



**Marietta City Schools**  
**2023–2024 District Unit Planner**

*10th Language and Literature*

Unit title	Blindness and Sight Personal and Cultural Expression (U4)	MYP year	5	Unit duration (hrs)	50 hrs
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GA DoE Standards**

**I can determine a theme and/or central idea or text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary. ELAGSE9-10RL2**

**I can write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. ELAGSE9-10W3**

**Supporting Standards**

I can analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop a theme. ELAGSE9-10RL3

I can analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create effects such as mystery, tension, or surprise. ELAGSE9-10RL5

I can determine a central idea of a text and analyze its development over the course of the text. ELAGSE 9-10RI2

I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. ELAGSE 910 RI4

**Conceptual Understandings:**

- Understand that characters-usually the main character-drives the theme in a text.
- Understand that a main character experiences conflict(s) that determine his/her/their growth, that this growth occurs over the course of the text.
- Understand that other literary elements or devices (title, setting, symbols, statements and observations, conflict and plot) can shape the theme of a text.
- Understand that the theme is not the same as the topic, which focuses strictly on the content. The theme is also not the same as the plot. Most literary works have one or more themes that are expressed through the plot.
- Understand that specific details may be aspects of tone, diction, characterization, and figurative language the author uses to reveal the central meaning of the text.

*One or more MYP Criteria will be assessed during this unit*

**MYP Criterion A: Analyzing**

Students will analyze the content, context, language, style, and structure of a text.  
Students will analyze the relationships among texts

**MYP Criterion B: Organization**

Students will use organizational structures that serve the context and intention.  
Students will organize opinions and ideas in a coherent and logical manner.

**MYP Criterion C: Producing Text**

Students will produce texts that demonstrate insight.

**MYP Criterion D: Using Language**

Students will use correct grammar, syntax, and punctuation.

Key concept	Related concept(s)	Global context
<b>Change</b>  Students will explore how change is a process of movement from one state to another; it is universal and inevitable.	<b>Point of View</b>  The position or vantage point from which the events of a story seem to be observed and presented to us. When exploring this concept, students will consider voice and tone	<b>Personal and Cultural Expression</b>  How we express ourselves: an inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and Values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
<b>Statement of inquiry</b>		
Authors communicate themes in writing to express feelings, beliefs, values and (sometimes abstract) ideas.		
<b>Inquiry questions</b>		
<b>Factual</b>  How do I evaluate written narrative texts by analyzing how authors introduce and develop central ideas or themes?  How can I differentiate between theme and main idea?  <b>Conceptual</b>  How does the writer intentionally craft details to communicate abstract ideas?  How can themes be relevant over space and time or in alternate points of view?  <b>Debatable</b>		

How is change universal and inevitable, and how do writers use details to communicate this abstract idea?

Does changing perspective always cause people to see themselves differently?

MYP Objectives	Assessment Tasks	
<i>What specific MYP <b>objectives</b> will be addressed during this unit?</i>	<i><b>Relationship</b> between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>
<p><b><u>MYP Criterion A: Analyzing</u></b> Students will analyze the content, context, language, style, and structure of a text.</p> <p><b><u>MYP Criterion B: Organization</u></b> Students will use organizational structures that serve the context and intention. Students will organize opinions and ideas in a coherent and logical manner.</p> <p><b><u>MYP Criterion C: Producing Text</u></b> Students will produce texts that demonstrate insight</p> <p><b><u>MYP Criterion D: Using Language</u></b> Students will use correct grammar, syntax, and punctuation. Students will use varied sentence structure and forms of expression.</p>	<p>SOI: Authors communicate themes in writing to express feelings, beliefs, values and (sometimes abstract) ideas.</p> <p>Students will explore how themes are constructed by viewing them through the lenses of different characters and alternate situations, culminating in evaluating how a theme connects to the world at large through the writing of a narrative nonfiction.</p>	<p><b><u>Formative Assessment(s):</u></b></p> <p>Narrative Writing Task: Students will respond to a scene from their anchor drama in a narrative response. Choose a situation to explore, develop the situation, plan the sequence of events.</p> <p>ELAGSE9-10W3</p> <p>Narrative Performance Task: Write a dialogue in which Nunez describes his experiences in “The Country of the Blind” to an outsider. The dialogue should take place after all the events of the story, when Nunez has returned to his own culture. Textbook p. 785</p> <p>ELAGSE9-10W3</p> <p>Unit 2 Assessment - Using the learning targets and standards within the unit, Grade 10 school based PLCs and/or teachers will determine and develop the appropriate, standards based summative for their students. Students will complete a selection test on the prioritized standards in AMP.</p>

