

Teacher(s)	Rivas, Alvarado-Crouch	Subject discipline	group and	English I
Unit title	Do you even lift, bro?	MYP year	4	Unit duration (hrs) 21 hrs

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Connections	Intertextuality; Theme	Global Context: Identities and Relationships Exploration: Exploration
Statement of inquiry		
Connections support theme through intertextual exploration .		
Inquiry questions		
Factual— <ul style="list-style-type: none"> • What affects personality? • What are connections? • What is theme? • What does it mean to explore? Conceptual— <ul style="list-style-type: none"> • What connections can be made between texts? • In what ways do we explore texts? • How might theme be affected by our personal experiences? • How does the affects personality? Debatable— <ul style="list-style-type: none"> • To what extent do connections support theme through intertextual exploration. 		

Objectives	Summative assessment	
<p>IB Objectives found on Pg 6</p> <p>A: iii: justify opinions and ideas, using examples, explanations and terminology</p> <p>B: ii. organize opinions and ideas in a sustained, coherent and logical manner</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Goal: Your goal is to create a station for a “Brain Health Symposium” that will allow participants to learn and engage in a brain health activity in which you demonstrate the value of brain health.</p> <p>Role: You are an expert in brain health and wellness.</p> <p>Audience: Your audience is a group disbelievers who do not value the importance of brain health.</p> <p>Situation: You have been asked to create/develop an activity that supports your argument that brain health is important to a healthy life.</p> <p>Product/Performance & Purpose: You will need to prepare symposium poster with a written argument You should include evidence, researched throughout the unit, and an activity that puts your argument into practice</p> <p>Standards & Criteria for Success: Your symposium presentation should include:</p> <ul style="list-style-type: none"> → A thesis that states your position on brain health. → 3-4 pieces of evidence that supports your argument → A tactile/interactive manipulative that allows your audience engage and relate to your argument. 	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Students are exploring brain healthy/science through thematic connections in both fiction and non fiction texts. The assessment is a culmination of all the information gathered.</p>

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Approaches to learning (ATL)

- For the learner to justify opinions and ideas, using examples, explanations and terminology, the students must make connections between various sources of information. (VI.iii)
- For the learner to organize opinions and ideas in a sustained, coherent and logical manner the student must create plans to prepare for summative assessments (examinations and performances). (III.ii)
- For the learner to make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience the student must communicate information and ideas effectively to multiple audiences using a variety of media and formats. (VII.vi)
- For the learner to write and speak in a register and style that serve the context and intention the student must use appropriate forms of writing for different purposes and audiences. (I.iv)

For the learner to IB objective strand to be taught/ assessed the learner must ATL Skill indicator(s)

Category:

Cluster:

Skill Indicators:

Action: Teaching and learning through inquiry

Content	Learning process
TEKS:1.1, 1.2, 1.5, 1.6, , 1.8, 1.9, 1.10, 1.12, 1.13, 1.16, 1.17, 1.18, 1.19, 1.22, 1.23, 1.24, 1.25 Assessment Focus: 1.9 1.23	Learning experiences and teaching strategies: ORANGE = delete Week 1 <ul style="list-style-type: none"> - <u>Day 1</u>: Lesson 1: Activity 1: What do you see?: Think, pair, share (TE:7-8; SE:6-7) Lesson 1: Activity 2: Understanding Intelligence:Text-to-Text, Text-to-Self, Text-to-World (TE:9-10; SE 8-12) - <u>Day 2</u>: Lesson 1: Activity 2: Understanding Intelligence:Text-to-Text, Text-to-Self, Text-to-World (TE: 9-10; SE 8-12) Continued as needed. Lesson 1: Activity 4: Defining & Predicting: Annotation/ Reflection (TE: 11-12; SE: 15-19)

- Day 3: Lesson 1: Activity 5: Examining the Symposium Rubric: Reflection (TE: 13-15; SE: 20-22) i.e. poster activity to promote brain health

