



Marietta City Schools
2023–2024 District Unit Planner

Language Arts 8

Unit title	Sustainability of the US Food Supply Chain	MYP year	3	Unit duration (hrs)	75 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)
- 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.8.6)

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 that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2)
- I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3)
- 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.8.7)

I can use several sources in my research. (W.8.7)
 I can generate additional research questions for further exploration. (W.8.7)
 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 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.8.6)
 I can use resources to build my vocabulary. (L.8.6)

Key concept	Related concept(s)	Global context
Systems Systems are sets of interacting or interdependent components. structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.	Purpose 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.	Globalization and Sustainability The relationship between local and global processes; how local experiences mediate the global
Statement of inquiry		
Systems for acquiring and processing food impact the sustainability		
Inquiry questions		
<u>Unit Inquiry questions:</u> Factual: What journey does food take before it gets to your plate?		

Conceptual:

How does studying diverse sources about the same topic build our understanding?

How do we make decisions about what we eat?

Debatable:

Which of Michael Pollan's food supply chains would best feed the US?

Has the author or speaker used sufficient relevant evidence and sound reasoning to support his or her claim?

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>MYP Criterion A: Analyzing Students will analyze the content, context, language, style, and structure of a text.</p> <p>Students will analyze the relationships among different media</p> <p>MYP Criterion B: Organization Students will use organizational structures that serve the context and intention.</p> <p>Students will organize opinions and ideas in a coherent and logical manner.</p> <p>MYP Criterion C: Producing Text 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>Summative Assessment Connection to Inquiry Statement:</p> <p>Students will show an understanding of the 4 food chains Michael Pollan outlines in <i>The Omnivore's Dilemma</i>, and create a multipart project that demonstrates this understanding.</p>	<p>Mid Unit 1 - Analyzing Author's Purpose in Speech and Text This assessment centers on ELA CCLS L.8.4, L.8.4b, L.8.4c, L.8.4d, RI.8.6, and SL.8.2. There are two parts to this assessment. In Part 1, students analyze the speaker's purpose in a speech and the motives behind the medium the speech is presented in. In Part 2, students determine the meaning of words and analyze Michael Pollan's purpose in a new excerpt of <i>The Omnivore's Dilemma</i>. They also identify conflicting viewpoints put forward in the excerpt and describe how Michael Pollan responds to those viewpoints.</p> <p>MYP Criteria: N/A</p> <p>End of Unit 1 - Evaluating Claims and Advocating Persuasively This assessment centers on ELA CCLS RI.8.8, RI.8.9a, W.8.9b, SL.8.2, and SL.8.3. There are two parts to this assessment. In Part 1, students evaluate the claims in a speech and a new excerpt of <i>The Omnivore's Dilemma</i> for sound</p>

