### MYP unit planner

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| Unit title | Touching Spirit Bear: Choices and Consequences |
| Teacher(s) | R. Price |
| Subject and grade level | Language A - Grade 7 |
| Time frame and duration | 6-8 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? |
| Health and Social  Unit engages students in understanding how social issues affect different cultures and how individual choices are influenced by cultural necessity | There are positive and negative consequences for the choices we make.  One’s culture has a significant impact on how choices are made. |

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| MYP unit question |
| What are the consequences of the choices we make? |

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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? |
| * Analytical essay based on *Touching Spirit Bear* by Ben Mikaelsen * Personal response project based on the unit question. |
| Which specific MYP objectives will be addressed during this unit? |
| **Reading**   * identify the various elements of a story * make predictions, using and verifying various clues * summarize and explain the main ideas and cite details that support them * identify a writer’s perspective or character’s motivation * compare themselves and their own experiences with literary characters to enrich understanding * begin to make inferences * reflect on a discuss issues and topics that emerge when reading * begin to recognize and describe the elements of different genres * select appropriate strategies for different reading purposes * identify the main ideas in information materials and explain how the details support the main ideas * identify some stylistic devices used in literary works (simile, personification, etc.) and explain each * consult a dictionary for unknown words * use punctuation to understand what is read * use a variety of conventions of formal texts to locate information (index, table of contents, etc.)   **Writing**   * plan, draft, revise, and proofread writing on paper and on screen * compose a variety of clear and concise sentences * write narratives that include setting, plot, and characterization * write in a variety of modes of writing * use some literacy terms effectively * experiment with and use new vocabulary * understand and use the parts of speech correctly * use correct punctuation and capitalization * write clear, concise paragraphs |
| 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? | |
| * Ability to comprehend vocabulary within the context of the novel * Respond to literature in writing and small group discussions * Ability to recognize the consequences of a character’s choices * To make inferences on character development and culture based on the novel | |
| Approaches to learning How will this unit contribute to the overall development of subject-specific and general approaches to learning skills? | |
| Communication, information literacy, reflection, thinking and transfer skills will contribute to the overall approaches to learning skills. | |
| **Learning experiences** How will students know what is expected of them? Will they see examples, rubrics, templates?  How will students acquire the knowledge and practice 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? |
| * Prior Knowledge: Comparative Response * Vocabulary Development * Guided Reading of *Touching Spirit Bear* * Small Group Directed Dialogues * Evaluating using a rubric | * Activity on choices in society v individual choices * Struggling Learners, as identified by formative assessments, will benefit from guided practice in dictionary usage and teacher modelling of reading strategies(thinking aloud, inferring, predicting, overcoming reading obstacles) * Ongoing written responses to guiding questions related to the novel * Ongoing oral discussions of questions related to the novel * Side-by-side comparison chart of choices made and positive/negative consequences * Self-evaluation and reflections |
| 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? | |
| Novel *Touching Spirit Bear* by Ben Mikaelsen  PowerPoint of setting and of cultures represented in the novel  National Geographic article on spirit bears | |

#### 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? |
| The author would like to thank Mr/s Dastis and Oehling, the authors of “So Many Choices, so Little Time,” for information that was incorporated into this unit planner. |

Figure 12

MYP unit planner