

Access the unit planner at:
<http://www.cppasd.com/unitplan>.

To create a new unit,
click the “+” sign in
the title bar of the unit
planner home page.

1—Create a New Unit on the Planner



Choose a Unit Below...

- Language and Literature - MYP Year 5 (Grade 10) - Golden Opportunity
- Language and Literature - Grade 12 - Relationships, Love and Loss

To access a unit that has
already been created,
click on the name on the
unit on the homepage list.

Notes:

The planner is secure—you need to use your CPP login (the same you use to get on the computer) to enter the site

As soon as the “+” sign is clicked, a new unit is generated. If you click multiple times, you will create multiple units!

2—Adding to the Planner

In each of the category boxes, click the blue text that reads “(please select)” to access your options.

Group (please select)	Unit Course (please select)	Start/End Dates (please select)
Year (please select)	Unit Title New Unit 155	Unit Number (please select)
Hours (please select)		

Please edit your item below (GRP)

Select the content area in which the unit will be taught.
Choose from this list to move items to the selected list

<ul style="list-style-type: none"> Business Family and Consumer Science Individuals and Societies Language Acquisition Language and Literature Library Mathematics Music Physical and Health Education Science Technology Visual Arts 	<p>Selected Items (click an item to remove it) (Max 1)</p> <ul style="list-style-type: none"> Language and Literature
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Many of the boxes will contain a menu of choices that you can select. Those choices will be in the left-hand box. Click the selection you want, and your choice will appear in the box on the right.

Please edit your item below (GRP)

Select the content area in which the unit will be taught.
Choose from this list to move items to the selected list

<ul style="list-style-type: none"> Business Family and Consumer Science Individuals and Societies Language Acquisition Language and Literature Library Mathematics Music Physical and Health Education Science Technology Visual Arts 	<p>Selected Items (click an item to remove it) (Max 1)</p> <ul style="list-style-type: none"> Language and Literature Physical and Health Education
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You can review your choices in the right-hand box (in some places, such as Standards box, you may be choosing several options from a long list).

In some places, a specific number of choices is required. If you go over the limit, the right-hand box will turn pink.

Click on choices in the right hand box to remove them.

Click the “Save” button at the bottom left of the box to save changes, “Cancel” to exit without saving.

Notes: The MYP Unit Planner is broken into sections.

Under each bolded heading, click on the blue text that reads “(please select)” to access the options

Some of the boxes will open menus of pre-created text that you can select. Others will contain text entry boxes in which you will write original text.

Any time you click into a box, enter your choices, and click the “Save” button, those changes will automatically save.



3—Defining a Unit

In this section, you will define the parameters of your unit (content area, course, unit title, grade, and time frames for instruction).

Groups : “Language A” and “Humanities” are **SO** 2013! Time for a change!

Language A = **Language and Literature**

Language B = **Language Acquisition**

Humanities = **Individuals and Societies**

Technology/Business/FCS—Use **Design** objectives

Group defines the content area to which the unit belongs.

In the **Unit Course** area, select the content area, then the specific course (this database is linked to SchoolTool, so all courses will appear here as they do on our schedules).

The **Start/End** dates box is a text-entry box there it can be indicates on what dates on the unit should begin and finish.

Group (please select)	Unit Course (please select)	Start/End Dates (please select)
Year (please select)	Unit Title New Unit 155	Unit Number (please select)
Hours (please select)		

Year defines the grade level to which the unit will be taught

The **Unit Title** entry box is where teachers will title the unit. The title will appear on the list of units on the Home Page.

The **Unit Number** defines the chronological order in which units will be taught within a course.

Hours indicates the length of time the unit will encompass. Time frames are indicated in hours and days/weeks.

To change any of these selections, just click on the highlighted text and adjust the selections.

Completed Intro Section:

Group Language and Literature	Unit Course ENGLISH 12R	Start/End Dates February 24 - March 4
Year Grade 12	Unit Title Relationships, Love & Loss	Unit Number 04
Hours 22.5 hours (6 weeks)		



4—Inquiry Concepts

The boxes and menus containing the Key Concept, Related Concept and Global Contexts help guide your unit planning, and are utilized frequently through the planner.

References:

More information about Key Concepts, Related Concepts and Global Contexts—what they are and how to use them—can be found at ????????????

Key Concept
(please select)

Related Concept
(please select)

Global Context
(please select)

Two **Related Concepts** are applied to each unit. There are different Related Concepts for different content areas.