<p>Students will make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.</p> <p>Students will select relevant details and examples to develop ideas.</p> <p>MYP Criterion D: Using Language Students will use correct grammar, syntax, and punctuation.</p> <p>Students will use varied sentence structure and forms of expression</p>		<p>reasoning, relevant evidence, and irrelevant evidence. Students record their thinking for this part of the assessment on graphic organizers. In Part 2 of the assessment, students advocate persuasively to answer this question in a Fishbowl: Which of the four meals you were invited to choose from at the beginning of the unit would you choose to feed your family? Why? Students prepare notes using what they have learned about each of Michael Pollan's food chains and the four meals so far to help them advocate persuasively and respond to a counterclaim made by another student as they advocate persuasively.</p> <p>MYP Criteria: A, B</p> <p>Mid Unit 2 - Research Simulation This assessment centers on ELA CCLS W.8.7 and W.8.8. In this assessment, students apply the research skills they have been learning throughout the unit to answer research questions about two new research texts. They paraphrase research, choose search terms, cite sources, and determine the credibility and accuracy of research sources.</p> <p>MYP Criteria: A, B, C</p> <p>End of Unit 2 - Position Speech: Which of Michael Pollan's four food chains would best feed the United States? This assessment centers on ELA CCLS SL.8.4, SL.8.5, and SL.8.6. Students present a position speech to answer the question: Which of Michael Pollan's four food chains would best feed the United States? They state a claim and provide two reasons for making that claim based on the consequences and affected stakeholders they have identified for each food chain throughout the unit. They select evidence to support their reasons, and they provide a counterclaim and respond to it.</p> <p>MYP Criteria: A, B, C</p>
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		<p>Mid Unit 3 - Draft Position Paper: Which of Michael Pollan's four food chains would best feed the United States?</p> <p>This assessment centers on ELA CCLS W.8.1, W.8.1a, W.8.1b, and W.8.1e. Students draft a position paper to answer the question: Which of Michael Pollan's four food chains would you choose to feed the United States? Their position paper should contain a claim, two reasons for making that claim, and evidence supporting each of the reasons. It should also include a counterclaim and a response to that counterclaim. Students use their position speech from the End of Unit 2 Assessment as a basis for their position paper.</p> <p>MYP Criteria: A, B, D</p> <p>End of Unit 3 - Performance Task</p> <p><u>Research - Section A (Choose 1)</u></p> <p>Option 1:</p> <p><i>The Best Food Chain</i></p> <p>Draft a position paper to answer the question: Which of Michael Pollan's four food chains would YOU choose to feed the United States? Which food chain would be the best for YOU? Your position paper should contain a claim, two reasons for making that claim, and evidence supporting each of the reasons.</p> <p>Option 2:</p> <p><i>I am What I Eat! Research on the Foods from My Culture</i></p> <p>"You are what you eat"... "Food is the essence of the soul," these quotes come to mind when one thinks of food culture. Whether taken figuratively or literally, food is necessary for survival. For this task, you will research details about the food/cuisine from YOUR culture. Write three paragraphs to provide background information and historical elements regarding foods from your culture (what meals you eat, what food is grown in the country where</p>
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		<p>your culture is, are there any traditions with meals, etc). Write one paragraph to explain which food chain from “OD” is used to get your culture’s food to your table. Your research should contain evidence from credible sources to support your historical references.</p> <p>Option 3: <i>School Nutrition</i> Conduct research on the American school lunch program. Your paper should include a paragraph on how/when school lunches were started and two paragraphs to compare school lunch programs in at least 2 different states. Additionally, based on your research and personal opinion, what would you change for our current MMS lunch program? Be sure to consider elements from one of the four food chains discussed in the text.</p> <p><u>Creative - Section B (Choose 2)</u></p> <p>Option 1: Create a visual of the research option you selected above. Illustrate your research in a creative way. You can use various platforms and mediums to accomplish this task.</p> <p>Option 2: Choose one of the four food chains from the text and create a menu for each meal of the day (breakfast, lunch, dinner).</p> <p>Option 3: Create a “TED Talk” on your research option. Record a brief speech that discusses your research option selected above. Click HERE for a TED Talk outline template.</p> <p>Option 4:</p>
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		<p>Interview a person in the food industry profession and learn more about their role and impact in the food supply chain.</p> <ul style="list-style-type: none"> • Farmer • Community Garden Organizer • Restaurant Owner • Chef • School Nutrition Specialist • Food Scientist <p>Option 5:</p> <p>Design your personal garden. Include the following:</p> <ul style="list-style-type: none"> • Garden layout, click HERE for ideas • What type of soil would you use? Why? • What would you plant? Why? • How would you maintain your garden? <p>Option 6:</p> <p>Conduct a critique on a food documentary. Click HERE to access details on how to write an effective critique. Choose from the links below or find one from Netflix, Hulu, etc:</p> <ul style="list-style-type: none"> • Food, Inc. • Food Chains <p>Your critique must be at least 2 paragraphs.</p> <p>Option 7:</p> <p>Be a food critic! Think about your favorite meal from a restaurant. If you were a food critic, how would you describe the dish? How will you convince people to order it the next time they visited that specific restaurant? What other dishes would you recommend? Be sure to provide descriptive, sensory details. Be sure to include images of the dish. Click HERE to get tips on how to write like a true food critic!</p> <p>Your critique must be at least 2 paragraphs.</p>
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Approaches to learning (ATL)		
Skill Category: Self-Management		
Skill Cluster: Affective Skills		
Skill Indicator and Description (SGObj, Learning Exp, Summative): In order for a student to practice “bouncing back” after adversity, mistakes, and failures; they must apply skills and knowledge in unfamiliar situations.		

<u>Learning Experiences</u> Add additional rows below as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
CLE 1: Background	<u>Analyzing Author’s Purpose and Evaluating Claims in <i>The Omnivore’s Dilemma</i></u>	<ul style="list-style-type: none">• Notice and Wonder• Graphic Organizer
CLE 2: Core Text Activities	<u>Researching Consequences and Stakeholders of Michael Pollan’s Four Food Chains</u>	<ul style="list-style-type: none">• Notes
CLE 3: Assessment Preparation	<u>Writing a Position Paper: Which of Michael Pollan’s Food Chains Would You Choose to Feed the US?</u>	<ul style="list-style-type: none">• Essay Organizer
Content Resources		

Michael Pollan, Young Readers Edition: *The Omnivores Dilemma* (New York: The Penguin Group (USA) Inc., 2009), ISBN: 978-0-8037-3500-2.

Unit 1

Lesson 1 –

What is Omnivore's Dilemma Anyway?

https://www.youtube.com/watch?v=-T_EAoYE5aw

Lesson 2 –

The History of the World According to Corn

<https://www.youtube.com/watch?v=i6teBcf>

Lesson 5 –

What can we make from corn?

https://www.youtube.com/watch?v=DjDlfsk_3s0

Lesson 6 –

Butler's Organic Egg Farm

<https://www.youtube.com/watch?v=BLjMGBv6BCY>

Futuristic Farming

<https://www.youtube.com/watch?v=KfB2sx9uCkl>

Lesson 8 –

Farm On: Sustainable Farming

<https://www.youtube.com/watch?v=pk1d7vBBvnE>

Lesson 9 –

The Polyface Farmer <https://www.youtube.com/watch?v=KxTfQpv8xGA>

“America’s Food Crisis: The Omnivore’s Dilemma.” <https://fs.blog/americas-food-crisis-the-omnivores-dilemma/>

“Navigating the Supermarket Aisles With Michael Pollan and Michael Moss.” <https://www.youtube.com/watch?v=ATAZrRfebiw>

“Supermarket Secrets.” <https://www.youtube.com/watch?v=snP40-unO0A>

“Industrial Food Chain.” <https://www.youtube.com/watch?v=OmrfrsnWng8>

“What’s wrong with our food system?” https://www.ted.com/talks/birke_baehr_what_s_wrong_with_our_food_system?language=en

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