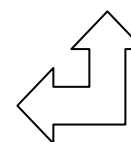
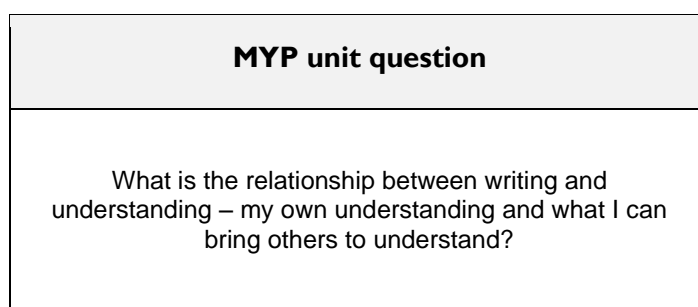
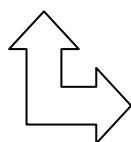
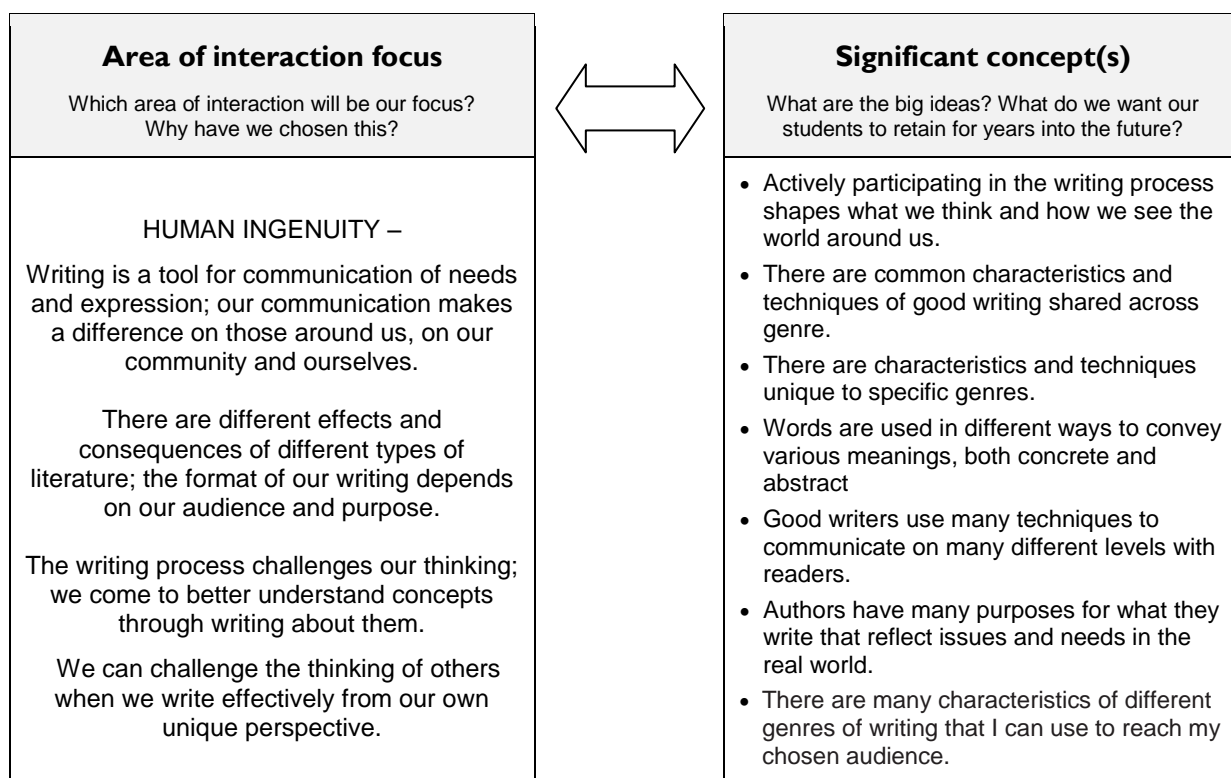


MYP unit planner

Unit title	Writing for Understanding – Yours, Mine and Ours 9 th Grade English Unit 3 – Writing Workshop
Teacher(s)	9 th grade English teachers
Subject and grade level	9 th grade English
Time frame and duration	7-9 weeks, 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, through writing workshop, will draft, revise and edit their own works as well as evaluate and give feedback on the work of their classmates. Tasks that will allow them to show what they've learned include:

- 1) asking and answering pertinent questions, of themselves and of their classmates through journaling, small group and class discussion, debate
- 2) exploring/analyzing/comparing ideas both in written and spoken form
- 3) journaling, writing personal response to literature and events (personal and in the larger community/world)
- 4) inquiry-based writing, using compare/contrast format, focused on a personal response to an event (either in their personal lives or in the larger community); choosing a topic, prewriting, drafting, revising and editing for publication
- 5) self-evaluating their own writing and peer-evaluating the writing of classmates
- 6) editing for content, organization, style and language mechanics
- 7) finalizing a polished piece of writing, using a rubric as a guide for drafting and revision
- 8) **Final Unit Assessment Project: Through the Eyes of the Beholders – Yours, Mine and Ours** (compare and contrast) – See attached project description and rubric

Which specific MYP objectives will be addressed during this unit?

