Stage 1: Integrate significant concept, area of interaction and unit question

### Virtual and Built Environments

The **virtual** environment includes electronic environments, Internet environments and the concept of personal space.

The **built** environment includes the settings for human activity, ranging from the large-scale civic surroundings to personal places, such as homes.

### MYP unit question

**How can ALICE be used to perform job related tasks and duties?**

### Significant concept(s)

- What are the big ideas? What do we want our students to retain for years into the future?
- Digital tools can help interpret textual constructs into visual representations.
- Technology is used in many ways in careers that are not "technology"
- Code.org message

### Assessment

- What task(s) will allow students the opportunity to respond to the unit question?
- What will constitute acceptable evidence of understanding? How will students show what they have understood?

### MYP unit planner

<table>
<thead>
<tr>
<th>Unit title</th>
<th>CSI Crime Scene</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher(s)</td>
<td>Hillstrom</td>
</tr>
<tr>
<td>Subject and grade level</td>
<td>3D Programming with ALICE</td>
</tr>
<tr>
<td>Time frame and duration</td>
<td>Three to Four class periods (Block Schedule)</td>
</tr>
</tbody>
</table>

Which specific MYP objectives will be addressed during this unit?
Which MYP assessment criteria will be used?

## Stage 2: Backward planning: from the assessment to the learning activities through inquiry

### Content
What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?  
What (if any) state, provincial, district, or local standards/skills are to be addressed? How can they be unpacked to develop the significant concept(s) for stage 1?

### Approaches to learning
How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?

### Organization

### Learning experiences
How will students know what is expected of them? Will they see examples, rubrics, templates?  
How will students acquire the knowledge and practise the skills required? How will they practise applying these?  
Do the students have enough prior knowledge? How will we know?

### Teaching strategies
How will we use formative assessment to give students feedback during the unit?  
What different teaching methodologies will we employ?  
How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?

### Resources
What resources are available to us?  
How will our classroom environment, local environment and/or the community be used to facilitate students’ experiences during the unit?
Ongoing reflections and evaluation

In keeping an ongoing record, consider the following questions. There are further stimulus questions at the end of the “Planning for teaching and learning” section of *MYP: From principles into practice.*

**Students and teachers**

- What did we find compelling? Were our disciplinary knowledge/skills challenged in any way?
- What inquiries arose during the learning? What, if any, extension activities arose?
- How did we reflect—both on the unit and on our own learning?
- Which attributes of the learner profile were encouraged through this unit? What opportunities were there for student-initiated action?

**Possible connections**

- How successful was the collaboration with other teachers within my subject group and from other subject groups?
- What interdisciplinary understandings were or could be forged through collaboration with other subjects?

**Assessment**

- Were students able to demonstrate their learning?
- How did the assessment tasks allow students to demonstrate the learning objectives identified for this unit? How did I make sure students were invited to achieve at all levels of the criteria descriptors?
- Are we prepared for the next stage?

**Data collection**

- How did we decide on the data to collect? Was it useful?

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Figure 12

*MYP unit planner*