### MYP unit planner

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| Unit title | Short Story |
| Teacher(s) | Bamber |
| Subject and grade level | ENG1D |
| Time frame and duration | 6 weeks |

#### Stage 1: Integrate significant concept, area of interaction and unit question

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| Area of interaction focus Which area of interaction will be our focus? Why have we chosen this? |  | Significant concept(s) What are the big ideas? What do we want our students to retain for years into the future? |
| Human Ingenuity | Reading is a craft; readers can improve on their mastery of the craft by improving the individual skills of the craft. |

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| MYP unit question |
| How can we use reading strategies to fully understand a complex literary piece? |

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| Assessment 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? |
| Short Story Website project  Essay  Panel Discussion |
| Which specific MYP objectives will be addressed during this unit? |
| **A Content (receptive and productive)**   * understand and analyse the language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts * understand and apply language A terminology in context * analyse the effects of the author’s choices * compose pieces that apply appropriate non-literary features to serve the context and intention * express an informed and independent response to literary and non-literary texts.   **B Organization**   * 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.   **C Style and language mechanics**   * use language to describe, analyse, explain, argue, persuade, inform * use language accurately * use appropriate and varied register, vocabulary and idiom * use correct spelling, grammar and syntax * use appropriate and varied sentence structure |
| Which MYP assessment criteria will be used? |
| Criteria A, B, C |

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

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| **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? | |
| Oral Communication – Listening to understand – Understanding Presentation Strategies  Oral Communication – Speaking to Communicate – Interpersonal speaking strategies  Reading and Literature studies – Evaluating texts  Reading and Literature Studies - Critical Literacy  Reading and Literature Studies – Text Features  Reading and Literature Studies - Elements of Style  Reading and Literature Studies - -Reading with Fluency – Reading unfamiliar words  Reading and Literature Studies - Developing vocabulary  Writing – Developing Content and Organizing Content – Identifying Topic, Purpose and Audience  Writing – Developing Content and Organizing Content – Reseaarch  Writing – Developing Content and Organizing Content –Organizing Ideas  Writing – Developing Content and Organizing Content –Reviewing Content  Writing – Using Knowledge of Form and Style – Form  Writing – Applying Knowledge of Conventions - all  Media Studies – Understanding Media Texts – Purpose and Audience  Media Studies – Understanding Media Texts – Interpreting Messsages  Media Studies – Understanding Media Texts –Evaluating Texts  Media Studies – Understanding Media Texts –Audience Responses  Media Studies – Understanding Media Forms, Conventions, and Techniques – Form  Media Studies – Understanding Media Forms, Conventions, and Techniques –Conventions and Techniques  Media Studies – Reflecting on Skills and Strategies - Metacognition | |
| Approaches to learning How will this unit contribute to the overall development of subject-specific and general approaches to learning skills? | |
| Communication – Literary – Independently uses reading strategies to interpret a range of content-specific terminology.  Organization – Time Management – With minimal prompting, efficiently use given time to complete tasks | |
| **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 apply learning strategies that they have learned through the course so far to the job of interpreting two short stories.  Learn the form of a short story, with focus on “predict” – An Occurrence at Owl Street Bridge. Also show the movie.  Apply reading strategies and literary devices to OAOSB  Work in groups and select a story to analyse – make a web site about the story  Work in groups and select a story to analyse – panel discussion  Write an essay based on either of the two stories you studied. | Lecture  Annotation  Peer Review  Small Group work  Independent work  ICT |
| 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? | |
| Story texts, Computer lab, all required software | |

#### Ongoing reflections and evaluation

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| 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? |
| TBD after teaching |

Figure 12

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