



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

*Language and Literature 8*

<b>Unit title</b>	<i>Finding Home</i>	<b>MYP year</b>	3	<b>Unit duration (hrs)</b>	45 hours
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GA DoE Standards**

**Content and Skills-Specific Unit Learning Targets (*written from MYP Objectives and aligned GSE Standards*)**

**Reading Literary:**

- I can cite text-based evidence that provides the strongest support for my analysis of literary text. (ELAGSE8RL.1)
- I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (ELAGSE8RL.3)
- I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) (ELAGSE8RL.4)
- I can analyze the impact of word choice on meaning and tone (analogies or allusions). (ELAGSE8RL.4)
- I can compare and contrast the structure of multiple texts. (ELAGSE8RL5)
- I can analyze how different structures impact the meaning and style of a text. (ELAGSE8RL.5)
- I can analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. (ELAGSE8RL.6)

**Reading Informational:**

- I can cite text-based evidence that provides the strongest support for an analysis of informational text. (ELAGSE8RI1)
- 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). (ELAGSE8RI2)
- I can objectively summarize informational text. (RI.8.2)
- I can analyze the connections and distinctions between individuals, ideas or events in a text. (ELAGSE8RI.3)
- I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (ELAGSE8RI.4)
- I can analyze the impact of word choice on meaning and tone (analogies or allusions). (ELAGSE8RI.4)

**Writing:**

- I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (ELAGSE8W2)
- I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (ELAGSE8W.3)
- I can produce clear and coherent writing that is appropriate to task, purpose and audience. (ELAGSE8W4)
- I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (ELAGSE8W.4a)
- With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (ELAGSE8W.5)
- I can conduct short research projects to answer a question (including a self-generated question). (ELAGSE8W.7)
- I can use several sources in my research. (ELAGSE8W.7)
- I can generate additional research questions for further exploration. (ELAGSE8W.7)
- I can use evidence from literary or informational texts to support analysis, reflection, and research. (ELAGSE8W.9)

**Speaking and Listening:**

- I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (ELAGSE8SL.1)
- I can express my own ideas clearly during discussions. (ELAGSE8SL.1)
- I can build on others’ ideas during discussions. (ELAGSE8SL1)

**Language:**

- I can use correct grammar and usage when writing or speaking. (ELAGSE8L.8.1)
- I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (ELAGSE8L.2)
- I can use a variety of strategies to determine the meaning of unknown words or phrases. (ELAGSE8L.4)
- I can analyze figurative language, word relationships, and nuances in word meanings. (ELAGSE8L.5)
- I can accurately use eighth-grade academic vocabulary to express my ideas. (ELAGSE8L.6)
- I can use resources to build my vocabulary. (ELAGSE8L6)

Key concept	Related concept(s)	Global context
<p><b>Perspective</b></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><b>Character</b></p> <p>The representation of persons in narrative and dramatic works.</p>	<p><b>Personal and Cultural Expression</b></p> <p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</p> <p>Students will explore the ways in which we reflect on, extend a our appreciation of the aesthetic</p>

**Statement of inquiry**

Critical incidents reveal a character’s dynamic nature and personal expression; as a result, characters and their perspective change over time in response to challenges.

**Inquiry questions**

**Factual:**

How do critical incidents reveal character?

What common themes unify the refugee experience?

**Conceptual:**

What is home?

**Debatable:**

How can we tell powerful stories about people’s experiences?

MYP Objectives	Assessment Tasks	
<i>What specific MYP <b>objectives</b> 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><b>MYP Criterion A: Analyzing</b> Students will analyze the content, context, language, style, and structure of a text.</p> <p>Students will analyze the relationships among texts</p> <p><b>MYP Criterion B: Organization</b> 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>Summative Assessment Connection to Inquiry Statement:</p> <p>In Unit 3, having finished the novel, students will reread critical incidents, while also working in research groups to study the experiences of refugees from one of several cultures. Students will use this knowledge to write a narrative that captures the universal refugee experience.</p>	<p><b>Formative Assessment(s):</b></p> <p><b>Mid Unit 1 Getting to Know a Character</b></p> <p><b>MYP Objectives/GSE Standards Addressed:</b> RL.8.1, RL.8.3, RL.8.4, W.8.9, and L.8.4a</p> <p><b>MYP Criteria:</b> A</p> <p><b>Mid Unit 2 Analyzing an Informational Text about a Refugee Experience</b></p> <p><b>MYP Objectives/GSE Standards Addressed:</b> RI.8.1, RI.8.2, RI.8.3, RI.8.4, L.8.4a, and W.8.9</p> <p><b>MYP Criteria:</b> A, B</p>

