



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

Language and Literature 7 Advanced Studies

<b>Unit title</b>	Personal and Cultural Expression	<b>MYP year</b>	2	<b>Unit duration (hrs)</b>	35
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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 determine a theme or central idea of a text and analyze its development over the course of the text; I can provide an objective summary of the text. (ELAGSE7RL2)

I can analyze how a text's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (ELAGSE7RL5)

**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 analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas); I can provide an objective summary of the text. (ELAGSE7RI2)

I can analyze the connections and distinctions between individuals, ideas or events in a text. (ELAGSE7RI3)

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 written story, drama, or poem to its audio, filmed, staged, or multimedia version (ELAGSE7RI7)

**Writing:**

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

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 (ELAGSE7W8)

**Speaking and Listening:**

I can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (ELAGSE7SL1)

I can present claims findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (ELAGSE7SL4)

I can include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (ELAGSE7SL5)

**Language:**

I can use correct grammar and usage when writing or speaking. (ELAGSE7L1)

I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (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 analyze figurative language, word relationships, and nuances in word meanings. (ELAGSE7L5)

**MCS Gifted Standards:**

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

MCS.Gifted.S1A. Formulate thought-provoking questions to guide in depth research.

MCS.Gifted.S1B. Devise and manage a research plan.

MCS.Gifted.S1C. Gather, organize, analyze, evaluate, and synthesize data from multiple sources for research applications.

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

MCS.Gifted.S2A. Recognize and evaluate how the process of creative thinking improves ideas, products, and solutions to problems.

MCS.Gifted.S2B. Develop and apply the cognitive components of creative thinking: fluency, flexibility, originality, and elaboration.

MCS.Gifted.S2C. Develop and apply the affective components of creative thinking: risk-taking, curiosity, complexity, and imagination.

MCS.Gifted.S2D. Apply components of creative thinking in finding, solving, and evaluating solutions to authentic real-world problems and dilemmas.

**Gifted Strand 3:** Higher Order Thinking and Problem-Solving Skills: Students will develop and utilize critical thinking, higher order thinking, logical thinking and problem-solving skills in various situations.

MCS.Gifted.S3A. Develop and apply core critical thinking skills of metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarization, evaluation, synthesis, explanation, and transference.

MCS.Gifted.S3B. Develop critical thinking, inductive and deductive reasoning to analyze and evaluate logical reasoning within a variety of problems and dilemmas.

MCS.Gifted.S3C. Use a variety of strategies for solving authentic, complex, real-world problems through evaluative thinking and the engineering design processes.

**Gifted Strand 4:** Advanced Communication and Collaboration Skills: Students will develop advanced communication and collaboration skills in working toward a common goal with shared accountability for the final outcome.

MCS.Gifted.S4A. Develop skills and techniques associated with effective verbal and non-verbal communication, adjusting for a given audience or task.

MCS.Gifted.S4B. Recognize and examine the value of others strengths, thoughts, ideas, and feelings during collaboration.

MCS.Gifted.S4C. Establish a common goal utilizing strengths of each group member.

MCS.Gifted.S4D. Respectfully collaborate and effectively communicate exchanges of constructive/critical feedback.

MCS.Gifted.S4E. Use a variety of multi-media and innovative technologies as tools to effectively communicate the individual or collaborative group work.

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

MCS.Gifted.S5A. Explore personal beliefs, feelings, and understanding of self, regarding one's own unique giftedness.

MCS.Gifted.S5B. Recognize and build upon strengths and limitations.

MCS.Gifted.S5C. Develop and practice critical analysis in judgment of one's actions, feelings and thoughts.

MCS.Gifted.S5D. Develop a shift in actions, feelings, and thoughts.

MCS.Gifted.S5E Advocate for self.

**Gifted Strand 6:** Self Directed Learner: Students will become self-directed, independent learners.

MCS.Gifted.S6A. Set appropriately high standards for work and behavior.

MCS.Gifted.S6B. Establish and work toward short- and long-term goals.

MCS.Gifted.S6C. Persevere in the face of obstacles.

