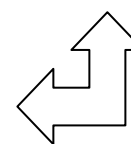
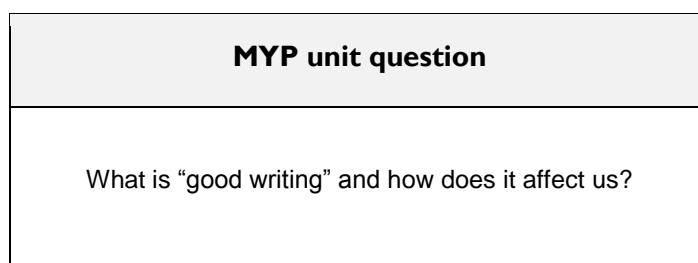
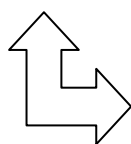
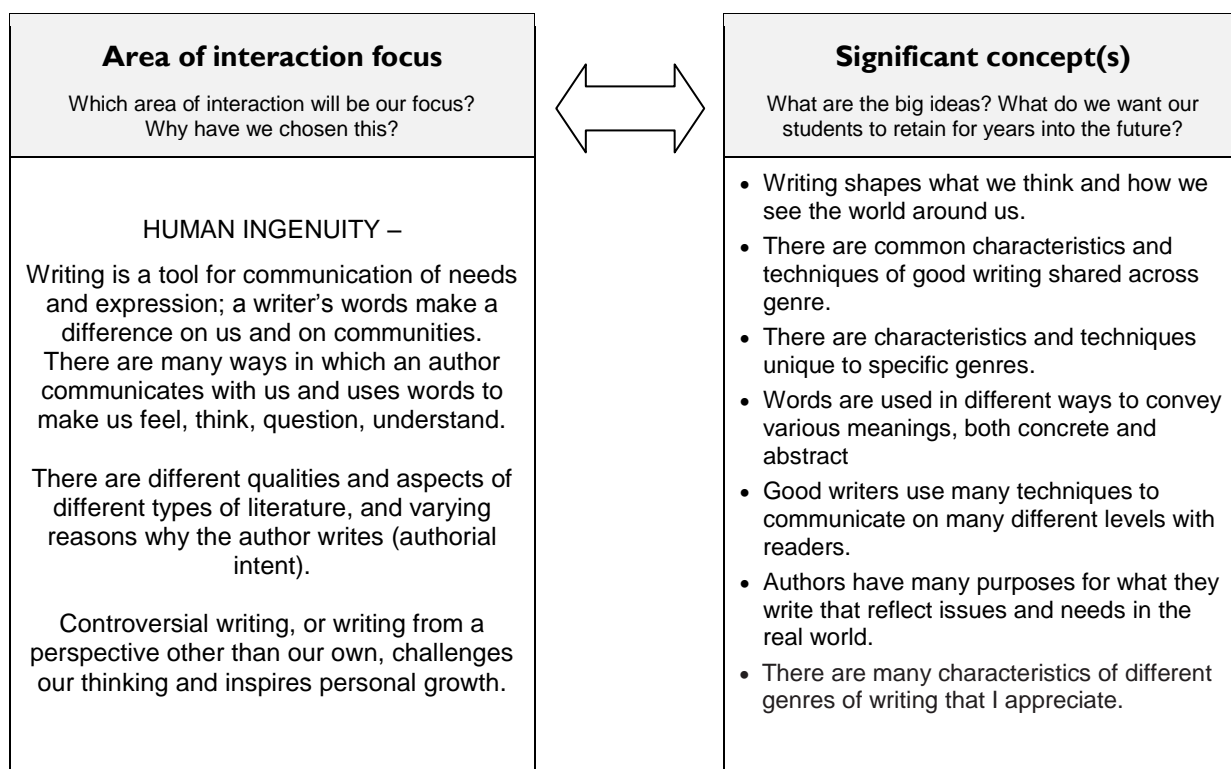


MYP unit planner

| | |
|-------------------------|--------------------------------------------------------------------------------------------------------|
| Unit title | We Are What We Read 9 th Grade English Unit 2 – Response to Reading (Genre Study) |
| Teacher(s) | 9 th grade English Teachers |
| Subject and grade level | 9 th grade English |
| Time frame and duration | 4-5 weeks, first part of 2 nd marking period |

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



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?

- Students will examine the elements that make “good” writing, and examine the similarities and differences across genres of writing. Tasks that will allow them to show what they’ve learned include:
 - 1) exploring/analyzing/comparing texts
 - 2) asking and answering pertinent questions
 - 3) expressing ideas clearly, and in a focused forum (discussion and presentation)
 - 4) journaling; writing personal response to literature
 - 5) responding with cause and effect format to literature
 - 6) using a rubric as a guide for drafting and revision
 - 7) **Final Unit Assessment Project: Cause and Effect Essay** (see attached project description and rubric)

Which specific MYP objectives will be addressed during this unit?

