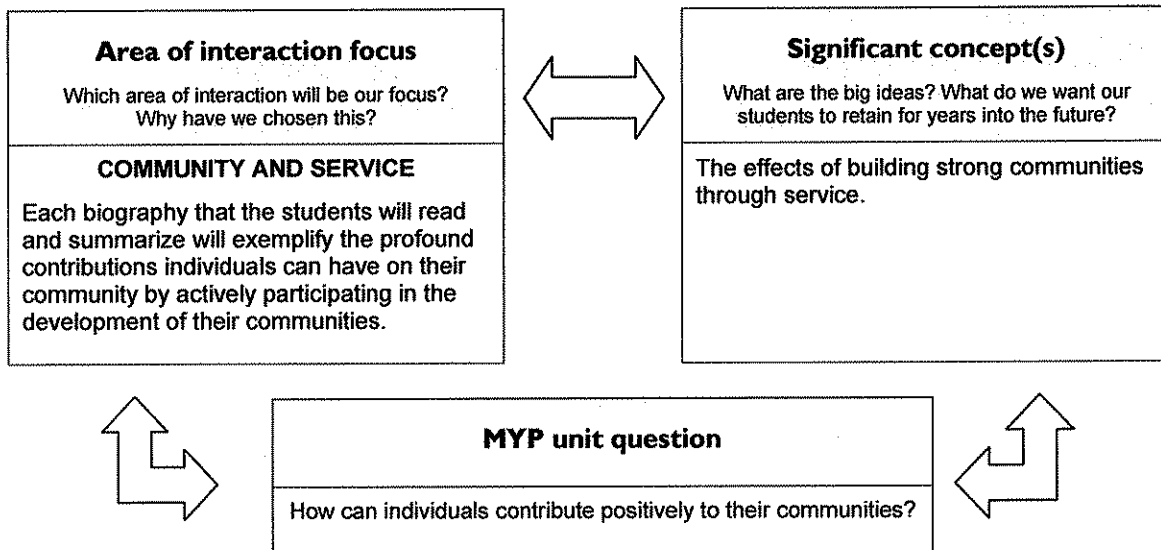


MYP unit planner

Unit title	Biographical Newsletters
Teacher(s)	Cindy Murphy, Obsidian Middle School
Subject and grade level	6 th Grade Humanities & Language A
Time frame and duration	4 weeks starting March 30 th

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



<p>Assessment</p> <p>What task(s) will allow students the opportunity to respond to the unit question?</p> <p>What will constitute acceptable evidence of understanding? How will students show what they have understood?</p>
<p>Students will demonstrate their understanding by:</p> <ul style="list-style-type: none"> ➤ reading a biography of an individual whose contributions left a lasting mark in their communities; ➤ writing an expository essay summarizing the biography; ➤ create a timeline chronicling the individual's life; ➤ designing an illustration highlighting important contributions made by the individual; ➤ write a personal opinion paper about the individual's life accomplishments.
<p>Which specific MYP objectives will be addressed during this unit?</p> <ul style="list-style-type: none"> • demonstrate subject content knowledge and understanding through the use of descriptions and explanations, supported by relevant facts and examples, and may show other ways of knowing • show an understanding of people in past societies • understand that as people interact with their environment, both change • plan, carry out and present individual investigations • organize information in a logically sequenced manner, appropriate to the format used
<p>Which MYP assessment criteria will be used?</p> <p><u>Criterion A:</u> Knowledge and Understanding; <u>Criterion B:</u> Concepts; <u>Criterion C:</u> Application of Skills; <u>Criterion D:</u> Demonstration and Presentation</p>

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

<p>Content</p> <p>What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?</p> <p>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?</p>	
<p>State Standards:</p> <ul style="list-style-type: none"> •SS.08.CG.05 Understand how citizens can make their voices heard in the political process. •SS.08.CG.05.01 Identify and give examples of ways that citizens can let their opinions be known in the political process. •EL.08.RE.02 Listen to, read and understand a wide variety if informational and narrative test, including magazines, newspapers, and online information. •EL.06.WR.25 Write research reports 	
<p>Approaches to learning</p> <p>How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?</p>	
<ol style="list-style-type: none"> 1. Understand informational text 2. Organize information 3. Summarize key events and main ideas 4 Write an editorial 	
<p>Learning experiences</p> <p>How will students know what is expected of them? Will they see examples, rubrics, templates?</p> <p>How will students acquire the knowledge and practise the skills required? How will they practise applying these?</p> <p>Do the students have enough prior knowledge? How will we know?</p>	<p>Teaching strategies</p> <p>How will we use formative assessment to give students feedback during the unit?</p> <p>What different teaching methodologies will we employ?</p> <p>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?</p>
<p>Expectations will be presented to students in the following manner:</p> <ol style="list-style-type: none"> 1. Teacher will model the process. 2. Newsletter rubric will be explained 3. Writing rubric will be reviewed 4. Template will be provided 5. Unit Question will be discussed & posted 6. Content Objectives will be explained and posted 7. Content Standards will be explained and posted 	<p>Formative assessment opportunities will be provided through: daily self- reflections, short answer questioning, class discussion and various levels of biographies which support differentiation.</p> <p>Summative assessment will be in the form of a biographical newsletter using both the Newsletter Rubric and the Oregon State Writing Rubric.</p>

Unit Overview:

Timeline and Question	Humanities	Language A
Week I What is a biography?	Introduce the biography format. Note taking process	Choose biographies Reading time
Week II What are key events and/or facts you discovered? Review the Newsletter format.	Share your notes with your table partner.	Continue reading and taking notes. Through Exit Cards students share interesting facts about individual and/or questions regarding text.
Week III How does a biography help you understand the life of an individual who has made important contributions to their communities?	Organize notes in order to develop a summary, time line, key accomplishments, and opinion notes.	Writing Process for Expository Writing: Begin the rough draft of your Biographical Newsletter. Peer Review of Newsletter Teacher edit Final edit Final copy
Week IV How does an individual contribute positively to their community?	Students present their newsletters in a rotating format, which allows each student to hear all presentations. During each presentation students receive feedback from their peers and their teacher.	Self-reflection Students answer the following questions: <ol style="list-style-type: none"> 1. What did you learn from reading the biography that made an impact your life? 2. What part of the Biographical Newsletter did you do well? Explain you answer and include specific details. 3. What would you change if you if were to do this project over again? Explain your answer. 4. Is it important to read biographies? Explain your opinion and give examples.

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?

Biographies: List attached

Films: Scenes from the DVD titled John Adams featuring Abigail Adams with her famous lines "Remember the ladies."

Staff: Collaboration with the 6th grade Humanities Team

Technology:

Web: <http://homeworktips.about.com/od/biography/a/bio.htm>

<http://www.whitehouse.gov/about/presidents/georgewashington/>

<http://www.biography.com/>

Ongoing reflections and evaluation; to be addressed and evaluated upon completion of project.

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?