



Marietta City Schools
2024-2025 District Unit Planner

Language Arts 7

Unit title	Module 1: <i>Globalization and Sustainability</i>	MYP year	2	Unit duration (hrs)	34 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.7.1)
- I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.7.3)
- I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) (RL.7.4)
- I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.7.4)
- I can compare and contrast the structure of multiple texts. (RL.7.5)
- I can analyze how different structures impact the meaning and style of a text. (RL.7.5)
- I can analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. (RL.7.7)

Reading Informational:

- I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.7.1)
- 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.7.2)
- I can objectively summarize informational text. (RI.7.2)
- I can analyze the connections and distinctions between individuals, ideas or events in a text. (RI.7.3)
- I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4)
- I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.7.4)

Writing:

- I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)
- I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3)

I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.7.4)
 I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (W.7.4a)
 With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.7.5)
 I can conduct short research projects to answer a question (including a self-generated question). (W.7.7)
 I can use several sources in my research. (W.7.7)
 I can generate additional research questions for further exploration. (W.7.7)
 I can use evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)

Speaking and Listening:

I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.7.1)
 I can express my own ideas clearly during discussions. (SL.7.1)
 I can build on others' ideas during discussions. (SL.7.1)

Language:

I can use correct grammar and usage when writing or speaking. (L.7.1)
 I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.7.2)
 I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)
 I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5)
 I can accurately use eighth-grade academic vocabulary to express my ideas. (L.7.6)
 I can use resources to build my vocabulary. (L.7.6)

Key concept	Related concept(s)	Global context
<p>Perspective</p> <p>Perspective is the position from which we observe situations, objects, facts, ideas, opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.</p>	<p>Point of View</p> <p>The particular perspective brought by a composer, responder or character within a text to the text or to matters within the text.</p>	<p>Globalization and Sustainability</p> <p>How globalization influences sustainability and personal survival</p>
<p>Statement of inquiry</p>		
<p>How does globalization influence sustainability practices and outcomes globally, and how can individuals navigate these dynamics to promote personal survival?</p>		

Inquiry questions

Factual

What is an inference?

How do you determine the theme of a text?

What is the difference between the central idea and theme?

Conceptual

How do individuals survive challenging environments?

How do culture, time, and place influence the development of identity?

How does reading from different texts about the same topic build our understanding?

Debatable

What are the ways that an author can juxtapose two characters?

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</p> <p>Students will analyze the content, context, language, style, and structure of a text.</p> <p>Students will analyze the relationships among texts</p>	<p>This unit is the culmination of the study of Linda Sue Park’s novel A Long Walk to Water and informational texts about Southern Sudan in Units 1 and 2. Students will be pulling textual evidence from the novel and informational texts to create a bio poem. The poem will feature a selected characters in the novel, Salva and Nya. The mid- and end of unit assessments will prepare students for the Final Performance Task by having them look at the author’s</p>	<p><u>Formative Assessment(s):</u></p> <p>Mid-Unit 1 Assessment: <i>Identifying Perspective and Using Evidence</i></p> <p>MYP Objectives/GSE Standards Addressed: RL.7.1 and RL.7.6</p>

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

<p>MYP Criterion B: Organization</p> <p>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</p> <p>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>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</p> <p>Students will use correct grammar, syntax, and punctuation.</p> <p>Students will use varied sentence structure and forms of expression</p>	<p>craft using juxtaposition to illustrate the two personalities and organize their thoughts before beginning work on their poems.</p> <p>This performance task gives students a chance to demonstrate their understanding of the characters and issues of survival presented in <i>A Long Walk to Water</i> by Linda Sue Park. Students will be crafting and presenting a bio poem incorporating the views and experiences of the two main characters, Nya and Salva, as well as factual information about Southern Sudan and the environmental and political challenges facing the people of Sudan during and after the Second Sudanese Civil War. Students will have read the novel and various informational texts to gather a rich collection of textual details from which they can select to incorporate into their poems.</p> <p>In preparation for creating their poems, students will also examine models of bio poems. Once the poems are written, they will be shared with an audience of their classmates or others beyond their classroom. Teachers will assess the finished poems using a MCS/MYP Rubric with all MYP Criteria.</p>	<p>MYP Criteria: A, B</p> <p>MYP Criteria: A</p> <p>End-of-Unit 1 Assessment: <i>Point of view, perspective, using evidence, word choice</i></p> <p>Summative Assessment(s): Narrative Writing: Narrative about journeys and survival (personal narrative or fictional narrative)</p> <p>MYP Objectives/GSE Standards Addressed: RL7.1, RL7.2, W7.2, W7.4, W7.7, W7.9a, L7.1, L7.2 and L7.6</p> <p>MYP Criteria: A, B, D</p> <p>Performance Task: <i>A Long Walk to Water</i> GRASP Task</p> <p>MYP Objectives/GSE Standards Addressed: RL7.6, RL7.11, W7.3a, W7.3d, W7.4, W7.5, W7.7, W7.9, L7.1 and L7.20</p> <p>MYP Criteria: A,B,C,D</p>
Approaches to learning (ATL)		
<p>Category: Communication Skills</p> <p>Cluster: Communication</p>		

