Marietta City Schools

2023-2024 District Unit Planner

		Language and Literature 7 Advanced Studies			
Unit title	Orientation of Time and Space	**MYP year**	2	**Unit duration (hrs)**	30

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

GA DoE Standards

Reading Literary:

I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.7.1)

I can determine a theme and/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 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)

I can analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (RL.7.6)

I can analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. (RL.7.7)

I can compare and contrast a fictional portrayal of time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (RL.7.9)

I can interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.7.11)

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 the connections and distinctions between individuals, ideas or events in a text. (RI.7.3)

I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4)

I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.7.4)

Writing:

I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)

I can introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (W.7.1a)

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 write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3)

I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.7.4)

I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (W.7.4a)

With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.7.5)

I can conduct short research projects to answer a question (including a self-generated question). (W.7.7)

I can use several sources in my research. (W.7.7)

I can use evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)

I can write stories, plays, and other works in response to what I have read in literature. (W.7.11b)

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, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (SL.7.3)

I can include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (SL.7.5)

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)

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)

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 the 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 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 judging 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
Change Change is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, process and consequences.	**Intertextuality** Students will explore the connections between one text and other texts, the ways in which texts are interrelated, and the meanings that arise out of their interrelationship	**Orientation in Time and Space** What is the meaning of "where" and "when"? Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations from personal, local and global perspectives.

Statement of inquiry
The connections we make to texts depend on the setting and context of different genres in literature.

Inquiry questions

Factual:
What is inquiry?
What is the difference between summary and analysis?

Conceptual:
To what extent do texts offer insight into life experiences?

Debatable:
How can stories can live across space and time and be relevant from generation to generation?

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.*
MYP Criterion A: Analyzing 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.	Unit 5: A Body of Work – Courage Throughout the year we have studied many texts. Within all of our texts, the concept of COURAGE has been developed. We are going to create a Body of Work that represents COURAGE.	**Formative Assessment(s):** Students complete a graphic organizer where they compare two texts they read throughout this year and analyze the development of the theme of courage. Organizer linked HERE.

Published: 4,2024 Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

3. Justify opinions and ideas, using examples, explanations and terminology

MYP Criterion B: Analyzing
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

MYP Criterion C: Producing Text
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
2. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
3. Select relevant details and examples to develop ideas.

MYP Criterion D: Using Language
1. Students will use appropriate and varied vocabulary, sentence structure and forms of expression.
3. Students will use correct grammar, syntax, and punctuation.

Summative Assessment(s):

Students will create 4 mini-products all focused around the theme of courage. A choice list is provided HERE. Students will choose what format they will create their products in.

William and Mary Literature Post-Assessment

William and Mary Argument Writing Post- Assessment

Approaches to learning (ATL)

Information Literacy Skills: Access information to be informed and inform others, Make connections between various sources of information, Use critical literacy skills to analyze and interpret media communications, Understand and implement intellectual property rights, Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions

Research: Gather relevant source material.

Learning Experiences		
Add additional rows as needed.		
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.
CLE1: Examples of Courage	• Students will identify and explore examples of courage within the texts they have read throughout Units 1-4. • After discussing all texts, they will select two they are most interested in analyzing. • Students will complete a graphic organizer where they identify and explain at length examples of courage within their selected texts. GSE Priority Standards Addressed: RL/I2 GSE Support Standards Addressed: RL/I 1	• Graphic Organizer • Allow students the choice to work in a group to brainstorm or independently.
CLE2: Courage Analysis Graphic Organizer	• Students will complete a graphic organizer where they identify and explain at length examples of courage within their selected texts. • They will craft an introduction paragraph, two comparison paragraphs and a conclusion paragraph. GSE Priority Standards Addressed: RL/I2 GSE Support Standards Addressed: RL/I 1	• Graphic Organizer • Allow students the choice to work in a group to brainstorm or independently.
CLE3: Body of Work - Courage	**Students will create 4 mini-products all focused around the theme of courage.** A choice list is provided <u>HERE</u>. Students will choose what format they will create their products in.	• Graphic Organizer • Choice Board

		● Students will use a variety of resources and materials to create their 4 mini products
	Content Resources	
[Ted Talk - Courage](#) - Cara E Yar Khan - "The Beautiful Balance Between Courage and Fear"		