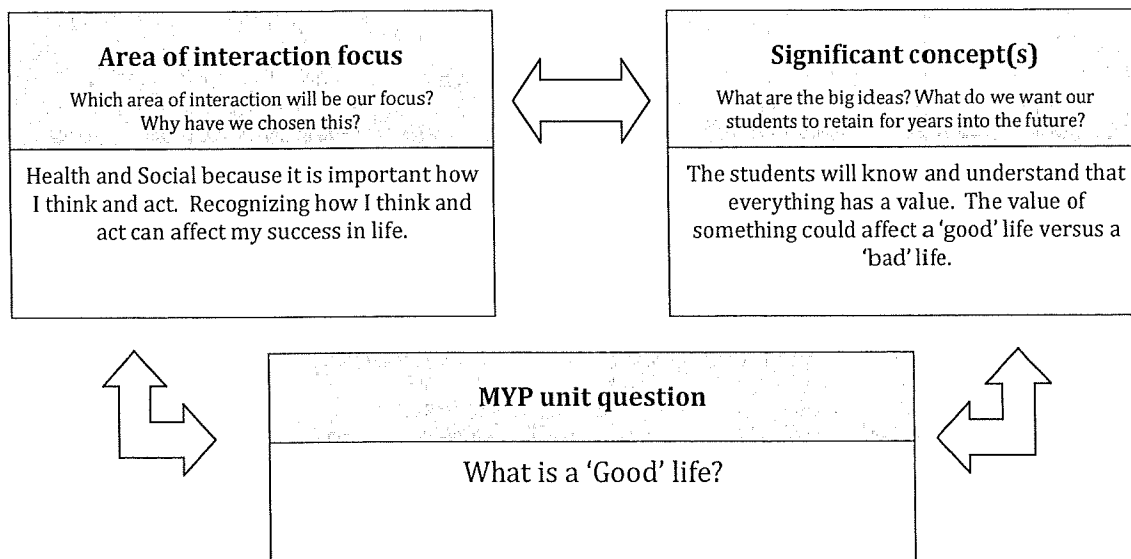


# MYP unit planner

Unit title	Shop Til You Drop
Teacher(s)	Martin
Subject and grade level	Math Course 2; 7 <sup>th</sup> Grade
Time frame and duration	December/January; 4 weeks

## Stage 1: Integrate significant concept, area of interaction and unit question



<p><b>Assessment</b></p> <p>What task(s) will allow students the opportunity to respond to the unit question?</p> <p>What will constitute acceptable evidence of understanding? How will students show what they have understood?</p>
<p>Students will create a budget, "go shopping", consider discounts, and work out a total (including tax).</p> <p>Students will write explanations on how the came up with a particular total or discount(\$).</p> <p>Students will write a one-paragraph reflection describing how a budget can be useful in their everyday life and how it can especially be useful as adults.</p>
<p>Which specific MYP objectives will be addressed during this unit?</p>
<p>Criterion A: Knowledge and Understanding</p> <ul style="list-style-type: none"> <li>- use appropriate mathematical concepts and skills to solve problems in both familiar and unfamiliar situations, including those in real-life contexts</li> </ul> <p>Criterion B: Investigating Patterns</p> <ul style="list-style-type: none"> <li>- describe patterns as relationships or general rules</li> </ul>

<p>Criterion C: Communication</p> <ul style="list-style-type: none"> <li>- use appropriate mathematical language (notations, symbols, terminology) in both oral and written language</li> </ul> <p>Criterion D: Reflection</p> <ul style="list-style-type: none"> <li>- explain the importance of your findings</li> </ul>
Which MYP assessment criteria will be used?
<p>Criterion A: Knowledge and Understanding</p> <p>Criterion D: Reflection</p>

