## Interdisciplinary unit planner

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| **Teacher(s)** |  | **Subject groups** |  | | |
| **Unit title** |  | **MYP year** |  | **Unit duration** |  |

#### **Inquiry: establishing the purpose of an interdisciplinary unit**

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| **Purpose of integration** | | |
| **Disciplinary knowledge contributing to the integrated purpose:**   * In subject 1, students will * In subject 2, students will   **Integrated purpose/Synthesis:**   * During the interdisciplinary teaching and learning process, students will combine their learning from both subjects to | | |
| **Key concept(s)/(related concepts)** | | **Global context** |
| Key concept:  Related concepts: | | Identities and relationships  Exploration: |
| **Statement of inquiry** | | |
| Conceptual understanding:  Statement of inquiry: | | |
| **Inquiry questions** | | |
| **Factual:**  **Conceptual:**  **Debatable**: | | |
| **Summative assessment—interdisciplinary performance(s) of understanding** | | |
| **Interdisciplinary criteria** | **Task(s)** | |
| **Approaches to learning (ATL)** | | |
| |  |  |  |  | | --- | --- | --- | --- | | **Category/**  cluster | **In order for students to:**  (objective, learning engagement, or assessment task) | **they will need to**  (skill indicator(s)) | **The skill strategy/strategies that will be explicitly taught and practised is/are:**  (specific strategy/strategies) | | **Communication/**  Communication |  |  |  | | **Social/**  Collaboration |  |  |  | | **Self-management/**  Organization  Affective  Reflection |  |  |  | | **Research/**  Information literacy  Media literacy |  |  |  | | **Thinking/**  Critical thinking  Creative thinking  Transfer |  |  |  | | | |

#### **Action: Teaching and learning through interdisciplinary inquiry**

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| **Introduction to the interdisciplinary unit** | |
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| **Disciplinary grounding** |  |
| **Subject:** | **Subject:** |
| **MYP objectives** | **MYP objectives** |
| **Related concepts:** | **Related concepts:** |
| **Content**  **Factual knowledge:**  **Conceptual knowledge:**  **Procedural knowledge:** | **Content**  **Factual knowledge:**  **Conceptual knowledge:**  **Procedural knowledge:** |
| **Learning process** | |
| **Introduction to the interdisciplinary unit** | |
| **Disciplinary grounding** | |
| **Disciplinary learning engagements and teaching strategies** | **Disciplinary learning engagements and teaching strategies** |
| **Interdisciplinary synthesis** | |
| **Interdisciplinary learning experiences and teaching strategies** | |
| **Formative assessment** | |
| **Informal strategies:**  **Formative tasks:** | |
| **Differentiation** | |
| **Content:**  **Process:**  **Product/task:** | |
| **Resources** | |
|  | |

#### **Reflection: considering the planning, process and impact of interdisciplinary inquiry**

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| **Prior to teaching the unit** | **During teaching** | **After teaching the unit** |
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