



Marietta City Schools
2024-2025 District Unit Planner

Language and Literature 9

Unit title	<i>Survival</i>	MYP year	<i>4</i>	Unit duration (hrs)	<i>9 weeks</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

ELAGSE9-10RL/RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from 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. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Supporting Standards

ELAGSE9-10RL2: Determine a theme and/or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text

ELAGSE9-10RI2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of 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

ELAGSE9-10RI5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

ELAGSE9-10RI6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

Criterion A: Analyzing

- i. analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts
- ii. analyze the effects of the creator's choices on an audience

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
- iv. spell and pronounce with accuracy

Conceptual Understandings:

- Understand that details shape or form ideas.
- Understand that details refine ideas.
- Understand that repeated ideas, significant events, and details can help determine the central idea of a text.
- Understand that what an author says (explicitly) about a subject, topic, and/or idea or what an author suggests (implicitly) throughout a text can help to determine the central idea(s).
- Understand that, often, informational texts have a single sentence, a thesis, that states the central idea. Scientific texts may include a hypothesis (a proposed explanation of an event based on limited evidence that is used as the starting point for more investigation) as the central idea

Key concept	Related concept(s)	Global context
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Perspective	Context and Structure	Orientation in Space and Time
Statement of inquiry		
Different perspectives of the context of a survival situation that challenges natural or human landscapes and resources influences the structure of text that is used to convey those perspectives.		
Inquiry questions		
<p>Factual—</p> <p>What is the argument?</p> <p>What are elements of argumentative writing?</p> <p>What is the central idea in a text?</p> <p>What is the theme in a text?</p> <p>Conceptual—</p> <p>How does an author utilize the structure of a text to unfold a central idea and supporting idea in a text?</p> <p>What does it mean to survive?</p> <p>What are the effects of survival?</p> <p>Debatable-</p> <p>What does it take to survive?</p>		
MYP Objectives	Assessment Tasks	

<p><i>What specific MYP objectives will be addressed during this unit?</i></p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p>	<p><i>List of common formative and summative assessments.</i></p>
<p>Criterion A: Analyzing</p> <p>i. analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts</p> <p>ii. analyze the effects of the creator’s choices on an audience</p> <p>Criterion B: Organizing</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>Criterion D: Using Language</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</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>iv. spell and pronounce with accuracy</p>	<p>Advancing and supporting the individual student’s perspective.</p>	<p><u>Formative Assessment(s):</u></p> <ul style="list-style-type: none"> ● Thesis Statement Practice (All Levels) ● Writing Workshop for Argumentative Writing (All Levels) ● Constructed Response for integrating evidence (All Levels) ● On-Level - Selection test for 7 Steps to Survival ● Vocabulary Assessment (ESOL) ● Most Dangerous Games Selection Test (Honors) ● UnBroken Selection Test (Honors) ● To Build a Fire Selection Test (Honors) ● Poetry Oral/Visual Presentation (Honors) ● OPTIC for Voyage of James Caird in Images (Honors) ● Evidence Log (Honors) <p><u>Summative Assessment(s):</u></p> <p>Selection Tests</p> <ul style="list-style-type: none"> ● The Most Dangerous Game (ESOL Sheltered/SPED SG) ● Value of a Sherpa Life and Life of Pi (On-Level) ● Poetry Mini-Summative (On-Level) ● Life of Pi and The Endurance and the Voyage of James Caird (Honors) ● Poetry (Honors) <p>End of Unit Test (On-Level and Honors)</p> <ul style="list-style-type: none"> ● Selected Response

		<p>Argumentative Essay</p> <ul style="list-style-type: none"> ● Prompt: Produce an argument on the following prompt: What characteristic or quality is most important for a person to possess in order to survive in difficult or strenuous situations? Be sure to provide sufficient evidence for your claim, and provide an appropriate counterclaim. (see Learning Experiences for leveled expectations)
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Approaches to learning (ATL)

<p>Cluster: Communication Skills</p> <p>Skill Indicator: Read critically and for comprehension</p> <p>Paraphrase accurately and concisely</p>

