



Marietta City Schools
School Year 2024-2025 District Unit Planner

Language and Literature Honors 8

Unit title	<i>Identities and Relationships</i>	MYP year	3	Unit duration (hrs)	30 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 identify a main idea or theme, examine how the author develops it throughout, focus on the connection between the main idea and the characters, setting, and plot, then summarize the text with objectivity.(ELAGSE8RL2)

I can examine specific events or lines of dialogue to determine how they advance the plot, uncover character details, or force characters to act (make decisions).(ELAGSE8RL3)

I can figure out what words and phrases mean in context, considering both their figurative and connotative meanings and how the author's use of specific words, analogies, or textual allusions affects the meaning or tone of the text. (ELAGSE8RL4)

Writing:

I can convey real or imagined experiences and events through narratives that employ appropriate methods, sensory details, and story structures, which all draw the reader in and clarify what is happening. (ELAGSE8W3)

Language:

I know the conventions of standard English grammar and usage, applying them whenever speaking or writing and doing the following with verbs in their various forms when reading, writing, or speaking. (ELAGSE8L1)

MCS Gifted Standards:

Gifted Strand 1: Students will develop and utilize advanced research skills among various topics.

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

Gifted Strand 2: Students will develop and utilize creative thinking through a variety of products and problem solving.

Gifted Strand 3: Students will develop and utilize critical thinking, higher order, thinking, logical thinking, and problem solving skills in various situations.

Gifted Strand 4: Students will develop advanced communication and collaboration skills in working toward common goals with shared accountability for the final outcome.

Gifted Strand 5: Students will develop understanding of self and how one's own unique abilities influence interactions with others.

Gifted Strand 6: Students will become self- directed, independent learners.

Key concept	Related concept(s)	Global context
Change: Change is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.	Audience Imperatives & Self-expression	Identities and Relationships

Statement of inquiry

Change is influenced by cultural context and individual will.

Inquiry questions

Factual—

How does an author use character change to develop a theme?

How do you determine character motivations?

Conceptual—

Why does an author make certain choices?

How do these choices affect meaning?

How are we affected by text in various ways?

Debatable-

How is meaning constructed, negotiated, expressed, and interpreted?

How do texts offer insights and challenges about identities and relationships?

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><u>MYP Criterion A: Analyzing</u> 1. Analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts. 2. Analyze the effects of the creator’s choices on an audience.</p> <p><u>MYP Criterion B: Organizing</u> 1. Students will use organizational structures that serve the context and intention. 2. Students will organize opinions and ideas in a coherent and logical manner. 3. Use referencing and formatting tools to create a presentation style suitable to the context and intention</p> <p><u>MYP Criterion C: Producing Text</u> 1. 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 2. Make stylistic choices regarding linguistic, literary, and visual devices, demonstrating awareness of the impact on an audience</p>	<p>Narrative essay being evaluated using MYP Criterion: Communication is influenced by cultural context and individual purposes. Students will explore this concept as a guided study with the teacher and write to show their understanding of the global context through narrative writing.</p>	<p><u>Formative Assessment(s):</u></p> <ol style="list-style-type: none"> 1. Standards-based Mid Unit 2. Standards-based End of Unit 3. Narrative Writing <p><u>Summative Assessment(s):</u></p> <p>Standards-Based Assessment (Mid Unit)</p> <p>Narrative Writing: Students will write a narrative that reflects the changes of a character of their choice.</p> <p>Standards- Based Assessment (Post Unit)</p> <p>Body of Work: Multimodal Narrative</p> <p>Students will create a multimodal piece of their choice to go along with their written narrative.</p> <ul style="list-style-type: none"> ● Students will receive graphic organizers to organize retained information and related new learning ● Students will read the full text for understanding but will be given choice excerpts for in-depth analysis

3. Select relevant details and examples to develop ideas.

MYP Criterion D: Using Language

1. Students will use appropriate and varied vocabulary, sentence structure, and forms of expression.

3. Students will use correct grammar, syntax, and punctuation.

- Mini-lessons on close reading and annotation will be delivered as needed
- PLC constructed analysis mini-lesson will aid in norming expectations for student output (co-constructed success criteria)
- Gradual release for syntax and analysis

Approaches to learning (ATL)

List Category: Communication

Cluster: Communication Skills

Skill Indicator:

Give and receive meaningful feedback

Use appropriate forms of writing for different purposes and audiences

Make inferences and draw conclusions

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
Introduction to the Concept of Change	Students should use the Taba Model of Concept Development to explore the concept of change. Allow the students to make generalizations about the concept of change. Finally, students will write a paragraph supporting one of the generalizations about change.	Exemplars and models Collaborative Conversations
Gifted Strategy Models	<p>We Didn't Start The Fire (Building Background Knowledge)</p> <ul style="list-style-type: none">• Introducing the song and its events. Use the discussion rubric to introduce and understand the topic.• Research events/people/developments of the years since the song was released (1989)• Write an updated version of the song using The Writing Process Model• Grade with Journal Response Rubric <p>Poems on Change and Transformation (Building Background Knowledge)</p> <ul style="list-style-type: none">• Have students jigsaw the poems and use the William and Mary Reasoning Model <p>The Giving Tree (Hook Picture Book)</p> <ul style="list-style-type: none">• Six Thinking Hats Activity <p>Teacher's may choose any text aligned with the global context of identities and relationships to model and introduce the five teaching models. Students can complete and apply the five models to future texts.</p>	Prefill certain elements of the model Model with the completion of the web and release students with a cold text.

