



Marietta City Schools
2024-2025 District Unit Planner

10th Language and Literature

Unit title	Blindness and Sight Personal and Cultural Expression (U4)	MYP year	5	Unit duration (hrs)	<i>50 hrs / 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

I can analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop a theme. ELAGSE9-10RL3 (ESOL/SG SPED Priority Focus)

I can read and comprehend dramas written within an appropriate reading level, showing my understanding of all the elements of dramatic speech and structure. (ELAGSE9-10RL10.b) Priority Focus ESOL/SG SPED)

I can write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. ELAGSE9-10W3

Supporting Standards

I can determine a theme and/or central idea or text and closely 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. ELAGSE9-10RL2

I can analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create effects such as mystery, tension, or surprise. ELAGSE9-10RL5

I can determine a central idea of a text and analyze its development over the course of the text. ELAGSE 9-10RI2

I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. ELAGSE 910 RI4

Conceptual Understandings:

- Understand that characters-usually the main character-drives the theme in a text.
- Understand that a main character experiences conflict(s) that determine his/her/their growth, that this growth occurs over the course of the text.
- Understand that other literary elements or devices (title, setting, symbols, statements and observations, conflict and plot) can shape the theme of a text.

- Understand that the theme is not the same as the topic, which focuses strictly on the content. The theme is also not the same as the plot. Most literary works have one or more themes that are expressed through the plot.
- Understand that specific details may be aspects of tone, diction, characterization, and figurative language the author uses to reveal the central meaning of the text.

One or more MYP Criteria will be assessed during this unit

MYP Criterion A: Analyzing

Students will analyze the content, context, language, style, and structure of a text.

Students will analyze the relationships among texts

MYP Criterion B: Organization

Students will use organizational structures that serve the context and intention.

Students will organize opinions and ideas in a coherent and logical manner.

MYP Criterion C: Producing Text

Students will produce texts that demonstrate insight.

MYP Criterion D: Using Language

Students will use correct grammar, syntax, and punctuation.

Key concept	Related concept(s)	Global context
<p>Change</p> <p>Students will explore how change is a process of movement from one state to another; it is universal and inevitable.</p>	<p>Point of View</p> <p>The position or vantage point from which the events of a story seem to be observed and presented to us. When exploring this concept, students will consider voice and tone</p>	<p>Personal and Cultural Expression</p> <p>How we express ourselves: an inquiry into 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

Authors develop complex characters in writing to express feelings, beliefs, values and (sometimes abstract) ideas.

Inquiry questions

Factual

How do I evaluate written narrative texts by analyzing how authors introduce and develop complex characters?

How does conflict impact complex characters, and how do authors use conflict to develop character and plot?

Conceptual

How does the writer intentionally craft details to communicate abstract ideas?

How can themes be relevant over space and time or in alternate points of view?

How are complex characters most like people in everyday life?

Debatable

Is change universal and inevitable (and consider how authors communicate this abstract idea)?

Does changing perspective always cause people to see themselves differently?

MYP Objectives	Assessment Tasks	
<i>What specific MYP objectives 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><u>MYP Criterion A: Analyzing</u> Students will analyze the content, context, language, style, and structure of a text.</p> <p><u>MYP Criterion B: Organization</u> Students will use organizational structures that serve the context and intention. Students will organize opinions and ideas in a coherent and logical manner.</p> <p><u>MYP Criterion C: Producing Text</u> Students will produce texts that demonstrate insight</p>	<p>SOI: Authors develop complex characters in writing to express feelings, beliefs, values and (sometimes abstract) ideas.</p> <p>Students will explore how complex characters are constructed by viewing them through the lenses of different characters and alternate situations, and analyzing how those characters are developed through conflict and plot structure, culminating in evaluating how a complex characters communicate juxtaposition of beliefs and values to actions and ideas in the world at large through the writing of a narrative nonfiction.</p>	<p><u>Formative Assessment(s):</u></p> <p>Narrative Writing Task: Students will respond to a scene from their anchor drama in a narrative response. Choose a situation to explore, develop the situation, plan the sequence of events. ELAGSE9-10W3</p> <p>Vocabulary Quizzes (On-Level, ESOL, SG SPED)</p> <p>Sentence Structure Quizzes: Fragments and Simple, Compound, Complex, and Complex-Compound Sentences</p> <p>One-Pager: Characterization (Sheltered ESOL)</p> <ul style="list-style-type: none"> ● Personality Traits ● Physical Traits ● Character Development ● Conflict <p>Selection Test(s): Oedipus, Part 1 (Honors, OL, SG SPED)</p>

