



Marietta City Schools
2023–2024 District Unit Planner

Language and Literature 9

Unit title	<i>Survival</i>	MYP year	<i>4</i>	Unit duration (hrs)	<i>8 weeks</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

ELAGSE9-10RL2: Determine a theme and/or central idea of text and analyze in detail 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

ELAGSE9-10RI2: Determine a central idea of a text and 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

ELAGSE9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them

ELAGSE9-10RI5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

ELAGSE9-10RI6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Criterion A: Analyzing

- i. analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts
- ii. analyze the effects of the creator’s choices on an audience

Criterion B: Organizing

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner

Criterion D: Using Language

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in a register and style that serve the context and intention
- iii. use correct grammar, syntax and punctuation
- iv. spell and pronounce with accuracy

Conceptual Understandings:

- Understand that details shape or form ideas.
- 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).
- 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
Perspective	Context and Structure	Orientation in Space and Time
Statement of inquiry		

Different perspectives of the context of a survival situation that challenges natural or human landscapes and resources influences the structure of text that is used to convey those perspectives.		
Inquiry questions		
<p>Factual—</p> <p>What is the argument?</p> <p>What are elements of argumentative writing?</p> <p>What is the central idea in a text?</p> <p>What is the theme in a text?</p> <p>Conceptual—</p> <p>How does an author utilize the structure of a text to unfold a central idea and supporting idea in a text?</p> <p>What does it mean to survive?</p> <p>What are the effects of survival?</p> <p>Debatable-</p> <p>What does it take to survive?</p> <p>Should people in life or death situations be held accountable for their action</p>		
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.

<p>Criterion A: Analyzing</p> <p>i. analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts</p> <p>ii. analyze the effects of the creator's choices on an audience</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 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> <p>iv. spell and pronounce with accuracy</p>	<p>Advancing and supporting the individual student's perspective.</p>	<p><u>Formative Assessment(s):</u></p> <p>Selection Tests</p> <p>Formative Assessments</p> <p><u>Summative Assessment(s):</u></p> <p>Whole Group Performance Task</p> <p>Small Group Performance Task</p> <p>End of Unit Test</p> <ul style="list-style-type: none"> Selected Response Performance Task
<p>Approaches to learning (ATL)</p>		
<p>Cluster: Communication Skills</p> <p>Skill Indicator: Read critically and for comprehension</p>		

Paraphrase accurately and concisely

<u>Learning Experiences</u> Add additional rows below as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
Whole Group Instruction	<ul style="list-style-type: none">• <i>The Seventh Man</i>- students will examine the short story as a class. Students will complete concept vocabulary, explore order of events. (RL9-10.5), and review infinitives.• <i>The Moral Logic of Survivor Guilt</i>- students will read the editorial as a class. Students will complete concept vocabulary, explore the development of ideas (RI 9-10.8), and review punctuation• <i>The Key to Disaster Survival</i>- students will view and discuss the radio broadcast as a class. Students will review media vocabulary as a whole class.	<ul style="list-style-type: none">• Leveled texts• Remediation• Extension• Provide a graphic organizer of argument structure to include scaffolded language frames.
Classwork	Write a summary of “The Cost of Survival” a summary is concise, complete, and accurate overview of a text. IT should not include a statement of your opinion or an analysis.	<u>ELL Language Proficiency Development:</u> WIDA ELD-SI.4-12.Inform Multilingual learners will construct informational text through organization and cohesion . Aligned ELL Instructional Approaches: <ul style="list-style-type: none">• Practice writing topic sentences• Provide an anchor resource of transitional phrases used in objective summaries• Provide a summary writing paragraph frame