<p>Change Slogan</p>	<p>Creating A Slogan</p> <p>Students will create a slogan or motto that will be their anchor for change this year and develop a change seal. Students will review the images developed and choose the best from each team member's collage. Students will explain the meaning and significance of their chosen motto and seal.</p> <p>Here are the state mottos for ideas</p> <p>US State Seals</p> <p>Students will complete this activity as a brainstorming protocol as they prepare to write their nonfiction narrative.</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>Encourage creativity and reward risk-taking</p>
<p>Jacob's Ladders of Comprehension</p>	<p>Read "Tell- Tale Heart", and "James Baldwin". Students will articulate their understanding of a reading passage using textual support, engage in proper dialogue about the meaning of a selection, and discuss various ideas about the intention of a passage both orally and in writing.</p>	<p>Write aloud/Think aloud.</p> <p>Small writing groups with progress monitoring.</p> <p>Guided reading and guided writing</p>
<p>Small Group Texts</p>	<p>Focus Task (RL.3) <i>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</i> Challenge students to choose a character from the text and present an oral narrative based on a diary entry that the character could have written about an event in the story.</p> <p>Review learning strategies with students and explain that as they work through small-group learning they will develop strategies to work in small group environments. (prepare, participate fully, support others, clarify) Students should be encouraged to give positive feedback when others share their ideas and take turns so that all group members get a chance to be heard. Remind students that groups should communicate politely. Post these accountable talk suggestions. Students should: Remember to..ask clarifying questions. Which sounds like... I think you said _____. Did I hear you correctly? I'm not sure I understand what you're saying about _____. Can you elaborate? Remember to..explain your thinking.Which Sounds like..My reason for thinking _____ is _____. I came to my conclusion after _____.</p>	<p>Literature Roles</p> <p>Sentence/Question Stems</p>

	<p>Meaningful Talk</p> <p>Literary Analysis of <i>texts</i> - Students will analyze and interpret the novels using the literature webs. Students will review the concept of change and the related generalizations, discuss the novel's character, complete a literature web, and discuss questions about the novel. Compare the student's small group novel and <i>core text</i>.</p>	
<p><i>Among the Hidden</i></p> <p>Core Text Analysis</p>	<p>Standards based instruction focus: (RL3) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>Complex Characters: in texts, the main characters are interesting and complex, or well-rounded. You can identify complex characters in the following way:</p> <ul style="list-style-type: none"> ● They show multiple or even contradictory traits, or qualities. ● They struggle with conflicting motivations, or reasons for acting as they do. ● They change or learn something important by the end of the story. <p>Characters Advance the Plot: as characters interact with one another and struggle to overcome problems, their choices move the story along. A character's action- or decision not to take action- can lead to new plot developments and may intensify the conflict, heightening tension or suspense in the story.</p> <p>Characters Develop Theme: a character's struggles with a conflict can teach a general lesson. In this way, characters help develop a story's theme-the central insight that it conveys. As you read, pay attention to the ways characters change and to the lessons that they learn. These details will point you toward the story's theme.</p> <p>Complex Characters: discuss with students how main characters in fictional narratives often have conflicting traits and motivations which heighten the tension of a story. Have students discuss and document these examples as they read.</p> <p>Teachers will build necessary background knowledge.</p> <ol style="list-style-type: none"> 1. Teachers will continue to model the inquiry process. 2. Teachers will model evaluating and analyzing the anchor text. 3. Students will evaluate and analyze claims and arguments in the text. 4. Students will develop a line of inquiry based on the arguments developed in texts. 	<p>Guided reading and guided writing</p> <p>Exemplars and models</p> <p>Collaborative Conversations</p> <p>Provide opportunities for divergent and convergent thinking</p>

<p>Evidence Based Constructed Response- Writing Revolution on Complex Characters in Anchor Text</p>	<p>Students will receive direct instruction in the single paragraph outline. Practice the development of topic and concluding sentences that do the following:</p> <ul style="list-style-type: none"> ● Provides structures (beginning, middle, and end) ● Enable students to make generalizations and improves adherence to topic ● Promotes analytical and abstract thinking ● Provides focus <p>Single Paragraph Outline</p> <p>Topic Sentence</p> <ol style="list-style-type: none"> 1. (What? When?) add appositive 2. (Why?) 3. (Why?) use subordinating conjunction 4. Vary vocabulary <p>Concluding Sentence</p>	<p>Collaborative partners turn and discuss ideas</p> <p>Collaborative conversations</p> <p>Process scaffolding through mini-lesson on inquiry</p> <p>Gradual release for student model of understanding key elements of inquiry</p> <p>Scaffolds appropriate to gifted learners to support successful completion of learning experiences through content, product, process, and learning environment</p>
<p>Body Of Work</p>	<p>Students should connect a part (an extract) to the area of exploration (intertextuality: connecting text). The body of work will continue throughout the year and result in a cumulative writing experience. Encourage students to consider questions that revolve around how a text relates to the archetype(the original model from which something is developed or made? of the text type it belongs to, how texts refer to one another, and how comparing and contrasting two texts affect meaning.</p>	<p>Exemplars and models</p> <p>Collaborative Conversations</p> <p>Provide opportunities for divergent and convergent thinking</p>
<p>Content Resources</p>		
<p>Anchor Text:</p> <ol style="list-style-type: none"> 1. <i>Among the Hidden (800L)</i> <p>Independent Study Text:</p> <ol style="list-style-type: none"> 2. <i>The Wednesday Wars (990L)</i> 3. <i>The Thing About Jellyfish (840L)</i> <p>Supplementary Texts:</p> <ol style="list-style-type: none"> 1. "Tell- Tale Heart" 2. "James Baldwin" 		