Marietta City Schools

2023–2024 District Unit Planner

Language and Literature Honors 8				
Unit title	*Science and Technical Innovation*	**MYP year**	*3*	**Unit duration (hrs)**	*30 hours*

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

GA DoE Standards

Main Standards:

I can determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (RI.8.2)

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.8.2)

I can gather relevant information from multiple print and digital sources, using search terms effectively,: assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8)

I can present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.8.4)

Supplemental Standards:
Reading Literary:
I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)
I can determine a theme and/or central idea and analyze its development (RL.8.2)
I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)
I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) (RL.8.4)
I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4)
I can compare and contrast the structure of multiple texts. (RL.8.5)
I can analyze how different structures impact the meaning and style of a text. (RL.8.5)
I can analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. (RL.8.8)
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.8.11)

Reading Informational:
I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)
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.8.2)
I can objectively summarize informational text. (RI.8.2)
I can analyze the connections and distinctions between individuals, ideas or events in a text. (RI.8.3)
I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4)
I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.8.4)

Writing:
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.8.2)
I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1)
I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.8.4)
I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (W.8.4a)
with support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.8.5)
I can conduct short research projects to answer a question (including a self-generated question). (W.8.8)
I can use several sources in my research. (W.8.8)
I can use evidence from literary or informational texts to support analysis, reflection, and research. (W.8.9)
I can write stories, plays, and other works in response to what I have read in literature. (W.8.11b)

Speaking and Listening:
I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)
I can express my own ideas clearly during discussions. (SL.8.1)
I can build on others' ideas during discussions. (SL.8.1)

Language:
I can use correct grammar and usage when writing or speaking. (L.8.1)
I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2)
I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)
I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)
I can accurately use eighth-grade academic vocabulary to express my ideas. (L.8.8)
I can use resources to build my vocabulary. (L.8.8)

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, RL8, RI8, 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**
Identity	Point of View and Style	Science and Technical Innovation
Statement of inquiry		
Advancements in science and technology impact humanity's search for identity.		
Inquiry questions		

Factual—

How does point of view affect the story?

How does an author's stylistic choices affect the reader?

Conceptual—

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

How and why are readers affected by texts?

Debatable-

What are humans allowed to know?

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. **MYP Criterion B: Organizing** 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	Students will be able to identify a global issue and make connections between the core text, major themes, and author's choices.	**Formative Assessment(s):** **Formative Selected Response**: Mid-point comprehensive reading check **Summative Assessment(s):** GSE Priority Standards Addressed: RL1, RI1, RL2, RI2, SL4 GSE Support Standards Addressed: RL6; W4 **MYP Assessment:** Argumentative Essay Writing Prompt (choice): Who in the story is the real monster, Victor or the Creature? Is scientific advancement exploration good or bad? Body of Work: Creative Choice Board: Choose 2 options
Approaches to learning (ATL)		
List Category: Communication		

Cluster: Communication Skills

Skill Indicator:
Give and receive meaningful feedback

Use appropriate forms of writing for different purposes and audiences

List Category: Research

Cluster: Information Literacy Skills

Skill Indicator:
Collect and analyze data to identify solutions and make informed decisions

	Learning Experiences Add additional rows below as needed.	
Objective or Content	**Learning Experiences**	**Personalized Learning and Differentiation**
William and Mary 5 Models	- Literature Web Model - Vocabulary Web Model - Taba Model of Concept Development - Change Model - The Reasoning Model - The Writing Process Model 6 Thinking Hats Teachers may choose any text aligned with the global context of fairness and development innovations to model and introduce the 5 teaching models. Students will be able to complete and apply the five models to future texts.	Prefill certain elements of the model Model the completion of the webs and release students with a cold text
Author Connections	Read and discuss short stories and journal entries by any two authors read thus far. Complete a literature web. Explore connections among authors of the unit readings. Write in response journals	
Text Connections	Paradise Lost by John Milton The Myth of Prometheus	
Frankenstein Core Text Analysis	Teachers will build necessary background knowledge. 1. Teachers will continue to model the inquiry process. 2. Teachers will model evaluating and analyzing the anchor text. 3. Students will evaluate and analyze claims and arguments in the text. 4. Students will develop a line of inquiry based on the arguments developed in texts. **Setting:** France, England, Scotland and the North Pole, 18th century **Context:** Frankenstein tells the story of Victor Frankenstein, a young scientist who creates a sapient creature in an unorthodox scientific experiment. **Narrator and Point of View** First Person	Guided reading and guided writing Exemplars and models Collaborative Conversations Provide opportunities for divergent and convergent thinking

	Tone and Mood Gothic Literature - Dark **Foreshadowing** Frankenstein frame tale; Walton, an explorer, is telling the story of Victor Frankenstein through letters to his sister; the story then changes to the story of Frankenstein's monster as told by Victor Frankenstein. **Understatement** The section of the book in which Frankenstein actually creates the monster is highly understated: very little time is spent on the explicit act of bringing the creature to life. **Allusions** Like many 19th-century authors, Mary Shelley relied heavily on biblical allusions. In *Frankenstein*, Shelley's use of biblical allusions suggests a deep skepticism toward scientific experimentation and technological advancement, particularly in their manipulation of natural processes. **Imagery: The natural imagery in "Frankenstein",** is comparable to the best in Romantic literature. Mary Shelley paints Nature and its divine grandeur with some rare strokes of a masterful hand. She deliberately juxtaposes the exalted vision of Mother Nature with the horrendous spectacle of a man-made monster and his ghastly deeds. This steep contrast sets the reader thinking about the wisdom of departing from the set norms of Nature. Mary's message to mankind is loud and clear; do not mess with Nature for your own good. Humans should best live like humans. Any attempt to change the status quo can be very expensive and dangerous. If you will preserve Nature, Nature will preserve you. **Parallelism** In her novel Frankenstein, Mary Shelley uses parallelism between the lives of Victor Frankenstein and his monster to illustrate the coexistence of good and evil in all people, and that whether one is benevolent or malicious is a choice everyone must make.	
Small Group Reading	Literary Analysis of *texts* - Students will analyze and interpret the novels using the literature webs. Students will review the concept of identity and discuss the novel's characters, complete a literature web, and discuss questions about the novel. Compare the student's small group novel and *core text.*	Literature Roles Sentence/Question Stems

Double Entry Journal	Students should be able to (a) identify objects that contribute to the scale, duration, and frequency of a critical human experience, (b) infer how these factors affect the interconnectedness of individuals to civilizations, (c) support those inferences with specific and appropriate evidence, and (d) integrate that evidence into written analysis in order to explain and justify how human experiences elevate to a categorization of a "global issue"	Provide students with an exemplar of a completed Double Entry Journal using another text.

Content Resources

Anchor Text:

Frankenstein (1040)

Small Group:

1. *The Time Machine* (1010L)
2. *Twenty Thousand Leagues Under the Sea* (800L)