

IBMA Networking Session: Building Quality Curriculum in the MYP

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Unit Planning Process

- Make sure to include names of everyone involved in developing unit
- Identify MYP year level
- State subject group and discipline identified in the unit plan; comment, if necessary
- Write out the full name of the subject group (Arts: Drama, Arts: Visual Arts, Arts: Music, Arts: Dance, Arts: Media)
 - If noted in planner, further clarification may be needed for music courses: Arts: Music (Band)
 - Please include the title of the unit
- Include the total number of hours as an indication of the length of the unit

Content

- Identify state standards (content) first.
- Including descriptions of local requirements and standards that clearly supports each strand of the unit's objectives.
- Note: Including local requirements and standards is a school based decision.

Assessment

- Does it align with the standards?
- Could be helpful to label assessment questions/prompts with each standard

Subject Group Objectives and Relevant Strands

- Identify appropriate subject year level objectives and strands.
- Subject groups **must** address **all** strands of **all** four objectives **at least twice** in each year of the MYP
- The time frame of the unit must allow opportunity for the selected objective strands to be thoroughly addressed.
- A recommendation could be to review the number of objective strands identified and/or the time frame of the unit to ensure that there is adequate time for students to develop in all selected objective strands.
- Could be helpful to do a crosswalk between MYP strands and SOL objectives

Summative Assessment Task

- Use correct MYP year level command terms in the details of the task and make sure the task has the potential to allow students to demonstrate all of the achievement level descriptors.
- Include details of the summative task with a clear description of the task, including a rationale for how the task is aligned with the statement of inquiry, and information about the task requirements, format, and the criteria and criteria strands used to assess the task.
- Must represent an appropriate degree of challenge
- Allow open-ended and multiple ways for students to communicate what they know, understand and can do
- Balances manageability with authenticity
- Takes into account students with inclusive arrangements
- Thoroughly explains what students will do to demonstrate understanding
- GRASPS allows for the summative task to be open-ended, represents a challenging, and yet manageable opportunity for students to communicate their learning in a variety of ways
- A GRASPS format is used to describe the task but the task itself is not a "performance of understanding."

- G - real-world goal
- R - real-world role
- A - real-world audience
- S - real-world situation
- P - real-world products or performances
- S - standards
- Statement of Inquiry = goal → GRASPS
- Example:
 - GOAL - Provide a statement of the task. Establish the goal, problem, challenge, or obstacle in the task
 - ROLE - Define the role of the students in the task. State the job of the students for the task
 - AUDIENCE - Identify the target audience within the context of the scenario. Example audiences might include a client or committee.
 - SITUATION - Set the context of the scenario. Explain the situation.
 - PRODUCT - Clarify what the students will create and why they will create it.
 - STANDARDS and CRITERIA (INDICATORS) - Provide students with a clear picture of success. Identify specific standards for success. Issue rubrics to the students or develop them with the students.
- For further guidance, please refer to “Inquiry: Establishing the purpose of the unit, Summative assessment.”

Key Concept

- State the key concept indicated in the unit plan.
- In order to clarify the broad conceptual focus for the unit, the identification of one key concept is advised.
- “Inquiry: Establishing the purpose of the unit”

Related Concepts

- State related concepts identified in unit plan

Global Context

- Provide a global context and a specific exploration.
- For examples of explorations, refer to “Inquiry: Establishing the purpose of the unit” in the document *MYP: From principles into practice* (September 2014).
- Note: the examples of explorations identified are often listed in multiples, separated by semicolons or commas.
- For example, “the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values” is a set of possible individual or combinations of explorations.
- As stated in *MYP: From Principles into Practice* (September 2014), “For each MYP unit, teachers should identify one global context that establishes a focus for meaningful teaching and learning in a program of international education.”

Statement of Inquiry

Should describe...

- A clear conceptual understanding [an active relationship between the key and (all of the) identified related concept(s)]
- Note: the concepts and global context exploration can be stated explicitly or implicitly in representative words or phrases.

- Ex of a transferable conceptual understanding statement which incorporates the key concept “relationship” and the related concepts “change” and “generalization” and with the global context exploration “market commodities and consumption” added, might be: There is a general relationship between change in market commodities and consumer consumption.

