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| **Teacher(s)** | **Fitton** | **Subject group and discipline** | **Language and Literature** | | |
| **Unit title** | **Bullying Lit circle** | **MYP year** | **4** | **Unit duration (hrs)** |  |

##### Inquiry: Establishing the purpose of the unit

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| **Key concept** | | **Related concept(s)** | **Global context** |
| **Perspective** | | **Intertextuality**  **Character** | **Fairness and Development** |
| **Statement of inquiry** | | | |
| Perspective and character across texts aid in helping us understand how to be fair and to develop an understanding of our common humanity. | | | |
| **Inquiry questions** | | | |
| **Factual—What is sympathy? Empathy? Resilience? What is the ladder of prejudice?**  **Conceptual—What character traits help some become a more accepting and empathetic person? How do we understand another person’s point of view?**  **Debatable— Does being bullied create a more resilent person? How can you determine the difference between freedom of speech and cyberbullying crime?** | | | |
| **Objectives** | **Summative assessment** | | |
| Produce texts that demonstrate insight, imagination and sensitivity while explaining and refecting aritically on new perspectives and ideas arising from personal engagement with the creative process. | Outline of summative assessment task(s) including assessment criteria:  G- demonstrate/highlight the negative impact of bullying and to show empathy. Help change other people’s perspective to affect change.  R-activist whose task is to promote positive change in our community ( bully free environment)  A-staff/ Penticton/ community /world  S- You have been hired by a non profit organization to create a campaign to promote a bully free environment.  P-pamplet/ TED talk/ video/ button/ sticker/ art + a written piece that shows they are taking on an active stance agaianst bullying. | | Relationship between summative assessment task(s) and statement of inquiry:  Through taking an active stance on bullying, students are demonstrating an ability to show empathy and understand other peoples perspective. |
| **Approaches to learning (ATL)** | | | |
| Communicating- model lit circle process with video.  Collaborating- lit circle video  Research- guided inquiry with stalin  Reflection- grasp- fame with Sarah Wood | | | |

##### Action: Teaching and learning through inquiry

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| **Content** | **Learning process** |
| * Bully intro * Empathy/ day in life * Lit circle discussion * Amanda Todd doc. * Movie – cyberbully/wonder/tagged * Playdough * Campaign(GRASP) * Stalin paragraph | * Lesson on empathy |
| **Formative assessment**   * Lit circle * Stalin paragraph * Day in the life of story * Info texts |
| **Differentiation**   * Novel choice * Role choice * GRASP campaign choice |
| **Resources** | |
| * Sarah Wood * Wonder/tagged/ cyberbully * Police speaker * Speak, please stop laughing, master calls, once, 13 reasons why, touching spirit bear * Amanda Todd video * Non ficton texts | |

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

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| **Prior to teaching the unit** | **During teaching** | **After teaching the unit** |
| Teach connections, lit circle format, theme statements and active reading in short story unit. |  | Refelction on how this unit/novel has changed their perspective |