

MYP unit planner

Teacher(s)		Subject group	Language and literature		
Unit title	We All Need Someone to Lean On	MYP year	1 or 2	Unit duration (hrs)	36

INQUIRY: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Connections	Point of view Character Theme	Globalization and sustainability: Students will explore some vital links and interactions among human beings.
Statement of inquiry		
Literature is an expressive medium of human nature and as such can be analysed to understand interdependence upon one another.		
Inquiry questions		
<p>Factual: What is a point of view?</p> <p>From what point of view is the text written?</p> <p>Conceptual: How does point of view alter reality?</p> <p>How do people respond when led by others?</p> <p>How can comparisons between literary figures demonstrate commonalities?</p>		

When do leaders become allies/friends/enemies?

Can characters become more defined when juxtaposed with characters of apparent difference?

Is it possible for a foil to be a dynamic character?

Debatable: Can all experiences, including a negative experience, become a learning vehicle?

Objectives	Summative assessment	
<p>A: i, iii, iv</p> <p>B: i, ii</p> <p>C: i, ii, iii</p> <p>D: i, ii, iii, iv</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Students will be assessed through their written pieces, including literary analysis essay and/or point of view essay.</p> <p>Students will demonstrate an understanding of the analysed materials through these writings by citing evidence from the text for reasoning and concisely illustrating how theme(s) is/are developed throughout the course of the author's work.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry</p> <p>Through the tasks of analysing text and writing essays, students will study the complexities of relationships between the important characters in order to determine the significance of their interdependence. They will also reflect upon how these interdependent relationships are illustrated and connected to the central theme(s).</p>
Approaches to learning (ATL)		
<p>Thinking: Critical thinking skills—Consider ideas from multiple perspectives</p> <p>Communication: Communication skills—Read critically and for comprehension</p> <p style="padding-left: 40px;">Make inferences and draw conclusions</p> <p style="padding-left: 40px;">Organize and depict information logically</p> <p style="padding-left: 40px;">Structure information in summaries, essays and reports</p> <p>Thinking: Creative thinking skills—Apply existing knowledge to generate new ideas, products or processes</p>		

ACTION: Teaching and learning through inquiry

Content	Learning process
<p>Comprehension: Recognize the main idea, connect ideas and see relationships, reading for detail and inference</p> <p>Integrate knowledge and ideas</p> <p>Cite textual evidence and supporting details to support analysis of text</p> <p>Acquire and use accurate, age-appropriate, academic- and domain-specific vocabulary</p> <p>Specific vocabulary: Differentiate, distinguish, transform, review, critique and hypothesize</p> <p>Relevant details must support relationship analysis of characters</p>	<p>Learning experiences and teaching strategies</p> <p>Students will participate in Socratic discussions to set the stage for textual analysis.</p> <p>Students will make inferences and predictions in groups regarding the roles of individuals in various texts based upon learned concepts.</p> <p>Teacher will model text analysis through prior material in order to demonstrate relationships between characters and characterization references.</p> <p>Students will read a variety of texts (poetry, short stories, scripts) to determine the role of interdependence among characters.</p> <p>Students will study theme as well as point of view to aid in the understanding of relationships among characters.</p> <p>Students will write a short essay on the topic of human relationships as illustrated through a chosen text.</p>
	<p>Formative assessment</p> <p>Using Sheltered Instruction Observation Protocol, students will read in groups in class and report findings of specific information as assigned to each group.</p> <p>Students will study key vocabulary in order to ensure understanding of content and objectives of literary focus.</p> <p>Students will interpret and analyse questions relevant to the text.</p> <p>Students will plot storylines for understanding.</p> <p>Students will write musings and understandings as relevant to text in Writer's-Reader's Notebooks.</p>

	<p>Differentiation</p> <p>Scaffolding of ideas for clarity</p> <p>Linking past knowledge and experiences of the whole group to the topic</p> <p>Clearly explaining the assessment criteria and using them in setting expectations</p> <p>Ensuring ample practice of language understanding within text, providing practice activities for reading, writing, listening and/or speaking</p> <p>Utilizing a variety of question types, including literal, analytical and interpretive</p> <p>Using thinking maps</p> <p>Using disciplinary literacy techniques, patterned writing, reading, talking techniques</p> <p>Using step-backs to understand and unpack content for purposes of understanding</p> <p>Making considerations as necessary for students who have a learning plan</p>
<p>Resources</p>	
<p>This unit is based on texts to be chosen by the teacher.</p> <p>Students will have access to inquiry questions and the assessment criteria rubrics within the classroom.</p> <p>Set of classroom texts will be available for student use.</p> <p>Students will have the opportunity during Socratic discussions to ask questions and try on new ideas.</p> <p>Students will be encouraged to test out ideas and sample-write for peer editing.</p> <p>Disciplinary literacy techniques are explained in the article “Disciplinary Literacy and the Common Core State Standards”. Zygouris-Coe, Vassiliki (“Vicky”) I. <i>Topics in Language Disorders</i>, Vol. 32, No. 1, pp. 35–50 Copyright © 2012 Wolters Kluwer Health, Lippincott Williams & Wilkins.</p>	