|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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** | | | |
|  | | | |
| **Objectives** | **Summative assessment** | | |
|  |  | | Relationship between summative assessment task(s) and statement of inquiry: |
| **Approaches to learning (ATL)** | | | |
| ATL skills that are selected should align with the summative task. For each skill selected a corresponding learning experience should be planned. | | | |

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

|  |  |
| --- | --- |
| **Content** | **Learning process** |
| **See pages 66-67 of From principles into practice, 2014.** | **Learning experiences and teaching strategies**  **See page 67 of From principles into practice, 2014.** |
| **Formative assessment**  **See page 67 of From principles into practice, 2014.** |
| **Differentiation**  **See page 68 of From principles into practice, 2014.** |
| **Resources** | |
| **See page 69 of From principles into practice, 2014.** | |

##### Reflection: Considering the planning, process and impact of the inquiry

|  |  |  |
| --- | --- | --- |
| **Prior to teaching the unit** | **During teaching** | **After teaching the unit** |
| **See pages 70-71 of From principles into practice, 2014.** | **See pages 70-71 of From principles into practice, 2014.** | **See pages 70-71 of From principles into practice, 2014.** |