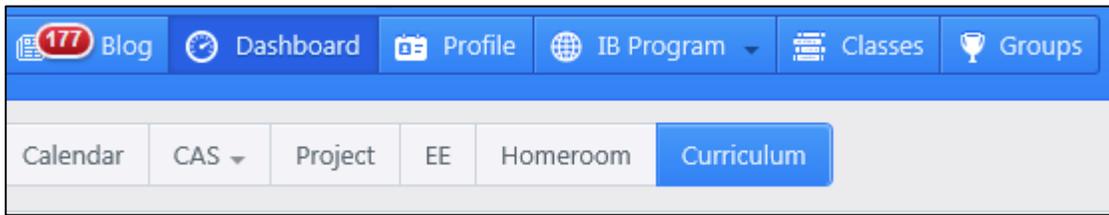
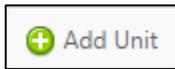


ManageBac Unit Planner 101

1. Log-in and click on the **Curriculum** tab

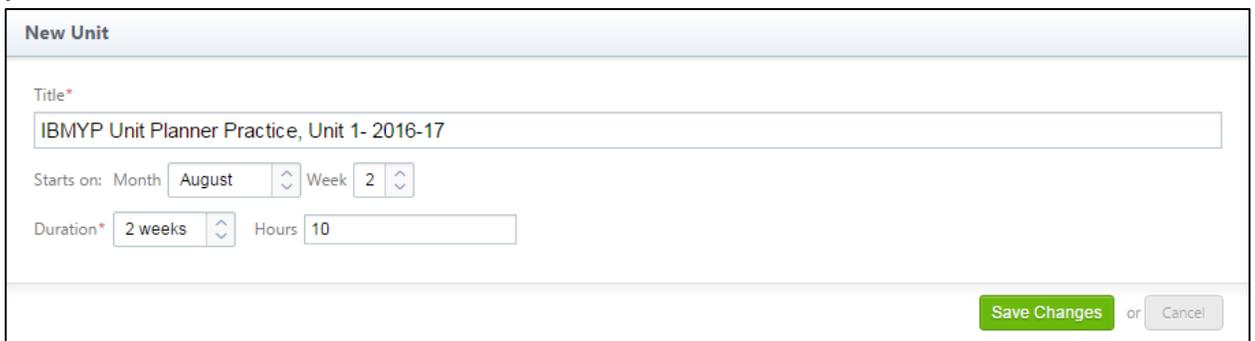


2. Click **Add Unit** (located on the top right)



3. Complete the Title, Date, and Duration and Click Save

Note: Be sure to create a title that includes your subject, unit title, unit number, and school year.

A screenshot of the 'New Unit' form. It has a title field containing 'IBMYP Unit Planner Practice, Unit 1- 2016-17'. Below the title are fields for 'Starts on: Month' (set to August) and 'Week' (set to 2). There are also fields for 'Duration*' (set to 2 weeks) and 'Hours' (set to 10). At the bottom right, there are 'Save Changes' and 'Cancel' buttons.

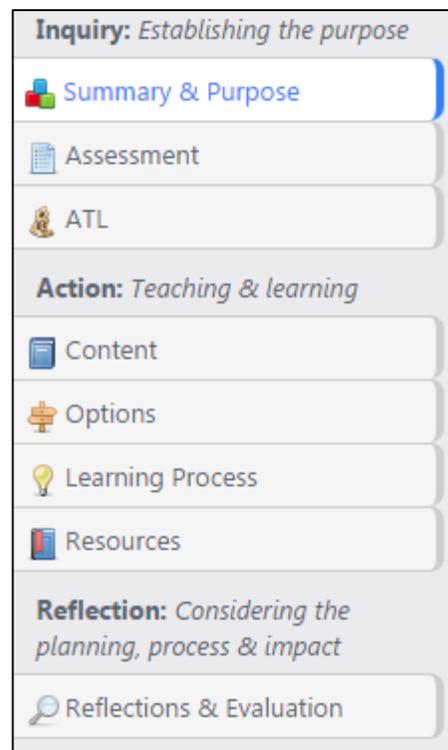
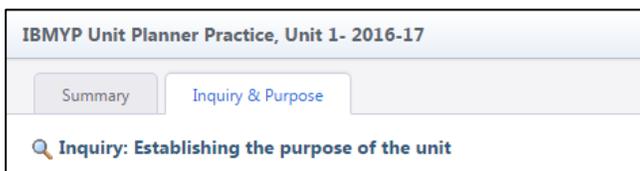
4. You will complete all sections under each component (Inquiry, Action, Reflection- see pages 50-51; 56-71 in MYP: Principles to Practice)

Inquiry: Establishing the purpose

Action: Teaching and Learning

Reflection: Considering the planning process and impact

5. Make any revisions on the **Summary** tab and click save and next to the **Inquiry and Purpose** tab. You may return back to the **Summary and Inquiry Tab** to make changes. **Note: Archive old and unused units by clicking Archive in the Additional section on the Summary tab.**

