

IB MYP Unit Plan Template

(Created by Lisa Nicholson, Liz Seabury, and Carolyn Derr with the influences of Wiggins & McTighe Understanding by Design, Teacher's Curriculum Institute, and a variety of workshops and teacher trainings.)

Name: Aimee Welch

Course/Subject Title: Geometry

Year: 4

Step 1: Name of the Unit: Properties of Quadrilaterals

Title: Properties of Quadrilaterals

Step 2: Length/When: January '07

Step 3: Brainstorm the main content details:

(Highlight or mark all that is covered in state/provincial standards)

- Defining / Classifying Special Quads **GLE 16**
- Using relationships among sides and angles of parallelograms **GLE 11**
- Using relationships involving diagonals of parallelograms or transversals **GLE 11**
- Determining/Proving whether a quad is a parallelogram **GLE 10,17**
- Using properties of diagonals of rhombuses and rectangles **GLE 17**
- Determining whether a parallelogram is a rhombus or a rectangle **GLE 17**
- Verifying and using properties of trapezoids and kites **GLE 17**
- Naming coordinates of special figures by using their properties **GLE 16**
- Proving theorems using figures in the coordinate plane **GLE 16, 17**

State/Provincial Standards to be covered in this unit that aren't covered above:

N/A

Step 3.5 Enduring Understanding: What idea do I want my students to walk away with and remember 10 years from now?

Human beings naturally try to classify and organize information. We use systems of classifications to look for patterns and make inferences about new situations.

Step 4: Area of Interaction: Homo Faber

Why did this Area of Interaction fit naturally for this unit? Are there other Areas of Interaction that you could possibly use? (Justification)

Strong content connections to AOI	Weaker content connections to AOI
<ul style="list-style-type: none">• People have created classifying systems for quadrilaterals which allow us to draw conclusions and solve problems involving quads.	<ul style="list-style-type: none">• People often classification to exclude and discriminate against people (HSE)• People have classifications systems for trees, plants, pollutants, etc... (ENV)

Step 5: MYP Guiding Question:

(Remember: Questions should be both “nutritious and delicious,” and should create tension between the AOI and the content)

What are the benefits and consequences of classifying?

Step 6 : Plan an assessment activity that addresses the MYP Guiding Question, the content of the unit taught, and is developmentally appropriate for the students you teach.

(Remember: Provide opportunity for students to demonstrate their answers to the MYP Guiding Question, address the Area of Interaction, show enduring understanding, use at least two multiple intelligences, and learn at the higher end of Bloom's Taxonomy.)

Step 7: Assessment Activity/Assessment Details:

What type of Formative/Summative Assessment:

Test

Essay

Project

Other: _____

Describe the Assessment: What? Where and when will it take place? Who is involved? What materials will you need?

Step 8: Which IBMYP Criteria will you use :(Circle) A B C D E F G H

(Try not to use more than two at a time!)

Why did you choose these MYP Criteria to assess your activity?