Inquiry Questions

- State how many questions of each category (factual, conceptual, debatable) are identified.
 - There needs to be at least one question per category
 - Develop sophisticated critical and creative thinking
 - Help to prepare students undertake summative assessment
- The phrasing of the inquiry questions should be in student-friendly language and/or to divide it into smaller questions.
- Include teacher and student-generated questions that lead to deeper understanding
- DEBATABLE QUESTIONS
 - Could be strengthened by phrasing it as a more open-ended inquiry
 - NOT “Yes” or “No”
 - Ex: Is multiculturalism bringing us together or driving us apart?
 - Ex: Does watching violence on TV create a more violent child?
- FACTUAL QUESTIONS
 - What do cells look like?
- CONCEPTUAL QUESTIONS
 - How does revolutionary political change affect ordinary people?

Formative Assessment

- Identified in the unit; should provide comprehensive support for students as they develop in the knowledge, understanding and skills necessary for success in summative
- Should provide multiple opportunities for students to practice communicating their learning and receiving explicit feedback on their strengths and growth areas
- Should also provide teachers with valuable opportunities to monitor evidence of student learning and make any needed adjustments to the learning experiences and teaching strategies

Approaches to Learning

- Select skills that will provide strong support for students’ development in the unit’s objectives, participation in the learning engagements and achievement in the summative assessment tasks
- For future development of the unit, it will be beneficial to consider the skills needed to achieve the disciplinary learning objectives, participate in the unit’s learning activities, and complete the summative tasks(s)
- As a reminder, only those skills that will be explicitly taught and/or intentionally supported should be included in this section of the unit plan
- Limiting the number of skills included in the unit can allow more time to be spent on the teaching of specific skill strategies, providing feedback to students on their skill development, and on student self-evaluation and reflection
- Provide a description of how the skills are explicitly taught and practiced through specific learning engagements
- Itg may be useful to consider the school’s vertical articulation of approaches to learning skills
- Students may need support in learning and practicing a more complex set of skills
- In the early years of the MYP, it may be useful to focus on a scaffolded approach to teaching a range of simple strategies

- Included when and how the “big picture” inquiry questions are explored
- Included how students’ prior learning is assessed or utilized
- When and how the related concepts are specifically explored

Differentiation

- Differentiation strategies should describe some methods for accommodating learning diversity in terms of unit content, learning process and assessment tasks.
- Include strategies that target students in the current class with specific language and learning support needs.
- It is also helpful to identify both learning support and extension resources

Resources

- List all of the specific resources used by all teacher(s) and available for students
- Provides clear access to information and learning environments necessary for achieving the unit’s purpose.
- Include website addresses and thorough bibliographic references.
- If links are provided, describe each resources in order to provide a clear overview of the types of resources available for teaching and learning in this unit.
- Integrate technology effectively

Reflection: After teaching could include possible interdisciplinary connections

Interdisciplinary Criteria

- Identify the interdisciplinary criteria and strands that have been identified
- As a reminder, schools must address all strands of all four objectives of interdisciplinary learning in each year of the programme.
- For further guidance, please see “Assessing interdisciplinary units” *Fostering interdisciplinary teaching and learning in the MYP* (August 2014)
- No more than 2 subject areas!
- There needs to be *at least one* interdisciplinary summative assessment task which is assessed with the following criteria
- Disciplinary grounding: Demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge in both/all participating disciplines
- Synthesizing: synthesize disciplinary knowledge to demonstrate interdisciplinary learning
- Communicating: use appropriate strategies to communicate interdisciplinary understanding effectively; document sources using recognized conventions
- Reflecting: reflect the development of their own interdisciplinary understanding
- Evaluate the benefits and limitations of disciplinary and interdisciplinary knowledge and (by MYP year 5) ways of knowing in specific situations
- Summative Task
 - When developing and describing the summative task, it is important that the participating disciplines each have a clear contribution to achievement in the task, and are not peripheral “add-ons” to the unit’s purpose
 - The task should allow students to combine their disciplinary learning in order to explore and show understanding of the statement of inquiry