



**Marietta City Schools**  
**2024–2025 District Unit Planner**

*Language and Literature*

<b>Unit title</b>	<i>Unit 1: Journeys of Transformation</i> <i>(SAVVAS Unit 5)</i>	<b>MYP year</b>	4	<b>Unit duration (hrs)</b>	<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**

**Priority Standards:**

**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.

**ELAGSE9-10RL5:** Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**ELAGSE9-10W2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

e. Establish and maintain an appropriate style and objective tone.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Supporting Standards:

**ELAGSE9-10RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from 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.

**ELAGSE9-10SL5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Criterion A: Analyzing**

- i. **provides limited analysis** of the content and context.
- ii. **provides limited analysis** of the effects of the author’s choices on an audience,
- 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 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	Point of View Character	Identities and Relationships
<b>Statement of inquiry</b>		
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		
<b>Inquiry questions</b>		
<p><b>Factual—</b></p> <p>What are the characteristics of a complex character?</p> <p>What are the elements of narrative writing?</p> <p>What is the structure of narrative writing?</p> <p><b>Conceptual—</b></p> <p>How might conflicting motivations move a narrative toward a climax and resolution?</p> <p>How are epic heroes reflective of the societal identities and belief systems that create them?</p> <p>How can we read mythology as evidence of experiences between author, reader, and belief systems?</p> <p><b>Debatable-</b></p> <p>When does the journey matter more than the destination?</p> <p>Are problems necessary for a journey to be worth taking?</p>		
<b>MYP Objectives</b>	<b>Assessment Tasks</b>	

What specific MYP <b>objectives</b> will be addressed during this unit?	<b>Relationship</b> between summative assessment task(s) and statement of inquiry:	List of common formative and summative assessments.
<p><b>Criterion A: Analyzing</b></p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p><b>Criterion B: Organizing</b></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><b>Criterion C: Producing Text</b></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><b>Criterion D: Using Language</b></p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p>	<p>Students will demonstrate their comprehension of the conflicting motivations of complex characters and how to appropriately use evidence to support ideas. Students will also see how archetypes evolve over time to support narrative structures, specifically around changes in primary characters through journeys.</p>	<p><b><u>Formative Assessment(s):</u></b></p> <p>Formative Assessment 1: MHS Epic Hero</p> <p>Have students stop reading at the end of line 251. Ask students to rewrite a scene from the Cyclops adventure from the perspective of another character. Give that character’s perspectives of Odysseus’s epic traits within the retelling.</p> <p>Using your analysis of character (s) in (Odyssey and/or a character from the small group videos), create a multimedia presentation that analyzes how a complex character and his/her interactions with others advances the plot and supports his/her own transformation over the course of the text.</p> <p>On-Level Focus: How a single character develops/advances the plot.</p> <p>Honors Focus: Compare how two separate characters in different texts develop/advance the plot.</p> <p><b><u>Summative Assessment(s):</u></b></p> <p>#1 Whole Group Assessment: How do conflicting character motivations affect a complex character’s journey? Explain the characteristics of Odysseus that support his motives as a complex character and impact his ability to successfully</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>complete his journey home. Use textual evidence to support your explanation and be sure to connect your evidence to your thesis statement.</p> <p>#2 Final Task - In most texts, journeys are used as a tool of the author to provide opportunities for characters to grow and transform. Using at least 2 texts you have studied in this unit, construct an analysis of how complex characters develop over the course of a text, interact with other characters, and advance the plot.</p> <p>Students will create an <b>individual oral presentation</b>:</p> <p>Outline</p> <p>Script</p> <p>Oral Recording with Feedback</p> <p>Peer feedback with rubric</p> <p>Oral Recording final submission</p>
<p><b>Approaches to learning (ATL)</b></p>		
<p><b>List Category: Communication</b></p> <p>Cluster: Communication Skills</p> <p>Skill Indicator:</p>		

Give and receive meaningful feedback

Read critically and for comprehension

Paraphrase accurately and concisely

Use appropriate forms of writing for different purposes and audiences

**List Category: Thinking**

Skill Indicator: Analysing and evaluating issues and ideas

Consider ideas from multiple perspectives

**Learning Experiences**

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
Provide Historical Context and Elements of Epics and Epic Heroes	<ol style="list-style-type: none"><li>1. Teachers will provide mini-lesson of characteristics of an epic and epic hero.</li><li>2. Students will research an assigned Greek god or goddess for presentation</li><li>3. Students will identify and explain epic hero characteristics in examples from modern television and film.</li></ol>	Small groups based on diagnostic data
Narrative Performance Task	<b>Creating an Epic Hero</b> Have students create their own version of an epic hero that supports their comprehension of epic and epic hero characteristics. Students will demonstrate their understanding of the traits as well as analyze social commentary of their peers. Students will construct their epic hero as a reflection of the freshman class, showing that epic heroes embody the characteristics and flaws of the society that creates them.	See individual teacher lesson plans
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)	See individual teacher lesson plans
Informational/Explanatory Writing	<ol style="list-style-type: none"><li>1. Teachers will provide lessons on thesis statements and explanatory essays.</li><li>2. Teachers will guide students in brainstorming, outlining, and drafting essays using textual evidence.</li><li>3. Students will engage in writer's workshop to receive feedback for writing.</li><li>4. Students will use prepared rough drafts with teachers feedback to construct in-class final draft.</li></ol>	See individual teacher lesson plans

**Content Resources**

**Whole Group Learning**

Homer's *Odyssey*

*Odyssey* graphic novel - Honors and ESOL

**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