

<b>Teacher(s)</b>		<b>Subject discipline</b>	<b>group</b>	<b>and</b>	
<b>Unit title</b>		<b>MYP year</b>		<b>Unit duration (hrs)</b>	

**Inquiry: Establishing the purpose of the unit**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
<b>Statement of inquiry</b>		
<b>Inquiry questions</b>		
<b>Factual—</b> <b>Conceptual—</b> <b>Debatable—</b>		

Objectives	Summative assessment	
	Outline of summative assessment task(s) including assessment criteria:	Relationship between summative assessment task(s) and statement of inquiry:
Approaches to learning (ATL)		

**Action: Teaching and learning through inquiry**

<b>Content</b>	<b>Learning process</b>
	<b>Learning experiences and teaching strategies</b>
	<b>Formative assessment</b>
	<b>Differentiation</b>
<b>Resources</b>	

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

Prior to teaching the unit	During teaching	After teaching the unit