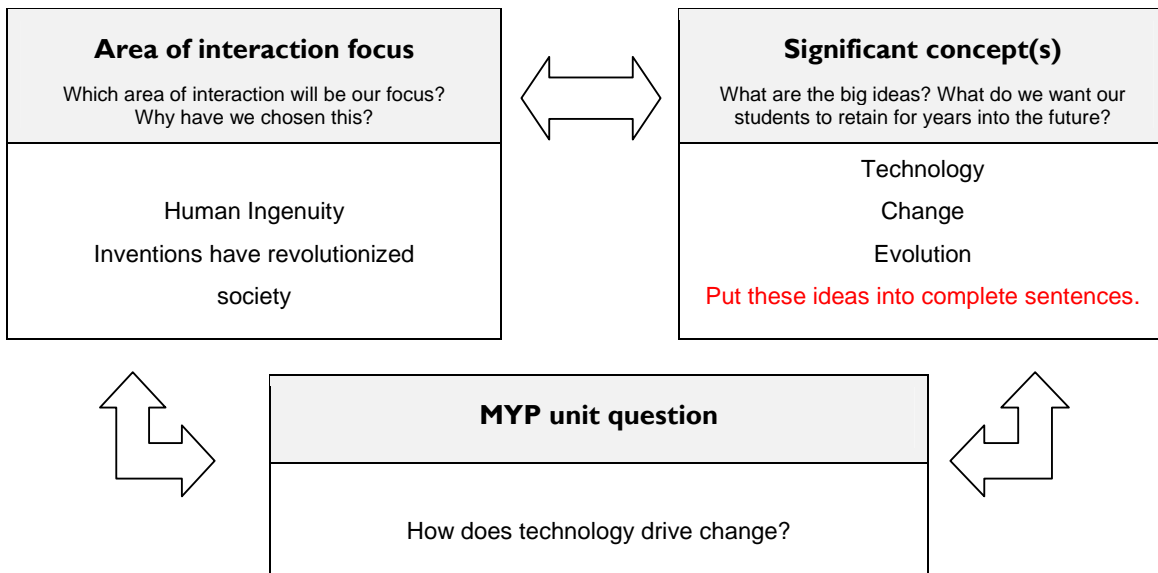


# MYP unit planner

<b>Unit title</b>	<b>Industrial Revolution</b>
Teacher(s)	Justin Revell, Jennifer Fugate
Subject and grade level	US History, 8 <sup>th</sup> Grade
Time frame and duration	Two 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?</p> <p>What will constitute acceptable evidence of understanding? How will students show what they have understood?</p>
<p>“A Revolutionary Invention” Students will be required to choose an invention that revolutionized society. Students will be required to research said invention, and complete a PowerPoint presentation on the invention, the person or group behind the invention, and then be charged with evolving the item to be potentially more useful than it currently is.</p>
<p>Which specific MYP objectives will be addressed during this unit?</p>
<p><b>Knowledge:</b> Be familiar and use humanities vocabulary in context, and comprehend why ideas and creations were revolutionary to human life.</p> <p><b>Skills:</b> Students should be able to demonstrate analytical skills when discriminating between inventions that may be more or less important to society.</p> <p><b>Concepts:</b> Students will be able to identify inventions that were responsible for driving the advancement of society. Students should also be able to recognize key person(s) involved with the invention.</p> <p><b>Technological skills</b> in terms of researching online and creating a PowerPoint presentation about the chosen topic.</p> <p><b>Organisation and presentation:</b> Compile information from research into a presentation, in terms of chronology and improvements to an invention over time. Presentations should have effective transitions.</p>

Which MYP assessment criteria will be used?

Knowledge-Demonstrates knowledge of vocabulary in proper context, and can identify why these human creations were revolutionary to human society.

Skills-use research skills to gather relevant information & use technology to prepare a presentation on selected topic.

Concepts-Ideas and inventions change both the environment around us and the way daily life is conducted.

Organisation and presentation-Presentation, both in terms of preparation and speaking, is clear and on-topic, and virtual display is aesthetic.

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

### Content

What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?

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?

1. Origin – Where did the industrial revolution start first?
  - 18<sup>th</sup>-20<sup>th</sup> century
  - European origin
2. Popular Inventions that changed history
3. Inventors
4. Effects of modernization
  - Population growth
  - Economy
  - Geographical expansion
  - Efficiency / Creature comforts
5. Where are new technologies leading us today?

### Approaches to learning

How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?

1. Knowledge- acquisition: reading comprehension, listening, summarizing
2. Research: use a variety of resources to find information on various topics.
3. Thinking: analysis, reflection, chronology, discrimination
4. Communication: speaking, presenting, listening, questioning, collaboration

### Learning experiences

How will students know what is expected of them? Will they see examples, rubrics, templates?

How will students acquire the knowledge and practise the skills required? How will they practise applying these?

Do the students have enough prior knowledge? How will we know?

### Teaching strategies

How will we use formative assessment to give students feedback during the unit?

What different teaching methodologies will we employ?

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?

Syllabi, rubric, pre-assessment

SMART Response for instant feedback

Extended thinking

Additional time or accommodations if necessary

Shoulder partners: think, pair, share

## 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?

Student text, supplemental reading material, historical fiction and non-fiction texts, Britannica Online, library: school and community, Discovery Education Online, examples of technology included in unit plan.

## 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