Common Learning Experiences
Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>DOK 1: Analyzing an Argument Unpacking of Standards Analyzing an Exemplar Text</p>	<ul style="list-style-type: none"> ● Teachers will introduce the W1 Argumentation standard to students, and facilitate the unpacking of standards by separating content from skills using nouns and verbs. ● Teachers will define argument, and all other <i>domain specific</i> vocabulary from the W1 standard. ● Students will read the Launch text (“Cost of Survival”) to identify how the author fulfills the steps of constructing an argument, and annotate examples of the content and skills identified from the standard. ● Students will write an objective summary of the Launch Text 	<ul style="list-style-type: none"> ● Graphic Organizers ● Provide definitions ● Cooperative Learning <p><u>ELL Language Proficiency Development:</u> WIDA ELD-SI.4-12.Inform</p>

	<ul style="list-style-type: none"> ● Introduce summative writing prompt and evidence log with launch text to begin pulling evidence related to survival and character traits 	<p>Multilingual learners will construct informational text through organization and cohesion.</p> <p>Aligned ELL Instructional approaches:</p> <ul style="list-style-type: none"> ● Practice writing topic sentences ● Provide an anchor resource of transitional phrases used in objective summaries ● Provide a summary writing paragraph frame
<p>DOK 1 & 2: Language and Grammar</p>	<ul style="list-style-type: none"> ● Teachers will provide students with concept vocabulary from the Unit based on anchor text. ● Students will complete the associated tasks from SAVVAS Curriculum for Concept Vocabulary and Word Study. ● Teachers will assess student mastery through warm-ups and/or closers that use the vocabulary. ● ESOL/SPED SG: Teachers will teach Latin prefixes/suffixes associated with the anchor text (i.e. -ary and -ory, and -tion) ; and infinitives and infinitive phrases. Students will show mastery using SAVVAS activities to gauge their ability to identify and apply usage of those phrases. ● On-Level: Teachers will teach Latin prefixes/suffixes associated with the anchor text (i.e. -ary and -ory) and ; and participial vs absolute phrases. Students will show mastery using SAVVAS activities to gauge their ability to identify these phrases in practice and during reading and apply usage of those phrases in summative writing. ● Honors: Teachers will provide lessons on Word Choice and Participial Phrases. Students will practice adjusting word choice on various SAVVAS assignments and in in-class writing. 	
<p>DOK 2-3: Applying Argument through Brainstorming</p>	<ul style="list-style-type: none"> ● Read initial anchor text for comprehension (first read). For close read, teachers will facilitate lessons around the following: <ul style="list-style-type: none"> ○ Honors: Analyze how author’s use narrative nonfiction to tell the story of real life events. Students should consider how the author used primary sources from Shackleton and crew to help the reader understand the conditions they faced while still providing an author’s perspective. Students should connect to word choice to uncover the author’s 	<ul style="list-style-type: none"> ● Choral Writing for Drafting of Practice Thesis ● Provide a graphic organizer of argument structure to include scaffolded language frames. <p><u>ELL Language Proficiency Development:</u> ELD-LA.9-12.Argue.Interpretive</p>

	<p>perspective. Evaluate how these impact the reader in understanding what characteristic seems to have the biggest impact on survival.</p> <ul style="list-style-type: none"> ○ On-Level: Extend discussion around complex characters in Life of Pi to characterizations (round/flat; static dynamic). How might these descriptors help students uncover the most important characteristic of survival? ○ Support: Consider how the sentences are built to describe the order of events. How might words and sentence structures have more variety when we're discussing the sequencing of events? How do we know when the order of events presented in the story may not be the order in which the events actually happened? <ul style="list-style-type: none"> ■ ESOL: What sentences give an indicator of the order of events vs the sequence of events? ■ SPED SG: How does the narrator's perspective impact the order of events? <ul style="list-style-type: none"> ● After Reading the initial anchor text, teachers will facilitate the process of crafting an argument. With the initial anchor text, students will draft a thesis statement on the following prompt: "What causes the main character to survive in the text: Option A or Option B?" ● Students will practice drafting their thesis statements, and designing an outline for the essay. ● Teachers will model how to select appropriate evidence, integrate it in the text, and show justification for how evidence supports the claim. ● Students will practice integrating evidence in constructed responses and receive feedback. Students will produce a minimum one constructed response to be graded after receiving and applying feedback at least once. ● Students will complete a timed writing for constructed response in the second anchor text as a formative assessment (Honors) and summative assessment (On-Level). ● Evidence that supports Summative performance task will be added to the Evidence Log. 	<p>Multilingual learners will interpret central ideas of text in order to form an opinion or position through density and grammatical complexity.</p> <ul style="list-style-type: none"> ● Teach text structure through phrase/clause identification to help ELLs look for the author's development of ideas ● Highlight key words/phrases in each text to help ELLs understand the author's argument ● Based on the student's language proficiency level, provide language support/translation of text <ul style="list-style-type: none"> ○ Higher LP Level: Rewordify ○ Lower LP Level: Translation of text
<p style="text-align: center;">Small Group Instruction</p> <p>DOK 2-3: Poetry (On-Level & Support) Short Stories (Honors)</p>	<ul style="list-style-type: none"> ● Teachers will create small groups using like skills and/or data points (MAP, Lexile, WIDA). ● Like groups will read teacher selected texts for comprehension (first read) and thesis statement writing practice. ● During the close read, teachers will facilitate discussion around the following: 	<ul style="list-style-type: none"> ● Leveled texts ● Remediation ● Extension