## Stage 2: Backward planning: from the assessment to the learning activities through inquiry

<p><b>Content</b></p> <p>What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?</p> <p>What (if any) state, provincial, district, or local standards/skills are to be addressed? How can they be unpacked to develop the significant concept(s) for stage 1?</p>	
<p>7.3 The student will</p> <ul style="list-style-type: none"> <li>a) model addition, subtraction, multiplication, and division of integers; and</li> <li>b) add, subtract, multiply, and divide integers.</li> </ul> <p>7.4 The student will solve single-step and multistep practical problems, using proportional reasoning.</p> <p>7.14 The student will</p> <ul style="list-style-type: none"> <li>a) solve one- and two-step linear equations in one variable; and</li> <li>b) solve practical problems requiring the solution of one- and two-step linear equations.</li> </ul>	
<p><b>Approaches to learning</b></p> <p>How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?</p>	
<p>Students will use specific math study skills such applying general rules, applying properties, etc.</p> <p>This is a very intense and big project and therefore students will need to use their organizational skills to make sure they are successful.</p> <p>Students may need their information literacy skills to use the internet to shop!</p> <p>Students will need to apply mathematical rules regarding decimals and percents.</p> <p>They will also need to understand and explore how mathematical concepts have real-world applications.</p>	
<p><b>Learning experiences</b></p> <p>How will students know what is expected of them? Will they see examples, rubrics, templates?</p> <p>How will students acquire the knowledge and practise the skills required? How will they practise applying these?</p>	<p><b>Teaching strategies</b></p> <p>How will we use formative assessment to give students feedback during the unit?</p> <p>What different teaching methodologies will we employ?</p> <p>How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their</p>

Do the students have enough prior knowledge? How will we know?	mother tongue? How have we considered those with special educational needs?
<p>Students will be given a rubric ahead of time. Also, examples will be shown.</p> <p>Students will acquire the knowledge and skills that they will need in order to answer the unit question by participating in lessons, small group activities and by class discussions.</p> <p>Students are expected to have an understanding of how to add, subtract, multiply and divide decimals/percents prior to starting this unit. A brief review will be conducted at the start of the unit.</p>	<p>Skills: Exploring deeper connections between mathematical rules and real world contexts written explanations of problems.</p> <p>Activities: daily homework, weekly quizzes, class discussions, reflective essay, various practical activities and online "games".</p> <p>Students who are learning in a language other than their mother tongue will have access to multi-language dictionaries and electronic translation tools to assist them. Students will be given the option to respond to the reflective questions verbally, instead of in writing.</p> <p>Students with special needs will be given extra time in class to work on the project;</p>
<p><b>Resources</b></p> <p>What resources are available to us?</p> <p>How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?</p> <p>Teacher explanation (lesson), virtual and concrete manipulatives, online resources posted on School Space, various websites.</p>	

## Ongoing reflections and evaluation

**In keeping an ongoing record, consider the following questions. There are further stimulus questions at the end of the "Planning for teaching and learning" section of *MYP: From principles into practice*.**

### Students and teachers

What did we find compelling? Were our disciplinary knowledge/skills challenged in any way?

What inquiries arose during the learning? What, if any, extension activities arose?

How did we reflect—both on the unit and on our own learning?

Which attributes of the learner profile were encouraged through this unit? What opportunities were there for student-initiated action?

### Possible connections

How successful was the collaboration with other teachers within my subject group and from other subject groups?

What interdisciplinary understandings were or could be forged through collaboration with other subjects?

### Assessment

Were students able to demonstrate their learning?

How did the assessment tasks allow students to demonstrate the learning objectives identified for this unit? How did I make sure students were invited to achieve at all levels of the criteria descriptors?

Are we prepared for the next stage?

### **Data collection**

How did we decide on the data to collect? Was it useful?

Students will write a reflection about each of the activities, which are both based on the mathematical concepts we cover in this unit. Students will reflect on the challenges they faced in completing the projects/assessments, and why those challenges arose: Did the student have difficulty understanding the concept? Did the students require more resources than those provided by the teacher? What suggestions does the student have to make the unit more meaningful to them?

Students will be encouraged to thoroughly examine the cost of an item versus the "value" of an item – is the expense worth what they will get? Students will learn to become responsible shoppers and make smart choices, rather than impulsive choices.

Students will be able to accurately demonstrate their ability with the mathematical concepts in this unit through our daily, weekly and project assessments.

Figure 12

*MYP unit planner*