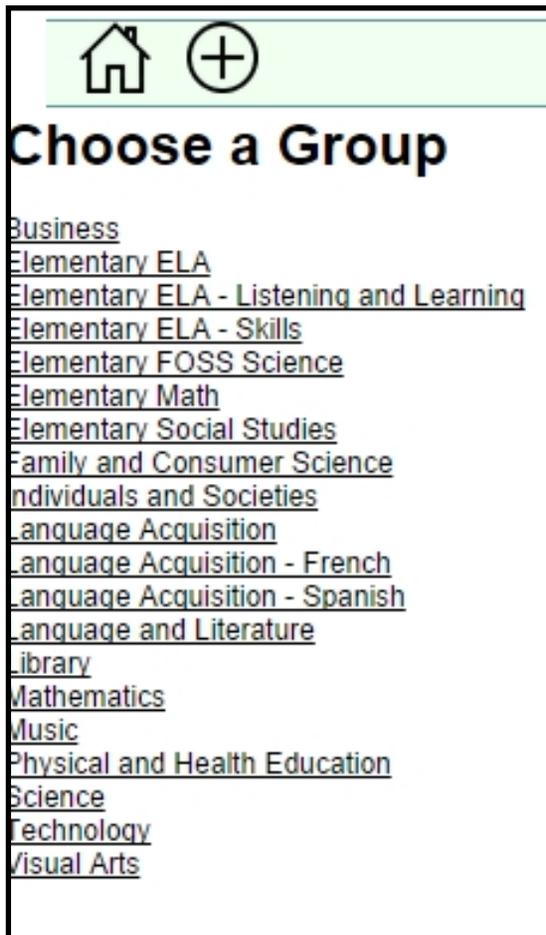


Creating Units to Prepare to Transfer to the Matrix

Eventually, all teaching units will be completely developed within the inquiry-focused MYP Unit Planner.

In order to establish the framework of units for teachers, and to allow for the information for those units to appear and be updated in live time on the publicly-viewable matrix form, all units for all courses need to be created within the unit planner.

Our first task, then, is to create those units and fill out just the sections of the unit planner that will transfer to the matrix.



1. To access the matrix, click the “Access the Matrix” button on the front page of the CPP Curriculum site.
2. You will be prompted to login, using your regular computer login and password
3. If you already have a unit created you want to work with, click your content area and locate the unit
4. To create a new unit, click the “+” sign at the top of the page

Creating Units to Prepare to Transfer to the Matrix

All of the information on the top box of the unit planner transfers to the matrix, so this entire box must be completed.

