

## DP pilot unit planner 2 (MYP aligned)

Teacher(s)		Subject group and course			
Course part and topic		SL or HL/Year 1 or 2		Dates	
Unit description and texts		DP assessment(s) for unit			

### *INQUIRY: establishing the purpose of the unit*

<p><b>Transfer goals</b></p> <p><i>List here one to three big, overarching, long-term goals for this unit. Transfer goals are the major goals that ask students to “transfer”, or apply, their knowledge, skills, and concepts at the end of the unit under new/different circumstances, and on their own without scaffolding from the teacher.</i></p>
<p><b>Essential understandings</b></p> <p><i>List here the key content/skills/concepts that students will know/have at the end of the unit</i></p> <p><u>Students will know the following content:</u></p>

Students will develop the following skills:

Students will grasp the following concepts:

### **Inquiry questions**

*List here the understandings above written in question form, preferably as ones that inspire students to answer them.*

Content-based:

Skills-based:

Concept-based:

***ACTION: teaching and learning through inquiry***

<b>Content/skills/concepts</b>	<b>Learning process</b>
<p><i>Cut and paste or draw from the essential understandings listed above in “Inquiry”.</i></p>	<p><i>Check the boxes for any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.</i></p>
<p><u>Students will know the following content:</u></p>       <p><u>Students will develop the following skills:</u></p>       <p><u>Students will grasp the following concepts:</u></p>	<p>Learning experiences and strategies/planning for self-supporting learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Socratic seminar</li> <li><input type="checkbox"/> Small group/pair work</li> <li><input type="checkbox"/> Powerpoint lecture/notes</li> <li><input type="checkbox"/> Individual presentations</li> <li><input checked="" type="checkbox"/> Group presentations</li> <li><input type="checkbox"/> Student lecture/leading</li> <li><input type="checkbox"/> Interdisciplinary learning</li> </ul> <p>Details:</p> <p><input type="checkbox"/> Other/s:</p>
	<p><b>Formative assessment:</b></p>

	<b>Summative assessment:</b>
	<b>Differentiation:</b> <i>For more information on the IB's approach to differentiation, please see the guide.</i> <input type="checkbox"/> Affirm identity—build self-esteem <input type="checkbox"/> Value prior knowledge <input type="checkbox"/> Scaffold learning <input type="checkbox"/> Extend learning <b>Details:</b>
<b>Approaches to learning (ATL)</b> <i>Check the boxes for any explicit approaches to learning connections made during the unit. For more information on ATL, please see the guide.</i>	
<input type="checkbox"/> Thinking <input type="checkbox"/> Social	

<input type="checkbox"/> Communication <input type="checkbox"/> Self-management <input type="checkbox"/> Research Details:		
<b>Language and learning</b> <i>Check the boxes for any explicit language and learning connections made during the unit. For more information on the IB's approach to language and learning, please see the guide.</i>	<b>TOK connections</b> <i>Check the boxes for any explicit TOK connections made during the unit.</i>	<b>CAS connections</b> <i>Check the boxes for any explicit CAS connections. If you check any of the boxes, provide a brief note in the "details" section explaining how students engaged in CAS for this unit.</i>
<input type="checkbox"/> Activating background knowledge <input type="checkbox"/> Scaffolding for new learning <input type="checkbox"/> Acquisition of new learning through practice <input type="checkbox"/> Demonstrating proficiency Details:	<input type="checkbox"/> Personal and shared knowledge <input type="checkbox"/> Ways of knowing <input type="checkbox"/> Areas of knowledge <input type="checkbox"/> The knowledge framework Details:	<input type="checkbox"/> Creativity <input type="checkbox"/> Activity <input type="checkbox"/> Service Details:
<b>Resources</b> <i>List and attach (if applicable) any resources used in this unit.</i>		

**REFLECTION:-** *Considering the planning, process and impact of the inquiry*

What worked well	What didn't work well	Notes/changes/suggestions:
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<b>Transfer goals</b> <i>List the transfer goals from the beginning of this unit planner.</i>		
<b>Transfer reflection</b> <i>How successful were the students in achieving the transfer goals by the end of the unit?</i>		