



Marietta City Schools
2024-2025 District Unit Planner

Language and Literature 7 Advanced Studies

Unit title	MYP year	Unit duration (hrs)
Globalization and Sustainability	2	30

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. (RL.7.1)
- I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) (RL.7.4)
- I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.7.4)
- I can analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (RL.7.6)
- 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). (RL.7.7)
- 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. (RL.7.9)

Reading Informational:

- I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.7.1)
- I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.7.2)
- I can objectively summarize informational text. (RI.7.2)
- I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4)
- I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.7.4)

Writing:

- I can write informative/explanatory texts to examine a topic and convey ideas. (W.7.2)
- I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.7.4)
- I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (W.7.4a)
- I can use evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)

Speaking and Listening:

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

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

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

I can analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2)

I can delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (SL.7.3)

Language:

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

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

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

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. (L.7.6)

William and Mary Language Art 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.

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.

MCS.Gifted.S6F. Seek opportunities to be productive and proactive in various situations.

Key concept	Related concept(s)	Global context
<p>Communication</p> <p>Students will explore the exchange or transfer of facts, ideas, and symbols to convey information or meaning as it relates to the global context through the lens of culture. Effective communication requires a common “language” which may be written, spoken, or non-verbal.</p>	<p>Intertextuality</p> <p>Students will explore the connections between one text and other texts, the ways in which texts are interrelated, and the meanings that arise out of their interrelationship</p> <p>Audience imperatives</p> <p>Students will explore this umbrella concept to refer to whomever (the reader, the listener, the viewer) a text or performance is aimed at, and the characteristics, impact or desired responses created</p>	<p>Globalization and Sustainability</p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>
Statement of inquiry		
The purpose of the author’s message can be affected by the audience, structure, and context of the work.		

Inquiry questions

Factual:

What is perspective?
What are text structures?

Conceptual:

In what ways is meaning constructed, negotiated, expressed and interpreted?

How and why are readers affected by texts?

Debatable:

Pacing, tension, and flashback are instrumental in an author’s ability to communicate across space and time. How can those affect the reader?

How do texts offer insights and challenges to individual and global perspectives?

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></p> <ol style="list-style-type: none"> Analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts. Analyze the effects of the creator’s choices on an audience. Justify opinions and ideas, using examples, explanations and terminology <p><u>MYP Criterion B: Organizing</u></p> <ol style="list-style-type: none"> Students will use organizational structures that serve the context and intention. 	<p>Students will be able to identify a global issue and make connections between the core text, major themes, and author’s choices.</p>	<p><u>Formative Assessment(s):</u></p> <ol style="list-style-type: none"> A discussion protocol vents outlined for the MYP Task later in the unit. <p><u>Summative Assessment(s):</u></p> <ol style="list-style-type: none"> Mid Unit Assessment <p>GSE Priority Standards Addressed: RL1, RL2, RL4, RL6 GSE Support Standards Addressed: W9</p> <ol style="list-style-type: none"> Expository Essay Prompt:

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

MYP Criterion C: Producing Text

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.

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.

Historical events, such as the Holocaust, that are portrayed in *The Boy in the Striped Pajamas* and *Prisoner B-3087* have impacted globalization and sustainability. How have these events changed the world today? Include the lessons learned from these events, such as how they inform our understanding of the global world.

Possible events:

- Chernobyl
- Radium Girls
- Zika Virus
- Syrian Civil War
- Hurricane Matthew 2016
- Swine Flu
- Australian Bush Fires
- Amazon Deforestation
- War in Ukraine
- Ebola
- Rwandan Genocide
- Vipeholm Experiment
- Exxon Valdez Oil Spill
- Irish Potato Famine
- COVID
- Kyoto Protocol
- Great Fire of London
- Bubonic Plague
- South African Apartheid
- Global Plastic Pollution
- UAW Strike
- Sinking of the Titanic
- Ocean Gate Submarine
- Challenger Space Shuttle Disaster
- 9/11
- Child Labor
- Mars Bluff Bombing
- Boston Bombing
- Hurricane Katrina
- Dust Bowl

		<p>Based on the event you chose, create a visual presentation/ product to demonstrate your information.</p> <ul style="list-style-type: none"> ● Artwork and a written explanation ● Video ● Write and act out a scene ● Poster ● Collage and written explanation ● Sculpture and written explanation ● Prezi ● Interview ● Other (must be approved by teacher) <p>3. MYP: Choose a format for your presentation and get it approved.</p> <p>Each presentation must have a written explanation prepared (someone will walk up to you and you need to be able to explain your product/presentation).</p> <p>GSE Priority Standards Addressed: RL1, RI1, RL2, RI2, SL4 GSE Support Standards Addressed: RL6; W4</p>
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Approaches to learning (ATL)

Thinking:
 Gather and organize relevant information to formulate an idea or argument
 Evaluate evidence and arguments
 Develop contrary or opposing arguments

Communication:
 Write for different purposes. Read closely and critically to make inferences and draw conclusions
 Use a variety of media to communicate with a range of audiences

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.
CLE 1: Building Background Knowledge	Students will read informational articles (not graded) to learn about the historical events of this unit. Then they will complete a webquest that introduces ideas of that time period and background knowledge to build upon when engaging with the core texts.	Provide students with a graphic organizer to organize their thoughts, ideas and information gained from this activity.
CLE 2: Compare and contrast texts	Literary Analysis of the two core texts - Students will analyze and interpret the novels using the literature webs. 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. Students will compare/ contrast the two texts.	Literature Web Double Bubble/ Venn Diagram Sentence/Question Stems
CLE 3: Alternate Ending	Imagine the story didn't end the way it did—how would you change it? Your task is to write an alternate ending to the novel we've read in class. Be creative and think about how the characters, events, and themes could unfold differently.	Provide students with an exemplar of a completed alternate ending.
CLE 4: Globalization and Sustainability	Students will interact with one of the global issues in groups or as a whole class, identifying how that global event changed the time period in some way.	Graphic Organizer

Content Resources

Additional supports in this unit should include:

Anchor Texts

1. *Prisoner B-3087*
2. *Boy in the Striped Pajamas*

Supplementary Texts:

1. "Leave Us" Tadeusz Rózewicz (Translated by Adam Czerniawski) (Holocaust Poetry Book)

2. [Holocaust Stories](#)
3. [“A Holocaust Survivor, Spared from Gas Chamber by Twist of Fate”](#)