



Marietta City Schools
2024-2025 District Unit Planner

Language Arts 8

Unit title	Sustainability of the US Food Supply Chain	MYP year	3	Unit duration (hrs)	35 hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Reading Informational:

- I can cite text-based evidence that provides the strongest support for an analysis of informational text. (ELAGSE8RI1)
- I can objectively summarize informational text. (ELAGSE8RI2)
- I can analyze the connections and distinctions between individuals, ideas or events in a text. (ELAGSE8RI3)
- I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (ELAGSE8RI4)
- I can analyze the impact of word choice on meaning and tone (analogies or allusions). (ELAGSE8RI4)

Writing:

- I can write arguments to support claims with clear reasons and relevant evidence. (ELAGSE8W1a-e)
 - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
- I can use evidence from literary or informational texts to support analysis, reflection, and research. (ELAGSE8W9)

Key concept	Related concept(s)	Global context
<p>Systems</p> <p>Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.</p>	<p>Purpose</p> <p>In literary terms, the creator’s intentions in producing the text. This concept could also engage students in exploration of meaning, thesis/argument, gender, age, bias, persuasive techniques, function, critical stance, message and culture.</p>	<p>Globalization and Sustainability</p> <p>The relationship between local and global processes; how local experiences mediate the global dynamic.</p>

Statement of inquiry		
We can make more informed decisions about what is sustainable when we understand the systems and the stakeholders affected by the food choices we make.		
Inquiry questions		
Unit Inquiry questions:		
Factual:		
What journey does food take before it gets to your plate?		
Conceptual:		
How does studying diverse sources about the same topic build our understanding?		
How do we make decisions about what we eat?		
Debatable:		
Which of Michael Pollan’s food supply chains would best feed the US?		
Has the author or speaker used sufficient relevant evidence and sound reasoning to support his or her claim?		
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>
MYP Criterion A: Analyzing Students will analyze the content, context, language, style, and structure of a text. Students will analyze the relationships among different media MYP Criterion B: Organizing	Summative Assessment Connection to Inquiry Statement: Students will show an understanding of the 4 food chains Michael Pollan outlines in <i>The Omnivore’s Dilemma</i> , and create a multipart project that demonstrates this understanding.	Formative Assessments: Mid Unit Assessment - Analyzing Author’s Purpose in Speech and Text In Part 1, students analyze the speaker’s purpose in a speech and the motives behind the medium the speech is presented in. In Part 2, students determine the meaning of words and analyze Michael Pollan’s purpose in a new excerpt of <i>The Omnivore’s Dilemma</i> .

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, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process.

Students will make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.

Students will select relevant details and examples to develop ideas.

MYP Criterion D: Using Language

Students will use correct grammar, syntax, and punctuation.

Students will use varied sentence structure and forms of expression

**Summative Assessments:
End of Unit 3 - Performance Task**

Research - Section A (Choose 1)

Option 1:

The Best Food Chain

Draft a position paper to answer the question: Which of Michael Pollan’s four food chains would YOU choose to feed the United States? Which food chain would be the best for YOU? Your position paper should contain a claim, two reasons for making that claim, and evidence supporting each of the reasons.

Option 2:

I am What I Eat! Research on the Foods from My Culture

“You are what you eat”... “Food is the essence of the soul,” these quotes come to mind when one thinks of food culture. Whether taken figuratively or literally, food is necessary for survival. For this task, you will research details about the food/cuisine from YOUR culture. Write three paragraphs to provide background information and historical elements regarding foods from your culture (what meals you eat, what food is grown in the country where your culture is, are there any traditions with meals, etc). Write one paragraph to explain which food chain from “OD” is used to get your culture’s food to your table. Your research should contain evidence from credible sources to support your historical references.

