	Marietta City Schools				
	2023–2024 District Unit Planner				

Language and Literature					
Unit title	*Outsiders and Outcasts*	**MYP year**	*5*	**Unit duration (hrs)**	*40 hours*

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Priority Standards Unit Learning Targets:

ELAGSE9-10RL2: Determine a theme and/or central idea of a text and analyze in detail its development over the course of the text.

ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Support Standards Unit Learning Targets:

ELAGSE9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

ELAGSE9-10RL7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

ELAGSE9-10RL9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

ELAGSE9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 and 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.

Key concept	Related concept(s)	Global context
Relationships: the connections and associations between properties, objects, people, and ideas- including the human community's connections with the world in which we live. Any change in relationship brings consequences- some of which may occur on a small scale while others may be far-reaching, affecting large networks and systems.	Character: The representation of persons in narrative and dramatic works. This may include direct methods like the attribution of qualities in deception or commentary, and indirect methods inviting readers to infer qualities from characters' actions, speech, or appearance.	Identities and Relationships:

Statement of inquiry

The idea of social isolation is a common thread throughout literature.

Inquiry questions

Factual—

What is theme?

How are conflict, protagonist, and antagonist connected?

What are primary and secondary sources?

Conceptual—

What is the connotative meaning?

How does figurative language impact meaning?

Debatable-

Do people need to belong?

MYP Objectives	Assessment Tasks

What specific MYP **objectives** will be addressed during this unit?	**Relationship** between summative assessment task(s) and statement of inquiry:	List of common formative and summative assessments.

Criterion A: Analyzing i. analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts ii. analyze the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. evaluate similarities and differences by connecting features across and within genres and texts. **Criterion B: Organizing** i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a sustained, coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention. **Criterion C: Producing Text** i. produce texts that demonstrate insight,		**Formative Assessment(s):** With an argumentative essay in which you state and defend a claim about the following question: Is the experience of being an outsider universal? Use credible evidence from at least three of the selections you read and researched in this unit to support your claim. Try to address possible objections to your argument by presenting and refuting counterclaims. (W1) **Summative Assessment(s):** On-Level Performance Task - Choose one of the following quotes and argue whether or not Paolo Coelho might agree or disagree with it, based on the themes and actions presented in The Alchemist. • Gabriel García Márquez writes, "Human beings are not born once and for all on the day their mothers give birth to them, but that life obliges them over and over again to give birth to themselves." • Mahatma Gandhi said, "The best way to find yourself is to lose yourself in the service of others." • Mandy Hale writes, "A busy, vibrant, goal-oriented woman is so much more attractive than a woman who waits around for a man to validate her existence." AMP Test-Using the learning targets and standards within the unit, Grade 10 school based PLCs will determine and develop the appropriate standards based summative assessments for their students. Honors Performance Task- Which authorial choice is most effective in conveying the development of the theme to the audience? Evaluate the development of the theme concept of Identity in

imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process _____

ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

iii. select relevant details and examples to develop ideas.

Criterion D: Using Language

i. use appropriate and varied vocabulary, sentence structures and forms of expression

ii. write and speak in a register and style that serve the context and intention

iii. use correct grammar, syntax and punctuation

iv. spell and pronounce with accuracy

three different texts: The Alchemist, "A Doll's House", and a text of your choosing from texts we've read this year (or texts you read in the 9th grade) and construct an argument on the effectiveness of an authorial choice based on the impact on the audience's comprehension, _____, and/or _____.

Approaches to learning (ATL)

List Category: Thinking

Cluster: Critical Thinking Skills

Skill Indicator: Analyzing and evaluating issues and ideas

List Category: Research

Cluster: Critical Information Literacy Skills

Skill Indicator: Access information to be informed and inform others

Learning Experiences
Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation

CLE#1 Literary/Text Elements Setting and Character
● Cultural and historical aspects of the setting, conflict, and character development.
● Academic Vocabulary
   ○ Contradict
   ○ Negate
   ○ Objection
   ○ Verify
   ○ Advocate
	1. The teachers will gauge students's prior knowledge of historical/cultural aspects of setting, conflict, and character development.
	2. Teachers will provide multiple mini-lessons on recognizing and analyzing elements of short stories, poetry, and multimodes of texts.
	3. Teachers will identify aspects cultural and historical aspects of the setting, conflict, and character using textual evidence from the anchor text.
	4. Students will review the close-read model and complete the close-read section in the selection.
	5. Students will analyze and examine the anchor text to identify the cultural and historical aspects of the setting, conflict, and character and support their understanding with textual evidence.
	6. Students will display their ability to analyze and synthesize information using Selection Test provided by the curriculum.
		Visual Anchor Charts
		Graphic Organizers
		Model texts for genres of writing
		Chunking text
		Guided Reading and Viewing Questions
		Highlighting
		Differentiated texts by Lexile level
		Read-Aloud/Think-Aloud (Teacher Modeling)
		Collaborative Research and Writing

CLE#2 Plot/Theme
● Academic Vocabulary
   ○ Theme
   ○ Moral
   ○ Motif
   ○ Allegory
   ○ Irony
   ○ Symbolism
   ○ Point of view
	1. The teachers will gauge students' prior knowledge of theme and plot elements.
	2. Teachers will provide multiple mini-lessons on plot and theme, using anchor text for exemplars.
	3. Teachers will model plot development while examining the relationship between advancement of the plot and the development of the theme.
	4. Students analyze how the theme is developed through plot events.
	5. The teacher will facilitate students' recall of Argumentative writing.
	6. The teacher will provide a mini-lesson on argumentation throughout the reading of the anchor text.
	7. Teachers will provide a lesson on the connection between argument and literary criticism.
		Guided Reading and Viewing Questions
		
		Model texts for genres of writing
		
		Chunking text
		Write-Aloud/Think-Aloud
		Highlighting
		Language frames for writing
		Collaborative conversations
		Peer Review

CLE#3 Argument Essay
● Academic Vocabulary
   ○ Claim
   ○ Counterclaim
   ○ Evidence
	1. Teachers will gauge students' prior knowledge of argument writing.
	2. Teachers will provide multiple mini-lessons on argument writing using exemplars from the curriculum.
	3. Teachers will model argument writing.
	4. Students will organize and write a first draft.
		Guided Reading and Viewing Questions
		
		Model texts for genres of writing
		
		Chunking text
		Write-Aloud/Think-Aloud

○   Reasoning
    ○   Analysis
    ○   Validity
    ○   Credibility
    ○   rebuttal
	5. Students will evaluate and revise the draft using the revision guide for argument
	6. Students will write an argumentative essay about for a prompt.
		Highlighting
		Language frames for writing
		Collaborative conversations
		Peer Review

Content Resources

MyPerspectives

Whole Class Learning: The Alchemist (Novel)

Small Group Learning:
Short Story The Doll's House

Poetry Collection:
Sonnet, With Bird

Poetry Collection:
Elliptical

Poetry Collection:
Fences

Argument:
Revenge of the Geeks

Lecture:
Encountering the Other: The Challenge for the 21st Century

Independent Learning:
Myth: The Orphan Boy and the Elk Dog

Memoir:
By Any Other Name