- Understand and analyze the language, content, structure, meaning and significance of both familiar and previously unseen written texts
- Analyze the effects of our writing choices on our audience
- Compose pieces that apply appropriate literary features to serve the context and intention
- Compare and contrast ideas, and connect themes across and within genres
- Express an informed and independent response to literary texts and the texts of classmates
- Organize ideas in a sustained, coherent and logical manner
- Employ appropriate critical apparatus
- Use language to narrate, describe, analyze, explain, argue, persuade, inform, entertain, and express feelings
- Use language accurately
- Use correct grammar and syntax
- Use correct spelling

Which MYP assessment criteria will be used?

Criterion A (Content)

Criterion C (Style and Language Mechanics/Usage)

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 inquiry strategies (teacher-guided) to help students to select texts for inquiry-based research, reading and response
- 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 and assist students to compare and contrast literary elements and points of view
- Pre-reading skills and predictions, using context clues to create meaning, understanding figurative language
- Review of literary devices employed by the authors of texts to manipulate the reader; students need to appreciate HOW they can create emotion, understanding, the need to question, etc.
- Compare and contrast essay structure (5-paragraph essay)
- Use of various genres of writing to communicate elements of compare/contrast to an intended audience

* 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 compare and contrast piece, in which students will identify and explain (through a genre of their choice) the similarities and differences in various reactions of at least two people/groups of people to a single event.

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

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

<p>these?</p> <p>Do the students have enough prior knowledge? How will we know?</p>	<p>we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?</p>
<ul style="list-style-type: none"> • Distribute rubrics in advance • Use “Inquiry Notes” organizer • Guided reading of core texts • Journaling/reflections • Small group/ class discussions • Teacher/student conferences about topics and ideas for revision • Teacher/small group conferences about revision and feedback of original pieces 	<ul style="list-style-type: none"> • 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 • Teacher assisted (independent) research time in media center • Large group discussion and debate
<p>Resources</p> <p>What resources are available to us?</p> <p>How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?</p>	
<ul style="list-style-type: none"> • 9th grade textbook (Holt, Rinehart and Winston) • Print resources in Media Center • On-line resources and databases subscribed to by school, district, and intermediate school district (Michigan Online Databases, REMC Online, other approved web search engines and databases) • Community and world newspapers (online and in print) • Community guest speakers • Additional teacher-supplied resources 	

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?

Empty space for notes or responses.

Figure 12
MYP unit planner

Final Assessment Project

Through the Eyes of the Beholders – Yours, Mine and Ours

Compare and Contrast Writing

Objective: Students will explore and illustrate the similar and different ways in which people perceive and react to a single event through a compare and contrast piece written in the genre of their choice, reflecting knowledge of the defining characteristics and literary elements of that genre, and effectively and creatively exploring multiple points of view.

Introductory Activity

Tasks:

- ✓ Show students cognitive optical illusions (see attached or visit <http://www.123opticalillusions.com> for more possibilities)
- ✓ Ask students to write down what they see, to prevent them from influencing the perceptions of others.
- ✓ Have students share their findings, and point out the different ways that one picture can be perceived in multiple ways, allowing students to “coach” their classmates to see the picture a different way.
- ✓ Point out not only that one picture can initially be seen in different ways, but that most of us could also see it another way when effectively explained to us (some still may not be able to see the other perspectives; this is also important to point out).
- ✓ Discuss what factors might contribute to how a person perceives these illusions.
- ✓ Make a transition between the optical illusions and events that happen in our lives and in the communities surrounding us. How do people perceive things differently? What factors contribute to how people perceive events in their lives and in the world?

