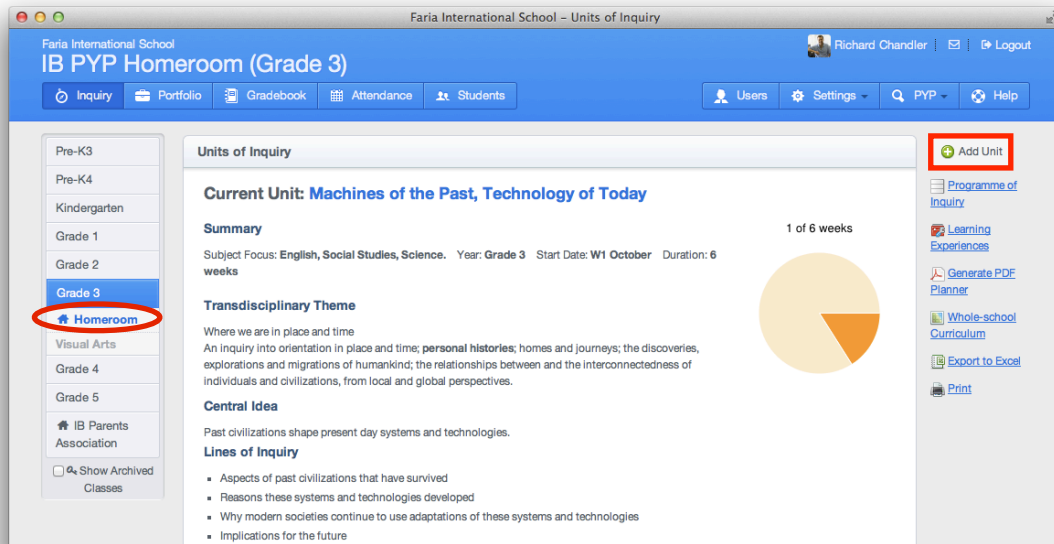


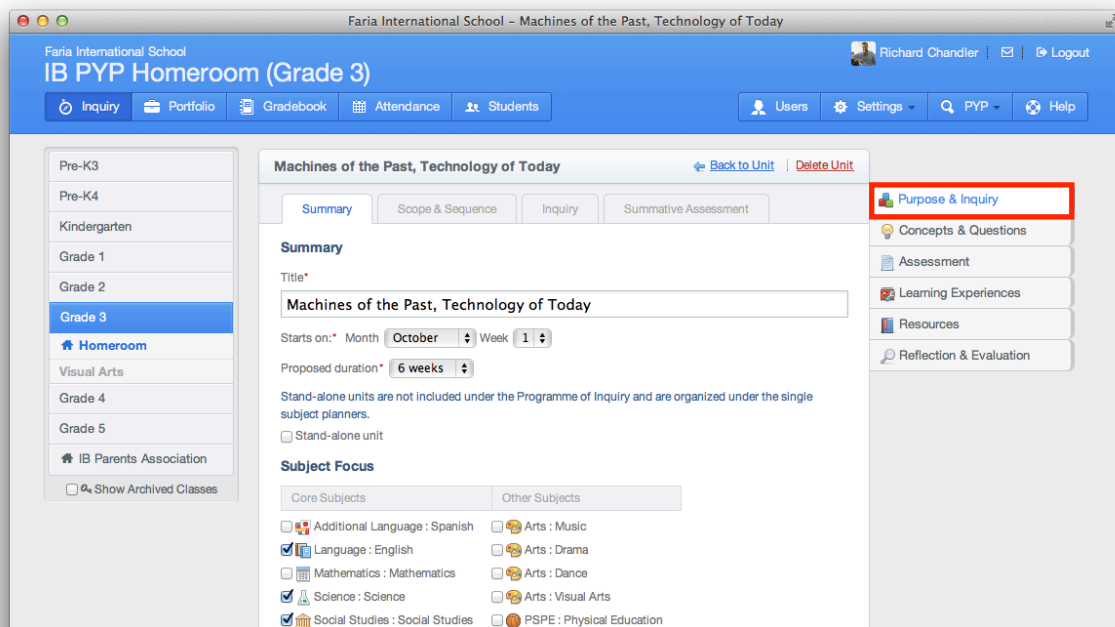
# Teacher: Units of Inquiry

## Creating a Unit of Inquiry

After selecting a year level and class, you can click **Add Unit** on the far right menu to create your Unit of Inquiry.