Week 2

- Day 1: Lesson 2: Activity 1: Sentence Structures & Errors: Heads together (TE:19; SE: 24) with edits
- Day1/2: Lesson 2: Activity 2: Sounds and Spelling: Reflection (TE: 19-20; SE: 25-26)
- Day 2/3: Lesson 2: Activity 3: Talking about Testing: Discussion (TE: 21; SE: 27) use sentence stems from ppt; Lesson 2: Activity 4: Mice and Mazes: Reflection/Annotation (TE: 22-23; SE: 27-33)

Week 3

- Day 1: Lesson 3: Activity 1: Then and Now: Reflection (TE: 27; SE: 38-39)
- Day 2/ 3: Lesson 3: Activity 2: Making Connections: Think, Pair, Share (TE: 28-30; SE: 40-45)

Week 4

- Day 1: Lesson 4: Activity 1: Expert Opinions:Annotation/discussion/reflection (TE: 34; SE: 47-50)
- Day 1/ 2: Lesson 4: Activity 2: A Matter of Mindset: Listener's 2-1-1 (TE: 35; SE: 51-52)
- Day 2/ 3: Lesson 4: Activity 3:Taking a Position: Head's together (TE: 35:36; SE: 53-55)expo essay: Write an essay explaining how a person's intelligence is determined.
- Day 3: Lesson 4: Activity 4: Vocabulary: Discussion (TE:36-39; SE: 56-57) vocab as needed

Week 5

- Day 1: Lesson 5: Activity 1: In Their Shoes: Discussion/analysis (TE: 45; SE: 59-60) Venn Diagram Lesson 5: Activity 2: Comparing Stylistic Choices: Think, Pair, Share analysis (TE: 44-45; SE: 61-62)
- Day 2: Lesson 5: Activity 3: Revisiting Rhetorical Situation: Annotation/Analysis (TE: 45; SE: 63-65)
- Day 3: Lesson 5: Activity 4: Vocabulary: Discussion (TE:46-49; SE: 66-67)

Week 6

- Day 1: Lesson 6: Activity 1: Keeping tabs on Charlie: Think, Pair, Share (TE: 53; SE: 69) continuing activity throughout unit
- Day 1/ 2: Lesson 6: Activity 2: Reading like a Scientist: Annotate/analyze (TE: 53; SE: 70-74)

	<ul style="list-style-type: none"> · <u>Day 3:</u> Lesson 6: Activity 3: Let's get personal about EQ: Discussion/reflection (TE: 54-55; SE: 77-80) <p>Week 7:</p> <ul style="list-style-type: none"> · <u>Day 1:</u> Lesson 6: Activity 4: Dear Dr. Strauss: Discussion/reflection (TE: 56; SE: 80) · <u>Day 2/ 3:</u> Lesson 7: Activity 1: Designing your Expo Station: Teamwork makes the Dream work (TE: 61-62; SE: 86-89) reformat and according to readings/phones what brain activities are good for your brain? Must use evidence from articles. <p>Week 8</p> <ul style="list-style-type: none"> · <u>Day 1:</u> Lesson 7: Activity 1: Prep your Expo Station: Teamwork makes the Dream work - <u>Day 2/ 3:</u> Lesson 8: Activity 1: Expo Walk: Teamwork makes the Dream work (TE: 67; SE: 95)
	<p>Formative assessment</p> <ul style="list-style-type: none"> -Exit tickets -4 week assessment -Semester exam
	<p>Differentiation:</p> <ul style="list-style-type: none"> -Enlarged text -Guided Notes -Foldables -Modeling (example based)
<p>Resources</p>	

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

Prior to teaching the unit	During teaching	After teaching the unit
<ul style="list-style-type: none">• This unit could potentially connect to a biology unit on the functions of the brain.• The student's interactive manipulative that they create in their summative project could potentially be used with memory deficient patients.• The student's will find the unit interesting because they will be able to relate to the theme in the social and home lives.		