

Unpacking an MYP Unit

1. Is the topic/content clear?
2. MYP year clear?
3. Number of hours clear? (Will the number of hours allow sufficient time to inquire into the topic and work through a complex summative assessment task? 20-24 hours)
4. Looking at the topics, is the chosen key concept relevant? Are there others that could have worked?
5. Looking at the related concepts, are they relevant? Are there others that could have worked?
6. Looking at the context, was this the only choice? How do you see the context playing out in the teaching and learning engagements?
7. Does the statement of inquiry incorporate the concepts and context?
8. Does the statement of inquiry transcend the disciplines and allow for meaningful interdisciplinary inquiry?
9. How do the lines of inquiry and the inquiry questions allow for open-ended discussion and more questions on the part of both the students and teacher?
10. Does the unit include factual, conceptual and debatable questions?
11. Are the questions open-ended or do they lead to a specific answer, yes/no, etc?
12. How does the description of the assessment task allow students to meet the high end of the descriptors (Year 1/3/5) found in the subject guide?
13. Do the objectives and the objective strands that are chosen support the summative task?
14. Has the teacher chosen too many or not enough objective strands to unpack realistically in the timeframe stated?
15. Do the chosen objectives reflect how the subject guide says they are to be used?
16. Has the teacher used the proper interim objective strands for the MYP year that they stated originally?
17. Has the teacher shown the relationship between ATL's chosen and the MYP objective strands?
18. Can you see how those ATL skills are being taught, practiced and reflected upon within the teaching and learning section of the unit?
19. Do you see evidence that affective skills and metacognitive skills are also being taught and reflected upon, or is the focus only on cognitive skills?
20. In the teaching and learning section, how do the learning engagements facilitate work on the summative task throughout the unit?
21. How do the learning engagements allow for further inquiry?