**Marietta City Schools**

**District Unit Planner**

Everything on the unit planner must be included on the unit curriculum approval statement.

*Language and Literature 9*

| Unit title | Unit 6: World's End | MYP year | 4 | Unit duration (hrs) | *45 hours* |
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit):** *What will students learn?*

| GSE Standards |
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Determine a theme and/or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details;

provide an objective summary of the text.. ELAGSE9-10RL2

ELAGSE9-10RL3: Analyze how complex characters(e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot

or develop the theme.  ELAGSE9-10RL3

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; ELAGSE9-10RL4

Determine a central idea of a text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.   ELAGSE9-10RI2

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  ELAGSE9-10W3

       b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**Conceptual Understandings:**

• Understand that though RI3 is a Key Ideas & Details standard, it requires readers to consider how the author crafts/structures the text.

 • Understand that the way in which an author structures or organizes a text (cause-effect, problem-solution, chronological, etc.) impacts the connection between ideas and events

 • Understand that details refine ideas.

• Understand that repeated ideas, significant events, and details can help determine the central idea of a text.

• Understand that what an author says (explicitly) about a subject, topic, and/or idea or what an author suggests (implicitly) throughout a text can help to determine the central idea(s) of a

text.

 • Understand that, often, informational texts have a single sentence, a thesis, that states the central idea. Scientific texts may include a hypothesis (a proposed explanation of an event

based on limited evidence that is used as the starting point for more investigation) as the central idea.

| Key concept | Related concept(s) | Global context |
|:---:|:---:|:---:|
| Change | Context | Fairness and Development |

| Statement of Inquiry |
|:---:|
| There are many ways to see or fail to see the world. |

| Inquiry questions |
|:---:|

**Factual—**

What is narrative writing?

How do you use adverbial and other types of clauses to convey precise meaning and add sentence variety to your writing and presentations?

**Conceptual—**

What is the concept of fairness and development?

What are examples of change in characters, plot, and context?

**Debatable-**

Why do we try to imagine the future?

Which matters more the present or the future?

| MYP Objectives | Assessment Tasks | |
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| *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.* |
| **Criterion A: Analyzing**<br><br>iii.  justify opinions and ideas, using examples, explanations, and terminology<br><br>**Criterion B: Organizing**<br><br>i. employ organizational structures that serve the context and intention<br><br>ii. organize opinions and ideas in a sustained, coherent, and logical manner<br><br><br><br>**Criterion C: Producing Text**<br><br> i.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 | Students will write a narrative that answers the question: After the end of the world, how do we begin again? | **Formative Assessment(s):**<br><br>Narrative Point of View and Dramatic Irony<br><br>Theme and Central Idea<br><br>Poetic Structure<br><br>**Summative Assessment(s):**<br><br>Narrative Writing Assessment<br><br>● Students will focus their research and evaluate sources through planning and prewriting.<br>● Students will organize plot elements in their narrative.<br>● Students will organize and write a draft.<br><br><br>Unit 6 End of Unit Test<br><br>● Inclusive of targeted standards based questions from previous selection tests |

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| ii.make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience<br><br>iii.select relevant details and examples to develop ideas.<br><br>**Criterion D: Using Language**<br>i.use appropriate and varied vocabulary, sentence structures and forms of expression<br>ii.write and speak in a register and style that serve the context and intention<br>iii.use correct grammar, syntax and punctuation | | |

### 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: Thinking**

Cluster: Transfer  Skills

Skill Indicator:

