

Master MYP Unit Planning Checklist

The build order, then the final pre-teaching audit — everything to confirm before you walk into the classroom. Companion to Chapters 21 and 24 of the Unit Planning Series.

BUILD ORDER — START TO FINISH

- 1 Establish the destination — select the MYP Objective strands to summatively assess.
- 2 Design the performance — an authentic assessment aligned to those objectives.
- 3 Select the lenses — 1 Key Concept, 1-2 Related Concepts, one Global Context exploration.
- 4 Draft the SOI and ensure the assessment explicitly addresses it.
- 5 Map the pathway — Factual, Conceptual, Debatable questions.
- 6 Target 1-3 highly specific ATL Skills.
- 7 Plan the Action — content, ATL mini-lessons, formative assessments.
- 8 Design scaffolds documented specifically.
- 9 Reflect continuously, keeping the planner open while teaching.

PRE-TEACHING AUDIT

- ☐ **Administrative context** — teacher, subject group, unit title, MYP year, and duration recorded.
- ☐ **Conceptual triad & inquiry focus** — exactly one Key Concept, 1–2 Related Concepts, a Global Context and specific exploration.
- ☐ **Statement of Inquiry & Inquiry Questions** — a clear, transferable SOI with Factual, Conceptual, and Debatable questions aligned.
- ☐ **Constructive alignment & MYP Assessment** — targeted objectives and criteria strands explicitly listed, with an authentic (GRASPS) summative task.
- ☐ **Explicit ATL skill integration** — 1–3 specific ATL Skills selected, with explicit mini-lessons planned.
- ☐ **Action section & inclusion scaffolds** — content, sequenced learning experiences, formative checkpoints, and tangible differentiation documented.
- ☐ **Pre-teaching reflection** — completed: prior knowledge, misconceptions, language profiles.