So, when you click in this box, first select your group from the drop-down menu. Then, select two Related Concepts. Remember that you will be utilizing these in relation with the Key Concept.

Choose one **Key Concept** for each unit. Key Concepts are broad ideas—like “Identity” or “Logic” - that have relevance across many disciplines that help students investigate different content areas .

Choose one **Global Context**. The contexts are organized by categories—pick a category from the drop-down first, then select a particular idea within that category that will help provide **context and relevance** for students.

Completed Inquiry Concepts Section:

<p>Key Concept Relationships</p>	<p>Related Concept Expression Interpretation</p>	<p>Global Context Lifestyle choices</p>
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5—Make a Statement

The *Concept Statement* and the *Statement of Inquiry* utilize the *Key Concept*, *Related Concept* and *Global Contexts*. Forming statements with these ideas help to clarify how they can be used to help shape instruction

References:

For help crafting the *Statement of Inquiry*, ??????????????????

When the **Concept Statement** box opens, above the text box you will see listed the **Key Concept and the Related Concepts** you selected earlier in the unit plan. Use them to write a statement. This statement should demonstrate

Concept Statement (please select)

Please edit your item below (CST)

Writing this sentence is intended to help teachers see how those concepts fit together, and to form an over-reaching idea that will help guide instruction and inquiry in the unit.

When writing this statement, consider:

1: Why did we choose this Key Concept for this unit?

2: How do the Related Concepts connect with the Key Concept?

3: What skills related to these concepts and ideas will students develop within the unit? Key Concept:

Relationships

Related Concepts:

Expression

Interpretation

Use the Global Concept and Related Concepts (seen above) to write the concept statement for the unit.

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Concept Statement

The ways in which actions are interpreted or motivations are expressed can affect the development of interpersonal relationships.

Statement of Inquiry (please select)

Please edit your item below (SIQ)

The statement of inquiry is written by combining the Key Concept, one or both Related Concepts and the Global Context. The Concept Statement can be used as a framework for the Statement of Inquiry.

The Statement of Inquiry goes one step farther than the Concept Statement. By adding in the Global Context and the significant range of issues, ideas and skills represented by these contexts, teachers are able to more fully that will help guide instruction. By focusing on the pieces of this statement, teachers will be able to create experiences for students that are focused on these concepts, skills and ideas. Global Concept:

Lifestyle choices

Concept Statement:

The ways in which actions are interpreted or motivations are expressed can affect the development of interpersonal relationships.

Modify the concept statement by using the Global Contexts to create the Statement of Inquiry.

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Statement of Inquiry

An individual's lifestyle choices determine how they interpret and express their own and others' motivations and needs, thereby affecting the development of their relationships.



6—Lines of Inquiry

The Lines of Inquiry help to determine tracks or paths through which teachers will direct students to help them to develop their understanding of content through concepts.

Lines of Inquiry focus on student action—what will students be doing to help direct and discover their own learning? The first selection box is a menu of actions. Select the action that describes how students will be learning.

Choose a verb that reflects that learning action taking place.

- analyze
- argue
- assess
- calculate
- characterize
- clarify
- compare
- construct
- define
- determine
- devise
- distinguish

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Lines of Inquiry (choose a verb and enter a description)

Factual Students [\(please select\)](#) [\(please select\)](#)

Conceptual Students [\(please select\)](#) [\(please select\)](#)

Debatable Students [\(please select\)](#) [\(please select\)](#)

There are three lines of inquiry, to match three different types of teaching and learning.

1. Factual – A factual line of inquiry will help direct student learning in terms of factual content that will

2: Conceptual – A conceptual line of inquiry focuses on the ideas that will be shared in the unit.

3: Debatable – The debatable line of inquiry will help to set up open-ended questions and discussions

To write the lines of inquiry, select one of the actions from the list. Then use (each) one of the key concepts

Relationships

Related Concepts:

Expression

Interpretation

Verb

Students (please select)

Use either the Key Concept or one of the Related Concepts to complete the statement above to create the

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The Three Lines of Inquiry:

1. Factual – A factual line of inquiry will help direct student learning in terms of factual content that will be taught and learned in the unit.
- 2: Conceptual – A conceptual line of inquiry focuses on the ideas that will be shared in the unit.
- 3: Debatable – The debatable line of inquiry will help to set up open-ended questions and discussions that can arise in the unit.

Lines of Inquiry (choose a verb and enter a description)

Factual Students [characterize](#) the relationships between different people within the play.