Combine knowledge, understanding and skills to create products or solutions

| Learning Experiences | | |
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| Add additional rows below as needed. | | |
| **Objective or Content** | **Learning Experiences** | **Personalized Learning and Differentiation** |
| CLE#1 Narrative Point of View- Dramatic Irony <br> ● Analyze craft and structure <br> ● Academic Vocabulary <br> ○ Character <br> ○ Perspective <br> ○ Parallelism <br> ○ Irony | 1. The teachers will gauge students's prior knowledge of historical/cultural aspects of setting, conflict, and character development. <br> 2. Teachers will provide multiple mini-lessons on recognizing and analyzing elements of short stories, poetry, and multimodes of texts. <br> 3. Teachers will identify aspects cultural and historical aspects of the setting, conflict, and character using textual evidence from the anchor text. <br> 4. Students will review the close-read model and complete the close-read section in the selection. <br> 5. Students will evaluate written narratives by analyzing how authors craft their stories <br> 6. Students will display their ability to analyze and synthesize information using the Selection Test provided by the curriculum. <br><br> There Will Come Soft Rains by Ray Bradbury (RL. 9-10. 4, 5, 10) <br> 1. Students will notice, annotate, connect, and respond as they read the selection for the first read. <br> 2. Students will complete the comprehension questions <br> 3. Students will review the close read model and complete the close read section in the selection. <br> 4. Students will respond to questions about the text by analyzing and citing evidence. <br> 5. Students will analyze examples of personification <br> 6. Students will analyze the setting <br> 7. Students will analyze types of parallel elements <br><br> **Mini Lessons:** <br> <u>Prereading discussion:</u> <br> Many pros and cons exist about technology.  Imagine life without email, cell phones, or social media, but what is happening to people's handwriting skills or their ability to spell correctly? List the four most important pieces of technology to you. Are we too dependent on technology?  Why or Why not? List two benefits of technology and list two consequences of technology. Discuss what science fiction is. <br> <u>Wednesday/Thursday:</u> <br> We will discuss literature circles, and students will pick groups for their short stories | Visual Anchor Charts <br> Graphic Organizers <br> Model texts for genres of writing <br> Chunking text <br> Guided Reading and Viewing Questions <br> Highlighting <br> Differentiated texts by Lexile level <br> Read-Aloud/Think-Aloud (Teacher Modeling) <br> Collaborative Research and Writing <br><br> **First Read Model** <br> **Close Reading** |

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| | **Work Session:**<br>Monday/Tuesday: Read "There Will Come Soft Rains" as a class--annotating along the way.<br>Wednesday/Thursday: Student Groups will work on their group work for their short story--reading and annotating their short stories.<br>Friday/Monday: Students will work on their assignment in small groups<br>Tuesday/Wednesday: Students will work with their group members on their assignment. These will be due by the<br>next class; students will be called up to conference with the teacher<br>Thursday/Friday: Students will work on their reflections | |
| CLE#2 Narrative Point of view,<br>● Academic Vocabulary<br>   ○ Theme<br>   ○ Moral<br>   ○ Motif<br>   ○ Irony<br>   ○ Symbolism<br>   ○ Allegory<br>   ○ Point of view<br>   ○ Plot | 1. The teachers will gauge students' prior knowledge of theme and plot elements.<br>2. Teachers will provide multiple mini-lessons on plot and theme, using anchor text for exemplars.<br>3. Teachers will model plot development while examining the relationship between the advancement of the plot and the development of the theme.<br>4. Students analyze how the theme is developed through plot events.<br>5. The teacher will facilitate students' recall of Argumentative writing.<br>6. The teacher will provide a mini-lesson on argumentation throughout the reading of the anchor text.<br>7. Teachers will provide a lesson on the connection between argument and literary criticism.<br><br>All<br>● All Summer In A Day by Ray Bradbury<br>Honors<br>● By The Waters of Babylon | Guided Reading and Viewing Questions<br>Model texts for genres of writing<br>Chunking text<br>Write-Aloud/Think-Aloud<br>Highlighting<br>Language frames for writing<br>Collaborative conversations<br>Peer Review |
| CLE#3 Narrative Essay<br>● Academic Vocabulary<br>   ○ Narrative<br>   ○ Sequence<br>   ○ Theme<br>   ○ Voice<br>   ○ Audience<br>   ○ Purpose<br>   ○ Character | 1. Teachers will gauge students' prior knowledge of narrative writing.<br>2. Teachers will provide multiple mini-lessons on narrative writing using exemplars from the curriculum.<br>3. Teachers will model narrative writing.<br>4. Students will organize and write a first draft.<br>5. Students will evaluate and revise the draft using the revision guide for narrative<br>6. Students will write a narrative essay about a prompt. | Guided Reading and Viewing Questions<br>Model texts for genres of writing<br>Chunking text<br>Write-Aloud/Think-Aloud<br>Highlighting<br>Language frames for writing<br>Collaborative conversations<br>Peer Review<br><br>**Evidence Log-** students will add notes and evidence that will be used in their narrative |

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| **Content Resources** | | |

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| There Will Come Soft Rains Ray Bradbury |
| All Summer In The Day |
| End of World Poetry |
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| Hook and Inspire: Optional SAVVAS  Resources |
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| "Rivers of Babylon," Song by The Melodians |
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| A Day in Pompeii |
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| Woodland Interior with Deer by Thomas Worthington Whittredge |
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| Deer Drinking by Winslow Homer |
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| Why Is This Painting So Shocking? |
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| The Difference Between Dystopian and Post-Apocalyptic Fiction |
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| Rethinking Civilization |
| Orphans of Time |