



Marietta City Schools
2023-2024 District Unit Planner

Language and Literature 7 Advanced Studies

Unit title	Personal and Cultural Expression	MYP year	2	Unit duration (hrs)	35
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Reading Literary:

- I can determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (RL.7.2)
- I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.7.3)
- I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) (RL.7.4)
- I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.7.4)
- I can analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. (RL.7.7)

Reading Informational:

- I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.7.2)
- I can objectively summarize informational text. (RI.7.2)
- I can analyze the connections and distinctions between individuals, ideas or events in a text. (RI.7.3)
- I can analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5)
- I can determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (RI.7.6)
- I can trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (RI.7.8)

Writing:

- I can write arguments to support claims with clear reasons and relevant evidence (W.7.1)
- I can write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.7.2)
- I can use evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)

Speaking and Listening:

- I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.7.1)
- I can express my own ideas clearly during discussions. (SL.7.1)
- I can build on others' ideas during discussions. (SL.7.1)
- I can present claims findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate

volume, and clear pronunciation. (SL.7.4)

I can adapt speech to a variety of contexts and tasks demonstrating command of formal English when indicated or appropriate. (SL.7.6)

Language:

I can use correct grammar and usage when writing or speaking. (L.7.1)

I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.7.2)

I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)

I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5)

I can accurately use eighth-grade academic vocabulary to express my ideas. (L.7.7)

I can use resources to build my vocabulary. (L.7.7)

MCS Gifted Standards:

Gifted Strand 1: Advanced Research Skills: Students will develop and utilize advanced research skills among various topics.

MCS.Gifted.S1A. Formulate thought-provoking questions to guide in depth research.

MCS.Gifted.S1B. Devise and manage a research plan.

MCS.Gifted.S1C. Gather, organize, analyze, evaluate, and synthesize data from multiple sources for research applications.

Gifted Strand 2: Creative Thinking: Students will develop and utilize creative thinking through a variety of products and problem solving.

MCS.Gifted.S2A. Recognize and evaluate how the process of creative thinking improves ideas, products, and solutions to problems.

MCS.Gifted.S2B. Develop and apply the cognitive components of creative thinking: fluency, flexibility, originality, and elaboration.

MCS.Gifted.S2C. Develop and apply the affective components of creative thinking: risk-taking, curiosity, complexity, and imagination.

MCS.Gifted.S2D. Apply components of creative thinking in finding, solving, and evaluating solutions to authentic real-world problems and dilemmas.

Gifted Strand 3: Higher Order Thinking and Problem-Solving Skills: Students will develop and utilize critical thinking, higher order thinking, logical thinking and problem-solving skills in various situations.

MCS.Gifted.S3A. Develop and apply core critical thinking skills of metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarization, evaluation, synthesis, explanation, and transference.

MCS.Gifted.S3B. Develop critical thinking, inductive and deductive reasoning to analyze and evaluate logical reasoning within a variety of problems and dilemmas.

MCS.Gifted.S3C. Use a variety of strategies for solving authentic, complex, real-world problems through evaluative thinking and the engineering design processes.

Gifted Strand 4: Advanced Communication and Collaboration Skills: Students will develop advanced communication and collaboration skills in working toward a common goal with shared accountability for the final outcome.

MCS.Gifted.S4A. Develop skills and techniques associated with effective verbal and non-verbal communication, adjusting for a given audience or task.

MCS.Gifted.S4B. Recognize and examine the value of others strengths, thoughts, ideas, and feelings during collaboration.

MCS.Gifted.S4C. Establish a common goal utilizing strengths of each group member.

MCS.Gifted.S4D. Respectfully collaborate and effectively communicate exchanges of constructive/critical feedback.

MCS.Gifted.S4E. Use a variety of multi-media and innovative technologies as tools to effectively communicate the individual or collaborative group work.

Gifted Strand 5: Emotional Development of Self: Students will develop understanding of self and how one's own unique abilities influence interactions with others.

MCS.Gifted.S5A. Explore personal beliefs, feelings, and understanding of self, regarding one's own unique giftedness.

MCS.Gifted.S5B. Recognize and build upon strengths and limitations.

MCS.Gifted.S5C. Develop and practice critical analysis in judgment of one's actions, feelings and thoughts.

MCS.Gifted.S5D. Develop a shift in actions, feelings, and thoughts.

MCS.Gifted.S5E Advocate for self.

Gifted Strand 6: Self Directed Learner: Students will become self-directed, independent learners.

MCS.Gifted.S6A. Set appropriately high standards for work and behavior.

MCS.Gifted.S6B. Establish and work toward short- and long-term goals.

MCS.Gifted.S6C. Persevere in the face of obstacles.

MCS.Gifted.S6D. Take initiative to pursue opportunities to share and use abilities.

MCS.Gifted.S6E. Seek opportunities for self-growth through risk-taking, and curiosity in various situations.

