

Common MYP Unit Planning Mistakes & Fixes

Eight recurring planning mistakes, their root cause, and how to fix each before you teach. Companion to Chapter 24 of the Unit Planning Series.

Mistake	Root Cause	How to Fix Before Teaching
Frankenstein SOI	Forcing raw IB terms into one awkward sentence.	Rewrite as a natural, transferable statement.
Orphaned Assessment	A recall test that ignores the SOI.	Redesign using GRASPS to require applying concepts.
ATL “Wishlist”	15 skills ticked, none explicitly taught.	Narrow to 1-3 core skills with explicit mini-lessons.
Concept Overload	3 Key Concepts, 5 Related Concepts for one unit.	Limit to 1 Key Concept and 1-2 Related Concepts.
Invisible Differentiation	Vague statements like “help EAL students.”	Document concrete tools — organizers, sentence stems, glossaries.
Unassessed Objectives	Assessing strands never taught.	Audit every assessed strand against the Action section.
Blank Reflection	Empty pre-teaching reflection box.	Complete it with prior knowledge and language profiles.
Missing Command Terms	Rubric demands “Analysis,” class teaches “Description.”	Align activity command terms with the assessment’s target level.