MYP UNIT PLANNER 2009/2010

Subject: Language A (Bahasa Indonesia)  Year

Unit Title: Short Story

Teacher/s: Christin and Indri

Term 3  Week: 6 - 10  Duration: 5 weeks

Area of Interaction Focus:
Which AOI will be your focus? Why have you chosen this?

Human Ingenuity
Karena pengalaman hidup manusia dapat menjadi sumber inspirasi penciptaan sebuah karya sastra khususnya cerita pendek.

Significant Concept(s)
What are the big ideas? What do I want my students to retain for years into the future?

Pengalaman hidup bisa menjadi sumber inspirasi karya sastra khususnya cerita pendek.

MYP Unit Question
Bagaimana pengarang merekam beragam pengalaman hidup menjadi sebuah cerita pendek?

Assessment:
What task(s) will allow students the opportunity to respond to the unit question?
What will constitute acceptable evidence of understanding? How will the students show what they have understood?

1. Research dan membaca cerpen-cerpen karya A.A. Navis- klasikal(formatif)
2. Written response – membandingkan dua cerpen dari segi tema - individu
3. Research tentang para penulis dan pengalaman penulis (minimal 3 penulis) secara kelompok (yang bisa membuktikan bahwa beberapa penulis menjadikan pengalaman hidup mereka sebagai sumber inspirasi karya mereka)
4. Written research report dan mempresentasikan di depan kelas

Which specific MYP objectives will be addressed during this unit?

1. Content
   * compare and contrast works, and connect themes across and within genres.
2. Organization
   * organize ideas and arguments in a sustained, coherent and logical manner.
3. Style and Language Mechanics
* use language to describe and inform feeling.
* use language accurately
* use appropriate and varied sentence structure

Which MYP Criteria will be used?

MYP Language A : A,B,C

Content:
What knowledge and/or skills (from my course overview) are going to be used to enable the student to respond to the guiding question? What (if any) local standards/skills are to be addressed?

1. Pengertian cerpen
2. Unsur intrinsik dan ekstrinsik cerpen
3. Research contoh-contoh cerpen
4. Pengertian response writing
5. Contoh-contoh respon writing

Approaches to Learning
How will this unit contribute to the overall development of subject-specific and general ATL skills?

- Organization – siswa membaca, menganalisis, membandingkan dua cerpen dari segi tema.
- Kolaborasi/ kerja sama – siswa bekerja secara kelompok meresearch cerpen yang menggunakan pengalaman hidup sebagai sumber inspirasi, menyusun laporan, dan melaporkan secara lisan di depan kelas disertai bukti-bukti yang mendukung.
- Information literacy- siswa mengikuti perkembangan teknologi informasi terbaru dengan mencari melalui website/blog/media social (twitter/FB)
- Reflection – siswa merefleksi proses dan hasil kerja mereka untuk mengetahui seberapa jauh mereka memahami pembelajaran yang telah dilakukan.

Expected School Wide Learning Results
Which ESLRs will be incorporated in the unit and how will they be assessed? How will this unit contribute to the overall development of the Expected Schoolwide Learning Results (ESLRs)?

- Problem solver – bagaimana siswa mencari persamaan cerpen dari segi tema
- Global Citizens – bagaimana siswa memahami culture pengarang sehingga pengarang bisa menjadikan pengalaman hidup mereka sebagai sumber inspirasi
penulisan

- Collaborative workers – siswa bekerja sama dalam meresearch cerpen yang menggunakan pengalaman hidup sebagai sumber inspirasi, membuat laporan, dan mempresentasikan bersama di depan kelas.
- Effective communicators – siswa menulis respon, laporan, dan mempresentasikannya di depan kelas.

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<thead>
<tr>
<th>Learning Experiences</th>
<th>Teaching Strategies</th>
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<tbody>
<tr>
<td>How will students know what is expected of them?</td>
<td>How will we use formative assessment to give students feedback during the unit?</td>
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<tr>
<td>Will they see examples, rubrics, templates etc?</td>
<td>What different teaching methodologies will we employ?</td>
</tr>
<tr>
<td>How will students acquire the knowledge and practise the skills required? How will they practise applying these?</td>
<td>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?</td>
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<tr>
<td>Do the students have enough prior knowledge?</td>
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- Dari awal siswa akan diarahkan agar mereka menyadari apa yang diharapkan dari pembelajaran ini. Siswa akan membaca contoh-contoh cerpen dari buku dan internet.
- Siswa akan memperoleh pengetahuan melalui diskusi, menganalisis, dan menuliskan respon mereka terhadap cerpen yang dibaca.
- Pengetahuan dasar mengenai unsur intrinsik dan ekstrinsik karya sastra akan sangat mendukung dalam penyelesaian tugas-tugas ini.
- Formatif assessment dapat diperoleh dari proses dimulai saat siswa membaca, menganalisis tiap cerpen, dan menulis respon terhadap cerpen yang dibaca.
- Membaca contoh-contoh cerpen, diskusi kelas, dan sharing tiap siswa mengenai cerpen yang dibacanya.
- Peer assessment: siswa akan saling menilai presentasi yang mereka laksanakan untuk memberi masukan seberapa berhasil pemahaman mereka.
- Siswa yang memiliki kemampuan lebih tinggi akan diberi ekstra work sheet (beban / tingkat kesulitan yang lebih kompleks)

<table>
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<th>Resources</th>
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<tr>
<td>What resources are available to us?</td>
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<tr>
<td>How will our classroom environment, local environment and/or the community be used to facilitate students’ experiences during the unit?</td>
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- Teks : Buku “Robohnya Surau Kami” karya A.A. Navis ( dapat diperoleh di book store – Secondary Building lt.2 )
- Internet – research contoh-contoh cerpen
# MYP Unit Planner – Ongoing Reflections and Evaluation

## 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?