MYP Criterion D: Using Language

Students will use correct grammar, syntax, and punctuation.

Students will use varied sentence structure and forms of expression.

Summative Assessment(s):

Selection Test: Oedipus, Part 2 (Honors, OL, SG SPED)

Selection Test: Country of the Blind (Sheltered ESOL)

Selection Test: Poetry Set (Honors)

MYP Performance Task #1

Using the text(s) you have studied in this unit and your understanding of narrative and plot structure, create an oral narrative **retelling** from the perspective of another character from any of the unit texts using the style and elements of narrative writing. Include a clear point of view and be sure to develop the idea in the narrative topic. Be sure that the main character has elements of a complex character.

- **On-Level:** Storyboard for Plot and Characterization from minor to major characters
- **Honors:** Written Text or **Graphic Novel** retelling of key scene
- **SPED SG** non-retelling; Storyboard for *Oedipus* to track Plot development and character development; find the key scenes that reflect character development.
- **Sheltered ESOL:** Storyboard for Country of the Blind to track Plot development and character development; find the key scenes that reflect character development.

MYP Performance Task #2

Narrative Writing Task: Students will write a nonfiction narrative in which they tell a true story related to the following question(s):

Option 1: Tell about a time (or times) when people didn't "see" you correctly. Their assumptions were wrong about you, or a misunderstanding created some "blindness."

Option 2: Tell about a time (or times) when you did not "see" someone else correctly, when your own assumptions or a misunderstanding created some "blindness" for you.

		In the narrative students will present both clearly delineated characters and settings. Include a logical sequence series of events that show the choices people make and their reasons for making them.
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Approaches to learning (ATL)

<p>List Category: Communication</p> <p>Cluster: Communication Skills</p> <p>Skill Indicator: Give and receive meaningful feedback</p> <p>Use appropriate forms of writing for different purposes and audiences</p> <p>List Category: Thinking</p> <p>Cluster: Transfer Skills</p> <p>Skill Indicator: Combine knowledge, understanding and skills to create products or solutions</p>

