



Marietta City Schools
2023-2024 District Unit Planner

Language and Literature 7 Advanced Studies

Unit title	Expository Writing	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 and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RL.7.2)
I can compare and contrast the structure of multiple texts. (RL.7.5)
I can analyze how different structures impact the meaning and style of a text. (RL.7.5)

Reading Informational:

I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.7.1)
I can determine a theme or the central ideas of an informational text.
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 how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.7.5)
I can trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (RI.7.8)
I can compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (RI.7.9)

Writing:

I can write arguments to support claims with clear reasons and relevant evidence. (W1)
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W2)

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 delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (SL.7.3)

I can include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (SL.7.5)

William and Mary Language Art 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)

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 an 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.
MCS.Gifted.S6F. Seek opportunities to be productive and proactive in various situations.

Key concept	Related concept(s)	Global context
Perspective <i>Time, space, and place</i> Students will explore the position from which we observe situations, objects, facts, ideas, opinions.Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.	Purpose: The students will explore (in literary terms) the creator’s intentions in producing the text. This concept could also engage students in exploration of meaning, thesis/argument, gender, age, bias, persuasive techniques, function, critical stance, message and culture. Setting: A real-time period and geographical location or a fictional world and unfamiliar time period. The setting also includes the physical landscape, climate, weather, and societal and cultural surroundings that serve as a backdrop for the action. Setting is revealed through the exposition of a story.	Fairness and Development Students will explore rights and responsibilities; the relationship between communities; access to equal opportunities; peace and conflict resolution
Statement of inquiry		
A character’s personal experience can determine their perspective and impact their development.		
Inquiry questions		
Factual: What is perspective?		

Conceptual:

In what ways is meaning constructed, negotiated, expressed and interpreted?

How and why are readers affected by texts?

Debatable:

How do texts offer insights and challenges to individual and global perspectives?

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: Analyzing</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><u>MYP Criterion C: Producing Text</u></p> <ol style="list-style-type: none"> 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>Based on the texts in this unit, students will select an expository topic connected to fairness and development.</p>	<p><u>Formative Assessment(s):</u></p> <p><i>Greenglass House</i> - Comprehensive Assessments</p> <ul style="list-style-type: none"> • Chapters 1-5 • Chapters 6-10 • Chapters 11-15 <p><u>Summative Assessment(s):</u></p> <p><u>William and Mary Art and Poetry Project</u></p> <p>Option I Much of the writing in <i>Greenglass House</i> uses prose that is lyrical and blended into vivid imagery, much like poetry. Reread or scan chapters 6 to 10 again. Take notes of interesting or striking sentences. Using the sentences you gather, write a poem that reflects the secrets of an inn guest. (You may actually use the sentences or merely have them to be a launching point for you.) Once you have written your poem, title it, type it, then creatively illustrate it.</p> <p>Option II Select an existing poem written about an inn and create an appropriate presentation of the poem including an</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>		<p>illustration. The poem may be on the same sheet or on a separate one. Make sure that the layout, border, font, and illustration are linked to and appropriate for the mood of the poem. You may not do any of the poems that were covered in language arts or social studies.</p> <p><u>MYP Rubric: A-D</u></p> <p><u>Summative Assessment(s):</u></p> <p>Expository Essay:</p> <p>*Students choose an overall topic and develop their own prompt.</p> <p>*Prompts should be connected in some way to fairness & development:</p> <ol style="list-style-type: none"> 1. Overall Topic: Environmental Issues <ol style="list-style-type: none"> a. Ideas for Expository Prompts: <ol style="list-style-type: none"> i. Effects of gasoline and diesel powered engines on the environment. ii. Mandatory student participation in service projects in order to graduate from high school. iii. Your Choice 2. Overall Topic: Conformity vs Individuality <ol style="list-style-type: none"> a. Ideas for Expository Prompts: <ol style="list-style-type: none"> i. Beauty standards ii. Beauty standards in different countries. iii. Social Media & Self Image/Worth iv. Your Choice 3. Overall Topic: Poverty/ Social Inequalities <ol style="list-style-type: none"> a. Ideas for Expository Prompts: <ol style="list-style-type: none"> i. Qualifications for Section 8 housing. ii. Effects of living in poverty. iii. Violence in the music, film, and television that children in the U.S. consume. iv. Your Choice 4. Overall Topic: Differently Abled Individuals <ol style="list-style-type: none"> a. Ideas for Expository Prompts: <ol style="list-style-type: none"> i. Pick a type of disability and present information.
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		e. Each presentation must have a written explanation prepared (someone will walk up to you and you need to be able to explain your product/presentation).
Approaches to learning (ATL)		
Thinking: Gather and organize relevant information to formulate an idea or argument Evaluate evidence and arguments Develop contrary or opposing arguments Communication: Write for different purposes. Read closely and critically to make inferences and draw conclusions Use a variety of media to communicate with a range of audiences		

<p style="text-align: center;"><u>Learning Experiences</u></p> <p style="text-align: center;">Add additional rows as needed.</p>		
Objective or Content	Learning Experiences	<p>Personalized Learning and Differentiation</p> <p>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.</p>
CLE 1: William and Mary Models	<ul style="list-style-type: none"> • Literature Web Model • Vocabulary Web Model • Taba Model of Concept Development - Change Model • The Reasoning Model • The Writing Process Model <p>Teacher's may choose any text aligned with the global context to model and introduce the 5 teaching models. Students will be able to complete and apply the 5 models to future texts.</p>	<p>Prefill certain elements of the model</p> <p>Model the completion of the webs and release students with a cold text</p>
CLE 2: William and Mary Character Chart	<p>Lesson 15B - Students will complete the Character Chart for <i>Greenglass House</i>.</p> <p>They will briefly describe each character below and their importance in the novel. Note evidence of characters developing and displaying courage.</p>	Provide students with a character chart model
CLE 3: Literature Circles	Students will read either Enola Holmes or Graveyard Book and complete a variety of tasks with their small group.	Readers Responses/Lit Circle Roles
CLE 4: Writing Portfolio	<p>Writing Portfolio</p> <p>Students will write 3 different pieces:</p> <ol style="list-style-type: none"> 1. A narrative story. <ol style="list-style-type: none"> a. They will create a character with special skills like Milo does in <i>Greenglass House</i> and they will add to a scene from the novel by displaying narrative techniques learned and by introducing their character into the story. 	

	<p>2. An argumentative piece that argues why their small group book (either Enola Holmes or Graveyard Book) should be read alongside Greenglass House in Honors ELA.</p> <p>a. They will need to fully explain their stance and provide a minimum of 2 pieces of evidence.</p> <p>3. An expository piece - Prompt Options Include:</p> <p>a. Write about the women's suffrage movement showcased in Enola Holmes.</p> <p>b. Choose a time period one of the ghosts in the Graveyard Book came from and write about the importance of that time period.</p> <p>Note: One of these pieces will be a full essay, the other two will be smaller works that still display the techniques of that style.</p> <p>MYP Rubric: A-D</p>	
Content Resources		
<p>Additional supports in this unit should include:</p> <p>Anchor Text: <i>Greenglass House</i></p> <p>Small Group: <i>Enola Holmes</i> <i>The Graveyard Book</i></p>		