Conceptual Students [investigate](#) the ways in which differing interpretations of words and events help or harm relationships.

Debatable Students [argue](#) whether different styles of expression within a relationship makes the relationship more enduring.

In the second section, use the **Key Concept** and **Related Concepts** to devise three ways (factual—content-related; conceptual—ideas-focused; and debatable—analyzing perspectives) to help guide students toward the ability to understand and utilize the concepts identified as important within the unit.



7—Inquiry Questions

The *Lines of Inquiry* are developed into *Inquiry Questions*, which are posed to help learners direct their thoughts in such a way as to develop an understanding of important concepts.

The Three Lines of Inquiry:

The Factual Inquiry Question (from the Factual Line of Inquiry) will usually start with “What” and involve broader content information that can be looked up .

The Conceptual Inquiry Question (from the Conceptual Line of Inquiry) will likely begin with “How” or “Why” and will have multiple answers but should not lead students to an answer by the way the question is asked.

The Debatable Inquiry Question (developed from the Debatable Line of Inquiry) may start with words such as “should, could, do” and sets up a debate/discussion.

Factual

What qualities make the relationships between characters "good" or "bad?"

Each of three **Lines of Inquiry** are each used to create three corresponding **Inquiry Questions**. Teachers can use these questions to further develop the unit concepts, and to give students (and themselves) a specific focus or method as to *how* to develop each line of inquiry.

Please edit your item below (IQF)

Each of the lines of inquiry will be formulated into a specific question, to further help make an instructional plan for the unit. The Factual Inquiry Question involves broader content information that can be looked up.

Line of Inquiry (Factual):
Students characterize the relationships between different people within the play.

Enter descriptive text here

What qualities make the relationships between characters "good" or "bad?"

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The pop-up box for each of the Inquiry Questions copies in the pertinent Line of Inquiry within the directions, which can then be used as a basis to form the Inquiry Question.



8—Objectives and Standards

Common Core Literacy Standards

The MYP and DP Objectives and the CCLS (including the literacy standards for the content areas) and NYS content area standards provide important structure to units, in identifying specific content and skills that will be taught and assessed in the unit.

There are reading and writing standards for all content areas, to ensure students are learning reading strategies and writing styles that apply to different content areas, ie they will learn to read primary.source documents, and write up science labs.

Common Core Learning Standards for ELA—Use in Language and Literature and Language Acquisition

Reading in History—Use in Individuals & Societies Units

Reading in Science and Technical Subjects—Use in all content areas but Language and Literature and Individuals and Societies and Language Acquisition

Writing in History, Science and Technical Subjects—Use in all content areas except Language and Literature and Language Acquisition.

Concepts and Standards

IB Objectives
(please select)

CCLS/NYS Standards
(please select)

Please edit your item below (OBJ)

Select the IB Objectives that will be taught and assessed in the unit. Reminders: The objectives (and their strands) chosen for this unit will transfer to be visible on the unit page. Objectives chosen for this unit will transfer to be visible on the unit page. Objectives chosen for this unit will transfer to be visible on the unit page.

Choose a selection category

Concept DP Language A-Language & Literature	Selected Items (click an item to remove it)
Choose from this list to move items to the selected list	
introduce students to a range of texts from different periods, styles and genres	develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed
develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections	encourage students to think critically about the different perspectives of people from other cultures, and how these perspectives influence the way they think and act
develop the students' powers of expression, both in oral and written communication	encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives influence the way they think and act
encourage students to recognize the importance of the contexts in which texts are written and received	Demonstrate an ability to analyse the effect of language, structure, technique and style on the meaning and purpose of texts
encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives influence the way they think and act	Demonstrate an ability to substantiate and evaluate their judgements about texts
encourage students to appreciate the formal, stylistic and aesthetic qualities of texts	
promote in students an enjoyment of, and lifelong interest in, language and literature.	
develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed	
encourage students to think critically about the different interactions between text, audience and purpose.	
Demonstrate knowledge and understanding of a range of texts	
Demonstrate an understanding of the use of language, structure, technique and style	
Demonstrate a critical understanding of the various ways in which the reader constructs meaning and of how context influences the way they think and act	

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When choosing standards, again there will be a drop-down box to choose the content area, and then specific standards to select.

Standards can be selected from multiple areas. There are Common Core Literacy Standards for all content areas.

