

Teacher(s)	Rickie Moran, Chantal Carrera, Jackie Arrambide, & Meg Anderson	Subject group and discipline	English 1		
Unit title	Moral Reasoning Unit Planner	MYP year	4	Unit duration (hrs)	8 hrs

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context & (exploration)
Perspective	Context, Point of View	Global Context: Identities and Relationships Exploration: Moral reasoning and ethical judgement
Statement of inquiry Process		
Conceptual Understanding: Point of view and context influence perspective .		
Statement of Inquiry: Moral reasoning is driven by perspective which is shaped by point of view and context .		
Inquiry questions		
Factual Question — What constitutes perspective? How is moral reasoning defined? Conceptual Question— Why consider point of view?. Debatable Question— Is context a strong influencer of moral reasoning?		
Objectives and their strands	Summative assessment	
Objective A: iii. justify opinions and ideas, using examples, explanations and terminology	GOAL: Show your understanding of how point of view and context develop one's moral reasoning and influences perspective .	Relationship between summative assessment task(s) and statement of inquiry:

<p>Objective B: ii. organize opinions and ideas in a sustained, coherent and logical manner</p> <p>Objective C: iii. select relevant details and examples to develop ideas.</p> <p>Objective D: i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in a register and style that serve the context and intention</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>v. use appropriate non-verbal communication techniques.</p>	<p>ROLE: You are presenter at a middle school.</p> <p>AUDIENCE: Your audience is middle schoolers.</p> <p>SITUATION: You are presenting to a group of middle schoolers in the hopes that you shall affect their future outcomes positively when they encounter conflict.</p> <p>PRODUCT: You will write an expository essay referencing the text(s) and/or biographies detailing whether people should stand up to their problems or walk away from them. Analyze the decisions made by the individuals in the readings to further drive your opinion.</p> <p>STANDARDS: You must use examples from the text(s) from this unit to support your assertion. In addition, you will be scored on criteria A,B,C, and D.</p>	<p>Students are expressing their own point of view; at the same time, they are also stepping into the shoes of the individuals they are referencing to rationalize their perspective and actions. This ties to our statement of inquiry because students demonstrate their ability to synthesize their understanding of how perspective affects moral reasoning and ethical judgement.</p>
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Approaches to learning (ATL)

In order for students to justify opinions and ideas, using examples, explanations and terminology students must share ideas with multiple audiences using a variety of digital environments and media (ATL Category: Communication, Skill Cluster: Communication Skills)

In order for students to organize opinions and ideas in a sustained, coherent and logical manner students must use appropriate strategies for organizing complex information (ATL Category: Self- Management, Skill Cluster: Organizational Skills)

In order for students to use appropriate and varied vocabulary, sentence structures and forms of expression students must use appropriate forms of writing for different purposes and audiences (ATL Category: Communication, Skill Cluster: Communication Skills)

In order for students to write and speak in a register and style that serve the context and intention students must use appropriate forms of writing for different purposes and audiences (ATL Category: Communication, Skill Cluster: Communication Skills)

In order for students to use correct grammar, syntax and punctuation students must use appropriate forms of writing for different purposes and audiences (ATL Category: Communication, Skill Cluster: Communication Skills)

In order for students to spell (alphabetic languages), write (character languages) and pronounce with accuracy students must use appropriate forms of writing for different purposes and audiences (ATL Category: Communication, Skill Cluster: Communication Skills)

In order for students to use appropriate non-verbal communication techniques students must use appropriate forms of writing for different purposes and audiences (ATL Category: Communication, Skill Cluster: Communication Skills)

Action: Teaching and learning through inquiry

Content (TEKS) Write them out	Learning process		
	Learning experiences and teaching strategies	Formative Assessment	Differentiation (Include how you will differentiate for GT students, as well as for students with an IEP and LEP students)
<p>E1.5 Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.</p> <p>E1.Fig.19B Make complex inferences about text and use textual evidence to support your understanding</p> <p>E1.23 Students organize and present their ideas and information according to the purpose of the research and their audience.</p> <p>E1.15 Students write expository and procedural or work-related texts to</p>	<p>Students will be exposed to the four different types of conflict (man vs. man, man vs. self, man vs. nature, man vs. society) and identify examples of each on a foldable.</p> <p>Students will read “On the Sidewalk Bleeding” by Evan Hunter and identify the four types of conflict in the story -Students will identify and justify IB learner profile with characters in the text. Students will cite textual evidence to support and explain their identification.</p> <p>Students will make inferences with reference to moral reasoning, ethical judgement, perspective, and context concerning the main character in “Rights to the Streets of Memphis” by Richard Wright. -Students will identify and justify IB learner profile with the protagonist of the text.</p> <p>Students will make inferences with reference to moral reasoning, ethical judgement, perspective, and context in biographies about each of the following historical figures: Steve Jobs, Elie Weisel, Oprah Winfrey, Malala Yousafzai, Jackie Robinson, and Muhammed Ali.</p> <p>Students will be divided in six groups and assigned a historical figure to research. After</p>	<p>Correct completion of foldable</p> <p>T-Chart for use with “On the Sidewalk Bleeding”/Conflict as an AVID strategy</p> <p>Biography Profile Graphic Organizer</p> <p>Daily exit tickets</p> <p>Teacher assessment</p> <p>Peer assessment of presentations</p>	<p>Sentence stems</p> <p>Visual aids</p> <p>Translations</p> <p>Graphic organizer</p> <p>Cultural context examples</p> <p>Freedom to choose their text</p> <p>Extra time</p>

<p>communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) write an analytical essay of sufficient length that includes:</p> <p>(i) effective introductory and concluding paragraphs and a variety of sentence structures;</p> <p>(ii) rhetorical devices, and transitions between paragraphs;</p> <p>(iii) a clear thesis statement or controlling idea;</p> <p>(iv) a clear organizational schema for conveying ideas;</p> <p>(v) relevant and substantial evidence</p>	<p>researching their historical figure, they will complete a graphic organizer that identifies a problem faced and how they overcame said problem.</p> <p>Groups will present their assigned historical figure to the rest of the class. The rest of the class will listen critically, ask questions, and write down information presented.</p> <p>Prior to writing the essay, the teacher will model how to write an effective thesis statement, as well as review the proper structure of an expository essay.</p> <p>Teacher will review the rubric that shall be used to score the aforementioned essay.</p>		
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and well-chosen details; and (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources.			
Resources			
<p>“On the Sidewalk Bleeding” by Evan Hunter</p> <p>“Rights to the Streets of Memphis” by Richard Wright</p> <p>“The Pearl” by John Steinbeck</p> <p>Assorted biographies</p> <p>Powerpoint notes</p> <p>Graphic organizers</p> <p>Access to library</p>			

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

Prior to teaching the unit	During teaching	After teaching the unit
<p>Students will have difficulty differentiating between third person limited and third omniscient. We will provide examples for support.</p> <p>Students must have an understanding of the different forms of conflict.</p>		

<p>Students must use their time effectively. We will provide due dates and reminders.</p> <p>Students should understand how perspective is influenced by their individual experiences.</p> <p>How will we assist students who are absent?</p>		
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