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.
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<p>Learning Experience 1 DOK 1 & 2: Analyzing a Nonfiction Narrative Unpacking of Standards; Analyzing an Exemplar Text; Historical Context</p>	<ul style="list-style-type: none"> • Teachers will introduce the W3 Narrative Writing standard to students, and facilitate the unpacking of standards by separating content from skills using nouns and verbs. • Teachers will build background knowledge and increase student engagement by introducing the launch text, <i>Just Six Dots</i> as the nonfiction narrative exemplar. • Teachers will explicitly teach academic vocabulary: integrate, delineate, volition, vivid, and altercation. • After reading the launch text, all students will be able to participate in discussions about narrative elements, and identify them using the launch text. • Teachers will then facilitate historical context for students of Ancient Greek festivals and the connection to dramatic structure 	<ul style="list-style-type: none"> • Graphic Organizers • Provide definitions • Cooperative Learning • Jigsaw for Historical Context <p>Have students generate a list of ideas evident in the text and determine which one or ones are recurrent. Model how hints that the title, subheadings, graphics, images, bold words, or captions might offer. Have students find at least three ideas with the text that resonate with them and find similarities and connections between the ideas. Highlight the importance of details in determining the central idea of a text; be sure to explain how to determine which details are key or important. Show students how the meaning and substance of an idea develops over the course of a text.</p>
<p>Learning Experience 2 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 for all leveled text(s). • Teachers will assess student mastery through warm-ups and/or closers that use the vocabulary. • ESOL/SPED SG: Teachers will teach Latin root words associated with the anchor text (i.e. -dict-, -vert-, -lum-, -dom-); Students will show mastery using consistent verb tenses in writing. • SG SPED - Teachers will teach Latin root words associated with the anchor text (i.e. -dict-, -vert-, -lum-, -dom-); Students will show mastery of differentiating between simple sentences and fragments in their own writing; Teachers will facilitate lessons on compound & complex sentences, and students will incorporate compound and/or complex sentences in narrative writing. • On-Level: Teachers will teach Latin prefixes (i.e.sub-) and Latin root words (i.e. -dict-, -vert-, -lum-, -dom-) associated with the anchor text(s); and phrases (adverbial) while focusing on varying sentence construction (simple, compound, compound-complex). 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: In addition to on-level, more complex narrative writing (advanced 	<p><u>ELL Language Proficiency Development:</u> WIDA ELD-SI.4-12.Inform Multilingual learners will construct informational text through organization and cohesion. 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>dialogue techniques and sentence structure) conventions.</p>	
<p>Learning Experience 3 Priority Standard Skills Lessons All Levels</p>	<ul style="list-style-type: none"> ● Teachers will provide mini-lessons on analysis through visual and text mediums throughout the unit as applicable. <ul style="list-style-type: none"> ● Author’s purpose ● Narrative Structure ● Characterization <ol style="list-style-type: none"> 1. Analyzing characters p. 28-29 2. Characterization Traits 3. Character Change Tracking with Text 4. Character Trait Mind Map ● Tone/Mood (to support comprehension of written text) ● Teachers will facilitate learning about the connection between plot and complex character development ● On-Level: Teachers will facilitate lessons on main character (protagonist) and who or what presents the conflict (antagonist), juxtaposition, oxymoron, and sensory details to identify how authors use these techniques to engage the reader, set out a problem, and develop a complex character. 	<p>Consider using a film clip to illustrate how a director’s choices create mystery, tension, or surprise. Use multiple choice and constructed responses to model the necessary thinking required for how and why an author makes structural choices.</p> <p>Reteaching Opportunities for Theme:</p> <ul style="list-style-type: none"> ● Summarizing a Text Workbook p. 16-17. ● Summarizing a Text Workbook p.97-98 ● Analyzing a Central Idea or Theme Workbook p. 22 ● Analyze Central Idea Workbook p. 104
<p>Learning Experience 4: Oedipus the King, Part I & Part II ELAGSE9-10 RL5 Honors On-Level SG SPED</p>	<ul style="list-style-type: none"> ● Students will recall elements of plot, and teachers will facilitate mini-lessons around purpose of parallel plots. ● Students will analyze all different pieces of evidence to consider when tracking the development of theme over the course of a text, including: <ul style="list-style-type: none"> ○ the craft and structure of Greek Plays (Honors and OL) <ul style="list-style-type: none"> ■ Prologue ■ Parados ■ Episode(s) ■ Ode (s) - Connection to role of the Chorus (below) ■ Paeon ■ Exodus ○ The Role of the Chorus <ul style="list-style-type: none"> ■ The Chorus as a Character ■ Choragos ■ Strophe ■ Antistrophe ■ Epode ○ Elements of Drama (SG SPED) <ul style="list-style-type: none"> ■ Dramatic Speech <ul style="list-style-type: none"> ● Dialogue 	

