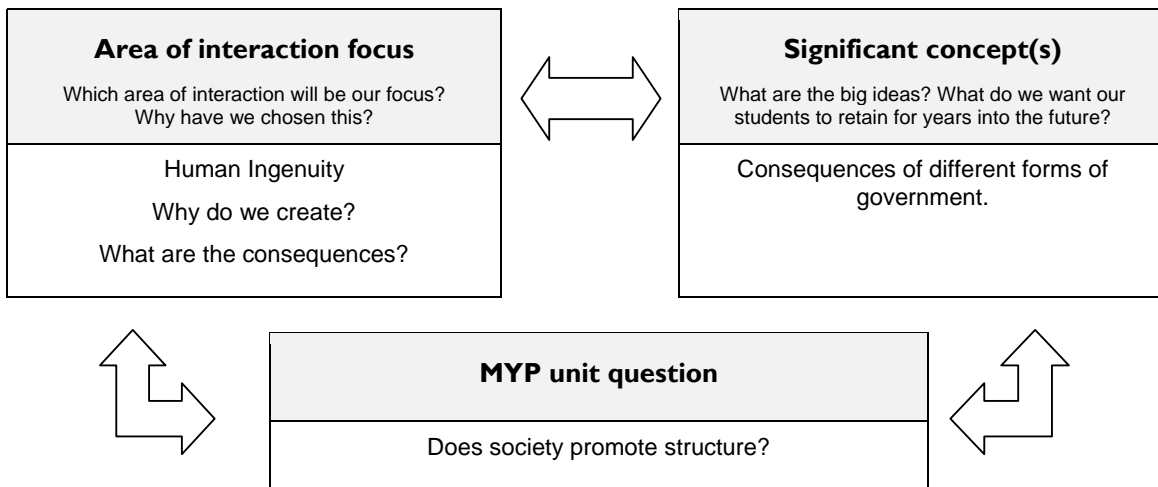


# MYP unit planner

<b>Unit title</b>	<b>No Rules!!</b>
Teacher(s)	Deborah Tregler, Seretha Franklin, Amera Wiseman, and Leon Williams
Subject and grade level	Humanities Level 1
Time frame and duration	3 weeks – 15 - 45 minute periods

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



<p><b>Assessment</b></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>Create your own government</p>
<p>Which specific MYP objectives will be addressed during this unit?</p>
<p>Knowledge –</p> <ul style="list-style-type: none"> <li>• know and use humanities terminology in context</li> <li>• demonstrate subject content knowledge and understanding through the use of descriptions and explanations, supported by relevant facts and example, and may show other ways of knowing.</li> </ul> <p>Concepts –</p> <ul style="list-style-type: none"> <li>• Systems – Social structures and control; systems in local, national, global society</li> <li>• Global Awareness – Recognize issues of equality; justice and responsibility</li> </ul>

Which MYP assessment criteria will be used?
Criteria A – Knowledge- students will create a graphic organizer that reflects the connection between their created government and established forms of government
Criteria B – Concepts - students will create a graphic organizer that lists significant aspects of their government and how they are reflected in current Asian societies.

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

<p><b>Content</b></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>	
<p><b>Students will learn the basics of various forms of government.</b></p> <p><b>Students will understand the functions of government.</b></p>	
<p><b>Approaches to learning</b></p> <p>How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?</p>	
<p>Collaboration- working in groups, accepting others</p> <p>Communication- literacy, being informed</p> <p>Information literacy- accessing information, referencing</p> <p>Reflection- self-evaluation</p> <p>Thinking- Identifying problems</p> <p>Transfer- inquiring in different contexts</p>	
<p><b>Learning experiences</b></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><b>Teaching strategies</b></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>The students will learn about the basic forms of government and their functions using the textbook and supplemental reading materials.</p> <p>The students will apply knowledge of government forms and function to create their own form of government presented with a graphic organizer.</p> <p>No previous knowledge is required, all skills are taught and/or reviewed.</p>	<p>Test on key terms and government function</p> <p>Cooperative research groups</p> <p>Graphic organizers</p> <p>Directions are given verbally and written. Visual examples and non-examples are given. Class time is given to monitor student understanding.</p>

## Resources

What resources are available to us?

How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?

Prentice Hall World Studies

Various internet sources

World government handout

## 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*