



Marietta City Schools

2023–2024 District Unit Planner

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

Language and Literature 10

Unit title	<i>All That Glitters</i>	MYP year	5	Unit duration (hrs)	50
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

- I can read to discover the main idea of the theme, examining how the author introduces and treats this idea or theme as the text unfolds. ELAGSE9-10RL2
- I can examine how characters interact with others and affect the plot or theme, looking at motivation and how it adds to the complexity of characters. ELAGSE9-10RL3
- I can explain how an author outlines an analysis in a text. ELAGSE9-10RI3
- I can explain how an author outlines a series of ideas or events in a text. ELAGSE9-10RI3
- I can determine the order in which the author's points are made in a text. ELAGSE9-10RI3
- I can determine how the author's points are introduced and developed in a text. ELAGSE9-10RI3
- I can determine how the author's key points in a text are connected. ELAGSE9-10RI3
- I can summarize a text. ELAGSE9-10RI3
- I can determine what words mean and how context affects the meaning of these words and phrases. ELAGSE9-10RL4
- I can read to discover the main idea, examining how the author introduces and develops these ideas from beginning to end, then summarize but do not analyze the text. ELAGSE9-10RI2
- I can construct an informative essay. ELAGSE9-10W

Conceptual Understanding:

- Understand that the way in which an author structures or organizes a text (narrative structure and poetic form.) 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.
- 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.

Key concept	Related concept(s)	Global context
Development	Structure	Fairness and Development
Statement of Inquiry		
How do we decide what we want versus what we need? What can result from an imbalance between want and need?		
Inquiry questions		
Factual— What is situational irony? What is a theme? What is the historical context? What is the point of view? Conceptual— How do false clues create a surprise ending? Explain the concept of being enjambed. How can you illustrate iambic pentameter?		

Debatable-

How do we decide what we want versus what we need?

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>Criterion A: Analyzing</p> <p>iii. justify opinions and ideas, using examples, explanations, and terminology</p> <p>Criterion B: Organizing</p> <p>i. employ organizational structures that serve the context and intention</p> <p>ii. organize opinions and ideas in a sustained, coherent, and logical manner</p> <p>Criterion C: Producing Text</p> <p>i. produce texts that demonstrate insight,</p>	<p>How do we decide what we want versus what we need? What can result from an imbalance between want and need?</p>	<p><u>Formative Assessment(s):</u></p> <p>Selection Tests</p> <p>Narrative Structure</p> <p>Poetic Form</p> <p><u>Summative Assessment(s):</u></p> <p>Unit 4 Assessment-*note for review cut passage b</p> <ul style="list-style-type: none">• Cotaught and ESOL classes may read cold passages aloud• Must include targeted questions from selection tests identified from data

<p>imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii.make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii.select relevant details and examples to develop ideas.</p> <p>Criterion D: Using Language</p> <p>i.use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii.write and speak in a register and style that serve the context and intention</p> <p>iii.use correct grammar, syntax and punctuation</p>		
Approaches to learning (ATL)		
<p>List Category: Communication</p> <p>Cluster: Communication Skills</p> <p>Skill Indicator: Give and receive meaningful feedback</p> <p>Use appropriate forms of writing for different purposes and audiences</p> <p>List Category: Thinking</p> <p>Cluster: Transfer Skills</p>		

Skill Indicator:

Combine knowledge, understanding and skills to create products or solutions

<p style="text-align: center;"><u>Learning Experiences</u></p> <p style="text-align: center;">Add additional rows below as needed.</p>		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>CLE#1 Narrative Structure/Situational Irony and surprise ending</p> <ul style="list-style-type: none"> ● Analyze craft and structure ● Academic Vocabulary <ul style="list-style-type: none"> ○ Irony ○ Theme ○ Story Elements ○ Juxtaposition ○ Historical Context ○ Plot ○ Conflict ○ Character Development 	<ol style="list-style-type: none"> 1. The teachers will gauge students’s prior knowledge of historical/cultural aspects of setting, conflict, and character development. 2. Teachers will provide multiple mini-lessons on recognizing and analyzing elements of short stories, poetry, and multimodes of texts. 3. Teachers will identify aspects cultural and historical aspects of the setting, conflict, and character using textual evidence from the anchor text. 4. Students will review the close-read model and complete the close-read section in the selection. 5. Students will display their ability to analyze and synthesize information using the Selection Test provided by the curriculum. <p>Short Story</p> <ul style="list-style-type: none"> ● The Necklace ● Civil Peace - this text will not be read by all classes ● From King Midas - this text will not be read by all classes 	<p>Visual Anchor Charts Graphic Organizers Model texts for genres of writing Chunking text Guided Reading and Viewing Questions Highlighting Differentiated texts by Lexile level Read-Aloud/Think-Aloud (Teacher Modeling) Collaborative Research and Writing</p> <p>First Read Model Close Reading</p>
<p>CLE#2 Poetic Forms</p> <ul style="list-style-type: none"> ● Academic Vocabulary <ul style="list-style-type: none"> ○ Structure ○ Speakers ○ Point of View ○ Tone ○ Iambic Pentameter ○ Enjambment ○ Connotation and Denotation 	<ol style="list-style-type: none"> 1. The teachers will gauge students’ prior knowledge of theme and plot elements. 2. Teachers will provide multiple mini-lessons on plot and theme, using anchor poems for exemplars. 3. Teachers will model plot development while examining the relationship between the advancement of the plot and the development of the theme. 4. Students analyze how the theme is developed through plot events. 5. The teacher will facilitate students' recall. 6. The teacher will provide mini-lessons on poetry throughout the reading of the poem. <p>Poetry Collection</p> <ul style="list-style-type: none"> ● Avarice ● The Good Life ● Money 	<p>Guided Reading and Viewing Questions Model texts for genres of writing Chunking text Write-Aloud/Think-Aloud Highlighting Language frames for writing Collaborative conversations Peer Review</p>

<p>CLE#3 Informative Essay</p> <ul style="list-style-type: none"> ● Academic Vocabulary <ul style="list-style-type: none"> ○ Introduction ○ Conclusion ○ Describe ○ Central Idea ○ Textual Evidence ○ Connotation ○ Paraphrase ○ Reliable Sources 	<ol style="list-style-type: none"> 1. Teachers will gauge students’ prior knowledge of informative writing. 2. Teachers will provide multiple mini-lessons on narrative writing using exemplars from the curriculum. 3. Teachers will model informative writing. 4. Students will organize and write a first draft. 5. Students will evaluate and revise the draft using the revision guide for informative 6. Students will write a narrative essay about a prompt. 	<p>Guided Reading and Viewing Questions Model texts for genres of writing Chunking text Write-Aloud/Think-Aloud Highlighting Language frames for writing Collaborative conversations Peer Review</p> <p>Evidence Log- students will add notes and evidence that will be used in their narrative</p>
<p style="text-align: center;">Content Resources</p>		
<p>Short Story</p> <ul style="list-style-type: none"> ● The Necklace (910L) ● Civil Peace (820L) ● From King Midas <p>Poetry Collection</p> <ul style="list-style-type: none"> ● Avarice ● The Good Life ● Money (1530L) 		