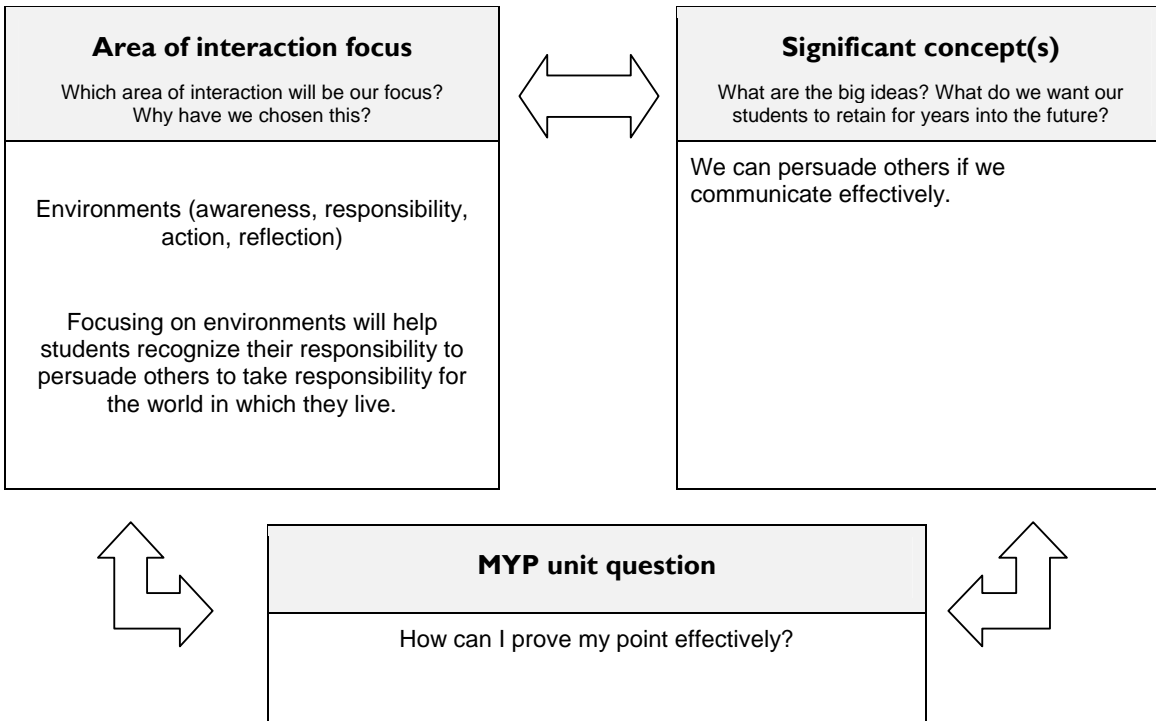


MYP unit planner

Unit title	The Power of Persuasion
Teacher(s)	Lisa Rosa, Mary Hix
Subject and grade level	Language Arts, 7th
Time frame and duration	Fall, 3 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 write a persuasive essay.</p>
<p>Which specific MYP objectives will be addressed during this unit?</p> <p>Criterion B</p>
<p>Students will</p> <ul style="list-style-type: none"> Organize ideas and arguments in a sustained, coherent and logical manner.
<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>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>LA.7.3.1.1 -- generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;</p> <p>LA.7.6.2.4 -- understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.</p> <p>LA.7.1.7.2 -- analyze the author's purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning;</p> <p>LA.7.1.7.3 -- determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;</p> <p>LA.7.1.7.5 -- analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;</p> <p>LA.7.3.1.2 -- making a plan for writing that addresses purpose, audience, main idea, and logical sequence;</p> <p>LA.7.3.1.3 -- using organizational strategies and tools (e.g., technology, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.</p> <p>LA.7.4.3.1 -- write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and</p> <p>LA.7.4.3.2 -- includes persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony).</p> <p>LA.7.5.2.1 -- use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;</p> <p>LA.7.5.2.2 -- analyze persuasive techniques in both formal and informal speech;</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>Communication—students will develop vocabulary for skills and concepts listed in the content.</p> <p>Reflection—students will reflect on progress and consider ways to improve.</p> <p>Thinking—students will generate ideas and apply concepts.</p>	
<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>Student samples, examples, rubrics.</p> <p>In-class writing process steps and essays.</p> <p>Student samples of persuasive essays in writing folders.</p>	<p>Review of the writing process steps.</p> <p>Cooperative discussion groups, Think-Pair-Share, Reading checks, vocabulary challenges.</p> <p>Teacher will circulate and provide formative feedback while students are working, Peer editing sessions.</p>
<p>Resources</p>	

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?

Lap-top cart.

Ledger-editorial contest.

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

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