



Marietta City Schools
2024-2025 District Unit Planner

Language Arts 7

Unit title	Module 2: <i>Fairness and Development</i>	MYP year	2	Unit duration (hrs)	34 hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Georgia Standards of Excellence

Reading Literary:

- I can cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (ELAGSE7RL1)
- I can determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (ELAGSE7RL2)
- I can analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot). (ELAGSE7RL3)
- I can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (ELAGSE7RL4)
- I can analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (ELAGSE7RL5)
- I can analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (ELAGSE7RL6)
- I can compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film) (ELAGSE7RL7)
- I can compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history. (ELAGSE7RL9)
- By the end of the year, I can read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (ELAGSE7RL10)

Reading Informational:

- I can cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (ELAGSE7RI1)
- I can determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (ELAGSE7RI2)
- I can analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (ELAGSE7RI3)
- I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (ELAGSE7RI4)
- I can analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (ELAGSE7RI5)
- I can determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (ELAGSE7RI6)

I can compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).(ELAGSE7RI7)

I can trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (ELAGSE7RI8)

I can analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts. (ELAGSE7RI9)

Writing:

I can write arguments to support claims with clear reasons and relevant evidence (ELAGSE7W1)

I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (ELAGSE7W4)

With some guidance and support from peers and adults, I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (ELAGSE7W5)

I can use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (ELAGSE7W6)

I can conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (ELAGSE7W7)

I can gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (ELAGSE7W8)

I can draw evidence from literary or informational texts to support analysis, reflection, and research. (ELAGSE7W9)

Language:

I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (ELAGSE7L1)

I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (ELAGSE7L2)

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (ELAGSE7L4)

I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (ELAGSE7L5)

I can acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (ELAGSE7L6)

Key concept	Related concept(s)	Global context
<p>Self Expression</p> <p>Self-expression is the act of expressing one's thoughts, feelings, or ideas often through writing, art, music, dance, design, or film.</p>	<p>Character</p> <p>The representation of persons in narrative and dramatic works.</p>	<p>Fairness and Development</p> <p>Access to equal opportunities; peace and conflict resolution.</p>

Statement of inquiry		
Life experiences can impact perspectives and significantly affect one’s identity, culture, and self-expression.		
Inquiry questions		
<p>Factual:</p> <p>What are gender roles and why do they matter?</p> <p>How does reading one section of a text closely help me understand it better?</p> <p>What is the central theme?</p> <p>Conceptual:</p> <p>How does culture influence gender roles, family, and education?</p> <p>What are gender roles and why do they matter?</p> <p>How does a speaker develop and organize his central claim?</p> <p>Debatable:</p> <p>How do effective researchers ask relevant questions, gather information from several sources, keep track of their findings and sources, and synthesize their findings?</p>		
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.

<p><u>MYP Criterion A: Analyzing</u></p> <ol style="list-style-type: none"> 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. 3. Justify opinions and ideas, using examples, explanations and terminology <p><u>MYP Criterion B: Organizing</u></p> <ol style="list-style-type: none"> 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><u>MYP Criterion C: Producing Text</u></p> <ol style="list-style-type: none"> 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 in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience 3. Select relevant details and examples to develop ideas. <p><u>MYP Criterion D: Using Language</u></p> <ol style="list-style-type: none"> 1. Students will use appropriate and varied vocabulary, sentence structure and forms of expression. 3. Students will use correct grammar, syntax, and punctuation. 	<p>This unit is focused on the historical era of the text and societal gender roles, and how they impact individuals in the texts. Students read <i>The Breadwinner</i>, focusing on how plot, character, and setting interact in literature. As students read the novel, they build their stamina and capacity for independent reading of complex texts. In class, they do a variety of close reading, fluency, and vocabulary exercises with critical passages from the text. In the second part of the unit, students evaluate the choices made by the character; then they craft an argument. This essay follows a similar process to that used in earlier in the unit, but it pushes students to greater independence with the process of crafting and revising an extended essay. As students read <i>The Breadwinner</i>, they are encouraged to generate questions about how working conditions and gender roles have or have not changed.</p>	<p><u>Formative Assessment(s):</u></p> <p>Mid-Unit Standards-Based Assessment: Standards-Based Assessment MYP Objectives/GSE Standards Addressed: RL9, RI1, RI3</p> <p>Argumentative Practice Essay MYP Objectives/GSE Standards Addressed: W1, W4</p> <p><u>Summative Assessment(s):</u></p> <p>End of Unit 2 Assessment: Standards-Based Assessment MYP Objectives/GSE Standards Addressed: RL9, RI1, RI3, RI4, RI8</p> <p>Argumentative Essay Prompt: Think about the working conditions and gender roles in <i>The Breadwinner</i>. Have gender roles improved, stayed the same, or gotten worse? Use examples from <i>The Breadwinner</i> and real-world events. MYP Objectives/GSE Standards Addressed: ELAGSE7W1, ELAGSE7W4</p> <p>MYP Criteria: A</p> <p>Someone Who Took a Stand Project/Presentation GSE Standards Addressed: ELAGSERI3, ELAGSERI1, ELAGSEL7</p>
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Approaches to learning (ATL)

Category: Communication

Cluster: Communication

Skill Indicator: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

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.
LE 1: Background	<ul style="list-style-type: none"> ● Launching <i>The Breadwinner</i> ● Introducing Gender Roles 	<p>Background information worksheet: The Breadwinner, Gender roles, and Working Conditions</p> <p>Gender Role chart (use for differentiation if needed)</p> <p>Working Conditions chart (use for differentiation if needed)</p>
LE 2: Core Text Activities	<ul style="list-style-type: none"> ● Parvana Body Biography to demonstrate understanding of theme, characterization, and citing text evidence 	Parvana Body Biography
LE 3: Assessment Preparation	<ul style="list-style-type: none"> ● Writing an Argumentative Essay: Introducing the Writing Prompt and Model Essay ● Writing an Argumentative Essay: Crafting a Claim 	Brainstorming Organizer for Argumentative Essay

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| | <ul style="list-style-type: none">• Writing an Argumentative Essay: Analyzing the Model Essay | |
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Content Resources

Anchor Text(s)

1. [Women Who Speak Up](#)
2. [Universal Declaration of Human Rights](#)
3. César Chavez, "The Wrath of Grapes," speech given in May 1986.
4. *The Breadwinner*

Supplemental/Ancillary Text (s)

5. [Keeping Up With The Joneses](#)
6. [César Chavez - Embrace the Legacy](#)
7. [About César Chavez](#)

Media Text(s)

8. *The Breadwinner* movie