Final Project

Tasks:

- ✓ Guide students through the process of choosing a topic for their compare/contrast writing. Topics should be centered around an actual event that has taken place either in the student’s own life or in the global community. Examples include the death of a family member, immigration to a new country, the terrorist attacks on Sept. 11, 2001, the assassination of an iconic personality, etc.
- ✓ Guide students through the research process. For a personal event, research might be interviews of family members and/or viewing of family photos and movies. For a world/community event, research might include looking for news articles and editorials, viewing video clips and photos taken during the event, etc.
- ✓ Guide students through the process of selecting a genre in which to write. Students might choose an essay, but should be encouraged to explore genres such as poetry, narrative, news accounts (either in feature article or editorial format), journal or diary, etc.
- ✓ Guide students through the drafting, revising and editing process, allowing opportunities for peer editing, teacher/student conferencing, small group feedback sessions, etc.
- ✓ Presentation should be a part of the finalization of this project
- ✓ Allow opportunities for publication of student work, such as a website, display case, bound classroom “book”, etc.

* See attached rubric for grading final projects.



IB Criteria Assessed:

A (Content)

C (Style and Language Mechanics)

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student demonstrates very limited understanding of the task and topic, and little or no detail, development or support. (A)</p> <p>In creative work, pieces show very limited imagination or sensitivity; the student rarely employs literary features, or employs literary and/or nonliterary features that do not serve the context or intention. (A)</p> <p>The use of Language A terminology is missing, inconsistent and/or incorrect. (A)</p> <p>The student employs a very limited range of appropriate vocabulary, idiom and sentence structure. There are very frequent errors in grammar and syntax, which persistently hinder communication. (C)</p> <p>There is little or no evidence of a register and style that serve the context and intention. (C)</p> <p>There are very frequent errors in punctuation and spelling/writing, which persistently hinder communication. In oral/presentation work there is little or no competence in oratory technique. (C)</p>
3-4	<p>The student demonstrates limited understanding of the task and topic, and development and/or support are insufficient. (A)</p> <p>In creative work, pieces show limited imagination or sensitivity; the student attempts to employ literary and/or non-literary features; these sometimes serve the context and intention. (A)</p> <p>The use of Language A terminology is sometimes accurate and appropriate. (A)</p> <p>The student employs a limited range of appropriate vocabulary, idiom and sentence structure. There are frequent errors in grammar and syntax, which hinder communication. (C)</p> <p>There is some evidence of a register and style that serve the context and intention. (C)</p> <p>There are frequent errors in punctuation and spelling/writing, which hinder communication. In oral/presentation work there is some competence in oratory technique. (C)</p>
5-6	<p>The student demonstrates a sufficient understanding of the task and topic, and uses adequate detail, development and support. (A)</p> <p>In creative work, pieces reflect some imagination and sensitivity; the student generally employs literary and/or non-literary features that serve the context and intention. (A)</p> <p>Language A terminology is usually accurate and appropriate. (A)</p> <p>The student generally employs a range of appropriate vocabulary, idiom and sentence structure. Grammar and syntax are generally accurate; occasional errors sometimes hinder communication. (C)</p> <p>The student often uses a register and style that serve the context and intention. (C)</p>

	<p>Punctuation and spelling/writing are generally accurate; occasional errors sometimes hinder communication. In oral/presentation work there is adequate competence in oratory technique. (C)</p>
7-8	<p>The student demonstrates a good understanding of the task and topic and uses substantial detail, development and support. (A)</p> <p>In creative work, pieces reflect imagination and sensitivity; the student employs literary and/or non-literary features that serve the context and intention. (A)</p> <p>Relevant Language A terminology is used accurately and appropriately. (A)</p> <p>The student employs a range of appropriate vocabulary, idiom and sentence structure. Grammar and syntax are accurate; occasional errors rarely hinder communication. (C)</p> <p>The student consistently uses a register and style that serve the context and intention. (C)</p> <p>Punctuation and spelling/writing are accurate; occasional errors rarely hinder communication. In oral/presentation work there is a good level of competence in oratory technique. (C)</p>
9-10	<p>The student demonstrates a perceptive understanding of the task and topic and consistently uses illustrative detail, development and support. (A)</p> <p>In creative work, pieces reflect a lot of imagination and sensitivity; the student employs literary and/or non-literary features effectively that serve the context and intention. (A)</p> <p>The student shows a sophisticated command of relevant Language A terminology, and uses it appropriately. (A)</p> <p>The student employs a wide and effective range of appropriate vocabulary, idiom and sentence structure. Grammar and syntax are accurate; very infrequent errors do not hinder communication. (C)</p> <p>The student demonstrates mastery of a register and style that serve the context and intention. (C)</p> <p>Punctuation and spelling/writing are accurate; very infrequent errors do not hinder communication. In oral/presentation work there is a high level of competence in oratory technique. (C)</p>