

Teacher	Samuelson	Subject group and discipline	Language and Literature		
Unit title	What's worth remembering?	MYP year	Year 2	Unit duration	7 weeks

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Communication	genres, audience imperatives, purpose	Globalization and Sustainability
Statement of inquiry		
Effective communication engages an audience to send a message and create positive change in the world.		
Inquiry Questions		
<p>Factual: How do effective speakers engage an audience? What are the features of a non-fiction text? In what ways do we communicate a message?</p> <p>Conceptual: Why do we remember, what we remember? How can communication become engaging? Why do we remember some things and not others?</p> <p>Debatable: Who is the most powerful communicator you know? Can we be overloaded with communication?</p>		

Objectives	Summative assessment Outline of summative assessment task(s) including assessment criteria:
<p>Criterion A: Analysing</p> <ul style="list-style-type: none"> i. identify and comment upon significant aspects of texts ii. identify and comment upon the creator’s choices iii. justify opinions and ideas, using examples, explanations and terminology iv. identify similarities and differences in features within and between texts. <p>Criterion B: Organizing</p> <ul style="list-style-type: none"> i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention. <p>Criterion C: Producing text</p> <ul style="list-style-type: none"> i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to support ideas. 	<p>Made-to-Stick Presentation</p> <p>SW collaborate to create an audience-centered presentation on the ‘stickie’ theme of their literature circle text.</p> <p>Assessed Criteria: B, C, D</p> <p>Literature Circle Session</p> <p>SW record a short video reflecting on the key concept, their progress as members of a literature circle group, and their final presentation.</p> <p>Assessed Criterion: A</p>

<p>Criterion D: Using language</p> <ul style="list-style-type: none"> i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques. 	
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Action: Teaching and learning through inquiry

Approaches to learning (ATL):		
ATL Category and Cluster	Specific ATL Skill	Learning experiences or teaching strategies you plan to introduce, practise or consolidate the subject-specific skill
Communication	Reading and using language to gather and communicate information	SW read with their group and annotate for key information to include in the presentation.
Thinking	Analysing issues and ideas Generating novel ideas and considering new perspectives	SW collaboratively develop a simple message which serves as the thematic guide of the presentation. SW choose key elements from their nonfiction text to highlight and include in the presentation.
Self-Management	Affective and reflection skills	SW keep a calendar of tasks with short and long-term goals.

Content	Learning process
<p>Students will:</p> <ul style="list-style-type: none"> – be introduced to the UN Global Goals – be introduced to differences between fiction and nonfiction texts – be exposed to a variety of Global Goals which can be linked to the nonfiction texts used for literature circles – read a nonfiction text in a literature circle with shared norms, tasks, and roles – explore the conventions of effective presentations – consider how to tailor a presentation to a specific audience 	<p>Learning experiences</p> <ul style="list-style-type: none"> - Introduce the unit with the key concept and UN Global Goals - Host Gallery walk for students to choose books of interest - Identify elements of effective collaboration - Establish group norms, and roles; sign contract - Practice using the SUCCEs model to view commercials that “stick” - Read in literature circle groups, meet during class to discuss - Develop short and long-term reading goals with team calendar - Choose a specific audience for the presentation - Plan, create, and practice presentations - Execute the presentation <p>Teaching strategies</p> <ul style="list-style-type: none"> – Varied groupings – Use of inquiry – Allow for immersion in the topic to develop greater understanding and base from which to think analytically – Class and group discussions – Video lessons to present and review key information – Google Classroom and Weebly website resources that encompasses the course outline and student blogs

	<p>Formative assessment</p> <p>Literature Circle Team Feedback (X3 check-ins per week)</p> <p>Presentation Planning Meeting</p> <p>Presentation Practice Feedback</p> <hr/> <p>Differentiation</p> <p>Students will write and present, act out text features; Students will have reading groups and choose chapters to read; Students will be surveyed about which book they want to read.</p>
<p>Resources</p>	
<p><i>Tracking Trash</i> by Loree Griffin Burns</p> <p><i>Mountains beyond Mountains-adapted for young people</i> by Tracy Kidder (Author), Michael French (Author)</p> <p><i>Moonbird</i> by Phillip Hoose</p> <p>50 Ways Kids can save the world</p> <p><i>Wheels of Change</i> by Sue Macy</p> <p><i>Breaker Boys</i> by Michael Burgan</p> <p><i>Poop Happened</i> by Sarah Albee</p>	

A Fistful of Rice by Vikram Akula

Chew on This by Eric Schlosser and Charles Wilson

Globalgoals.org

Proverbs link

SUCCESS pdf

Made to Stick Youtube

Beyond Bullet Points Youtube

Text Features

Inquiry Cycle

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<p>I am looking forward to analyzing some documentaries and to look at ways authors communicate through film, magazines, and books. I am hopeful that students can begin to critically evaluate the messages and to explain the effects on audiences. There are also some engaging but challenging nonfiction books. I am curious about which ones students will like best.</p>	<p>During the initial sessions, students did not make the best use of their time during literature circles. I plan to make the literature circle time more explicit with perhaps a formative task to be completed each time teams meet.</p>	<p>SW understands that non-fiction texts share common elements. These text features need to be linked to a Criterion A assessment. When teaching the unit next year, I will create more opportunities for students to engage in short-term collaborative work with defined roles. As a class, we will also define traits of effective groups, and use the core values to orient how we interact with one another.</p>