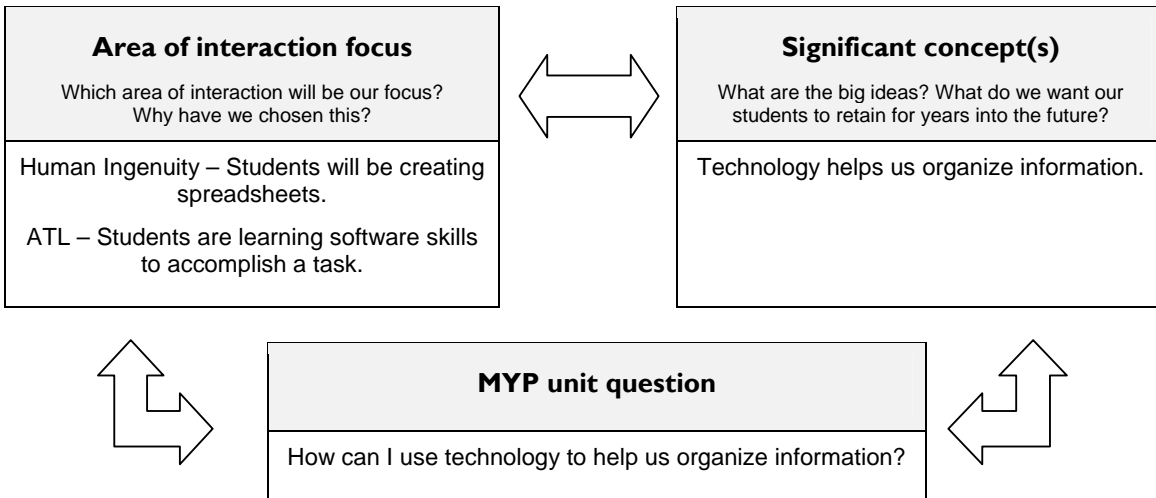


MYP unit planner

Unit title	Microsoft Excel
Teacher(s)	Patterson
Subject and grade level	Computer Applications – 6, 7, 8
Time frame and duration	15 class periods

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



<p>Assessment</p> <p>What task(s) will allow students the opportunity to respond to the unit question?</p> <p>What will constitute acceptable evidence of understanding? How will students show what they have understood?</p>
<p>Students will complete a variety of spreadsheets to demonstrate proper formatting, use of formulas and functions and use of charts and graphs.</p>
<p>Which specific MYP objectives will be addressed during this unit?</p>
<p>Knowledge and Understanding – know how to format spreadsheets, use formulas and functions, and how to create charts and graphs.</p> <p>Application – creating spreadsheets with the proper formatting, using formulas, charts and graphs.</p>
<p>Which MYP assessment criteria will be used?</p>
<p>Criterion A: Knowledge and Understanding</p> <p>Criterion B: Application</p>

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

<p>Content</p> <p>What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?</p> <p>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?</p>	
<ul style="list-style-type: none"> • Launching Excel • Menu bar and tool bars available • Formatting techniques • Data entry skills • Editing a spreadsheet • Writing formulas in Excel • Writing functions in Excel • Creating charts in Excel • Creating graphs in Excel <p>Standards: 07.01, 07.02, 07.03, 07.04, 07.05, 07.06, 07.08, 07.09</p>	
<p>Approaches to learning</p> <p>How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?</p>	
<p>Organization; Information Literacy; Thinking</p>	
<p>Learning experiences</p> <p>How will students know what is expected of them? Will they see examples, rubrics, templates?</p> <p>How will students acquire the knowledge and practise the skills required? How will they practise applying these?</p> <p>Do the students have enough prior knowledge? How will we know?</p>	<p>Teaching strategies</p> <p>How will we use formative assessment to give students feedback during the unit?</p> <p>What different teaching methodologies will we employ?</p> <p>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?</p>
<p>Students will be provided written instructions and rubrics.</p> <p>Students will be provided pre-made spreadsheets to duplicate.</p> <p>Students will practice skills after teacher modelling and viewing tutorials.</p>	<p>Observation, review of student work and Q and A's will be used.</p> <p>Lecture</p> <p>Video-based tutorials</p> <p>Modelling</p>
<p>Resources</p> <p>What resources are available to us?</p> <p>How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?</p>	
<p>Computer, Microsoft Excel software, internet, headphones, speakers, projector, Learning.com.</p> <p>Students will be able to watch video tutorials about spreadsheets on Learning.com. Students will be able to use the internet for research purposes for activities. Student will be able to collaborate with each other.</p>	

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?

Figure 12

MYP unit planner