MCS.Gifted.S6D. Take initiative to pursue opportunities to share and use abilities.

MCS.Gifted.S6E. Seek opportunities for self-growth through risk-taking, and curiosity in various situations.

**William and Mary Language Arts Goals:**

Goal 1: To develop analytical and interpretive skills in literature and informational text.

Goal 2: To develop persuasive, argumentative, creative, and expository writing skills.

Goal 3: To develop linguistic competency.

Goal 4: To develop listening/oral communication skills.

Goal 5: To develop reasoning skills in the language arts.

Goal 6: To understand the concept of courage in the language arts.

Selected Key concept (s)	Related concept(s)	Global context
<p><b>Culture, Values, and Experiences</b></p> <p>Students will engage with multiple examples of texts that demonstrate how culture, values, and experiences shape a person’s perspective and outlook on controversial situations.</p>	<p><b>Character</b></p> <p>Students will learn about how characters portray the culture, values, and expressions of real-life people living in the real world.</p> <p><b>Self Expression</b></p> <p>Students will explore the ways in which we discover our identities and express our thoughts, feelings, and beliefs with others.</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; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>

**Statement of inquiry**

The exploration of personal narratives and cultural texts allows individuals to articulate their identities and connect with others through shared experiences and values.

**Inquiry questions**

**Factual:**

What is the central idea?  
 What is theme?  
 What is point of view?  
 What is the difference between argument and persuasion?  
 How does reading one section of a text closely help me understand it better?

**Conceptual:**

How does culture influence character development?  
 How does a speaker develop and organize their thoughts in writing?

**Debatable:**

How do effective researchers ask relevant questions, gather information from several sources, keep track of their findings and sources, and synthesize their findings?

MYP Objectives	Assessment Tasks	
<i>What specific MYP <b>objectives</b> will be addressed during this unit?</i>	<b>Relationship</b> between summative assessment task(s) and statement of inquiry:	<i>List of common formative and summative assessments.</i>
<p><b><u>MYP Criterion A: Analyzing</u></b></p> <ol style="list-style-type: none"> <li>Analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts.</li> <li>Analyze the effects of the creator’s choices on an audience.</li> <li>Justify opinions and ideas, using examples, explanations and terminology</li> </ol> <p><b><u>MYP Criterion B: Organizing</u></b></p> <ol style="list-style-type: none"> <li>Students will use organizational structures that serve the context and intention.</li> <li>Students will organize opinions and ideas in a coherent and logical manner.</li> <li>Use referencing and formatting tools to create a presentation style suitable to the context and intention</li> </ol> <p><b><u>MYP Criterion C: Producing Text</u></b></p> <ol style="list-style-type: none"> <li>Students will produce texts that demonstrate insight, imagination and sensitivity while exploring and</li> </ol>	<p>Students will make connections between the core text and major themes. Through argumentative writing and in-class debates, students will be able to determine how one’s culture, beliefs, and values may impact the point of view or the reader.</p>	<p><b><u>Formative Assessment(s):</u></b></p> <p><b>Formative Constructed Response:</b> How does the novel <i>I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban</i> reflect the intersection of religion, culture, and perspective in Malala Yousafzai’s fight for education? Support your response with logical reasoning and credible evidence.</p> <p><b>Mid Unit Assessment :</b> Standards-Based Assessment (Multiple Choice)</p> <p><b>Argumentative Formative Practice</b></p> <p><b><u>Summative Assessment(s):</u></b></p> <p><b>End of Unit Summative Assessment:</b> Standards-Based Assessment (Multiple Choice)</p> <p><b>Argumentative Essay Prompts (Choose One):</b> Use examples from the book and from outside</p>

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.