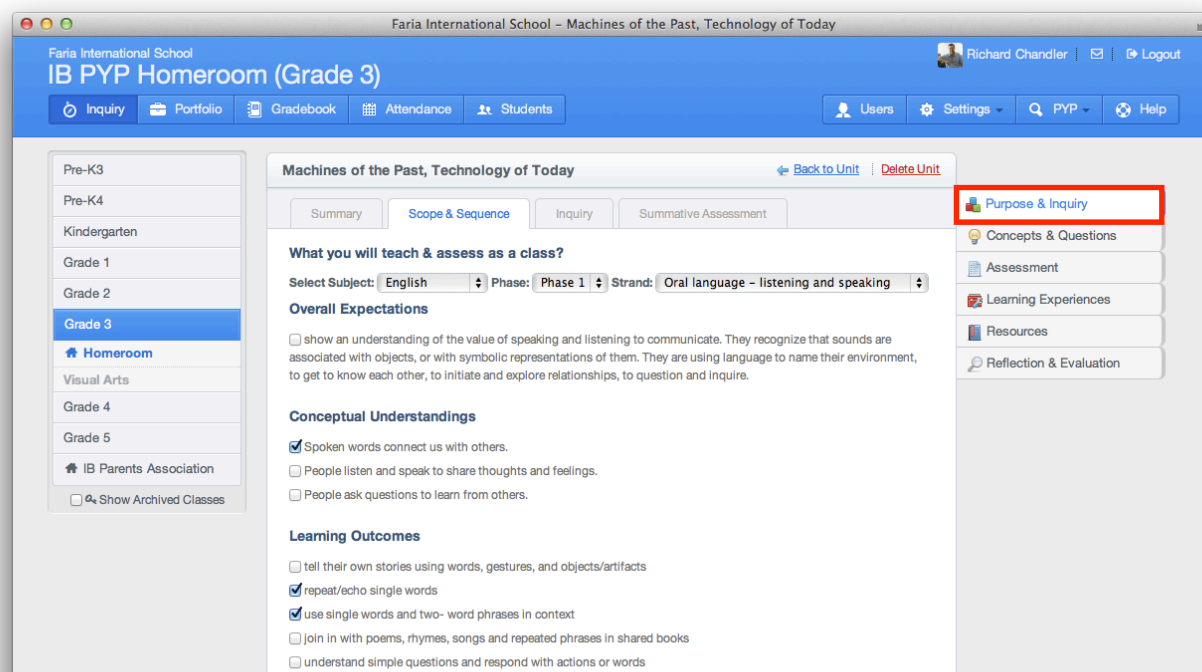


First, choose a title for your Unit, then select the start date, the length of the unit (in weeks) and the subject focus.



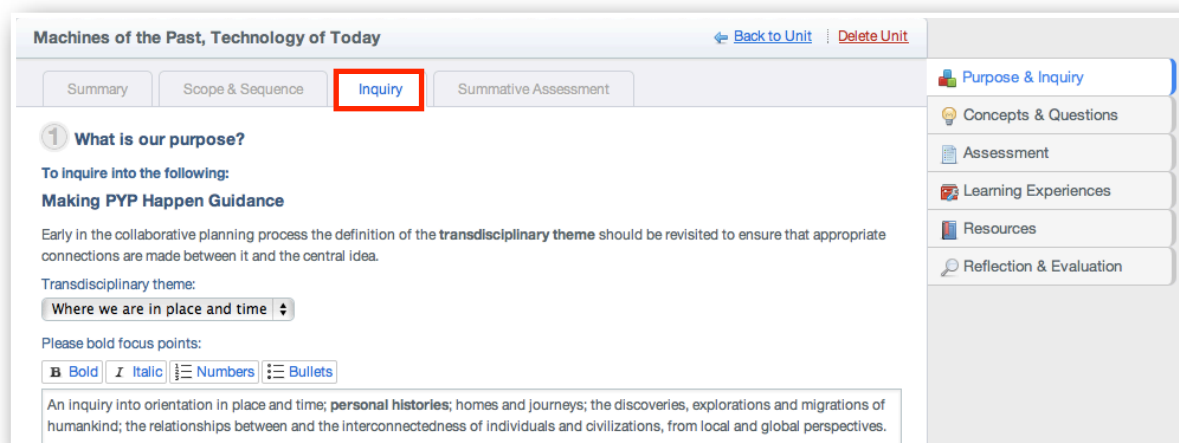
If you select the **Stand-alone unit** option, you will not be able to pick a Transdisciplinary theme and the unit will not be included on your Programme of Inquiry.

