Teacher(s)	Pressnell	Subject group and discipline	Business Information Management 2		
Unit title **Make it catchy**	Early Word	MYP year **9th = 4/ 10th = 5**	4	Unit duration (hrs) **Not days**	33.75

Inquiry: Establishing the purpose of the unit

Key concept (1)	Related concept(s) (1-2)	Global context & exploration (1)
Communication	Evaluation	Global Context: Personal and Cultural Expression Exploration: entrepreneurship, practice and competency

Statement of inquiry Process (Key concept + Related concept + Exploration)

Conceptual Understanding **(Key concept + Related concepts):** Combine the key & related concepts together to make a meaningful conceptual statement that identifies their relationship.

Communication and evaluation can build stronger work environments

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Statement of Inquiry **(Key concept + Related concepts + Exploration):** Create your statement (not question) of inquiry by combining the global contexts' exploration chosen for this unit with the conceptual understanding.

Communication and evaluation are essential to entrepreneurship, practice and competency

Inquiry questions (These questions need to be focused around the Key Concept, Related Concepts, and Global Context).

Factual— **Line of Inquiry…**
Lower level of Blooms

Unpack the statement of inquiry by mentioning them specifically in the questions.

Stay away from content specific terminology here.

1. What does communication look like in a work setting?

2. What does it mean to evaluate something?

3. What is an example of being competent?

<mark>Conceptual</mark>— Line of Inquiry…
Middle level of Blooms
Unpack the statement of inquiry by mentioning them specifically in the questions.

Stay away from content specific terminology here.

1. How does evaluation vary within the course of a project?

2. How are evaluation and communication related?

<mark>Debatable</mark>— Line of Inquiry…
Higher level of Blooms
Unpack the statement of inquiry by mentioning them specifically in the questions.

Stay away from content specific terminology here.

1. **To what extent does evaluation and communication affect practice and competency?**

Objectives and their strands	Summative assessment	
IB Objectives found in your subject guides!	Outline of summative assessment task(s) using the GRASPS model including assessment criteria (not the strands) in the final "S" of GRASPS:	Explain the relationship between summative assessment task(s) and statement of inquiry:
Criterion A: Inquiring and analyzing		Ex. **TLWBAT explain how self-expression develops through changing mindsets by playing the role of a therapist to create a digitalized presentation of their research findings when analysing students with behaviour issues.**
i. explain and justify the need for a solution to a problem	**G(oal)**:Communication and evaluation are essential to entrepreneurship, practice and competency	
Criterion B: Developing ideas		
i. develop a list of success criteria for the solution	**R(ole)**: You are: a teacher	Your task is: to create a report on how you can protect your online profile.
Criterion C: Creating the solution	**A(udience)**: Your need to convince: your colleagues and campus administrators	
ii. demonstrate excellent technical skills when making the solution	**S(ituation)**: The challenge involves: presenting tech savvy information to an older generation that lacks knowledge of online environments.	
Criterion D: Evaluating		
ii. outline the success of the solution against the design specification		

P(roduct): You will create a: report on digital citizenship and cyber safety.

> Your product must meet the following standards: Your final report should include the requirements outlined in the following list.

- What is an online profile
- Where can you set up profiles
- Protecting yourself while online
    - Phishing
    - Spoofing
    - Buying online
- Online practices to avoid
    - Plagiarism/copyright issues
    - Piracy
    - Cyberbullying
    - Flaming or Spamming
        - Trolling
    - Communication considerations

> On completion, you should have at least five pages that address the points listed above.

S(tandards): (IB Objectives you would like to assess) Cii

Approaches to learning (ATL)	In order for students to (<u>objective strand</u>), students must (<u>ATL skill</u>). (ATL category: _____, ATL Skill: _____) .

The strategy that will be explicitly taught and practiced teaching strategy. Use the sentence stem in the box above for each ATL skill strategy you indicate.

In order for students to explain and justify the need for a solution to a problem students must manage time and tasks effectively.. (Self Management, Organization)

In order for students to develop a list of success criteria for the solution students must consider the process of learning, choosing and using reflection. (Self-Management, Reflection).

