



Marietta City Schools
2024-2025 District Unit Planner

Language and Literature 7 Advanced Studies

Unit title	Fairness and Development	MYP year	2	Unit duration (hrs)	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 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 analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (ELAGSE7RL5)
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 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 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)

Writing:

I can write arguments to support claims with clear reasons and relevant evidence. (ELAGSE7W1)
I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (ELAGSE7W2)
I can write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. (ELAGSE7W3)
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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) (ELAGSE7W5)
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)

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 delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (ELAGSE7SL3)

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

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.

Key concept	Related concept(s)	Global context
<p>Change Is a conversion, transformation, or movement from one form, state, or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.</p>	<p>Context: The social, historical, cultural and workplace settings in which a text or work is produced. All texts may be understood according to their form, content, purpose and audience, and through the social, historical, cultural and workplace contexts that produce and value them. Literary texts are influenced by social context, cultural heritage and historical change. Students should be encouraged to consider how texts build upon and transform the inherited literary and cultural traditions. Cultural context refers to the way of life, especially the general customs and beliefs, of a particular group of people at a particular time.</p> <p>Audience Imperatives: An 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. This impact could include humour, sensibility, critical stance, appreciation, empathy, antipathy and sympathy, aesthetics, mood, atmosphere and gender perspectives.</p>	<p>Fairness and Development</p> <p>Students will explore rights and responsibilities; the relationship between communities; access to equal opportunities; peace and conflict resolution</p>

Statement of Inquiry		
Analyzing diverse texts reveals how perceptions of fairness influence social development and drive change within communities.		
Inquiry questions		
<p>Factual: What is perspective?</p> <p>Conceptual: In what ways is meaning constructed, negotiated, expressed and interpreted? How and why are readers affected by texts?</p> <p>Debatable: How do texts offer insights and challenges to individual and global perspectives?</p>		
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. Students will organize opinions and ideas in a coherent and logical manner. Use referencing and formatting tools to create a presentation style suitable to the context and intention 	<p>The formative assessments serve as stepping stones to ensure students build the necessary skills before completing the summative assessments. Each assessment is aligned with key standards and contributes to students' ability to analyze literature, cite evidence, and construct a well-supported literary analysis essay.</p>	<p><u>Formative Assessment(s):</u></p> <ol style="list-style-type: none"> Standards-Based Mid-Unit Assessment <u>Standards:</u> RL1, RL2, RL3, RL5, RI5, RI8 Vocabulary Assessment <u>Standards:</u> RL4 <p><u>Summative Assessment(s):</u></p> <ol style="list-style-type: none"> Standards-Based End-Unit Assessment <u>Standards:</u> RL1, RL2, RL3, RL5, RI5, RI8 Literary Analysis Essay: Students will write an analytical essay examining how a theme develops in the core text. The essay must

<p><u>MYP Criterion C: Producing Text</u></p> <p>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</p> <p>2. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>3. Select relevant details and examples to develop ideas.</p> <p><u>MYP Criterion D: Using Language</u></p> <p>1. Students will use appropriate and varied vocabulary, sentence structure and forms of expression.</p> <p>3. Students will use correct grammar, syntax, and punctuation.</p>		<p>include multiple pieces of textual evidence, analyze how elements like setting and character interactions contribute to the theme, and provide an objective summary. Students will go through the writing process, including peer review and revision.</p> <p>Standards: ELAGSE7RL1, ELAGSE7RL2, ELAGSE7RL3, ELAGSE7W5, ELAGSE7W8</p> <p><u>MYP Rubric:</u> A</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: Background Information	Exploring the Historical context of the Industrial Revolution and the Victorian Era to make connections to the novel and the author.	<ul style="list-style-type: none">● Webquest● Jigsaw● Newspaper Front Page
CLE 2: Cause & Effect	Create a flowchart showing conflict within the novel selected.	<ul style="list-style-type: none">● Pre-Filled Flowchart Framework – Provide a partially completed flowchart with key moments labeled● Sentence Stems & Word Banks
CLE 3: “Say It, Prove It, Explain It”	Evidence-Based Analysis: “Say It, Prove It, Explain It” (RL1, RL2, RL3, RI8) Activity: Students will be given an excerpt from a short story or informational text. Using a “Say It, Prove It, Explain It” framework, they will: Say It: Make a claim (e.g., theme, author’s argument, character’s motivation). Prove It: Find at least two pieces of textual evidence to support the claim. Explain It: Write a short analysis explaining how the evidence supports their claim. Students will engage in a gallery walk, providing feedback on their peers’ explanations.	<ul style="list-style-type: none">● Sentence Stems● Graphic Organizer
CLE 4: Text Structure	The novel shifts between third-person narrative, epistolary forms (letters), and first-person confessions. Explore why the author chooses different forms and how that impacts the reader’s understanding of the transformation and moral struggle the character is facing. Students will reflect on that.	<ul style="list-style-type: none">● Providing pre-selected excerpts ensures all students can engage meaningfully.

CLE 5: Reinforcing textual analysis and perspective through poetry	The core text explores multiple perspectives. Using textual evidence to write poetry from a specific perspective, in our novel, allows students to delve into the psychological and emotional depth of the characters.	<ul style="list-style-type: none"> ● Poem graphic organizer ● Notes on figurative language
CLE 6: Discussion: Who's to Blame?	Students will engage in a discussion protocol to debate whether the protagonist is a tragic victim of his own experiment or fully responsible for his downfall. Through collaborative dialogue, students will use textual evidence and logical reasoning to support their arguments.	<ul style="list-style-type: none"> ● Sentence Stems ● Think, Pair, Share ● Pre-discussion writing
Content Resources		
<p>Additional supports in this unit should include:</p> <p>Anchor Text: "Dr. Jekyll and Mr. Hyde"</p> <p>Supplemental Texts:</p> <p>"Enola Holmes: Bizarre Bouquets"</p> <p>"William Wilson" Edgar Allen Poe</p> <p>"The Psychology of Good and Evil" – Scientific American</p> <p>"The Two Fridas" – Frida Kahlo</p> <p>BBC Documentary: "The Real Dr. Jekyll and Mr. Hyde"</p> <p>"Incredible Hulk"</p>		