From there, click **Save Changes** and **Next**. Follow our linear unit planning wizard to complete your unit plan.



**Scope and Sequence:** Indicate the overall expectations, conceptual understandings, and learning outcomes that you plan to address. Please note that Science and Social Studies units do not have this tab because they are organized by age-range.

**Inquiry:** Select the Transdisciplinary Theme, bold any specific focus points, and write the Central Idea. For reference, we have included guidance text from *Making PYP Happen*.



**Summative Assessment:** View the summative assessment tasks planned and describe how students will be assessed within the Unit of Inquiry.

The screenshot shows the 'Summative Assessment' tab for the unit 'Machines of the Past, Technology of Today'. The page title is 'Machines of the Past, Technology of Today' with links for 'Back to Unit' and 'Delete Unit'. The 'Summative Assessment Tasks' section includes 'Making PYP Happen Guidance' and a text area for 'What are the possible ways of assessing students' understanding of the central idea?'. Below this is a table of 'Assessment Tasks' with columns for 'Assessment Task', 'Form', and 'Date'. The table lists two tasks: 'What Ancient Inventions are used Today?' (Essay, Jan 16) and 'Invent Something Based on Ancient Technology' (Investigation, Jan 24).

**Concepts and Questions:** Indicate the key concepts and explain how they will be incorporated within the subjects and related concepts. All key concepts, definitions and rationales are built-in from *Making PYP Happen* for easy reference.

The screenshot shows the 'Concepts & Questions' tab for the unit 'Machines of the Past, Technology of Today'. The page title is 'Machines of the Past, Technology of Today' with links for 'Back to Unit' and 'Delete Unit'. The 'Concepts & Questions' section includes 'Making PYP Happen Guidance' and a table for 'Key question', 'Definition', and 'Rationale'. The table lists one key question: 'How does it work?'. Below the table is a text area for 'Explain how this concept will be used and why you have chosen it for your Unit of Inquiry:'. The 'Add Concept' dropdown menu is open, showing options: 'Form', 'Causation', 'Perspective', 'Responsibility', and 'Reflection'.

Below this, you can define the **Lines of Inquiry** together with related **Teacher Questions**. Finally, you can detail student provocations that will be used.

**Assessment:** Add any additional formative and summative assessment tasks and describe how they will be linked back to the specific Lines of Inquiry.

The screenshot shows the 'Assessment' tab for the unit 'Machines of the Past, Technology of Today'. The page title is 'Machines of the Past, Technology of Today' with links for 'Back to Unit' and 'Delete Unit'. The 'Assessment' section includes 'Making PYP Happen Guidance' and a text area for 'What are the possible ways of assessing students' prior knowledge and skills?'. Below this is a text area for 'To assess prior knowledge, we will do group discussions and then they will write in their journals detailing what they know so far.'.

**Learning Experiences:** Describe the best ways of learning and how the unit will incorporate various aspects of the Learner Profile, Attitudes and Transdisciplinary Skills.