In order for students to demonstrate excellent technical skills when making the solution students must use skills and knowledge in multiple contexts. (Thinking, Transfer)

In order for students to outline the success of the solution against the design specification students must work effectively with others. (Social, Collaboration Skills)

Service Learning Outcomes:

During this unit students are expected to prepare posters to share on campus promoting online safety. In order for their team performance to meet and exceed expectations each student will experience the following service learning outcomes.

Action: Teaching and learning through inquiry

Content (TEKS) **WRITE THEM OUT**	**Learning Process** (List in the order in which you will teach the lessons, ask inquiry questions, when ATL statements will be taught and practiced, as well as when both assessment types will occur)
TEKS **(5) The student applies word-processing technology. The student is expected to:** **(A) identify customary styles of business documents;** **(B) improve touch-system skills using the keyboard and keypad to input data;** **(C) use hardware and software flexibility needed to produce documents to address different computer applications; and**	**Learning Experiences and Teaching Strategies** **Also explain how you will incorporate the Approaches to Learning and Learner Profiles.**

(D) demonstrate writing techniques generating ideas and gathering information relevant to the topic and purpose, maintaining accurate records of outside sources.	Week 1: Lesson 1: Getting Started
	Working with text,working with documents, saving a document, opening a document
	Daily Warm-up: Typing.com exercises
	Students will take Cornell Notes on listed topics
	Exercise: Learn to customize the Quick Access toolbar
	Exercise: Learn to enter text
	Exercise: Learn to create new documents and add text
	Exercise: Learn to save documents
	Exercise: Learn to open a variety of documents
	Review: Q&A style
	Lesson Summary: Students will reflect in writing on what they learned for the week
	Exit Ticket
	Week 2: Lesson 2: Manipulating Text
	Changing the view, Working with text, Using cut, copy and paste, finding and replacing items
	Daily Warm-up: Typing.com exercises
	Students will take Cornell Notes on listed topics
	Exercise: Learn to change the view
	Exercise: Learn to select text
	Exercise: Learn to modify a document using various features
	Exercise: Learn to cut, copy and paste
	Exercise: Learn to use Find and Replace
	Review: Q&A style

	Lesson Summary: Students will reflect in writing on what they learned for the week
	Exit Ticket
	Week 3: Lesson 3: Formatting text and paragraphs
	formatting paragraphs, formatting characters, setting tabs, formatting with styles, organizing list information, and using WordArt
	Daily Warm-up: Typing.com exercises
	Students will take Cornell Notes on listed topics
	Exercise: Learn to format text
	Exercise: Learn to apply formatting
	Exercise: Learn to use tabs
	Exercise: Learn to use the Format Painter
	Exercise: Learn to use styles
	Exercise: Learn to work with lists
	Exercise: Learn to use WordArt
	Lesson Summary: Students will reflect in writing on what they learned for the week
	Review: Q&A style
	Exit Ticket
	Week 4: Lesson 4: Formatting Documents to Print
	Modifying the page setup, Working with columns, creating headers and footers, and working with document backgrounds
	Daily Warm-up: Typing.com exercises
	Students will take Cornell Notes on listed topics

	Exercise: Learn to modify the page setup
	Exercise: Learn to use breaks
	Exercise: Learn to use columns
	Exercise : Learn to insert a footer
	Exercise: Learn to use watermarks, page colors or borders, and themes
	Review: Q&A style
	Lesson Summary: Students will reflect in writing on what they learned for the week
	Exit Ticket
	Week 5 Lesson 5: Distributing Documents
	Proofing your document, navigating with references, preparing to print, inspecting a document
	Daily Warm-up: Typing.com exercises
	Students will take Cornell Notes on listed topics
	Exercise: Learn to use the proofing tools
	Exercise: Learn to use navigation tools
	Exercise: Learn to set print options
	Exercise: Learn to check a document for issues
	Review: Q&A style
	Lesson Summary: Students will reflect in writing on what they learned for the week
	Exit Ticket
	Week 6: Lesson 6: Using Tables