William and Mary Language Arts Goals:

Goal 1: To develop analytical and interpretive skills in literature and informational text. (RL1, RI1, RL2, RI2, RL5, RI5)

Goal 2: To develop persuasive, argumentative, creative, and expository writing skills. (W1, W2, W4, W5, W10)

Goal 3: To develop linguistic competency. (RL4, RI4, L1, L2, L3, L4)

Goal 4: To develop listening/oral communication skills.(SL1, SL4)

Goal 5: To develop reasoning skills in the language arts. (RL6, RI6, RL7, RI7, RI8, W1, SL5, SL6)

Goal 6: To understand the concept of courage in the language arts. (RL3, RI3)

Selected Key concept (s)	Related concept(s)	Global context
Connections Students will explore links, bonds and relationships among people, places, or ideas	Point of View 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. Genre Having an understanding about conventions of genre: form, style, storyline, characterization, tone, mood, atmosphere, register, visual images and layout, narrative/storytelling, prose (foreshadowing, flashbacks, stream of consciousness in novels and short stories), poetry (metre, rhyme), drama, mythology and other fiction (for example, graphic novels, satires, oral traditions, screenplays, film and episodic television) and non-fiction (for example, autobiography, biography, travelogues, essays, letters, literary non-fiction, speeches).	Personal and Cultural Expression Students will explore 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.

Statement of inquiry

One's culture, beliefs, and values may impact the point of view or the reader.

Inquiry questions

Factual:

What is the central idea?
 What is theme?
 What is point of view?
 What is the difference between argument and persuasion?
 How does reading one section of a text closely help me understand it better?

Conceptual:

How does culture influence character development?
 How does a speaker develop and organize their thoughts in writing?

Debatable:

How do effective researchers ask relevant questions, gather information from several sources, keep track of their findings and sources, and synthesize their findings?

MYP Objectives	Assessment Tasks	
<i>What specific MYP objectives will be addressed during this unit?</i>	<i>Relationship between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>
<p><u>MYP Criterion A: Analyzing</u></p> <ol style="list-style-type: none"> 1. Analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts. 2. Analyze the effects of the creator's choices on an audience. 3. Justify opinions and ideas, using examples, explanations and terminology <p><u>MYP Criterion B: Organizing</u></p> <ol style="list-style-type: none"> 1. Students will use organizational structures that serve the context and intention. 2. Students will organize opinions and ideas in a coherent and logical manner. 3. Use referencing and formatting tools to create a presentation style suitable to the context and intention 	<p>Students will make connections between the core text and major themes. Through argumentative writing and in-class debates, students will be able to determine how one's culture, beliefs, and values may impact the point of view or the reader.</p>	<p><u>Formative Assessment(s):</u></p> <p>Formative Constructed Response: What is the significance of the novel's title I Am Malala: The Girl Who Stood Up For Education and Was Shot By The Taliban? Support your claim with logical reasoning and relevant evidence using accurate credible sources.</p> <p>Formative Reading Check: Chapters 1-12, Multiple choice</p> <p><u>Summative Assessment(s):</u></p> <p>Argumentative Essay Prompts (Choose One): Use examples from the book and from outside sources (You must cite all sources)</p>

<p><u>MYP Criterion C: Producing Text</u></p> <p>1. Students will produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process</p> <p>2. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>3. Select relevant details and examples to develop ideas.</p> <p><u>MYP Criterion D: Using Language</u></p> <p>1. Students will use appropriate and varied vocabulary, sentence structure and forms of expression.</p> <p>3. Students will use correct grammar, syntax, and punctuation.</p>		<ul style="list-style-type: none"> ● Should education be considered a basic human right? ● To what extent is social media a catalyst for good? Evil? ● Talk about the role of Malala's parents, especially her father, Ziauddin. Is Malala's father a good parent? If you were her parents, would you have encouraged her to write and speak out? ● Malala's father said he believed that lack of education was the root of all Pakistan's problems. How might this be true? ● After reading Malala's story, do you think she is an ordinary or an extraordinary girl? How did the Taliban change the lives of women and men in Pakistan? Did education make a difference in what people came to believe? Find and cite one information source that supports your position. <p>Debate Topic: Should education be considered a basic human right?</p> <p>End of Unit Summative Test: <i>I Am Malala</i></p>
<p>Approaches to learning (ATL)</p>		
<p>Thinking: Analyzing and evaluating issues and ideas Consider ideas from multiple perspectives</p> <p>Communication: Read closely, critically to make inferences and draw conclusions Write for different purposes Engage in collaborative conversations</p>		
<p><u>Learning Experiences</u></p> <p>Add additional rows as needed.</p>		

Objective or Content	Learning Experiences	Personalized Learning and Differentiation All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.
LE 1: <i>William and Mary Models</i>	<ul style="list-style-type: none"> Literature Web Model Taba Model of Concept Development - Change Model 	<p>Prefill certain elements of the model</p> <p>Model the completion of the webs and release students with a cold text</p> <p>TABA Model: What is culture? Discuss as a whole-class.</p> <ul style="list-style-type: none"> Examples Non-Examples Generalizations
LE 2: Timed Writing	RACE Constructed Response	RACE graphic organizer
LE 3: Small Group Literature Groups	Literary Analysis of <i>Amal Unbound</i> and <i>Inside Out and Back Again</i> - Students will analyze and interpret the novels using the literature webs. Students will review the concept of courage and the related generalizations, discuss the novel's character, complete a literature web, and discuss questions about the novel. Compare the student's small group novel and <i>I am Malala</i> through the concept of change.	<p>Literature Roles</p> <p>Sentence/Question Stems</p>
Content Resources		
<p>Additional supports in this unit should include:</p> <ol style="list-style-type: none"> <i>I Am Malala</i> (1000L) <p>Small Group:</p> <ol style="list-style-type: none"> <i>Amal Unbound</i> (600L) <i>Inside Out and Back Again</i> (800L) 		

Media Text(s):

4. *He Named Me Malala* (2015)
5. [Malala Nobel Peace Prize Speech](#)