**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.

sources (You must cite all sources)

1. **Education as a Human Right:** Do you think education should be a basic right for everyone? Use Malala's experiences to explain your point of view.
2. **Culture and Education:** How do cultural beliefs affect education? Should culture change how we teach? Share your thoughts and reasons.
3. **Activism and Change:** Is activism effective in making changes in society? Do you believe that Malala's activism has helped girls get better access to education? Provide examples to support your opinion.
4. **Government's Role in Education:** What should governments do to make sure all children can go to school? Discuss the responsibilities of governments and suggest some actions they can take to help.
5. **Importance of Speaking Out:** Why is it important to speak up against unfair treatment? How does Malala's story show the strength of an individual's voice when facing challenges?
6. **Gender Equality in Education:** Can we achieve equal education for girls and boys in today's world? What difficulties do we face, and how can we overcome them? Share your thoughts.
7. **Globalization's Impact on Education:** How does globalization affect education? Do you think it helps or makes it harder for girls in developing countries to go to school? Explain your reasoning.
8. **Personal Responsibility for Education:** Malala believes in the power of

		<p>education. How much responsibility do you think individuals have to stand up for their own education and help others? Discuss your views.</p> <p><b>Debate:</b> Same as their essay topic. Students will present their argument to the class.</p>
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**Approaches to Learning (ATL)**

<p><b>Thinking:</b> Analyzing and evaluating issues and ideas Consider ideas from multiple perspectives</p> <p><b>Communication:</b> Read closely, critically to make inferences and draw conclusions Write for different purposes Engage in collaborative conversations</p>
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**Learning Experiences**  
Add additional rows as needed.

<b>Objective or Content</b>	<b>Learning Experiences</b>	<b>Personalized Learning and Differentiation</b>
<b>LE 1: Anticipation</b>	<ul style="list-style-type: none"> <li>Build background knowledge about Pakistan and the cultural context</li> </ul>	<p>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.</p> <p>Research Malala’s religion: Muslim Research culture of her country: Pakistan Draw map of Pakistan with emphasis on Swat Valley District</p>
<b>LE 2: <i>William and Mary Models</i></b>	<ul style="list-style-type: none"> <li>Literature Web Model</li> <li>Vocabulary Web Model</li> </ul>	<p>Prefill certain elements of the model</p> <p>Model the completion of the webs and release students with a cold text</p>

<b>LE 3: Text Connection</b>	<ul style="list-style-type: none"> <li>Malala Body Biography</li> </ul>	Use the Literature Web to brainstorm the components of the Body Biography
<b>LE 4: Timed Writing</b>	<p>RACE Constructed Response</p> <ul style="list-style-type: none"> <li>In your book, how does the main character change from the beginning to where you are now in the story? Use specific examples from the text to describe what the character was like at the start and how they grew or changed by this point. What events or people influenced this change the most, and how did it affect the overall story? Be sure to explain your answer with details from the book.</li> </ul>	RACE graphic organizer
<b>LE 5: Poem Analysis</b>	<ul style="list-style-type: none"> <li>“A Nation’s Strength” poem by Emerson (<i>William and Mary</i> Lesson 14)</li> </ul>	<p>Compare/contrast authors’ perspectives about a similar topic</p> <p>Extension: Look at Emerson’s other poems and compare them to “A Nation’s Strength”</p>
<b>LE 6: Small Group Literature Groups</b>	<ul style="list-style-type: none"> <li>Literary Analysis of <i>Amal Unbound</i> and <i>Inside Out and Back Again</i> - Students will analyze and interpret the novels using the literature webs.</li> <li>Students will review the concept of courage and the related generalizations, discuss the novel's character, complete a literature web, and discuss questions about the novel.</li> <li>Compare the student's small group novel and <i>I am Malala</i> through the concept of change.</li> <li>Students will create a Cultural Map describing characters’ backgrounds, societal norms, traditions, and historical events based on the Unit 2 novels.</li> </ul>	<p>Literature Roles</p> <p>Sentence/Question Stems</p> <p>Double Bubble Map/ Venn Diagram</p>

**Content Resources**

**Additional supports in this unit should include:**

- I Am Malala* (1000L)
- [Women Who Speak Up](#)
- [I Am Malala Article](#)
- “A Nation’s Strength”

**Small Group:**

5. *Amal Unbound* (600L)
6. *Inside Out and Back Again* (800L)

**Media Text(s):**

7. *He Named Me Malala* (2015)
8. [Malala Nobel Peace Prize Speech](#)