



Marietta City Schools
2023–2024 District Unit Planner

Language and Literature Honors 8

Unit title	Orientation of Space and Time	MYP year	4	Unit duration (hrs)	30 hours
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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 cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)

Reading Informational:

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)

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)

Speaking and Listening:

I can present claims and evidence, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact

Language:

I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)

Supplemental Standards

Reading Literary:

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)

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 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)

I can determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)

Writing:

I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.8.4)

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)

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 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, 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.

Key concept	Related concept(s)	Global context
Connection: How it is linked to other things?	Character and Purpose	Orientation of Time and Space
Statement of inquiry		
Settings and characters in dystopian fiction communicate ideas about authority, security, and freedom.		
Inquiry questions		

Factual—

What is setting?

What is author’s purpose?

How do adverbial clauses and other types of clauses convey precise meaning?

Conceptual—

How does time impact the time impact the setting?

How are characters shaped by time and place?

Debatable-

What draws us to imagine doomsday scenarios?

MYP Objectives		Assessment Tasks	
What specific MYP <u>objectives</u> will be addressed during this unit?		<i>Relationship</i> between summative assessment task(s) and statement of inquiry:	<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. <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 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. <p><u>MYP Criterion D: Using Language</u></p> <ol style="list-style-type: none"> 1. Students will use appropriate and varied vocabulary, sentence structure and forms of expression. 3. Students will use correct grammar, syntax, and punctuation 		<p><u>Formative</u></p> <p>Standards Based Comprehension Quiz</p> <p>Expository Outline:</p> <p>Gathering Evidence Organizer and Outline</p> <p><u>Assessment(s):</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> <p>Expository Presentations :</p> <ol style="list-style-type: none"> a) Based on your expository essay topic, create a visual presentation/ product to demonstrate your information. <ul style="list-style-type: none"> ■ Artwork and a written explanation ■ Video ■ Write and act out a scene ■ Poster ■ Collage and written explanation ■ Sculpture and written explanation ■ Prezi ■ Interview ■ Other <p>You may choose up to 3 partners. The partners you choose cannot have the same essay prompt.</p>
<p align="center">Approaches to learning (ATL)</p>		
<p>List Category: Communication</p>		

Cluster: Communication Skills

Skill Indicator:

Give and receive meaningful feedback

Use appropriate forms of writing for different purposes and audiences

List Category: Thinking

Cluster: Critical Thinking Skills

Skill Indicator:

Revise understanding based on new information and evidence

<u>Learning Experiences</u> Add additional rows below as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
William and Mary 5 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 of orientation of time and space. Should students explore the meaning of "where" and "when"? Students will explore personal histories; homes and journeys; turning points in human discoveries, and the interconnectedness of individuals and civilizations from personal, local, and global perspectives.</p>	<p>Prefill certain elements of the model</p> <p>Model the completion of the webs and release students with a cold text</p>
William and Mary Lessons	William and Mary Lessons 7, 10, 13, 15, and 19	<p>Create tiered assignments</p> <p>Offer open ended or self-direction assignments</p>
Gifted Strategy Lessons	<p>Windows Notes</p> <p>Six Thinking Hats</p> <p>New American Lecture</p> <p>Metaphorical Expressions</p> <p>The Strategic Teacher</p>	<p>Allow learners to choose the method in which they demonstrate learning.</p> <p>Assign authentic tasks for a real audience.</p>
Content Resources		
Anchor Text: "Call Of The Wild"		

Small Group:

“Freak the Mighty”