Speaking and Listening	With a partner, prepare a retelling of “The Seventh Man: from another point of view. For example, you may choose to retell the story from K’s parents’ point of view, or from that of a hidden onlooker.	<ul style="list-style-type: none"> Provide a graphic organizer of argument structure to include scaffolded language frames.
Argumentative Performance Task - Writing	Use your knowledge of “The Seventh Man,” “The Moral Logic of Survivor Guilt” , and “The Key to Disaster Survival” to take and defend a position on the topic. Write a brief argument in which you state your position on this question: Should the narrator of “The Seventh” forgive himself for his failure to save K.?	<p>Encourage creativity and reward risk-taking Prefill certain elements of the model</p> <p>Model the completion of the webs and release students with a cold text</p> <p><u>ELL Language Proficiency Development:</u> ELD-LA.9-12.Argue.Interpretive Multilingual learners will interpret central ideas of text in order to form an opinion or position through density and grammatical complexity.</p> <ul style="list-style-type: none"> Teach text structure through phrase/clause identification to help ELLs look for the author’s development of ideas Highlight key words/phrases in each text to help ELLs understand the author’s argument Based on the student's language proficiency level, provide language support/translation of text <ul style="list-style-type: none"> Higher LP Level: Rewordify Lower LP Level: Translation of text
Small Group Instruction	Students will select three texts to explore in groups to deepen their understanding of serview of events (RI 9-10.3), complex characters (RL9-10.3), author’s claims (RI9-10-5), author’s claims and ideas, and development of theme.	<ul style="list-style-type: none"> Leveled texts Remediation Extension

		<ul style="list-style-type: none"> • Provide a graphic organizer of argument structure to include scaffolded language frames.
Argumentative Performance Task - Speaking and Listening	<p>Use your knowledge of “The Seventh Man,” “The Moral Logic of Survivor Guilt” , and “The Key to Disaster Survival” to take and defend a position on the topic. Write a brief argument in which you state your position on this question: Should the narrator of “The Seventh” forgive himself for his failure to save K.?</p>	<p>Encourage creativity and reward risk-taking Prefill certain elements of the model</p> <p>Model the completion of the webs and release students with a cold text</p> <p><u>ELL Language Proficiency Development:</u> ELD-LA.9-12.Argue.Interpretive Multilingual learners will interpret central ideas of text in order to form an opinion or position through density and grammatical complexity.</p> <ul style="list-style-type: none"> • Teach text structure through phrase/clause identification to help ELLs look for the author’s development of ideas • Highlight key words/phrases in each text to help ELLs understand the author’s argument • Based on the student's language proficiency level, provide language support/translation of text <ul style="list-style-type: none"> ○ Higher LP Level: Rewordify ○ Lower LP Level: Translation of text
Independent Instruction	<p>Students will select a text to deepen their understanding of what it takes to survive. Independent learning provides students with the opportunity to analyze a selection independently. All students will evidence their independent learning in the final performance task.</p>	<ul style="list-style-type: none"> • Leveled texts • Remediation • Extension

		<ul style="list-style-type: none"> ● Provide a graphic organizer of argument structure to include scaffolded language frames.
Argumentative Performance Task Writing	<p>Write an argument in which you state and defend a claim responding to the following question: Should people in life or death situations be held accountable for their actions? Use credible evidence from at least three of the selections you read and researched in this unit to support your claim. Ensure that your claim is fully supported, that you use a formal tone, and that your organization is logical and easy to follow.</p>	<p>Write aloud/Think aloud</p> <p>Small writing groups with progress monitoring.</p> <p>Guided reading and guided writing</p> <p>Exemplars and models</p> <p>Collaborative Conversations</p> <p><u>ELL Language Proficiency Development:</u> WIDA ELD-LA. 9-12. Argue. Expressive Multilingual learners will construct arguments through organization and cohesion.</p> <p>Aligned ELL Instructional Approaches:</p> <ul style="list-style-type: none"> ● Practice writing declarative statements to frame a topic ● Provide an anchor resource of transitional phrases used in argument writing ● Provide a graphic organizer of argument structure to include scaffolded language frames.

Performance Task	With a partner, prepare a retelling of “The Seventh Man: from another point of view. For example, you may choose to retell the story from K’s parents’ point of view, or from that of a hidden onlooker.	<u>ELL Language Proficiency Development:</u> WIDA ELD-SI.4-12.Narrate Multilingual learners will narrate/share through precision . <ul style="list-style-type: none"> ● Teach point of view ● Provide models or exemplar text that demonstrates writing from another character's point of view ● Allow translanguaging opportunity - native language response into English response.
Content Resources		
MyPerspectives Curriculum (SAVVAS) Whole-group Learning The Seventh Man by Haruki Murakami The Moral Logic of Survivor Guilt by Nancy Sherman Small-group Learning The Voyage of the James Caird from The Endurance by Caroline Alexander The Endurance and the James Caird in Images by Frank Hurley Life of Pi by Yann Martel I Am Offering This Poem by Jimmy Santiago Baca The Writer		

by Richard Wilbur

Hugging the Jukebox
by Naomi Shihab Nye

Independent Learning
The Most Dangerous Game
by Richard Connell

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Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.