



Wednesday, June 13, 2012, 2:36PM

**MYP Unit Planner****Unit Title:** Personal Responsibility - [SRC English A*](#) **Teacher(s)**[Burns, Tawny](#); [Olson, Jason](#);
[Schirmacher, Freya](#)**Subject and Grade Level**Special Education,
High School**Time frame and Duration**

(Week 1, 12 Weeks)


**Significant Concept (Enduring Understanding)**Every action has a consequence. (Monster)
Together we're stronger. (Of Mice and Men). [MYP Rubric Crit A](#) [MYP Rubric Crit C](#) [MYP Rubric Crit B](#)**Content Knowledge/ Big Ideas**

I will understand the key vocabulary in context of the literature we read.

I will understand the historical context of the literature we read.

I will understand the rite of passage, moral dilemmas, personal growth, and point of views of the characters in the literature we read.

I will understand how my choices and the characters' choices affect (myself), themselves, their/our community, and their/our world.

 [English 9 B Course Map](#)**Skills**

A. Content (receptive and productive)

- I can understand and analyse the language, content, structure, meaning, and significance of both familiar and previously unseen oral, written and visual texts
- I can understand and apply language A terminology in context
- I can analyse the effects of the author's choices on an audience
- I can compose pieces that apply appropriate literary and/or non literary features to serve the context and intention
- I can compare and contrast works, and connect themes across and within genres.
- Express an informed and independent response to literary and non-literary texts.

B. Organization

- I can create work that employs organizational structures and language-specific conventions throughout a variety of text types
- I can organize ideas and arguments in a sustained, coherent, and logical manner
- I can employ appropriate critical apparatus

C. Style and language mechanics

- I can use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain, and express feelings
- I can use language accurately
- I can use appropriate and varied register, vocabulary, and idiom

- I can use correct grammar and syntax
- I can use appropriate and varied sentence structure
- I can use correct spelling (alphabetic languages) or writing (character languages)

Approaches to Learning

ATL Skill & Student Learning Outcome

Organization

- Time management
- Self-management

Collaboration

- Accepting others
- Personal challenges

Communication

- Literacy
- Being informed

Information Literacy

Reflection

- Self-awareness

Thinking

- Planning
- Inquiring
- Identifying problems

Transfer

- Making connections

Students will identify problems in the text and evaluate the solutions to the problems. Students will identify and consider problems in the text and in their personal lives from multiple perspectives.

MYP Area of Interaction Focus / DP ToK Links

Community & Service - Individuals in Communities - including the role of the individual, the needs of the individual, the responsibilities of communities to their members. Students will understand how personal choices impact their community and how different choices impact communities in different ways.

- How do we live in relation to others?
- How can I contribute to the community?
- How can I help others?

Unit Question (Essential Question)

MYP Unit Question - "What are my responsibilities as a member of my community?"

Guiding Questions:

How can we learn about our own connections to community through literature?

How can personal choices be both helpful and hurtful to yourself and others?

Novel-Specific Questions:

Personal Project: "What is my passion?"

Of Mice and Men: "Why do we need to belong?"

Monster: "Who determines our consequences?"

FROM ASSESSMENT TO TEACHING AND LEARNING ACTIVITIES THROUGH INQUIRY

Assessment Reflections

- What exemplars will students see so that they understand what is required?
- What will allow students the opportunity to answer the unit question using what they have learned?
- What considerations have you given the nature of the assessment (e.g. given in class, take-home, time allowed for completion)
- At what level of Bloom's Taxonomy does this task ask the student to engage?
- Where in the assessment task(s) are students invited to achieve at all levels of the descriptors?

What MYP task will be most appropriate?

Assessments

Formative: Other written assessments

Journaling
comprehension reflections

Monster "Closing Argument"

Summative: Other written assessments

You will read the book Monster. Then, write a persuasive essay in the form of a "closing argument" as if you were either A) Steve Harmon's defense attorney, or B, the prosecuting attorney. Use facts, evidence, and testimony from the trial in your closing argument.

The entire writing process will be used:

- 1) Brainstorming
- 2) Completion of an outline template
- 3) Rough draft
- 4) Editing/Proofreading
- 5)Revising
- 6) Final Copy

*All templates, rough drafts, and final copy must be turned in with rubrics. You must also self-assess before turning assessment in to the teacher.

MN Standards & IB Objectives

- Minnesota State Standards or National Standards that are being addressed
- Which MYP assessment criteria will be used?