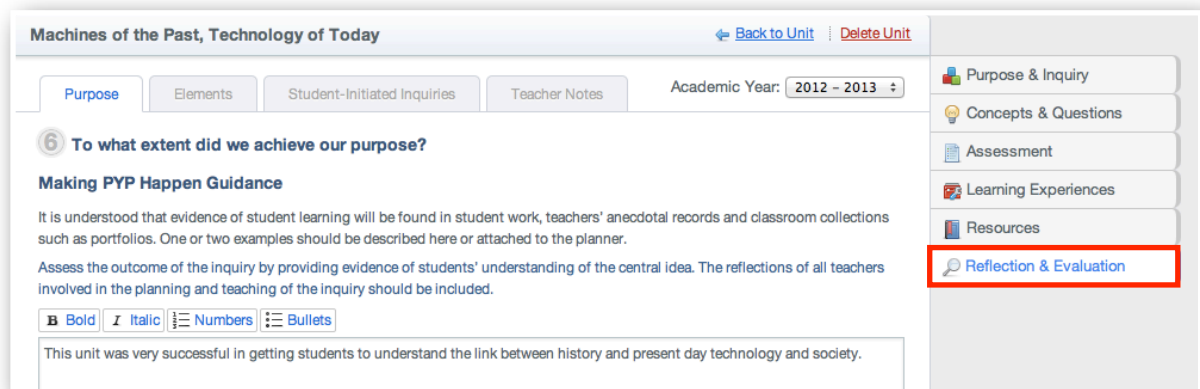
The screenshot shows a web interface for a unit titled "Machines of the Past, Technology of Today". At the top, there are links for "Back to Unit" and "Delete Unit". The main content area is titled "4 How best might we learn?" and "Making PYP Happen Guidance". It contains text about learning experiences and a section for "Learning Experiences Appendix" with a "Choose File" button. On the right side, there is a vertical menu with tabs: "Purpose & Inquiry", "Concepts & Questions", "Assessment", "Learning Experiences" (highlighted with a red box), "Resources", and "Reflection & Evaluation".

**Resources:** This tab allows you to add lists, photos, videos and files by clicking the **Add Resource** button on the far right menu.

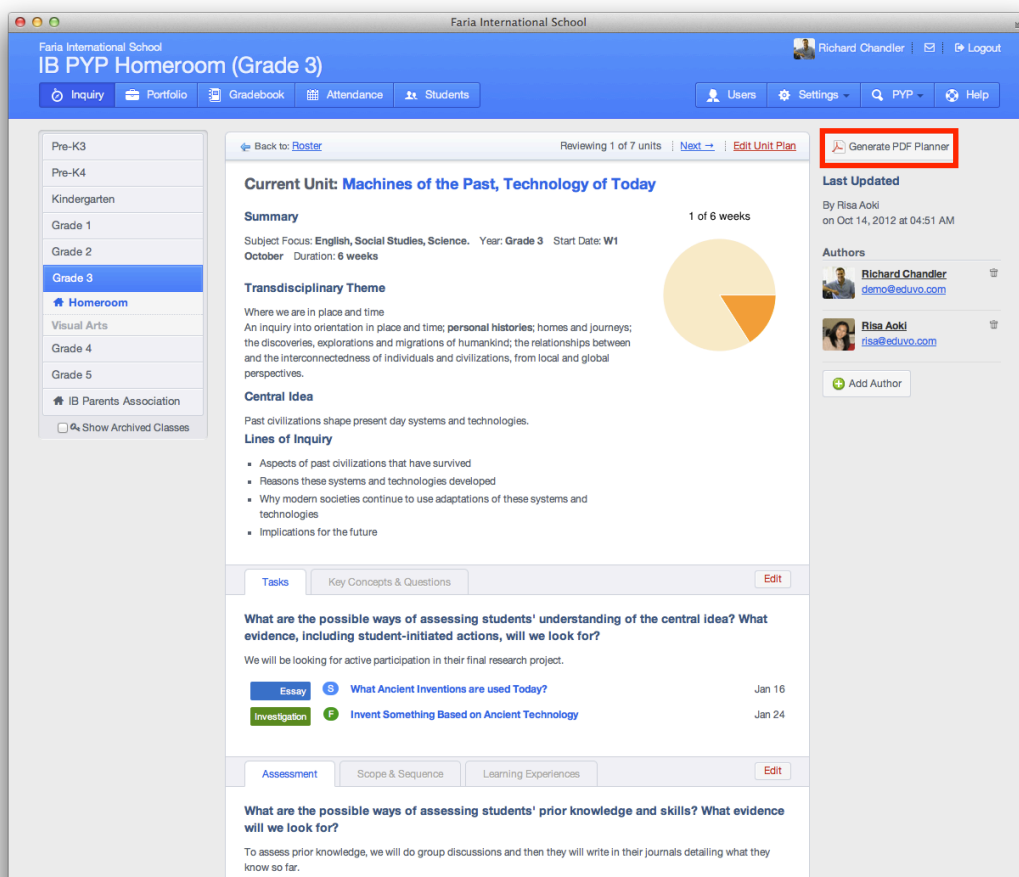
The screenshot shows the same web interface, but now the "Resources" tab is highlighted in red in the right-hand menu. The main content area is titled "Resources" and "Making PYP Happen Guidance". It contains text about listing available resources. Below the text, there is a video player showing a black and white image of a man in a lab coat, with a play button in the center. The video player has a "YouTube" logo and a timestamp of "0:00 / 0:00". At the top right of the main content area, there is a red box around the "Add Resource" button.

