concepts

Debatable— No right or wrong answer, no yes or no answer, provocative, open-ended, broad in nature (like the unit question, it could apply in multiple situations within the subject area and among other subjects)

Inquiry Questions Examples

Monomial Magic

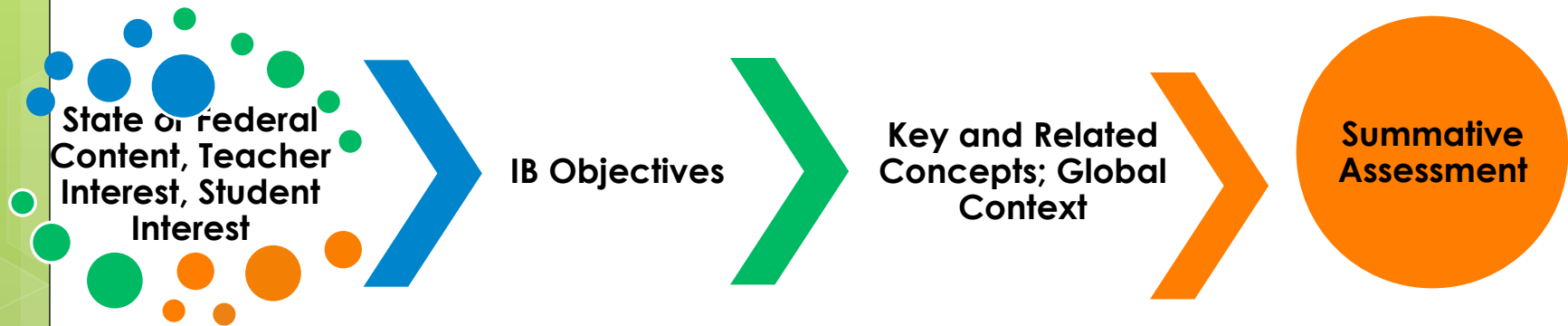
<p><u>Factual:</u> How do you compute monomial, compute with exponents and factor polynomials?</p>
<p><u>Conceptual:</u> Is math made up of patterns and relationships?</p>
<p><u>Debatable:</u> Are patterns a hindrance or benefit to our environment?</p>

Summative Assessments

Backward Planning with Summative Assessments

**BEGIN with the END
in mind.**

What do you want
students to do by the
end of your unit?



What Will You Create?

- Consider the different components that go into planning an assessment.
- What are the objectives, key and related concepts, the required content, and class interests?
- With your subject group, decide on an assessment task to wrap up your first unit.

Summative Assessment

- How does the task allow students to demonstrate their knowledge and understanding in more than one way?
- How does this task engage students in a real world setting?

Summative Assessment Checklist

Is the task...

- **Inquiry-based** and engaging students in **real world** settings/situations?
- **Open-ended** so students can demonstrate their knowledge in more than one way?
- Designed for students to show growth in specific **MYP objectives**? For teachers to provide feedback?
- Focused on the **key concept**?
- Fulfilling the **local required content**?
- Given toward the **end** of a unit?




The MYP Unit Planner

Approaches to
Learning

Inquiry through the Planner

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

 Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Statement of inquiry		
Inquiry questions		
Factual— Conceptual— Debatable -		
Objectives	Summative assessment	
	Outline of summative assessment task(s) including assessment criteria:	Relationship between summative assessment task(s) and statement of inquiry:
Approaches to learning (ATL)		

Approaches to Learning

Organizers	Skill clusters
Communication	
Research	
Self-management	
Social	
Thinking	

Approaches to Learning

Organizers	Skill clusters
Communication	Communication
Research	Information and media literacy
Self-management	Organization, affective, and reflection skills
Social	Collaboration
Thinking	Critical thinking, creative thinking, and transfer

Approaches to learning

List what students need to do to be successful. Ex: daily studying, notes, flash cards, etc

What activities will you do to promote any combination of the following ATL skills?

- Thinking Skills
 - critical thinking, creativity & innovation, transfer
- Social Skills
 - collaboration
- Communication Skills
 - communication
- Self-management Skills
 - organization, affective, reflection
- Research Skills
 - information literacy, media literacy
- understanding the transferability of the skills listed above across the subject disciplines

Choose the skills that you will focus on developing, often because they are critical to success on your summative assessment.

Write the Skill Organizer, then the skill cluster (strand) and finally, the activities they will do to develop and show growth in the area.