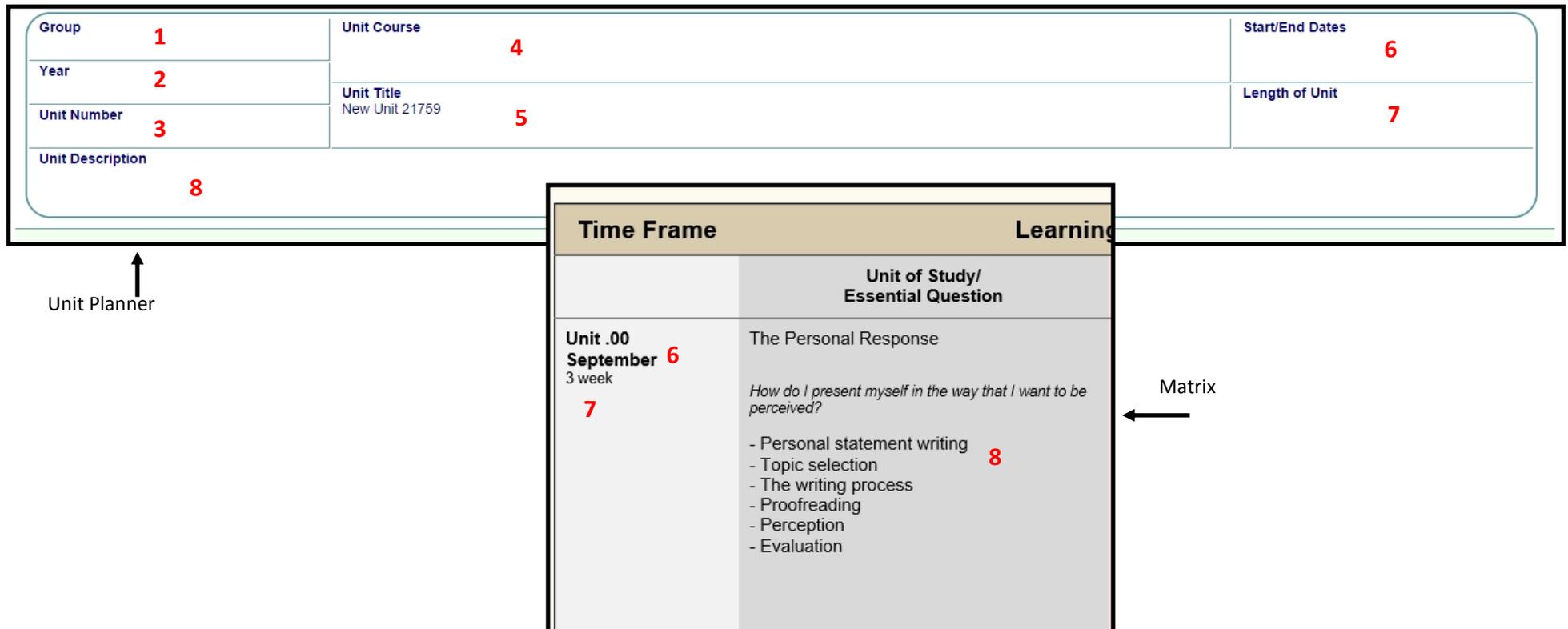
To edit a specific area, just click on the title within the box (click the word “Group” to edit the group box; the word “Year” to edit that)

Many are simply drop-down boxes, where you choose the correct option. The numbers on the diagram below correspond with the numbers in the list, to help you identify the area to edit. If the same number appears on the unit plan and the matrix pictures, it indicates where the information can be found on the matrix to copy into the unit planner.

1. Group—select the content area
2. Year—select the grade in which the course is taught (A mixed 9-12 option has been added—select this option for courses that are aimed at all grade levels, not courses that are

aimed for one grade level with some students from different grades repeating the course)

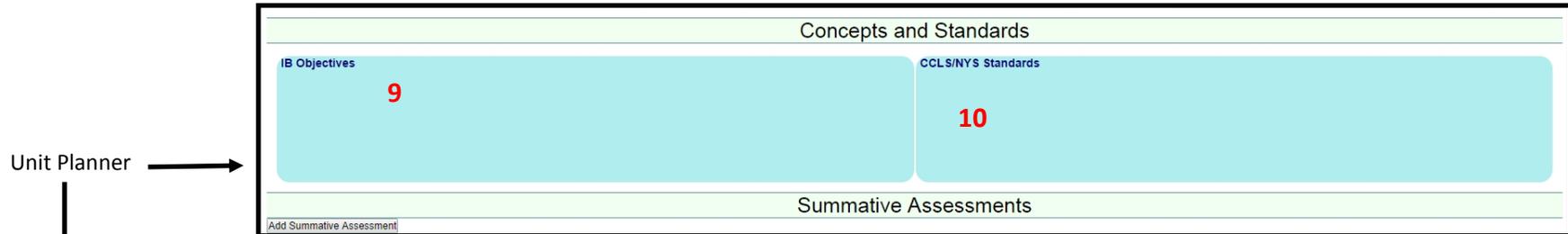
3. Unit Number—This is the chronological order you’ll teach the units in the year, starting with 01
4. Unit Course—After you select your Group, all the official titles of all the courses taught in that group should be available to choose from here, transferred School Tool. If your course is NOT there, please email Lori Pruyne
5. Unit Title—Type the title of the Unit, as you would like it to appear
6. Type the start and end dates of the unit in this format—Sep 04—Oct 11 or Jan 09-Mar 15
7. Choose the length of the unit from the drop-down. Round up if needed.
8. Unit Description is a new box. This provides a brief overview of the unit for parents/ students/community members looking at the matrix. It should be a brief summary—1-4 sentences long.



