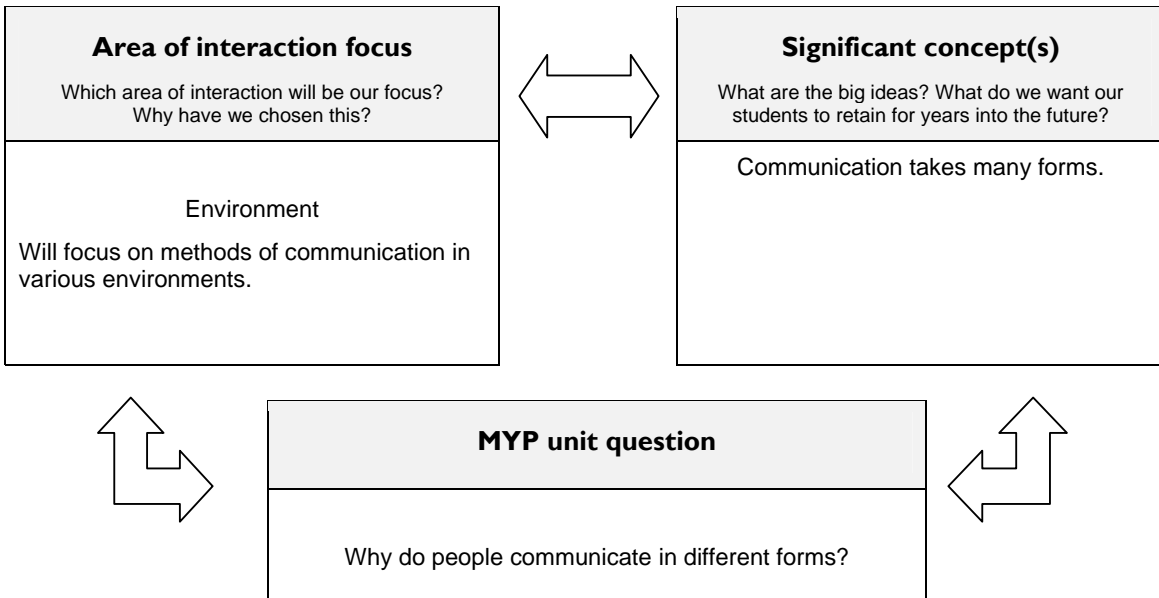


MYP unit planner

Unit title	Communication
Teacher(s)	Harwell, Wiseman, Quinton. Sitta, Sholine, Baker
Subject and grade level	Language Arts – 6 th grade
Time frame and duration	Two – three 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>The students will analyze a poem to identify rhyme scheme, metaphors, similes, alliteration, onomatopoeia, point of view (voice), genres of poems, and mood.</p>
<p>Which specific MYP objectives will be addressed during this unit?</p>
<p>Objective: Content</p>
<p>Which MYP assessment criteria will be used?</p>
<p>Criteria A: Content</p>

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?

LA6211 The students will identify the characteristics of various genres (e.g. poetry) as forms with distinct characteristics and purposes.

LA6213 The students will locate and analyze the effects of sound, meter, figurative and descriptive language, graphics, and structure (e.g., line length, fonts, word placement) to communicate mood and meaning.

LA6215 The students will develop an interpretation of a selection and support through sustained use of examples and contextual evidence.

LA6217 The students will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances in work's theme.

Approaches to learning

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

Organization, Collaboration, Communication, Information Literacy, Reflection, Thinking and Transfer

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?

Students will read and practice their interpretations using several examples of poetry, share in small group discussions, and students will be shown all the different

Worksheets, class discussion, small group discussion, and quiz on poetry PowerPoint

examples of poetry.

A KWL will be done with the students to assess prior knowledge.

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?

Literature textbook, PowerPoint, Poetry terms sheet, Poetry examples, internet, poetry anthologies, and songs.

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?

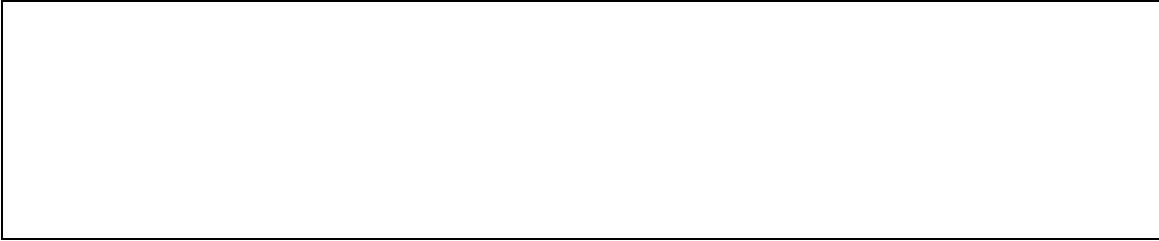


Figure 12
MYP unit planner