

# Unit Plans

## Navigating the Units Tab

From within your class, click on the **Units** tab.

**Current Unit**  
Shows integration information and duration

**Schedule**  
Displays unit plans in sequence

**Add Unit**  
Click to add a new unit

**Curriculum**  
View the vertical planner or Whole-school Curriculum

Title	Duration	Significant Concepts	AOI	Unit Question
World Cup Investigation by Richard Chandler, James Hendrick	6 weeks	Common ground between cultures	Health and social education	Why is the World Cup a unifier?
Mountain Climbing by Richard Chandler	5 weeks	Safety skills, Effective Teamwork, Risk management & judgment	Health and social education	How can I mountain climb safely?
Gymnastics by Richard Chandler, James Hendrick	6 weeks	By understanding flight, balance and rotation we can improve the quality of our sequencing, Complexity increases when we apply concepts.	Human ingenuity	What are the challenges that I face as a composer?

### Whole-school Curriculum:

Under Dashboard > Curriculum, you can view the number of weeks planned, and the sequence of units across subjects and year levels. Each title represents a unit, so you can easily re-order units during your planning sessions.

**Whole-School Curriculum**

View: Grade 10

**Legend**

- Draft unit
- AOI
- Significant Concepts
- MYP Unit Question

Drag'n Drop Archive

## Creating a Unit

Under the **Units** tab, click **Add Unit** on the right menu to get started. Enter in the unit title, start date and duration.

During the **Summary & Integration** stage, teachers can enter *Significant Concepts* and select the *Area of Interaction* and *Student Learning Expectations*, culminating with the *MYP Unit Question*.

### Quick Tip

Evaluate your unit using the IB's Unit Plan evaluation rubrics, which provide an easy-to-understand reference

**World Cup Investigation** [Back to Unit](#) [Delete Unit](#)

Summary Integration

**Significant Concept(s)**

What are the big ideas? What do we want students to retain for years into the future?

- Common ground between cultures

[Add Significant Concept](#)

**Evaluating Significant Concept(s)**

- ☐ 0 The significant concept(s) statement **fails to identify** a significant concept that is a big idea grounded in the subject. Either the concept is **disconnected** from the subject or it focuses solely on subject-specific **knowledge, skills or attitudes**.
- ☐ 1 The significant concept(s) is apparent **only on close analysis** of the concept statement. Close inspection is needed to determine how the significant concept is grounded in the subject. Either the concept **appears to be disconnected** from the subject or the emphasis is largely on subject-specific **knowledge, skills or attitudes**.
- ☒ 2 The significant concept(s) is apparent from the concept statement. It is identifiably grounded in the subject although this might **not be immediately evident**. Some subject-specific **knowledge, skills or attitudes** may be included inappropriately.
- ☐ 3 The significant concept(s) is **easily identified** from the concept statement. It is **evidently** grounded in the subject without identifying subject-specific **knowledge, skills or attitudes**.

Stage 1:

- [Summary & Integration](#)
- [Assessment](#)

Stage 2:

- [Backward Planning](#)
- [Learning Experiences](#)
- [Teaching Strategies](#)
- [Resources](#)
- [Reflections & Evaluation](#)

**Unit Evaluation**

Significant Concepts	2
Focus Area of Interaction	3
MYP Unit Question	3

## Assessment Tasks, Interim Objectives and Criteria

Under the **Assessment** tab, create summative and formative assessment tasks, select strands below interim objectives, and select the assessment criteria that you plan to cover.

### Quick Tip

Create an interdisciplinary unit by indicating the subject and assessment

**World Cup Investigation** [Back to Unit](#) [Delete Unit](#)

Tasks

What task(s) will allow students the opportunity to respond to the unit question?

- [Investigation](#) **F** The Impact of 2010 World Cup on Africa Due Sep 03
- [Assessment of goals](#) **S** 5 v 5 Matches on Small Pitch Due Sep 05

[Add Task](#)

**Evaluating Culminating Task**

What will constitute acceptable evidence of understanding? How will students show what they have understood?

Students must illustrate their understanding both through understanding of history as well as new skills handling the ball and working as a team.

Which specific MYP objectives will be addressed during this unit?

**A: Use of knowledge**

- ☐ demonstrate an understanding of concepts, strategies, techniques and rules related to a variety of physical activities, and apply them in various contexts.
- ☐ demonstrate an understanding of the various principles that contribute to fitness, and their importance in various contexts.
- ☒ use physical education terminology in context.
- ☐ use their knowledge to analyse situations and solve problems.

**Interdisciplinary Subjects**

Subject\*

History

- ☐ A: Knowing and understanding
- ☒ B: Investigating
- ☐ C: Thinking critically
- ☐ D: Communicating

[Add Subject](#)

Stage 1:

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- [Resources](#)
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**Unit Evaluation**

Significant Concepts	2
Focus Area of Interaction	3
MYP Unit Question	3
Culminating Task	2
<b>Total</b>	<b>10</b>

## Backward Planning

Under the **Backward Planning** tab, teachers can enter knowledge & skills, map the unit to local & national curriculum standards, define ATL skills, describe learner profile characteristics, and explain how international-mindedness will be addressed.

**World Cup Investigation** [Back to Unit](#) [Delete Unit](#)

Content ATL **Learner Profile** I.M.

**Learner profile**

Which characteristics of the learner profile will be emphasized? How will you make students aware of them?

☐ Inquirers

☐ Knowledgeable

☐ Thinkers

☒ Communicators

Effective communication will be reflected in their performance in terms of positioning and passing success

☐ Principled

☒ Open-minded

Understand cultural differences can be reflected in the style of play and dynamics of communication

☐ Caring

**Stage 1:**

- Summary & Integration
- Assessment

**Stage 2:**

- Backward Planning**
- Learning Experiences
- Teaching Strategies
- Resources
- Reflections & Evaluation

**Unit Evaluation**

Significant Concepts	2
Focus Area of Interaction	3
MYP Unit Question	3
Culminating Task	2
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## Navigation Guide

The structure of each unit plan corresponds to the planner template provided in *From Principles into Practice*. Clicking on a unit will show the full detail with integration information, summative & formative assessment tasks, interim objectives and criteria.

**World Cup Investigation**

Subject: Physical Education Year: Grade 7, Grade 10 Start Date: W2 September Duration: 6 weeks

5 of 6 weeks

**AOI Focus**  
Health and social education:  
Cultures are brought together through sport.

**Significant Concepts**  
Common ground between cultures

**MYP Unit Question**  
Why is the World Cup a unifier?

**Assessment**

Tasks Objectives Criteria

Evidence of Understanding

Self evaluation	Healthy Lifestyle	Aug 20
Performance	Sequence Building	Aug 24
Investigation	The Impact of 2010 World Cup on Africa	Due Oct 18
Assessment of goals	5 v 5 Matches on Small Pitch	Due Oct 20

**Teaching Strategies**

How will we use formative assessment to give students feedback during the unit?  
Formative assessment will be used for the students to investigate on the impact of football on Africa.

**Generate PDF Planner**

**Quick Tip**  
Export a PDF version of your unit by clicking **Generate PDF Planner**

**Unit Evaluation**

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