See modified rubric (attached)

Which MYP assessment criteria will be used?

Criterion A (Content)

Criterion B (Organization; specifically Cause and Effect structure)

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?

- Teacher-guided reading of selected texts (essays, memoir/short narratives, non fiction writing, poetry, film)
- Review of elements that make up different genres of literature (expository essay, informational text and consumer documents, personal narrative, reflective essay, descriptive essay, memoir, poetry)
- Review of plot structure, narrative devices, literary devices
- Inquiry-based note taking template/ graphic organizer to display knowledge of texts
- Pre-reading skills and predictions, using context clues to create meaning, understanding figurative language
- Identification of literary devices employed by the authors of texts to manipulate the reader; students need to know HOW an author creates emotion, understanding, the need to question, etc.
- Cause and effect essay structure (5-paragraph essay)

* See district curriculum guide for additional benchmarks tested during the span of this unit.

Approaches to learning

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

- Compare/contrast the elements that are attributed to different genres of texts (expository essay, informational text and consumer documents, personal narrative, reflective essay, descriptive essay, memoir, poetry).
- Identify and evaluate literary devices used by authors to manipulate the reader's emotions, understanding, opinion, values, connections to characters, etc.
- Study the denotation and connotation of words and how they create meaning in writing.
- Compose a cause and effect essay (5 paragraph structure), in which students will identify literary devices employed by the author to create a desired effect on the reader.

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?

- Distribute rubrics in advance
- Use "Inquiry Notes" organizer
- Guided reading of core texts
- Journaling/reflections
- Class discussions

- Small group discussions with reporting out
- Journaling and reflections (with teacher feedback)
- Teacher and peer feedback on works in progress
- Pair Share
- Teacher assisted (independent) in-class work time
- Large group discussion

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?

* See State of Michigan Unit 9.2 for additional suggestions for literature in each genre.

Suggestions from Textbook:

Personal Narrative/Memoir

How to Eat a Guava from When I Was Puerto Rican by Esmeralda Santiago

"A Christmas Memory" by Truman Capote

"To Da-Duh, in Memoriam" by Paule Marshall

"Marigolds" by Eugenia W. Collier

Expository Essay /Magazine Article

"Can Animals Think?" by Eugene Linden

"On the Abolition of the Threat of War" by Albert Einstein

Informational Text/Consumer Documents

Pages 1063 – 1088

Reflective/Personal Essay

Teaching Chess, and Life by Carlos Capellan
Where I Find My Heroes by Oliver Stone
On "Folding Won Tons In" by Abraham Chang

Poetry (focus: narrative poetry)

"My Father is a Simple Man" by Luis Omar Salinas
"Exile" by Julia Alvarez
"Folding Won Tons In" by Abraham Chang
"Internment" by Juliet S. Kono
"Legal Alien" by Pat Mora
"The Gift" by Li-Young Lee

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?

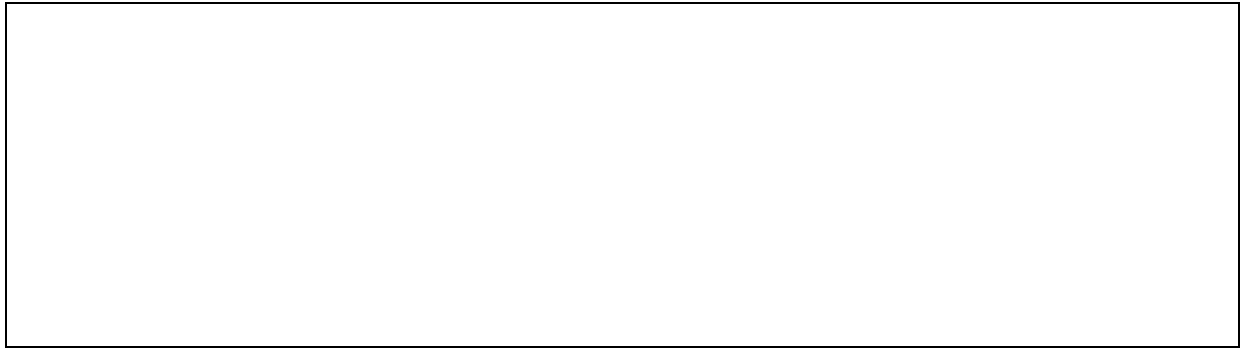


Figure 12
MYP unit planner

We Are What We Read – Final Unit Assessment Project Cause and Effect Essay

Objective: Students will respond to a piece of literature in the format of a 5-paragraph (at least) cause and effect essay, in which they identify the ways the author uses literary devices to influence the reader's emotions, understanding, opinions, etc.