	<ul style="list-style-type: none"> ● Monologue ● Soliloquy ● Aside ■ Stage Directions ■ Tragedy <ul style="list-style-type: none"> ● Tragic flaw ● Tragic hero/character ■ Irony <ul style="list-style-type: none"> ● Dramatic irony ● Verbal irony ● Situational irony ○ Character development ○ Conflict development (through plot elements) ○ Authorial Choices <ul style="list-style-type: none"> ■ Sensory Details ■ Analogies ■ Anaphora ■ Figurative Language <ul style="list-style-type: none"> ● Simile ● Hyperbole ● Personification ● Juxtaposition ● Oxymoron 	
<p>Learning Experience 5 Sheltered ESOL (Adjustment due to ACCESS Testing Schedule)</p>	<ul style="list-style-type: none"> ● Students will describe elements of plot structure (with teacher support) ● Teacher will provide mini-lesson on the following content related to RL2: <ul style="list-style-type: none"> ○ characterization <ul style="list-style-type: none"> ■ Round vs flat ■ Static vs dynamic ■ Direct vs Indirect ○ character development <ul style="list-style-type: none"> ■ Physical ■ Personality ■ Language ○ conflict development <ul style="list-style-type: none"> ■ Internal Conflict <ul style="list-style-type: none"> ● Man vs Self ■ External Conflict <ul style="list-style-type: none"> ● Man vs man ● Man vs supernatural 	<p><u>ELL Language Proficiency Development:</u> WIDA ELD-SI.4-12.Inform Multilingual learners will construct informational text through organization and cohesion. 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

	<ul style="list-style-type: none"> ● Man vs nature ● Man vs technology ● Man vs society ○ One-Pager for Character Analysis 	
<p>Learning Experience 6: Write a nonfiction narrative ELAGSE9-10W3 All Levels</p>	<p>Teachers will model the identification of literary elements in texts. Students will identify the narrative point of view.</p> <ul style="list-style-type: none"> ● Students will learn the elements of narrative writing <ul style="list-style-type: none"> ○ Anchor Charts Elements of Personal Narratives <p>Students will analyze the craft and structure of a narrative. Textbook Item 1 p. 783. Students will read and evaluate narrative texts. Students will retell or rewrite a portion of the story as a flashback, as though it is being recalled by another character. Students will explain how the pace and mood of the story change with the manipulation of time.</p>	<p>Communication: Use a variety of organizers for academic writing tasks. Consider skill based writing conferences to support students.</p>
Content Resources		
<p>Honors Unit Resources</p> <p>Launch Text: Narrative Nonfiction “Just Six Dots”</p> <p>Anchor Text: Drama Oedipus the King, Part I and II</p> <p>Poetry Set Blind, The blind Seer of Abon, On His Blindness</p> <p>Independent Reading: <i>The Scarlet Letter</i>, Nathaniel Hawthorne</p> <p>Multimodal Text options Media Newscast: Dr. Geoffrey Tabin Helps Blind Ethiopians Gain Sight</p> <p>Media Informational Graphic: How Your Eyes Trick Your Mind</p> <p>Science Article: Blind, Yet Seeing: the Brain’s Subconscious Visual Sense</p>	<p>On-Level Unit Resources</p> <p>Launch Text: Narrative Nonfiction “Just Six Dots”</p> <p>Anchor Text: Drama Oedipus the King, Part I and II</p>	<p>Support ELA Courses-Level Unit Resources</p> <p>Launch Text: Narrative Nonfiction “Just Six Dots”</p> <p>Anchor Text: Short Story (Sheltered ESOL) Country of the Blind, H.G. Wells Other versions used to support above text: <ul style="list-style-type: none"> ● Spanish Translated Version ● ESOL Accessible Leveled Text </p> <p>Anchor Text: Drama (Small Group SPED) Oedipus the King, Part I & Part II Other versions used to support above text: <ul style="list-style-type: none"> ● Accessible Leveled Text ● Oedipus the King, Complete Audio </p> <p>Poetry Set (options) Blind, The blind Seer of Abon, On His Blindness</p>