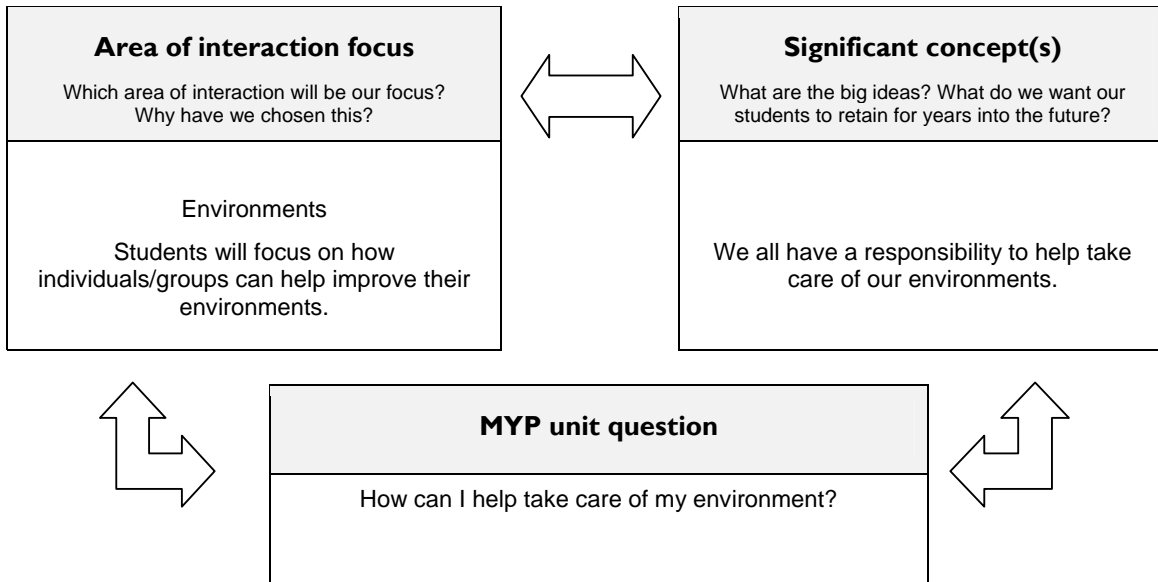


MYP unit planner

Unit title	Hoot
Teacher(s)	Pam Grimes
Subject and grade level	7 th grade intensive reading
Time frame and duration	4 weeks

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



<p>Assessment</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>Students will determine an aspect of their environment that they would like to take care of or improve. They will come up with a plan to implement and compare/contrast how they would implement their plan to how a character in the book implemented his/her plan.</p>
<p>Which specific MYP objectives will be addressed during this unit?</p>
<p>Content (receptive & productive)</p>
<p>Which MYP assessment criteria will be used?</p>
<p>Criterion A</p>

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

<p>Content</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>LA7171 Background Knowledge</p> <p>LA7172 Author's Purpose</p> <p>LA7173 Main idea/Essential message</p> <p>LA7174 Cause and Effect Relationship</p> <p>LA7175 Text Structures</p> <p>LA7212 Analyze Literary Elements</p> <p>LA7162 Vocabulary</p> <p>LA7163 Vocabulary</p>	
<p>Approaches to learning</p> <p>How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?</p>	
<p>Organization, collaboration, communication, information literacy, reflection, thinking and transfer</p>	
<p>Learning experiences</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>Teaching strategies</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>Whole class reading, listening, discussion of the novel <u>Hoot</u>.</p> <p>Whole class internet search for protected animals or land areas in the State of Florida</p> <p>Assign environment project</p>	<p>Cooperative group discussions</p> <p>Voc & comp quizzes</p> <p>ABC Review of novel (LFS)</p>
<p>Resources</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>Classroom set of books</p> <p>Audio CD</p> <p>Class computers</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