		<p><b><u>Summative Assessment(s):</u></b></p> <p>Narrative Writing Task: Using your analysis of written narrative texts and how authors introduce and develop ideas and themes, rewrite a scene from the Whole Group anchor text as a narrative. Choose a scene where you can discuss a time when one's self perception was unclear or incomplete, but someone else saw this person clearly., answering the question: <b>Can we see ourselves as clearly as others see us?</b></p> <p>In your writing, choose which elements of the original text to highlight in order to support the theme concepts of Blindness and Sight.</p> <p>ELAGSE9-10W3</p> <p><a href="#">GMAS Rubric.</a></p> <p><b>Small group MYP Performance Task</b></p> <p>Using the texts you have studied in this unit and your understanding of narrative structure, create an oral narrative retelling from the perspective of another character from any of the small group texts using a different character within the story using the style and elements of narrative writing. Include a clear point of view and be sure to develop the idea in the narrative topic. .</p> <p><b><u>MYP Performance Task</u></b></p> <p><b>Narrative Writing Task:</b> Students will write a nonfiction narrative in which they tell a true story related to the following question: <b>Is there a difference between seeing and knowing?</b> In the narrative students will present both clearly delineated characters and settings. Include a logical sequence series of events that show the choices people make and their reasons for making them.</p>
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Approaches to learning (ATL)
<p><b>List Category: Communication</b></p> <p>Cluster: Communication Skills</p> <p>Skill Indicator: Give and receive meaningful feedback</p> <p>Use appropriate forms of writing for different purposes and audiences</p> <p><b>List Category: Thinking</b></p> <p>Cluster: Transfer Skills</p> <p>Skill Indicator: Combine knowledge, understanding and skills to create products or solutions</p>

<p style="text-align: center;"><b><u>Learning Experiences</u></b></p> <p style="text-align: center;">Add additional rows as needed.</p>		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
Learning Experience- Building Background	<p>Teacher will build background knowledge and increase student engagement by introducing students to the text News Article: “I Can See Mommy” (Huffington Post) and the Video: “The science behind optical illusions” (Daily Mail) Teachers will explicitly teach academic vocabulary: integrate, delineate, volition, vivid, and altercation. Teachers will read <i>Just Six Dots</i> as the launch text: nonfiction narrative model. After reading the launch text, all students will be able to participate in discussions about narrative elements, and identify them using the launch text.</p> <ul style="list-style-type: none"> <li>● Teachers will provide mini-lessons on analysis through visual and text mediums throughout the unit as applicable. <ul style="list-style-type: none"> <li>● Author’s purpose</li> <li>● Theme/central idea <ol style="list-style-type: none"> <li>1. Summarizing a Text Workbook p. 16-17.</li> <li>2. Summarizing a Text Workbook p.97-98</li> <li>3. Analyzing a Central Idea or Theme Workbook p. 22</li> <li>4. Analyze Central Idea Workbook p. 104</li> </ol> </li> <li>● Structure</li> <li>● Characterization <ol style="list-style-type: none"> <li>1. Analyzing characters p. 28-29</li> <li>2. Character Wheel</li> <li>3. Character CHange Map</li> <li>4. Character Trait Web</li> </ol> </li> <li>● Tone/Mood (to support comprehension of written text)</li> </ul> </li> <li>● Teachers will facilitate learning about the connection between characterization and theme.</li> </ul>	<p>Have students generate a list of ideas evident in the text and determine which one or ones are recurrent. Model how hints that the title, subheadings, graphics, images, bold words, or captions might offer. Have students find at least three ideas with the text that resonate with them and find similarities and connections between the ideas. Highlight the importance of details in determining the central idea of a text; be sure to explain how to determine which details are key or important. Show students how the meaning and substance of an idea develops over the course of a text.</p> <p>Consider using a film clip to illustrate how a director’s choices create mystery, tension, or surprise. Use multiple choice and constructed responses to model the necessary thinking required for how and why an author makes structural choices.</p>