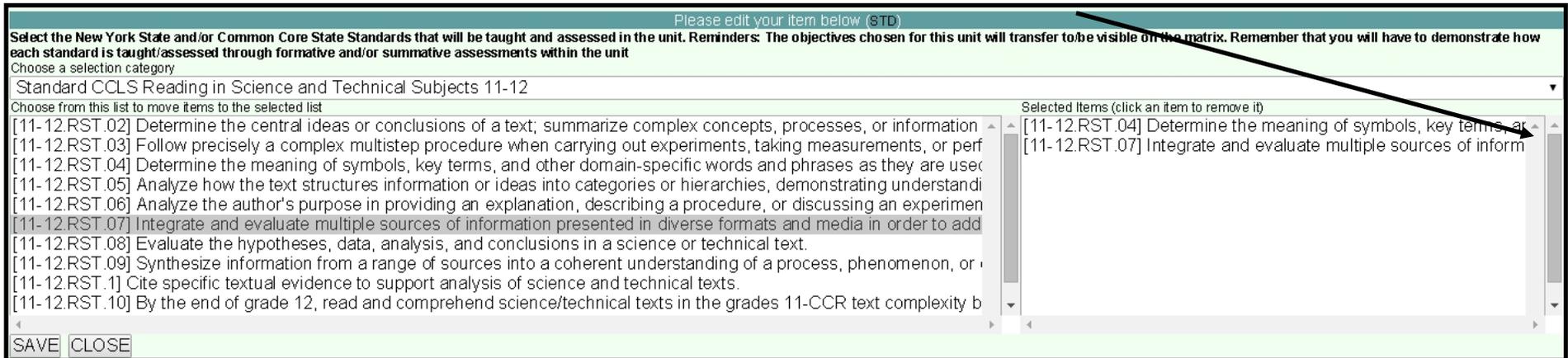
Adding Objectives and Standards

You need to choose the IB objectives and the NYS/CCLS standards that will be taught and assessed within the unit. These are drop-downs as well

To edit either, click on the words "IB Objectives" (these were called "Concepts" on the Matrix, or "CCLS/NYS Standards")



When the options box opens, click the standard area you need from the drop down box at the top



The standards/objectives will appear in the box on the left. Just click the ones you want, and you'll see them added in the box on the right.

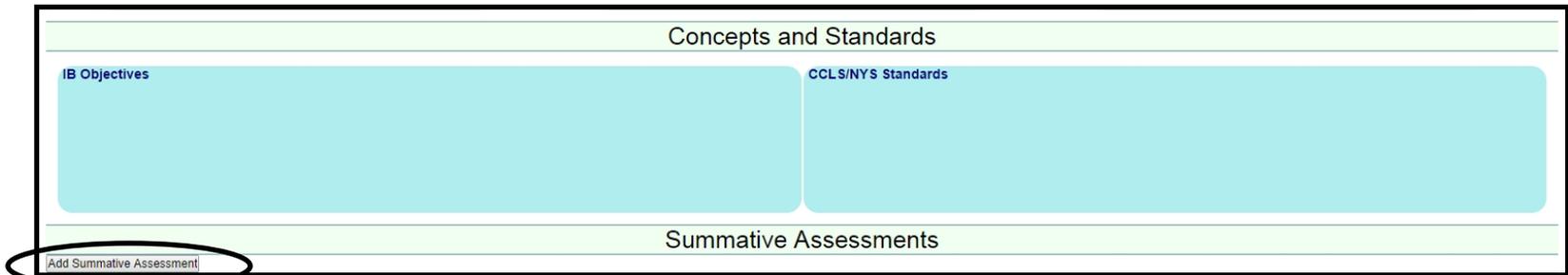
If you add one by mistake or want to remove one, just click it where it appears in the box on the right, and it will be deleted

