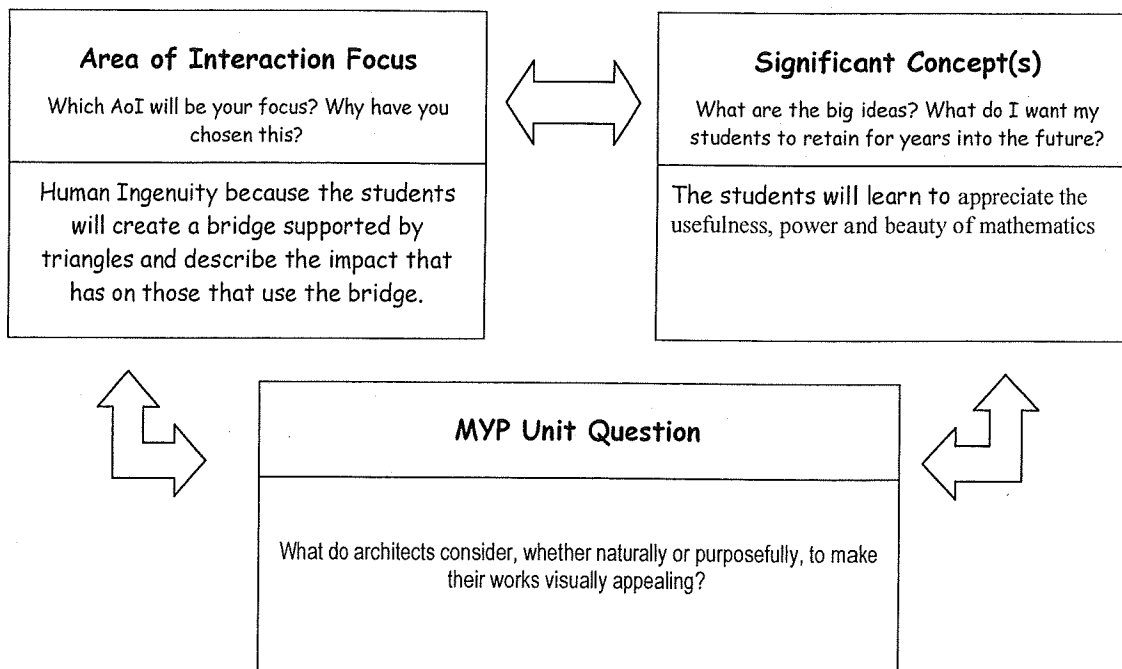


Unit Title	Tri Tri Again
Teacher(s)	Nancy Nelson
Subject and Grade Level	MYP Geometry - 9 th grade
Time frame and Duration	7 weeks - November/December/January

Stage 1: Integrate significant concept, area of interaction and unit question, and ensure it can be assessed



<p>Assessment</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>Tasks: Tri Tri Again</p>
<p>Which specific MYP objectives will be addressed during this unit?</p>
<p>B - select and apply appropriate inquiry and mathematical problem-solving techniques, recognize patterns, describe patterns as relationships or general rules, draw conclusions consistent with findings, justify or prove mathematical relationships and general rules.</p> <p>D - explain whether their results make sense in the context of the problem, explain the importance of their findings,</p>

justify the degree of accuracy of their results where appropriate, suggest improvements to the method when necessary.
Which MYP assessment criteria will be used?
B - Investigating Patterns D - Reflection in Mathematics

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

<p>Content</p> <p>What knowledge and/or skills (from my course overview) are going to be used to enable the student to respond to the guiding question?</p> <p>What (if any) state, provincial, district, or local standards/skills are to be addressed?</p> <p>State SOL's: G. 1, G.3, G.5, G.6, G.9, G.11</p> <p>At the end of the unit, the students will be able to:</p> <p>use appropriate mathematical language (notation, symbols, terminology) in both oral and written explanations</p>	
<p>Approaches to Learning</p> <p>How will this unit contribute to the overall development of subject-specific and general ATL skills?</p> <p>The students will continue to explore a variety of ways to study and learn math so they are able to hone their abilities to learning mathematics. The students will also be continually expected to communicate about their understanding both verbally and in written form.</p>	
<p>Learning Experiences</p> <p>How will students know what is expected of them? Will they see examples, rubrics, templates, etc.?</p> <p>How will students acquire the knowledge and practise the skills required? How will they practise applying these?</p> <p>Do the students have enough prior knowledge?</p>	<p>Teaching Strategies</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? Have we considered those learning in a language other than their mother tongue? Have we considered those with special educational needs?</p>
<p>Expectations - rubrics will be explained when the assignments are given, examples given where appropriate and applicable, and point values listed on tests and quizzes.</p> <p>Acquisition: homework, classwork, GSP explorations, hands-on activities, constructions with applications and extensions, proofs</p>	<p>Assessment: quizzes, unit test (MYP Assessment)</p> <p>Methodologies: immediate feedback, Quality Questioning, lecture/notes, discovery, research, groups, Promethean Boarsd, discussions, School Space</p> <p>Differentiation: variety of strategies in an effort to meet all styles of learning</p>

Prior Knowledge: classifying triangles, solving equations, naming and measuring angles and segments	
Resources What resources are available to us? How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?	
Resources: Promethean Board, computers, graphing calculator, compass and straight-edge, textbook	

Ongoing reflections and evaluation

In keeping an ongoing record, consider the following questions. There are further stimulus questions in the unit planning section of *MYP: from principles into practice*.

Students and Teachers

What did we find compelling? Was 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?

Were there any attributes of the learner profile that were encouraged through this unit? Were there any opportunities for 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?

Did the assessment tasks allow students to demonstrate the learning objectives identified for this unit? 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 I decide on the data to collect? Was it useful?

