



Marietta City Schools
2023–2024 District Unit Planner

Language and Literature

Unit title	<i>Unit 2: Journeys of Transformation</i>	MYP year	<i>4</i>	Unit duration (hrs)	<i>50 hours</i>
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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 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 a narrative. ELAGSE9-10W3

Conceptual Understandings:

- Understand that characters-usually the main character drive the theme in a text.
- Understand that a main character experiences conflict(s) that determine his/her/their growth, and that this growth occurs over the course of the text.
- Understand that other literary elements or devices (title, setting, symbols, statements and observations, conflict, and plot) can shape the theme of a text.
- Understand that the theme is not the same as the topic, which focuses strictly on the content. The theme is also not the same as the plot. Most literary works have one or more themes that are expressed through the plot.
- Understand that specific details may be aspects of tone, diction, characterization, and figurative language the author uses to reveal the central meaning of the text.

Criterion A: Analyzing

iii. justify opinions and ideas, using examples, explanations and terminology

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 C: Producing Text

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

ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

iii. select relevant details and examples to develop ideas.

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

Key concept	Related concept(s)	Global context
Connections	Style and Structure	Identities and Relationships
Statement of inquiry		
Personal style and voice as expressed through narrative structure establish connections between author, experience, and reader in the exploration of identity formation through stories or journeys or transformation		
Inquiry questions		

Factual—

What is a journey of transformation?

What are the elements of narrative writing?

What is the structure of narrative writing?

What is the theme?

Conceptual—

How does an author utilize the structure and elements of a narrative to unfold a theme in a text?

What is identity?

What events influence a person's identity?

Debatable-

What can we learn from a journey?

How do personal strengths and weaknesses shape a journey?

When does the journey matter more than the destination?

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>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, 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>Students will demonstrate their understanding of narrative structure and the power of personal style in expressing the connection to identity formation and a journey of transformation and establishing the connection between author, subject, and reader. Each of us embarks on a journey of transformation. Whether confronting legendary monsters or facing the difficulties of everyday life, there are many kinds of journeys that can challenge us and open our eyes to something new. Through a variety of readings, writing, and speaking/listening tasks, students will explore physical and emotional journeys and explore what we can learn from them.</p>	<p><u>Formative Assessment(s):</u></p> <p>Have students stop reading at the end of line 251. Ask students to imagine they are Odysseus, and then have them write a one page account of how they would outwit the Cyclops so they could escape with their men. For students who know what happens next in the story, have them write a scheme different from the one Odysseus devises against the Cyclops</p> <p><u>Summative Assessment(s):</u></p> <p>Summative Major Assessment 1 - Narrative Performance Task: Students will create a narrative expression of a journey of transformation , either personal or fictional. Students will demonstrate understanding of the elements of narrative writing and storytelling through their own self-expression and in response to the prompt (GSE 9W3, 9W4)</p> <p>Standards Based Cold Read Assessment</p>

ii.write and speak in a register and style that serve the context and intention iii.use correct grammar, syntax and punctuation		
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> <p>Skill Indicator: Combine knowledge, understanding and skills to create products or solution</p>		

<u>Learning Experiences</u> Add additional rows below as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
Narrative Performance Task	Creating an Epic Hero Have students create their own version of an epic hero...Then have students write one adventure in which their epic hero must solve a problem to help other people. Encourage students to have their epic hero use his or her wits to “save the day.” Have students share their stories while noting any similar qualities each other’s epic heroes may possess (W3)	
Narrative Performance Task	Write and deliver a conversation among ordinary Greeks discussing Odysseus’ exploits. Each character’s statements should reflect ancient Greek values shown in Part I of the Odyssey (W3)	
Learning Experience	“The Return” presents many details specific to the Kenyan cultural experience. Do these details make the story more or less universal? Support your answer by... explaining the effect of specific details on the reader (RL6, SL1)	
Learning Experience	Analyze Craft and Structure-Practice Item 3: Using the chart identify three actions that Odysseus performs. For each action, identify the character trait it reveals. Using the results of your analysis explain which character traits the ancient Greeks admired most (RL3) (RL6)	
Learning Experience	Conduct a debate to decide whether Odysseus should be prosecuted for the murder of Penelope’s suitors (RL6), W9a, SL6	
Content Resources		
MyPersepctives (SAVVAS) Whole-group Odyssey poem Odyssey graphic novel		

Functional Workplace Document
Application for a Mariner's License

Small-group Learning
The Return
by Ngugi Thiong'o

The Hero's Adventure
by Joseph Campbell

Courage-poetry
Anne Sexton

Ithaka
Edmund Keeley

The Narrow Road of the Interior
Matsuo Bashu

Independent Learning

The Road Not Taken
Robert Frost

Published: Month, Year

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