Matrix →

Learning Focus		Assessment
Concepts 9	NYS and CCL Standards 10	
<p>DP.LA-LL.A.2 develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections</p> <p>DP.LA-LL.A.3 develop the students' powers of expression, both in oral and written communication</p> <p>DP.LA-LL.O.a.2 Demonstrate an understanding of the use of language, structure, technique and style</p> <p>DP.LA-LL.O.b.3 Demonstrate an ability to analyse the effects of language, structure, technique and style on the reader</p>	<p>11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially.</p> <p>11-12.RI.3 Analyze a complex set of ideas/sequence of events; explain how specific individuals, ideas, or events interact/develop.</p> <p>11-12.RI.4 Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms.</p> <p>11-12.RI.5 Analyze/evaluate the effectiveness of the structure used in exposition/argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>11-12.RI.6 Determine an author's point of view or purpose in a text with particularly effective rhetoric, analyzing how style and content contribute to the text's power, persuasiveness, or beauty.</p>	

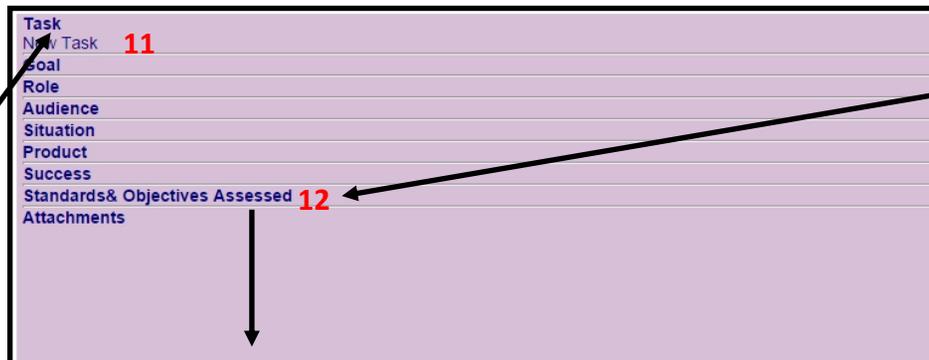
Add Common Summative Assessments

When you finish adding in the standards/objectives, click the gray button at the bottom left of the standards area that says “Add Summative Assessment”



For today’s purposes, you only need to fill out the “Task” area, where you briefly describe the assessment, and the “Standards and Objectives Assessed” area.

Click the work “Task” to open the box to type the description of the assessment task.



Click “Standards and Objectives” assessed to open a box that includes all of the Objectives and Standards you chose earlier as those taught and assessed within the unit.

Click on those that are being assessed with this particular task, and then click “Save”

Please edit your item below (TSX)

Check the boxes next to the specific IB Objectives and CCLS/NYS standards that are being assessed through this task

Choose from this list to move items to the selected list

- [IS.III.C.2] structure information and ideas according to the task instructions
- [IS.V.C.2] structure information and ideas in a way that is appropriate to the specified format
- [9-10.RH.03] Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or sir
- [9-10.RH.06] Compare the point of view of two or more authors for how they treat the same or similar topics, including which c
- [9-10.RST.04] Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used
- [9-10.RST.06] Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment
- [9-10.RST.07] Translate quantitative or technical information expressed in words in a text into visual form and translate inform
- [9-10.RST.09] Compare and contrast findings presented in a text to those from other sources, noting when the findings suppo

Selected Items (click an item to remove)

Assessments

Formative
Description goes here

Formative
Text-based questions, delivered in Socratic format, based on Steve Job's Address at Stanford. This is done after a close read with highlighting and annotating for specific topics (11-12.SL.1a, 11-12.SL.1c, 11-12.SL.2, 11-12.SL.3, 11-12.RI.1, 11-12.RI.3, 11-12.RI.4, 11-12.RI.5, 11-12.RI.6, 11-12.RI.7)

Formative
Topic Selection sheet - delve briefly into each of the essay topics from the Common Application as part of choosing an appropriate topic (11-12.W.1, 11-12.W.2, 11-12.W.5, 11-12.W.6)

Summative
Personal response essay from one of the Common Application topics. (11-12SL.1, 11-12SL.1a, 11-12SL.1b, 11-12.W.1, 11-12.W.1a, 11-12.W.1b, 11-12.W.2, 11-12.W.2a, 11-12.W.2b, 11-12.W.2c, 11-12.W.2f, 11-12.W.3, 11-12.W.3b, 11-12.W.3c, 11-12.W.3d, 11-12.W.3e, 11-12.W.5, 11-12.W.6, 11-12.W.10)

SAVE CLOSE

Matrix →