	inserting a table, modifying a table, using table styles, modifying cells, sorting lists of data
	Daily Warm-up: Typing.com exercises
	Students will take Cornell Notes on listed topics
	Exercise: Learn to create tables
	Exercise: Learn to modify a table
	Exercise: Learn to use table styles
	Exercise: Learn to modify cell and table properties
	Exercise: Learn to convert text to a table
	Exercise: Learn to sort text
	Review: Q&A style
	Lesson Summary: Students will reflect in writing on what they learned for the week
	Exit Ticket
	Week 7: Lesson 7: Working with illustrations
	inserting images, inserting screenshots, manipulating pictures, working with shapes and objects, using SmartArt
	Daily Warm-up: Typing.com exercises
	Students will take Cornell Notes on listed topics
	Exercise: Learn to insert pictures
	Exercise: Learn to capture a screen
	Exercise: Learn to manipulate pictures
	Exercise: Learn to draw and modify shapes
	Exercise: Learn to create SmartArt

	Review: Q&A style
	Exit Ticket
	Week 8: Working with references
	Using captions, using footnotes or endnotes, inserting citation sources, inserting a cover page
	Daily Warm-up: Typing.com exercises
	Students will take Cornell Notes on listed topics
	Exercise: Learn to add captions
	Exercise: Learn to insert a footnote and endnote
	Exercise: Learn to use citations and bibliographies
	Exercise: Learn to add a table of contents
	Exercise: Learn to add a cover page
	Lesson Summary: Students will reflect in writing on what they learned for the week
	Review: Q&A style
	Exit Ticket
	Week 9: GMetrix Practice (3 untimed practice exams) to be completed

Formative Assessment (formal and informal)	
Benchmark	certification exam
Lesson 1: Getting Started Quiz,	
Lesson 2: Manipulating Text Quiz	
Lesson 3: Formatting Text Quiz	
Lesson 4: Formatting Documents to Print Quiz	

	Lesson 5: Distributing Documents Quiz	
	Lesson 6: Using Tables Quiz	
	Lesson 7: Working with Illustrations Quiz	
	Lesson 8: Working with References Quiz	
	9-week exam	
	Differentiation (Consider your student population, their special accommodations and modifications and language supports)	
	Content:	
	Process:	
	Product:	

Resources:

State Resources	Text Books, Consumables, Etc.	Online Resources	Technological Resources
1. TEKS	2. GRASPS 3. Principles into Practice 4. IB Subject Guide - Design	5. JasperActive 6. GMetrix 7. Schoology 8. Typing.com 9. Kahoot!	10. PCs 11. Laptop 12. Electronic devices

Reflection: Considering the planning, process and impact of the inquiry *You can answer the questions directly

Prior to teaching the unit	During teaching	After teaching the unit
	What are the areas of concern that occurred during the unit and how were they resolved? What are some things you wish to include or remove to enhance the learning experiences?	For this portion, it will serve as a reflection for how the unit went. Explain what can be done to make the lesson more thorough next school year.

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 my experience tell me about what to expect in this unit? What attributes of the learning profile does this unit offer students opportunities to develop? What potential interdisciplinary connections can we identify? What do we know about my students' preferences and patterns of interaction? Are there any possible opportunities for meaningful service learning? What in the unit might be inspiring for community or personal projects? Could we develop authentic opportunities for service learning? How can we use my students' multilingualism as a resource for learning?	What difficulties did we encounter while completing the unit or the summative assessment task(s)? What resources are proving useful, and what other resources do we need? What student inquiries are emerging? What can we adjust or change? What skills need more practice? What is the level of student engagement? How can we scaffold learning for students who need more guidance? What is happening in the world right now with which we could connect teaching and learning in this unit? How well are the learning experiences aligned with the unit's objectives? What opportunities am I hearing to help students explore the interpretative nature of knowledge, including personal biases that might be retained, revised or rejected? (DP Theory of knowledge skills development)	What were the learning outcomes of this unit? How well did the summative assessment task serve to distinguish levels of achievement? Was the task sufficiently complex to allow students to reach the highest levels? What evidence of learning can we identify? What artefacts of learning should we document? Which teaching strategies were effective? Why? What was surprising? What student-initiated action did we notice? What will we do differently next time? How will we build on our experience to plan the next unit? How effectively did we differentiate learning in this unit? What can students carry forward from this unit to the unit? to the next year/ level of study? Which subject groups could we work with next time? What did we learn from standardizing the assessment?