Note: Objectives and Standards will move into the right-hand box and be recorded in the order in which they are selected, not necessarily the order in which they're listed

In the Objectives and Standards boxes, select the content/level that applies to the unit, then choose the objectives that apply

For objectives, units for grades 6-10 will use MYP standards. All units for grade 11-12 courses, even if they're not diploma classes, will use the DP objectives.

9—Summative Assessments

Summative Assessments should offer students the opportunity to demonstrate the learning that has been accomplished in the unit. The learning goals have been set through the Concepts/Context selection, the Inquiry Questions, and the IB Objectives and CCLS/ NYS standards identified within the unit. The Summative Assessment should measure whether these goals have been accomplished.

The area to record the Summative Assessment, and the instructional tasks related to it, are added to the unit plan by clicking the “Add Summative Assessment” button beneath and to the left of the Objectives/Standards boxes. More than one Summative Assessment block can be added to each unit.

Uploading to the Unit Plan

Files of all different types can be uploaded (Word, PowerPoint, PDF, etc.).

In the “Attachments” pop-up, teachers can browse to select file to attach (just like adding an attachment to an email, files can be uploaded from the desktop, an H: drive, cloud storage, etc.

There is also the opportunity to title the assessment. Whatever is chosen in that box is how the assessment link will appear on the planner..

Summative Assessments

Add Summative Assessment

Each Summative Assessment block consists of several sections.

In the “Task” area there is a text box where teachers can write a description of the summative assessment task.

Clicking “Standards and Objectives Assessed” opens a menu of the objectives and standards chosen earlier, so that teachers can indicate which of those identified standards and objectives are being assessed within the unit

Task New Task	Relationship to Inquiry (please select)
Standards & Objectives Assessed (please select)	Concepts addressed (please select)
Attachments (please select)	
Approaches to Learning - Implicit Through Instruction (please select)	Approaches to Learning - Individual Focus (please select)



10—Relationship to Inquiry

In this section, teachers show how the summative assessment helps to accomplish to conceptual goals set forth in the Statement of Inquiry, and identify the specific ideas (Key Concept, Related Concepts and Global Context) incorporated in that assessment.

Examining the Relationship to Inquiry

By writing the Relationship to Inquiry statement, teachers are able to determine whether an assessment is actually meeting the goals of the unit, as expressed.

In the **Relationship to Inquiry** area of the Summative Assessment block, teachers re-examine the Statement of Inquiry (which will appear in that pop-up box). Taking that statement, they will show how the assessment allows students to demonstrate what they've learned about the ideas identified in the Statement on Inquiry.

Relationship to Inquiry (please select)
Concepts addressed (please select)
Approaches to Learning - Individual Focus (please select)

The **Concepts Addressed** area allows teachers to choose which of the four ideas (Key Concept, Related Concepts and Global Context) are incorporated in the assessment.

Relationship to Inquiry Students have examined the idea of how personal choices lead characters to develop patterns of thought which affect how they relate to others. The exam's long answer question will look at the differences in Stella and Blanche's lifestyles, and why those opposing experiences cause them to react in such different ways to Stanley.
Concepts addressed Relationships Interpretation Lifestyle choices

11—Approaches to Learning

ATL skills are skills students develop as they become better learners. This section of the planner allows teachers to identify them as they relate to the summative assessment.

Both of these sections allow teachers to identify Approaches to Learning students are demonstrating that they have learned in the unit. The Approaches to Learning are specific skills that are not so much content-related, as related to the process of learning

Approaches to Learning

By writing the Relationship to Inquiry statement, teachers are able to determine whether an assessment is actually meeting the goals of the unit, as expressed.

Approaches to Learning - Implicit Through Instruction (please select)

Approaches to Learning - Individual Focus (please select)

In the **Approaches to Learning—Implicit Through Instruction** area, teachers will select specific IB Objectives that were chosen as unit goals earlier in the planner. Then, they will indicate which ATL skills students have developed to accomplish that goal.

Note that there are different categories of ATL skills (Affective Skills, Communication, Reflection...). Select the category first, then choose specific skills.

The Approaches to Learning are identified skills, strategies and techniques that students have developed and practiced that can select specific ATL skills that will be taught and utilized in the unit, that are not necessarily tied to one of the IB objectives.

Choose a selection category

Affective Skills - Managing state of mind: How can students manage their own state of mind?