<p><b>MYP Criterion C: Producing Text</b> 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><b>MYP Criterion D: Using Language</b> Students will use correct grammar, syntax, and punctuation.</p> <p>Students will use varied sentence structure and forms of expression</p>		<p><b>Refugee Narrative Constructed Response</b></p> <p><b>MYP Objectives/GSE Standards Addressed:</b> RI.8.1, W.8.3a, b, d, W.8.7, W.8.9, and W.8.11b.</p> <p><b>MYP Criteria:</b> A, C, D</p> <p><b>Summative Assessment(s):</b></p> <p><b>End of Unit 1 Examining How Word Choice Contributes to Meaning and Tone in Literary and Information</b></p> <p><b>MYP Objectives/GSE Standards Addressed:</b> RL.8.1, RI.8.1, RL.8.4, RI.8.4, and W.8.9</p> <p><b>MYP Criteria:</b> A</p> <p><b>Performance Task - Narrative that captures the universal refugee experience</b></p> <p><b>MYP Objectives/GSE Standards Addressed:</b> RI.8.1, RI.8.2, W.8.3a, b, d, W.8.4, W.8.4a, W.8.5, W.8.7, W.8.9, L.8.1, L.8.2, and L.8.6.</p> <p><b>MYP Criteria:</b> A, B, C, D</p>
<b>Approaches to learning (ATL)</b>		
<p><b>Category:</b> Communication</p> <p><b>Cluster:</b> Communication Skills</p> <p><b>Skill Indicator:</b> Give and receive meaningful feedback</p> <p>Use appropriate forms of writing for different purposes and audiences</p>		

Make inferences and draw conclusions

**Learning Experiences**

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.
<b>LE 1: Background</b>	<p>M1, U1, L1 - Making Inferences: Building Connections and Background Information <a href="#">Gallery Walk</a></p> <p>M1, U1, L6-7 - Building Background Knowledge: Mini-Research project on your character’s country and situation</p> <p>M1, U2, L4 - Building Background Knowledge, Predicting, and Focusing on Key Vocabulary: “Refugees: Who, Where, Why”</p> <p>M1, U2, L5 - Building Background Knowledge and Summarizing: “Refugees: Who, Where, Why” Part 2</p> <p>M1, U2, L9, 11, 13 - Close Reading: “Refugee and Immigrant Children: A Comparison” (from “Refugee Children in Canada: Searching for Identity”)</p>	<p>M1, U1, L6-7 - <a href="#">Research Organizer</a></p> <p>M1, U1, L6-7 - Preview text and pre-populated guiding questions and annotations.</p> <p>M1, U2, L4-5 - Preview text and pre-populated guiding questions and annotations.</p> <p>M1, U2, L9, 11, 13 - Preview text and pre-populated guiding questions and annotations.</p>
<b>LE 2: Core Text Activities</b>	<p>M1, U1, L2-3 - <a href="#">Mini-Lesson on Direct/Indirect Characterization</a></p> <p>M1, U2, L1 - Collecting Details: The Challenges of a Dynamic Character - <a href="#">Characterization Nearpod</a></p>	<p>M1, U1, L2-3 - <a href="#">Characterization Chart</a></p>
<b>LE 3: Assessment Preparation</b>	<p>M1, U1, L11 - Character Analysis: How Do Personal Possessions Reveal Aspects of Characters? <a href="#">Body Biography</a></p> <p>M1, U1, L12-13 - Examining How Word Choice Contributes to Tone and Meaning - <a href="#">Chart</a>; <a href="#">Tone and Mood Mini Lesson</a></p>	<p>M1, U1, L11 - Pre-populated body bio with exemplar of another character</p> <p>M1, U2, L16 - Graphic organizer for essay</p>

M1, U2, L16 - Planning the Introductory and Concluding Paragraphs of the End of Unit Assessment Essay

**Content Resources**

**On Level Resources**

**Anchor Text (s)**

*(within grade level complexity Lexile Band)*

1. [Refugee](#) (New York: Scholastic Press, 2017), - 800L

**Supplemental/Ancillary Text (s)**

2. Catherine Gevert, "[Refugees: Who, Where, and Why](#)," *Faces*. 19.1 (2002): 6-8.
3. Nguyen, Viet Thanh, "[The Hidden Scars All Refugees Carry](#)," *New York Times*. (Sept. 2, 2016)
4. Arthur Brice, "Children of War," *Scholastic*, March 1994.
5. Mary Beth Leatherdale & Eleanor Shakespeare, *Stormy Seas: Stories of Young Boat Refugees*, Annick Press, 2017
6. Til Gurung, speech at Refugee Transitions' World of Difference Benefit Luncheon, San Francisco, November 3, 2010.

**Media Text (s)**

7. *Saigon - The Last Hours*: [https://www.youtube.com/watch?v=LA3uV\\_YXZak](https://www.youtube.com/watch?v=LA3uV_YXZak)
8. Video - *Refugee Summary*: [https://www.youtube.com/watch?v=ibgXSb\\_fJHE](https://www.youtube.com/watch?v=ibgXSb_fJHE)
9. Tone and Mood - Flocabulary: <https://www.flocabulary.com/unit/tone-and-mood/>

**Honor Resources**

N/A