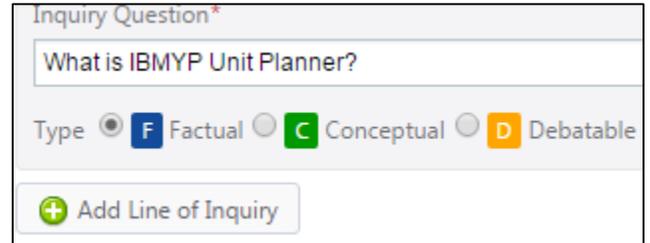


ManageBac Unit Planner 101

- Click on 1 key concept and 2- 3 related concepts that will drive your unit. **The bolded key concepts are recommended for your subject.** Complete the conceptual understanding box by answering the provided statement. **Note: This statement explains the big idea or enduring understanding.**

- Determine the global context and click on a possible exploration.

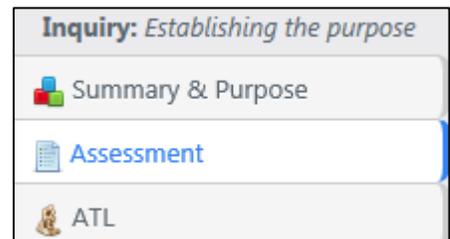
- Complete the Statement of Inquiry and Inquiry questions. To add more question, click **Add Line of Inquiry**. **NOTE: the Statement of Inquiry is not a question, but a statement that combines the key, related, and global context of the unit into a meaningful statement worth exploring**



(see page 62-63- MYP: From Principle to Practice). Line of Inquiry is optional.

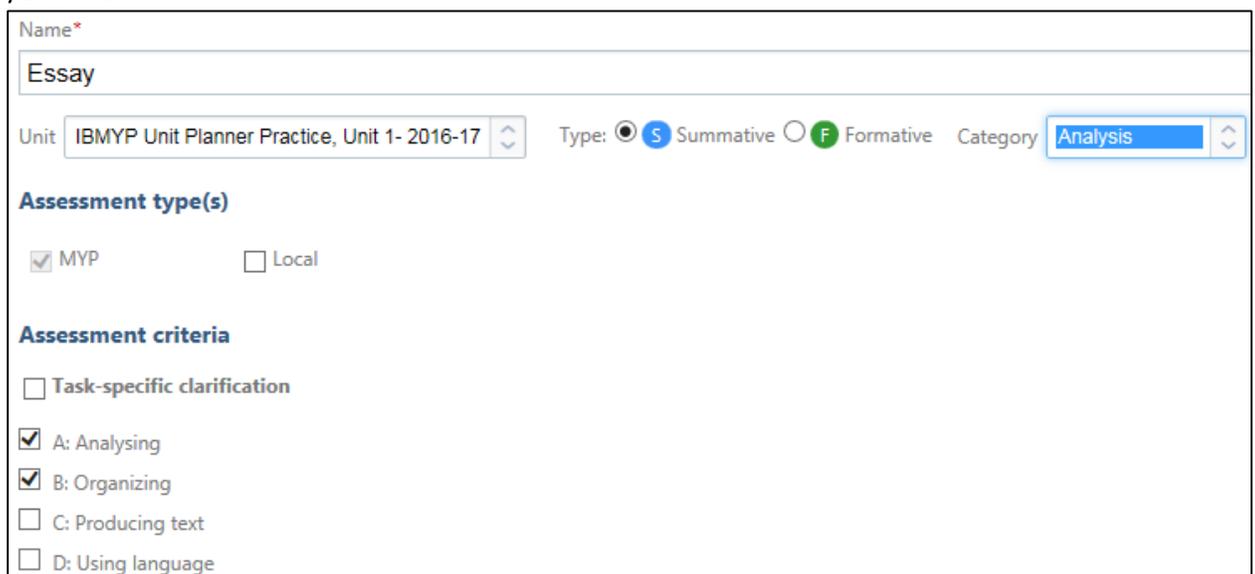
Note: You should have a minimum of 3 questions: atleast 1 Factual, Conceptual, and Debatable.

- Under the assessment tab, you will determine the summative and formative assessment. **Note: This section is for assessment (formative and summative task only) that directly relate to the MYP criteria and objectives. These task are not the learning experiences, but opportunities to respond to the statement of inquiry. Be sure to determine the relationship between the summative assessment and the statement of inquiry.**



- Click **Add Task**. Create a title for task and determine if it will be summative or formative. Determine the assessment criteria, details, date, and add attachments. Formative assessments allow points, criteria or only comments.

The task-specific clarification allows you to add task- specific information to your rubric. Save and **Add Another Task** allows you to create another task and **Add Task** will add your task(s) to your unit.