**Teacher Reflections & Evaluation:** Here you can evaluate the unit's success in addressing its stated purpose, the elements of PYP and the level of student-initiated inquiry.

The reflections & evaluations are saved within each academic year (e.g. 2012-2013).



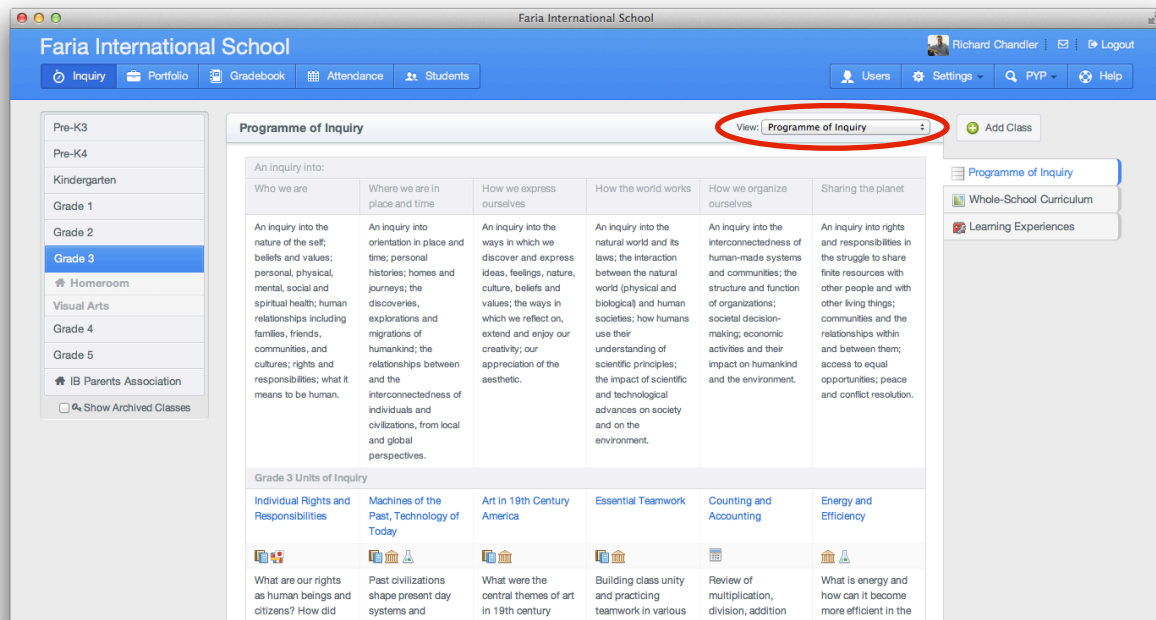
**Congratulations!** Now that you have created your first Unit of Inquiry, you will be able to review all key sections directly and easily export to PDF.



## The Programme of Inquiry

Once all units are built, you will have a complete Programme of Inquiry that is accessible to all teachers, students, and parents.

Stand-alone units are accessible via the **View** dropdown menu.



## Whole-school Curriculum and Learning Experiences

Under the **Whole-school Curriculum**, drag-and-drop to reorder the units. Under **Learning Experiences**, see which learning experiences have been covered. Click on the **i** icon for additional information.