	<ul style="list-style-type: none"> <li>Students use reasoning to support their inferences regarding the connection between characterization and theme in order to construct a double sided journal that tracks evidence to support.</li> <li>Students construct a double entry journal to analyze and interpret data to determine similarities and differences in findings.</li> </ul>	
Learning Experience: Character Description RL3, RL5, W3	Write a description of Nunez from another character's point of view. Include thoughts that this character has about Nunez at specific moments in the story. Cite lines of dialogue and other details from the story in your description.	Generate a list of characters and determine which ones are complex. Create a story arc, plot diagram, or timeline and note how key characters interact with other characters, advance the plot, and develop the theme.
Learning Experience: Oedipus the King, Part I ELAGSE9-10 RL5	<ul style="list-style-type: none"> <li>Students will identify which details are relevant when determining evidence to support crafting a theme statement.</li> <li>Students will analyze all different pieces of evidence to consider when tracking the development of theme over the course of a text, including: <ul style="list-style-type: none"> <li>the craft and structure of Greek Plays</li> <li>Character development</li> <li>Conflict development</li> <li>Language based authorial choices <ul style="list-style-type: none"> <li>Diction</li> <li>Tone</li> <li>Mood</li> <li>Syntax</li> </ul> </li> </ul> </li> </ul>	Help students identify a work's theme, you might ask them and/or create an anchor chart with the following questions: Why did the author have this happen? What point do I think the author is trying to make? What greater significance might this event have? Guide students to think about the lesson that a character learns from a particular problem; push students to think about themes as universal.
Learning Experience: Write a nonfiction narrative ELAGSE9-10W3	<p>Teachers will model the identification of literary elements in texts. Students will identify the narrative point of view.</p> <ul style="list-style-type: none"> <li>Students will learn the elements of narrative writing <ul style="list-style-type: none"> <li>Anchor Charts Elements of Personal Narratives</li> </ul> </li> </ul> <p>Students will analyze the craft and structure of a narrative. Textbook Item 1 p. 783. Students will read and evaluate narrative texts. Students will retell or rewrite a portion of the story as a flashback, as though it is being recalled by another character. Students will explain how the pace and mood of the story change with the manipulation of time.</p>	Communication: Use a variety of organizers for academic writing tasks. Consider skill based writing conferences to support students.
<b>Content Resources</b>		
<p><b>Additional supports in this unit should include:</b></p> <p><b>Whole Class Learning:</b></p> <p>Anchor Text: Drama</p> <p>Oedipus the King, Part I and II</p>		

**Small Group Learning:**

Letter: View From the Empire State Building (Helen Keller)

Poetry: Blind, The blind Seer of Abon, On His Blindness

Short Story: The Country of the Blind

**Independent Reading:**

Novel Excerpt: from Blindness

Media Newscast: Dr. Geoffrey Tabin Helps Blind Ethiopians Gain Sight

Media Informational Graphic:

How Your Eyes Trick Your Mind

Science Article: Blind, Yet Seeing: the Brain's Subconscious Visual Sense