	Marietta City Schools 2024–2025 District Unit Planner	

Language and Literature

Unit title	*Outsiders and Outcasts*	MYP year	*5*	Unit duration (hrs)	*40 hours*

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Priority Standards Unit Learning Targets:

ELAGSE9-10RL2: Determine a theme and/or central idea of a text and analyze in detail its development over the course of the text.

ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Support Standards Unit Learning Targets:

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.

ELAGSE9-10RL7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

ELAGSE9-10RL9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

ELAGSE9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Conceptual Understandings:

• Understand that characters- usually the main character drives 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.

Key concept	Related concept(s)	Global context
Perspective

Perspective is the position from which we observe situations, objects, facts, ideas and opinions. May be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations. | **Character**

The representation of persons in narrative and dramatic works. This may include direct methods like the attribution of qualities in deception or commentary, and indirect methods inviting readers to infer qualities from characters' actions, speech, or appearance. | **Identities and Relationships**

Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human. |

Statement of inquiry
Main characters can represent the position from which an author observes situations and can also communicate identity, beliefs, and values.

Inquiry questions

Factual—

What is theme?

How are conflict, protagonist, and antagonist connected?

What are primary and secondary sources?

Conceptual—

What is the connotative meaning?

How does figurative language impact meaning?

Is being an outsider a universal experience, and thus, expected?

Debatable-

Do people need to belong?

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.*

Criterion A: Analyzing	Students will evaluate the actions of the main and supporting characters to determine the author's perspective on various elements of identity (represented by quotes from well known people). This allows students to use evidence that communicates perspective on identity, beliefs, and values of the author through authorial choices and plot development.	**Formative Assessment(s):**
i. analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts		With an argumentative essay in which you state and defend a claim about the following question: Is the experience of being an outsider universal?
ii. analyze the effects of the creator's choices on an audience		Use credible evidence from at least three of the selections you read and researched in this unit to support your claim. Try to address possible objections to your argument by presenting and refuting counterclaims. (W1)
iii. justify opinions and ideas, using examples, explanations and terminology		**Summative Assessment(s):**
iv. evaluate similarities and differences by connecting features across and within genres and texts.		On-Level Performance Task - Choose one of the following quotes and argue whether or not Paolo Coelho or Franz Kafka might agree or disagree with it, based on the themes and actions presented in The Alchemist and/or Metamorphosis.
Criterion B: Organizing		• Gabriel García Márquez writes, "Human beings are not born once and for all on the day their mothers give birth to them, but that life obliges them over and over again to give birth to themselves."
i. employ organizational structures that serve the context and intention		• Mahatma Gandhi said, "The best way to find yourself is to lose yourself in the service of others."
ii. organize opinions and ideas in a sustained, coherent and logical manner		• Mandy Hale writes, "A busy, vibrant, goal-oriented woman is so much more attractive than a woman who waits around for a man to validate her existence."
iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.		AMP Test-Using the learning targets and standards within the unit, Grade 10 school based PLCs will determine and develop the appropriate standards based summative assessments for their students.
Criterion C: Producing Text		Honors Performance Task- Which authorial choice is most effective in conveying the development of the theme to the audience? Evaluate the
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

iv.   spell and pronounce with accuracy

development of the theme concept of Identity in three different texts: The Alchemist, "A Doll's House", and a text of your choosing from texts we've read this year (or texts you read in the 9th grade) and construct an argument on the effectiveness of an authorial choice based on the impact on the audience's comprehension, _____, and/or _____.

Approaches to learning (ATL)

List Category: Thinking

Cluster: Critical Thinking Skills

Skill Indicator: Analyzing and evaluating issues and ideas

List Category: Research

Cluster: Critical Information Literacy Skills

Skill Indicator: Access information to be informed and inform others

	Learning Experiences	
	Add additional rows below as needed.	
Objective or Content	**Learning Experiences**	**Personalized Learning and Differentiation**

CLE#1 Literary/Text Elements Setting and Character
 ● Cultural and historical aspects of the setting, conflict, and character development.
 ● Academic Vocabulary
  ○ Contradict
  ○ Negate
  ○ Objection
  ○ Verify
  ○ Advocate
	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 analyze and examine the anchor text to identify the cultural and historical aspects of the setting, conflict, and character and support their understanding with textual evidence.
	 6. Students will display their ability to analyze and synthesize information using Selection Test provided by the curriculum.
		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

CLE#2 Plot/Theme
 ● Academic Vocabulary
  ○ Theme
  ○ Moral
  ○ Motif
  ○ Allegory
  ○ Irony
  ○ Symbolism
  ○ Point of view
	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 text for exemplars.
	 3. Teachers will model plot development while examining the relationship between 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 of Argumentative writing.
	 6. The teacher will provide a mini-lesson on argumentation throughout the reading of the anchor text.
	 7. Teachers will provide a lesson on the connection between argument and literary criticism.
		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

CLE#3 Argument Essay
 ● Academic Vocabulary
  ○ Claim
  ○ Counterclaim
  ○ Evidence
	1. Teachers will gauge students' prior knowledge of argument writing.
	 2. Teachers will provide multiple mini-lessons on argument writing using exemplars from the curriculum.
	 3. Teachers will model argument writing.
	 4. Students will organize and write a first draft.
		Guided Reading and Viewing Questions
		
		 Model texts for genres of writing
		
		 Chunking text
		 Write-Aloud/Think-Aloud

○ Reasoning
   ○ Analysis
   ○ Validity
   ○ Credibility
   ○ rebuttal
	5. Students will evaluate and revise the draft using the revision guide for argument
	6. Students will write an argumentative essay about for a prompt.
		Highlighting
		Language frames for writing
		Collaborative conversations
		Peer Review

Content Resources

Whole Class Learning: *Metamorphosis*, Franz Kafka
Honors: *The Alchemist* by Paolo Coelho

Small Group Learning:
Short Story The Doll's House

Poetry Collection:
Sonnet, With Bird

Poetry Collection:
Elliptical

Poetry Collection:
Fences

Argument:
Revenge of the Geeks

Lecture:
Encountering the Other: The Challenge for the 21st Century

Independent Learning:
Myth: The Orphan Boy and the Elk Dog

Memoir:
By Any Other Name