	<ul style="list-style-type: none"> ○ Support Classes: Identifying figurative language and the meaning of the association ○ On-Level: Identifying figurative language and the impact on the text ○ Honors: How theme is constructed by the author around the concept of survival. ● Evidence that supports Summative performance task will be added to the Evidence Log. ● (Honors) - Selection test for comprehension 	<ul style="list-style-type: none"> ● Provide a graphic organizer of argument structure to include scaffolded language frames.
<p style="text-align: center;">Independent Instruction Poem 3 - Honors</p>	<p>Students will read the third poem of the Poetry set independently. Students will analyze the figurative language and concepts that lead to theme development.</p> <ul style="list-style-type: none"> ● Evidence that supports Summative performance task will be added to the Evidence Log. 	<ul style="list-style-type: none"> ● Models and writing exemplars
<p>DOK 3-4: Argument Performance Task</p>	<p>Write an argument in which you state and defend a claim responding to the following question: What characteristic or quality is most important for a person to possess in order to survive in difficult or strenuous situations?</p> <p>On-Level: Be sure to provide sufficient evidence for your claim from the anchor text and at least one other text, and provide an appropriate counterclaim.</p> <p>Honors: Use credible evidence from at least three of the selections you read and researched in this unit to support your claim. Ensure that your claim is fully supported, that you use a formal tone, and that your organization is logical and easy to follow.</p> <p>Support: Be sure to provide sufficient evidence from “The Most Dangerous Game” to support your answer, using specific vocabulary, suffixes, and phrases within your writing.</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><u>ELL Language Proficiency Development:</u> WIDA ELD-LA. 9-12. Argue. Expressive Multilingual learners will construct arguments through organization and cohesion.</p> <p>Aligned ELL Instructional Approaches:</p> <ul style="list-style-type: none"> ● Practice writing declarative statements to frame a topic

		<ul style="list-style-type: none"> ● Provide an anchor resource of transitional phrases used in argument writing ● Provide a graphic organizer of argument structure to include scaffolded language frames.
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Content Resources		
On-Level Resources	Honors Resources	Support Class Resources
<p><u>Launch Text</u> The Cost of Survival</p> <p><u>Anchor Texts</u> Life of Pi by Yann Martel</p> <p>The Key to Disaster Survival? Friends and Neighbors (podcast) By Shankar Vedantam</p> <p><u>Supplemental Texts</u> “Seven Steps to Surviving a Disaster” By Jim Yong Kim</p> <p>Titanic vs Lusitania By Jeffrey Klueger</p> <p>The Value of a Sherpa Life By Grayson Schaffer</p>	<p><u>Launch Text</u> The Cost of Survival</p> <p><u>Anchor Texts</u> The Endurance and the Voyage of James Caird by Caroline Alexander</p> <p>The Endurance and the James Caird in Images (photo essay) by Frank Hurley</p> <p>Life of Pi (excerpt) by Yann Martel</p> <p><u>Supplemental Texts</u> The Most Dangerous Game by Richard Connell</p> <p>Unbroken By Laura Hillenbrand</p> <p>To Build a Fire</p>	<p><u>Launch Text</u> The Cost of Survival</p> <p><u>Anchor Text(s)</u> The Most Dangerous Game by Richard Connell</p> <p><i>Poetry Collection (options)</i> I am Offering The Writing The Hugging</p>

<p>Poetry Collection (options) I am Offering The Writing The Hugging</p>	<p>By Jack London</p> <p>Poetry Collection (all) I am Offering The Writing The Hugging</p>	
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