ManageBac Unit Planner 101

11. Determine the specific MYP objective for the unit. **Note: The assessment task must address at least one MYP subject-group objective (pg. 87, MYP: Principles to Practice).**

Determine the MYP assessment criteria for the unit. **Note: For each unit, choose 1 or 2 assessment criteria for the summative assessments. IB requires students to be assessed for each criteria at least twice a year.** Click Save and Next.

D: Using language

- use appropriate and varied vocabulary, sentence structures and forms of expression
- write and speak in a register and style that serve the context and intention
- use correct grammar, syntax and punctuation
- spell (alphabetic languages), write (character languages) and pronounce with accuracy
- use appropriate non-verbal communication techniques.

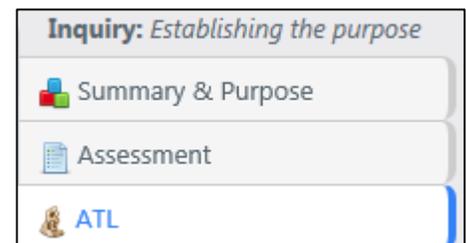
Which MYP assessment criteria will be used?

- A: Analysing
- B: Organizing
- C: Producing text
- D: Using language

12. Under the **ATL** tab, click **Add ATL Skills Connection**.



Note: The ATL skills will align to the MYP objectives that will be addressed in the unit. Determine the ATL skill category, cluster, and specific skill aligned to MYP objectives. **Note: subject areas will determine which objectives will be addressed with ATL skills.** Provide a common learning experiences for each skill selected.



Language and literature

A: Analysing

- analyse the effects of the creator's choices on an audience

D: Using language

- spell (alphabetic languages), write (character languages) and pronounce with accuracy
- use appropriate non-verbal communication techniques.

Communication Social Self-management Research Thinking Other

I. Communication skills

How can students communicate through interaction?
Exchanging thoughts, messages and information effectively through interaction

- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication

Learning Experiences:

B **I** **:** **:**

Students will complete peer feedback on formative assessment essay using the Criteria A rubric.

Click Save and Next.

13. Under the **content** tab, select the standards for your unit.

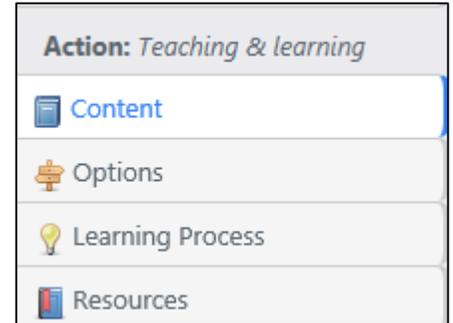
Standards/skills

What (if any) standards/skills are to be addressed?

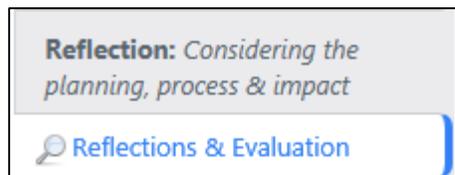
- Reading Literary (RL)
 - Key Ideas and Details
 - ELAGSE9-10RL1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - ELAGSE9-10RL2 Determine a theme or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ManageBac Unit Planner 101

14. Click Add Knowledge or Skills and add the objectives. **Note: If you do not have standards to select, you can cut and paste your standards. As a subject area group, determine your objectives (Know and Do) for the unit.**
15. Under the Option tab, Service and Learner Profile are optional.



16. Under the **Learning Process** tab, explain the range of learning experiences (students' actions) and teaching strategies (teacher actions) of the unit. **Note: As a collaborative subject area group, explain the learning experiences and teaching strategy for each inquiry question. This is not the daily lesson plan, but the common learning experiences and teaching strategies determined by the members of the subject area group.**
17. Under the **Resource** tab, attach documents, photos, daily lesson plans, websites, video, etc. under 500MB for your unit. **Note: Attach daily/weekly lesson plans under the resource tab.**
18. Under the **Reflection** tab, answer questions prior to teaching the unit, during teaching, and after teaching the unit. **Note: As a subject group, choose at least 2 questions to address per section.**



The screenshot shows three tabs: 'Prior to teaching the unit', 'During teaching', and 'After teaching the unit'. The 'Prior to teaching the unit' tab is active. Below the tabs is the heading 'Questions to focus on:' followed by seven questions with checkboxes:

- Why do we think that the unit or the selection of topics will be interesting?
- What do students already know, and what can they do?
- What have students encountered in this discipline before?
- What does experience tell us about what to expect in this unit?
- What attributes of the learner profile does this unit offer students opportunities to develop?
- What potential interdisciplinary connections can we identify?
- What do we know about students' preferences and patterns of interaction?

19. Click Save Changes. **Note: You will return to the Reflection tab prior, during, and after the unit.**
20. Click Back to the Unit (top right)
21. Review your unit and click the edit button or click Edit Unit Plan (top right)

