



Marietta City Schools
2024-2025 District Unit Planner

Language Arts 7

Unit title	<i>Understanding Characterization and Identity</i>	MYP year	2	Unit duration (hrs)	50
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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 cite text-based evidence that provides the strongest support for my analysis of literary text. (ELAGSERL.7.1)
- I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (ELAGSERL.7.3)
- I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) (ELAGSERL.7.4)
- I can analyze the impact of word choice on meaning and tone (analogies or allusions). (ELAGSERL.7.4)
- I can analyze how a drama's or poem's form or structure contributes to its meaning. (ELAGSERL.7.5)
- I can compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. (ELAGSERL.7.7)
- I can compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. (ELAGSERL.7.9)
- I can read and comprehend literature, including stories, dramas, and poems, in the grades 7–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (ELAGSERL.7.10).

Reading Informational:

- I can cite text-based evidence that provides the strongest support for an analysis of informational text. (ELAGSERI.7.1)
- 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). (ELAGSERI.7.2)
- I can objectively summarize informational text. (ELAGSERI.7.2)
- I can analyze the connections and distinctions between individuals, ideas or events in a text. (ELAGSERI.7.3)
- I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (ELAGSERI.7.4)
- I can analyze the impact of word choice on meaning and tone (analogies or allusions). (ELAGSERI.7.4)
- I can analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (ELAGSERI.7.5).

Writing:

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (ELAGSEW.7.2)

I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (ELAGSEW.7.3)

I can produce clear and coherent writing that is appropriate to task, purpose and audience. (ELAGSEW.7.4)

I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (ELAGSEW.7.4a)

With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (ELAGSEW.7.5)

I can conduct short research projects to answer a question (including a self-generated question). (ELAGSEW.7.6)

I can use several sources in my research. (ELAGSEW.7.6)

I can generate additional research questions for further exploration. (ELAGSEW.7.7)

I can use evidence from literary or informational texts to support analysis, reflection, and research. (ELAGSEW.7.9)

Speaking and Listening

I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (ELAGSESL.7.1)

I can express my own ideas clearly during discussions. (ELAGSESL.7.1)

I can build on others' ideas during discussions. (ELAGSESL.7.1)

Language:

I can use correct grammar and usage when writing or speaking. (ELAGSEL.7.1)

I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (ELAGSEL.7.2)

I can use a variety of strategies to determine the meaning of unknown words or phrases. (ELAGSEL.7.4)

I can analyze figurative language, word relationships, and nuances in word meanings. (ELAGSEL.7.5)

I can accurately use eighth-grade academic vocabulary to express my ideas. (ELAGSEL.7.6)

I can use resources to build my vocabulary. (ELAGSEL.7.6)

Key concept	Related concept(s)	Global context
Culture Encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behavior created by human communities. The concept of culture is dynamic and organic.	Style The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values	Personal and Cultural Expression The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values
Statement of inquiry		
An author's style has enduring power because he/she tells about important or interesting events, people, and places.		
Inquiry questions		

Factual:

What details should you look for when tracking characterization?

What is relevant and sufficient evidence?

What is an inference, and how does inference keep a reader engaged in a text?

Conceptual:

How does a person's culture and identity shape their decisions and actions?

How does S.E. Hinton's personal background impact her novel?

Debatable:

When you write a story, how do your purposes and audience shape how you tell that story? How can you use language, images, and themes to give the story you write enduring power?

MYP Objectives	Assessment Tasks	
<i>What specific MYP objectives will be addressed during this unit?</i>	Relationship between summative assessment task(s) and statement of inquiry:	<i>List of common formative and summative assessments.</i>

<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>In this module, students engage with S.E. Hinton’s <i>The Outsiders</i> through a study of characterization, culture, and identity, specifically how those concepts are demonstrated through an author’s style. The concepts will be deeply studied in class via discussions, paired texts, and project-based learning alongside reading the anchor text. Students will build the background knowledge that will allow them to more fully understand the power of culture and identity in our world, and how it shapes the decisions and actions of people. For the final performance task, students will choose their own creative project relating to characterization, culture, and identity connected to <i>The Outsiders</i> and the supplemental texts they studied in class.</p>	<p><u>Formative Assessment(s):</u></p> <p>Description: Expository Extended Response</p> <p>MYP Objectives/GSE Standards Addressed: W2</p> <p>Description: Mid-Unit Assessment</p> <p>Students will take a standards-based Mid-Unit Assessment.</p> <p>GSE Standards Addressed: ELAGSERL3, ELAGSERL5, ELAGSERI2</p> <p><u>Summative Assessment(s):</u></p> <p>Expository Essay: Students will write an expository essay around characterization and identity.</p> <p>MYP Objectives/GSE Standards Addressed: ELAGSEW2</p> <p>Description: End-of-Unit 3 MYP Assessment</p> <p>Students will be provided choices of a creative, performance-based topics related to characterization, culture, and identify based on their understanding of the novel and related themes and concepts.</p> <p>MYP Objectives/GSE Standards Addressed: ELAGSERL1, ELAGSERL3, ELAGSERL4, ELAGSEL4, L5 MYP Criteria: B,C</p>
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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

List Category: Thinking

Cluster: Critical Thinking Skills

Skill Indicator: Consider ideas from multiple perspectives

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	<i>The Outsiders</i> Anticipation Activity Unit Vocabulary	<u>Options:</u> - Anticipation Guide - Anticipation Gallery Walk (Identity and Culture) Vocabulary webs
LE 2: Core Text Activities	<i>The Outsiders</i> Inferencing Timeline <i>The Outsiders</i> Character Maps	Students will use the timeline to gather events and make inferences throughout the duration of the text.

		Students will complete character maps one at a time for each character.
LE 3: Assessment Preparation	<p>Explicit instruction on RI2</p> <p>Elements of an Expository Essay</p> <p>Analyze a Model Expository Essay</p> <p>Introduce the essay prompt and write a thesis</p>	<p>Explicit Instruction</p> <p>Expository Essay Graphic Organizer</p>
Content Resources		
<p>Anchor Text(s)</p> <p>1. <i>The Outsiders</i> by S.E. Hinton</p> <p>Supplemental/Ancillary Text(s)</p> <p>2. Various Texts about Identity and Culture:</p> <ul style="list-style-type: none"> a. "Nothing Gold Can Stay" by Robert Frost b. "The Pedestrian" by Ray Bradbury c. "Names/Nombres" by Julia Alvarez d. "On the Sidewalk Bleeding" by Evan Hunter e. "Thank You, Ma'am" by Langston Hughes f. "Fish Cheeks" by Amy Tan g. "Healing 'Brick City': A Newark Doctor Returns Home" <p>Media Text(s)</p> <p>3. <i>The Outsiders</i> Movie</p>		