Skill Indicator: Exchanging thoughts, messages and informations

Category: Thinking Skills

Cluster: Transfer

Skill Indicator:Using skills and knowledge in multiple contexts

Learning Experiences

Add additional rows as needed.

<u>Learning Experiences</u>		
Add additional rows as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation

		All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.
CLE 1: Background	<p>M1, U1, L1 - Launching the Text: Reading the Map and Beginning Chapter 1 - Notice and Wonder Protocol</p> <p>M1, U1, L6 - Building Background Knowledge: The Lost Boys of Sudan - View <i>The Lost Boys of Sudan</i> https://www.pbs.org/video/pov-lost-boys-sudan/; <i>The Lost Boys of Sudan - 60 Minutes</i> https://vimeo.com/26277723</p> <p>M1, U1, L10-12 - Building Background Knowledge: The Dinka and Nuer Tribes Until the Mid-1980s (“Sudanese Tribes Confront Modern War,” “Sudanese Tribes Confront Modern War,” “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps”) - Choose 1 Article</p>	<p>M1, U1, L1 - Small Group/ESOL - Take the time to acclimate students with the map that appears at the start of the book. Complete a Notice/Wonder protocol</p> <p>M1, U1, L10-12 - Preview text and pre-populated guiding questions and annotations. One article will be selected based on student ability and reading level.</p>
CLE 2: Core Text Activities	<p>M1, U1, L2 - Establishing Structures for Reading: Getting the Gist (Chapter 1) OR Reader’s Notes</p> <p>M1, U1, L4 - Establishing Structures for Reading: Gathering Evidence about Salva’s and Nya’s Points of View (Reread Chapters 1 and 2)</p> <p>M1, U2, L1 - Introducing the Concept of Theme: Survival in <i>A Long Walk to Water</i> - Theme Mini Lesson</p>	<p>M1, U1, L2 - Provide students with exemplar gist statements or create a template (cloze) to assist students with drafting gist statements.</p> <p>M1, U1, L5 - Complete guided reading as a class or a small group.</p>
CLE 3: Assessment Preparation	<p>M1, U2, L5 - Practice Evidence-Based Constructed Response: Explaining One Factor That Helps Nya or Salva Survive; Graphic Organizer for each character</p> <p>M1, U2, L10 - Introducing Essay Prompt: Personal Narrative Essay about journeys or survival (Graphic Organizer, Essay Organizer, etc)</p>	<p>M1, U2, L10 - Provide students with an exemplar and graphic organizer for essay.</p>

Content Resources

Anchor Text (s)

(within grade level complexity Lexile Band)

1. [A Long Walk To Water](#) by Linda Sue Park (RL720L)

Supplemental/Ancillary Text (s)

2. "Time Trip: Sudanese Civil War"
3. "Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift In Refugee Camp ," Stephen Buckley (RI 1110L)
4. "Sudanese Tribes Confront Modern War," Karl Vick (RI 1060L)

Media Text (s)

5. *Water For South Sudan* <http://www.waterforsouthsudan.org>
6. *The Lost Boys of Sudan* <https://www.pbs.org/video/pov-lost-boys-sudan/>
7. *The Lost Boys of Sudan - 60 Minutes* <https://vimeo.com/26277723>

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