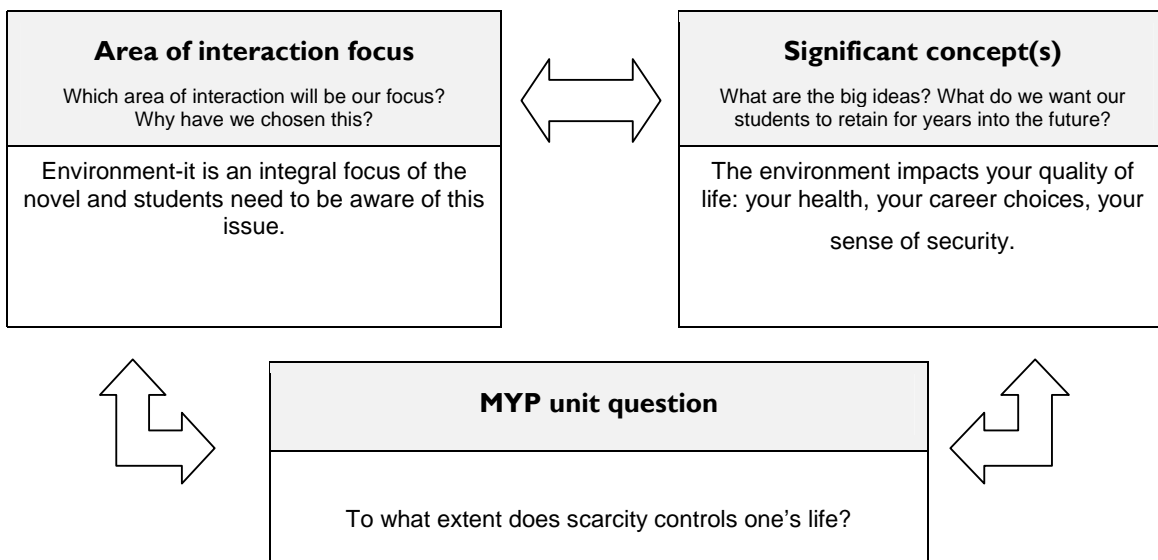


# MYP unit planner

<b>Unit title</b>	<b>It's All About Survival</b>
Teacher(s)	Wiseman, Kenney
Subject and grade level	Language Arts 6 <sup>th</sup> grade
Time frame and duration	5-6 weeks

## 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? What will constitute acceptable evidence of understanding? How will students show what they have understood?</p>
<p>Create an environment lacking certain resources. Students will show the effects of scarcity and how to overcome this problem.</p>
<p>Which specific MYP objectives will be addressed during this unit?</p>
<p>Use language to explain Use correct grammar with appropriate sentence structure Structure ideas and arguments in a logical way and support them with relevant examples.</p>
<p>Which MYP assessment criteria will be used?</p>
<p>Criterion B: Organization</p>

## 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>LA.6.1.6.1-vocabulary</b></p> <p><b>LA.6.1.7.3-determine essential message</b></p> <p><b>LA.6.2.1.2-elements of plot</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>Time management</p> <p>Collaboration</p> <p>Reflection</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>Show student samples</p> <p>Project rubric</p> <p>Assign The City Down Under Scarcity Project</p>	<p>Use teacher observation: Collaborative Learning rubric</p> <p>Think-Pair-Share</p> <p>Whole group discussion</p>
<p><b>Resources</b></p> <p>What resources are available to us?</p> <p>How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?</p>	
<p><i>The City of Ember</i> novels</p> <p>United Streaming</p> <p>Materials as needed for projects</p> <p>Internet</p>	

## 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*