Option 3:

School Nutrition

Conduct research on the American school lunch program. Your paper should include a paragraph on how/when school lunches were started and two paragraphs to compare school lunch programs in at least 2 different

		<p>states. Additionally, based on your research and personal opinion, what would you change for our current MMS lunch program? Be sure to consider elements from one of the four food chains discussed in the text.</p> <p><u>Creative - Section B (Choose 2)</u></p> <p>Option 1: Create a visual of the research option you selected above. Illustrate your research in a creative way. You can use various platforms and mediums to accomplish this task.</p> <p>Option 2: Choose one of the four food chains from the text and create a menu for each meal of the day (breakfast, lunch, dinner).</p> <p>Option 3: Create a “TED Talk” on your research option. Record a brief speech that discusses your research option selected above. Click HERE for a TED Talk outline template.</p> <p>Option 4: Interview a person in the food industry profession and learn more about their role and impact in the food supply chain.</p> <ul style="list-style-type: none">● Farmer● Community Garden Organizer● Restaurant Owner● Chef● School Nutrition Specialist● Food Scientist <p>Option 5: Design your personal garden. Include the following:</p> <ul style="list-style-type: none">● Garden layout, click HERE for ideas● What type of soil would you use? Why?
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		<ul style="list-style-type: none"> ● What would you plant? Why? ● How would you maintain your garden? <p>Option 6: Conduct a critique on a food documentary. Click HERE to access details on how to write an effective critique. Choose from the links below or find one from Netflix, Hulu, etc:</p> <ul style="list-style-type: none"> ● Food, Inc. ● Food Chains <p>Your critique must be at least 2 paragraphs.</p> <p>Option 7: Be a food critic! Think about your favorite meal from a restaurant. If you were a food critic, how would you describe the dish? How will you convince people to order it the next time they visited that specific restaurant? What other dishes would you recommend? Be sure to provide descriptive, sensory details. Be sure to include images of the dish. Click HERE to get tips on how to write like a true food critic!</p> <p>Your critique must be at least 2 paragraphs.</p>
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Approaches to learning (ATL)

Skill Category: Self-Management

Skill Cluster: Affective Skills

Skill Indicator and Description (SGObj, Learning Exp, Summative): In order for a student to practice “bouncing back” after adversity, mistakes, and failures; they must apply skills and knowledge in unfamiliar situations.

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
CLE 1: Background	Analyzing Author's Purpose and Evaluating Claims in <i>The Omnivore's Dilemma</i>	<ul style="list-style-type: none">• Notice and Wonder• Graphic Organizer
CLE 2: Core Text Activities	Researching Consequences and Stakeholders of Michael Pollan's Four Food Chains	<ul style="list-style-type: none">• Notes
CLE 3: Assessment Preparation	Essay Planning and Research Gathering	<ul style="list-style-type: none">• Essay Organizer

Content Resources

Michael Pollan, Young Readers Edition: *The Omnivores Dilemma* (New York: The Penguin Group (USA) Inc., 2009), ISBN: 978-0-8037-3500-2.

What is Omnivore's Dilemma Anyway?

https://www.youtube.com/watch?v=-T_EAoYE5aw

The History of the World According to Corn

<https://www.youtube.com/watch?v=i6teBcf>

What can we make from corn?

https://www.youtube.com/watch?v=DjDifsk_3s0

Butler's Organic Egg Farm

<https://www.youtube.com/watch?v=BLjMGBv6BCY>

Futuristic Farming

<https://www.youtube.com/watch?v=KfB2sx9uCkl>

Farm On: Sustainable Farming

<https://www.youtube.com/watch?v=pk1d7vBBvnE>

The Polyface Farmer <https://www.youtube.com/watch?v=KxTfQpv8xGA>

“America’s Food Crisis: The Omnivore’s Dilemma.” <https://fs.blog/americas-food-crisis-the-omnivores-dilemma/>

“Navigating the Supermarket Aisles With Michael Pollan and Michael Moss.” <https://www.youtube.com/watch?v=ATAZrRfebiw>

“Supermarket Secrets.” <https://www.youtube.com/watch?v=snP40-un00A>

“Industrial Food Chain.” <https://www.youtube.com/watch?v=OmfrsnWng8>

“What’s wrong with our food system?” https://www.ted.com/talks/birke_baehr_what_s_wrong_with_our_food_system?language=en

