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| **Teacher(s)** | **Окунькова Анастасия Андреевна Семочкин Алексей Викторович** | **Subject group and discipline** | **Информатика (Design)** | | |
| **Unit title** | **Тестовый юнит** | **MYP year** | **34** | **Unit duration (hrs)** | **Year 3** |

##### Inquiry: Establishing the purpose of the unit

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| **Key concept** | | **Related concept(s)** | **Global context** |
| Communication | | Form, Function | Orientation in space and time  **Explorations:**  Duration Exchange and interaction |
| **Conceptual Understanding** | | |
| rfwerwerewr sdfsdfsd | | |
| **Statement of inquiry** | | | |
| fvadfdsafasdasdasdasdasd | | | |
| **Inquiry questions** | | | |
| Conceptual - sdfsdf (sdfdsf) Factual - dsfdsfdsf (sdfdsfdsf) | | | |
| **Objectives** | **Summative assessment** | | |
| **Aims:**  - act with integrity and honesty, and take responsibility for their own actions developing effective working practices - enjoy the design process, develop an appreciation of its elegance and power  **Objectives:**  B. Developing Ideas ii. develop a range of feasible design ideas which can be correctly interpreted by others iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution  C. Creating the Solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended | **Outline of summative assessment task(s) including assessment criteria:**  sdfsdfdgfddg fgdfgfdgsdfg fdgfdssfdgfdg | | **Relationship between summative assessment task(s) and statement of inquiry:**  sdfdsfdcvcxv |
| **Approaches to learning (ATL)** | | | |
| Mindfuness (Affective skills) iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution:  dfgsffdgfdsg Cognitive and Metacognitive thinking (Cognitive and metacognitive thinking) ii. demonstrate excellent technical skills when making the solution:  fdgfdg | | | |

##### Action: Teaching and learning through inquiry

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| **Content** | **Learning process** |
| **Content:**  cfvdsfdsfdsf  **Skills:**  **Prior Learning Experiences:** | **Learning experiences and teaching strategies:** |
| **Formative assessment**  ываовыдлао ывалдовылдаолыдвоаыва dsfsdfsd |
| **Differentiation** |
| **Peer and Self-assessment** |
| **Standardization and Moderation** |
| **Student Expectations** |
| **Feedback** |
| **IB Learner Profile** | |
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| **International Mindedness** | |
|  | |
| **Academic Integrity** | |
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| **Language Development** | |
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| **Information Communication Technology** | |
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| **Service as Action** | |
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| **Resources** | |
| sdfsdf | |

##### Reflection: Considering the planning, process and impact of the inquiry

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| **Prior to teaching the unit** | **During teaching** | **After teaching the unit** |
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