Tasks:

- ✓ Students will choose ONE piece of literature to read and focus on for their essay. This may be a work that has been already read during the course of the unit, OR you may wish to assign text(s) to students. This will depend on the type and level of learner. Literature should be made available that reflects the genres read and discussed during this unit.
- ✓ Students will evaluate their own reactions to the text (effects), and the ways in which the author gets them to feel, think, or make a connection in a certain way (causes).
- ✓ Using literary vocabulary (focus on literary devices such as tone/mood, author's attitude, characterization, imagery, point of view, foreshadowing, dialogue, etc.), students will create a these statement to guide their writing.
- ✓ Using a 5-paragraph essay structure, students will explain how the literary devices the author uses cause them to react to the literature.

Essays should include an introduction with clear thesis, three body paragraphs that individually address different literary devices used by the author to cause a reaction in the reader, and a conclusion. **See essay planner.**

Cause and Effect Essay Planner
9th Grade English

Name _____
Hour _____

Paragraph 1: Introduction

- A. **Brief** summary of literature (make sure to include the title and author's name)
- B. **Briefly** identify your reactions to the text (What did the author make you feel, understand, question?)
- C. Thesis: Identify (but do NOT explain, yet!) three literary devices the author uses to create these reactions in you.

Example: *James Hurst uses imagery, characterization and point of view in "The Scarlet Ibis" to connect to the reader.*

Paragraph 2: 1st Cause and Effect 1

- A. Topic Sentence: The most obvious way *the author* (use last name) causes a reaction in the reader is by using _____.
- B. Evidence/Support/Examples:
- C. Explanation of the effect of this literary device on the reader:

Paragraph 3: Cause and Effect 2

- A. Topic Sentence: Another way *the author* (use author's name) causes the reader to react is through the use of _____.
- B. Evidence/Support/Examples:
- C. Explanation of the effect of this literary device on the reader:

Paragraph 4: Cause and Effect 3

- A. Topic Sentence: An additional cause of reader reaction is *the author's* (use last name) use of _____.
- B. Evidence/Support/Examples:
- C. Explanation of the effect of this literary device on the reader:

Conclusion

- A. Restate thesis
- B. Summarize main points
- C. End with a final comment that relates the story to real life. What does the author want us to learn, understand or think about?

Rubric for “We Are What We Read” – Final Unit Assessment

IB Criteria Assessed:

A (Content)

B (Organization)

| Achievement Level | Level Descriptor |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | <p>The student’s work reflects very limited understanding of literary devices or cause and effect; ideas are simplistic and the student makes little or no solid connections between the author’s choices and the reader’s reaction to literature. There is little or no explanation, development and support. (A)</p> <p>The student rarely employs organizational structures (5-paragraph essay format), or uses those that do not serve the context and intention. (A)</p> <p>The work is generally disorganized, unclear and/or incoherent. (B)</p> |
| 3-4 | <p>The student’s work reflects limited understanding of literary devices or cause and effect; the student sometimes makes solid connections between the author’s choices and the reader’s reaction to literature. There is insufficient explanation, development and support. (A)</p> <p>The student sometimes employs organizational structures (5-paragraph essay format), or uses those that attempt, but do not adequately serve the context and intention. (A)</p> <p>The work shows the beginnings of organization, but lacks coherence. (B)</p> |
| 5-6 | <p>The student’s work reflects some understanding of literary devices or cause and effect ; the student generally makes solid connections between the author’s choices and the reader’s reaction to literature. There is some explanation, development and support. (A)</p> <p>The student usually employs organizational structures (5-paragraph essay format) that generally support the context and intention. (A)</p> <p>The work is generally organized, clear and/or coherent. (B)</p> |
| 7-8 | <p>The student’s work effectively reflects understanding of literary devices or cause and effect; the student makes adequate, solid connections between the author’s choices and the reader’s reaction to literature. There is sufficient explanation, development and support. (A)</p> <p>The student consistently employs organizational structures (5-paragraph essay format) that effectively support the context and intention. (A)</p> <p>The work is usually well-organized, clear and coherent, and the ideas being expressed build on each other. (B)</p> |
| 9-10 | <p>The student’s work reflects a lot of understanding of literary devices or cause and effect; the student makes perceptive, solid connections between the author’s choices and the reader’s reaction to literature. There is consistent and illustrative explanation, development and support. (A)</p> <p>The student shows a sophisticated command of organizational structures (5-paragraph essay format) that effectively and perceptively supports the context and intention. (A)</p> <p>The work is consistently well organized, and the ideas being expressed build on each other in a sophisticated manner. (B)</p> |