English Language Arts 6–12 (2010), Grades 9-10, Reading: Literature

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 9.4.2.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text

ext, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- 9.4.3.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 9.4.4.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 9.4.5.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

6. Assess how point of view or purpose shapes the content and style of a text.

- 9.4.6.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- 9.4.10.10 By the end of grade 9, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- By the end of grade 10, read and comprehend literature and other texts including stories, dramas, and poems at the high end of the grades 9–10 text complexity band independently and proficiently.

English Language Arts 6–12 (2010), Grades 9–10, Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 9.7.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- d. Use precise words and phrases, telling details, figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 9.7.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing,

rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 75.)

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 9.7.6.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**MYP: Language A (For use from Sept. 2009/Jan. 2010),
MYP Year 5, Assessment Criteria**

Criterion A: Content (receptive and productive)

How well can the student:

- understand and analyse language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts
- compare and contrast works, and connect themes across and within genres
- analyse the effects of the author's choices on an audience
- express an informed and independent response to literary and non-literary texts
- compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention
- apply language A terminology in context

Criterion B: Organization

How well can the student:

- create work that employs organizational structures and language-specific conventions throughout a variety of text types
- organize ideas and arguments in a sustained, coherent and logical manner
- employ appropriate critical apparatus

Criterion C: Style and language mechanics

How well can the student:

- use appropriate and varied register, vocabulary and idiom
- use correct grammar and syntax
- use appropriate and varied sentence structure
- use correct spelling/writing
- use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings
- use language accurately

-Which MYP objectives will be addressed during this unit?

LEARNING EXPERIENCES AND TEACHING

- How will I incorporate international mindedness throughout the unit?
- How will students learn the knowledge and practice the skills required?
- 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?

Learning Activities

**W-
Teacher will introduce unit and summative assessment.
Class discussion of Significant Concept and Unit Question.
Student led background knowledge presentations (Mice of Men only).**

**H-
Journal/reflection-
What are my responsibilities as a member of my community?**

For Monster: Read short court case story and watch video clip for background knowledge of what a court case/courtroom look like and how lawyers and a jury function/ behave to set stage for reading Monster as a play.

E- Literature circles, explore concepts in the novel through assigned readings, daily discussions, daily journaling, character and plot analysis guides, group activities such as debate of mock trial judging the characters decisions, advice column writing assignment, background information (videos {12 Angry Men}, etc.). Reading Partners at FCC, DOL (on smartboard each day, Criterion C)

R- Reflective reading questions and daily journals; comprehension/vocabulary quizzes on reading, writing assignments, reflections on FCC

E- Final essay, Daily Journals for reflection, Independent/Group Project from Menu (Multimedia), DOL formative quizzes every two weeks and student graphing of their own scores, Criterion C)

How can I better understand others' viewpoints?

Moral dilemma question/answer game.

Differentiations

**Strategies possible include:
Think-Pair-Share
Varied journal writings
Options for essays on tests
Review activities
Multiple levels of questions
Options for working alone or with partner
Select specific text based on general reading level of class (see resources)
Study Guides**

On-line support sites
Re-testing or Rewriting
Literature Circles (differing roles)

Modifications

According to individual student IEP or 504 Plan.

Resources

RASH-2011-2012 choice
Of Mice and Men 2012-2013
The Girl Who Owned a City-2010-2011 choice
Four Miles to Pinecone by J. Hassler
To Kill A Mockingbird by Harper Lee
Children of the River
Monster 2012-2013
The Face on the Milk Carton
The Pigman
Holes
Lord of the Flies

ONGOING REFLECTIONS AND EVALUATION

Students and Teachers

- What did we find compelling?
- What learner-initiated inquiries arose during the learning?
- From the evidence, what understandings may have been constructed?
- How did we deepen our understanding of AOI?
- What opportunities exist for reflection - both on the unit and on our own learning?
- What, if any, extension activities arose?

Collaboration

- How successful was the collaboration with other teachers within my subject group and/or form

Unit Reflections

Used The Girl Who Owned a City last school year, will use RASH t his school year (2011-2012).

Story Maps and quizzes were conducted on the novel. This year, projects and writing pieces will be open-ended and focus on the L anguage A criterion for all assessment.

Learning Targets will also be used in the grade book instead of as signments and tests for points.

Using Of Mice and Men and Monster for 2012-2013. MYP Assessment at the end of tri for Monster. Choice assessment s (partners) for Of Mice and Men.

other subject
groups?

- What interdisciplinary, if any, understandings were forged with other units?

Assessment

- In what ways did the assessment task allow students to achieve at the highest descriptors?
- How are skills that were taught articulating to the next level?

Data Collection

- What data am I collecting?
- For what purpose will the data be used?

[<< Previous Year](#)

Last Updated: Wednesday, June 13, 2012, 2:36PM

© Rubicon International 2012. All rights reserved

Atlas Version 7.2.6