Choose from this list to move items to the selected list

- Mindfulness: Practise focus and concentration
- Mindfulness: Practise strategies to develop mental focus
- Mindfulness: Practise strategies to overcome distractions
- Mindfulness: Practise being aware of body & mind connections
- Perseverance: Demonstrate persistence and perseverance
- Perseverance: Practise delaying gratification
- Emotional management: Practise strategies to overcome impulsiveness and anger
- Emotional management: Practise strategies to prevent and eliminate bullying
- Emotional management: Practise strategies to reduce stress and anxiety
- Self-motivation: Practise analysing and attributing causes for failure
- Self-motivation: Practise managing self-talk
- Self-motivation: Practise positive thinking

The Approaches to Learning—Individual Focus area is a place to select any important ATL skills utilized in the unit that aren't specifically tied to an IB objective.

12—Teaching and Learning Through Inquiry

In this section of the planner, teachers work collaboratively to develop common instructional strategies and techniques, and determine relevant formative assessments by which to measure learning and provide feedback throughout the unit.

Content

Several content blocks can be added into each unit. There is no set “rule” about how to break up content. Teachers may choose to broaden or narrow their definition of a content piece as they work through the unit planner.

Add Summative Assessment

Action: Teaching and Learning Through Inquiry

Add Content

First, add a content box by clicking the “Add Content” button just below the “Action, Teaching....” title bar.

Content:
New Content

In the pop-up box, write a text description of the content piece.

Indicate here the specific content area information being studied. There will be a text box beneath.Reminders: The written description of content that will be taught will be written here

Enter descriptive text here

New Content

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Once a content piece is added, click the button underneath the content back (“Add Strategy to the Content Above”) to generate an Instructional Strategies box.

Content:
A Streetcar Named Desire - Act I

Add Strategy to the Content Above

13—Instructional Strategies

Here, teachers can plan specific areas of focus, strategies and techniques to use when providing instruction throughout the unit. In this way, teachers can ensure that their practices are aligned with their stated unit goals.

In the pop-up box, write a text description of the content piece.

Instructional Strategies

As many Instructional Strategies boxes as desired can be added beneath each specified content piece.

Just click the “Add Strategy...” button beneath the “Instructional Strategies” box to add another block.

First, consider the ATL skills identified earlier in the planner. What skills will students use to learn during this instructional period? The **Skill Indicators** box contains the selected ATL skills, that teachers can identify

Instructional Strategies Skill Indicators (please select)	Formative Assessment (please select)	Feedback (please select)
Strategy Description New Activity	Question (please select)	
Attachments (please select)	Attachments (please select)	
		Differentiation (please select)

[Add Strategy to the Content Above](#)

In **Strategy Description**, teachers can record specific instruction strategies, techniques or practices for teaching the identified content. The **Attachments** section allows them to attach presentations, notes, handouts or resources for teaching.

Instructional Strategies

Skill Indicators

[Make unexpected or unusual connections between objects and/or ideas](#)

Strategy Description

Symbolism is a focus for Scene I. Students will examine how Williams uses different techniques - such as description, dialogue, costumes and even place names, to develop reader's attitudes toward the characters and plot.). During the reading, students will take notes on their passages, in preparation for a close reading activity. Assign different groups of students different passages from the scene (attached). Students will take notes, preparing for a close-reading activity.

Attachments

14—Formative Assessments

Here, teachers can plan specific areas of focus, strategies and techniques to use when providing instruction throughout the unit. In this way, teachers can ensure that their practices are aligned with their stated unit goals.

In the **Formative Assessment** area, teachers can first write a description of the assessment activity.

In **Question**, they will identify which of the Lines of Inquiry/ Question concepts and inquiry types (factual, conceptual or debatable) aligns with the assessment.

Formative Assessment (please select)	Feedback (please select)	Select from the drop-down menu the methods by which you will provide feedback to students Choose a selection category Peer Feedback Choose from this list to move items to the selected list Peer Editing Small Group Conferencing Paired Learning Written Commentary on Class Presentation Verbal Commentary on Projects/Presentations
Question (please select)		
Attachments (please select)	Differentiation (please select)	

In the pop-up box, write a text description of the content piece.

Formative Assessment

Check out the Learning Protocols tab on the CPP Curriculum website (<http://cppcurriculum.weebly.com>) for ideas for instructional strategies and formative assessment techniques.

The act of providing feedback to students is what separates a formative assessment from a simple activity. A drop-down of feedback types is available in the **Feedback** box.

Teachers can also attach assessments or assessment materials directly to the planner through the **Attachments** section.

A drop-down menu is also available in the **Differentiation** area, to allow teachers to determine how they will differentiate for different learning needs