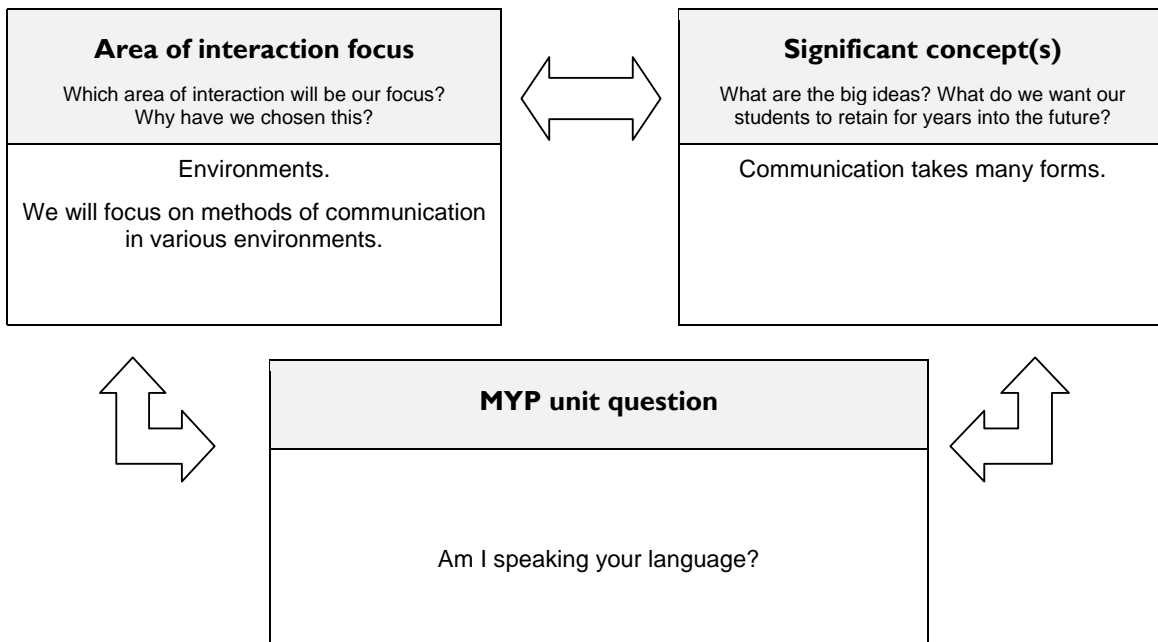


MYP unit planner

Unit title	Can You Hear Me Now?
Teacher(s)	Laing, Sitta, Sholine, Baker, Harwell, Wiseman
Subject and grade level	6 th grade Language Arts, music, and math
Time frame and duration	Two-three weeks

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



Assessment
<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>Language A: Create a poem meeting the guidelines of the district poetry contest.</p> <p>Music: Students will evaluate the effectiveness of communication in performances.</p> <p>Math: Students will demonstrate real world problem solving through the use of podcasts, graphic organizers, power point, or smartboard presentations appropriately.</p>
Which specific MYP objectives will be addressed during this unit?
<p>Language A: A: Content: Understand and analyze the language content, structure, meaning and significance of both familiar and previously unseen oral, written, and visual text.</p>

Music: A: Knowledge and Understanding of art form studied in context of their own art form.

Math: A; Communication: Use appropriate mathematical language (notation, symbols, terminology) in both oral and written explanations.

Which MYP assessment criteria will be used?

Language A: Criterion A: Content

Music: Criterion A Knowledge and Understanding

Math: Criterion C: Communication

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?

MA.6.A.3.6: Construct and analyze tables, graphs, and equations to describe linear functions and other simple relations using both common language and algebraic notation.

MU.D.2.3.2: Uses specific criteria appropriate to the style of music to evaluate one's own performance and the performance of others

MU.A.2.3.3: Performs with basic ensemble skills

MU.E.1.3.1 Understand the relationship between music and other subjects and how each expresses events, emotions, and ideas

LA.6.2.1.3: The student will locate and analyze the effects of sound, meter, figurative and descriptive language, graphics (illustrations), and structure (e.g., line length, fonts, word placement) to communicate mood and meaning;

LA.6.4.1.2: The student will write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, and limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format.

LA.6.A.3.6: The students will locate and analyze the effects of sound, meter figurative and descriptive language, graphic (illustrations), and structure (e.g., line length, fonts, word placement) to communicate mood and meaning.

Approaches to learning

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

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Communication: What are the techniques and tools that we use to communicate effectively?

<p>Learning experiences</p> <p>How will students know what is expected of them? Will they see examples, rubrics, and 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>Product examples and rubric</p> <p>KWL, brainstorming, discussions, activities</p>	<p>Teaching Methodologies: LFS Strategies: KWL charts, Think-pair-share; 3-2-1; ticket out the door; reflection, guided practice, and independent practice</p> <p>Formative Assessment: Reflection: Brainstorm; Guided Practice; Independent Practice; Creating Tables and charts; Graphic Organizers; Think-pair-share; 3-2-1; ticket out the door; and KWL.</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>Vocabulary and handouts</p> <p>Expert samples/models</p> <p>Textbooks</p> <p>YouTube</p> <p>Smartboard and Laptop carts</p>	

Ongoing reflections and evaluation

<p>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 <i>MYP: From principles into practice</i>.</p> <p>Students and teachers</p> <p>What did we find compelling? Were our disciplinary knowledge/skills challenged in any way?</p> <p>What inquiries arose during the learning? What, if any, extension activities arose?</p> <p>How did we reflect—both on the unit and on our own learning?</p> <p>Which attributes of the learner profile were encouraged through this unit? What opportunities were there for student-initiated action?</p> <p>Possible connections</p> <p>How successful was the collaboration with other teachers within my subject group and from other subject groups?</p> <p>What interdisciplinary understandings were or could be forged through collaboration with other subjects?</p> <p>Assessment</p>
