



Marietta City Schools

2024–2025 District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Language and Literature 10

Unit title	<i>All That Glitters</i>	MYP year	5	Unit duration (hrs)	50hrs. / 9 weeks
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Priority Standards:

ELAGSE9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)

ELAGSE9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (a-f)

Support Standards

ELAGSE9-10RL2: Determine a theme and/or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELAGSE9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

ELAGSE9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Conceptual Understanding:

- Understand that the way in which an author structures or organizes a text (narrative structure and poetic form.) impacts the connection between ideas and events
- Understand that details refine ideas.
- Understand that repeated ideas, significant events, and details can help determine the central idea.

• Understand that what an author says (explicitly) about a subject, topic, and/or idea or what an author suggests (implicitly) throughout a text can help to determine the central idea(s) of a text.

Key concept	Related concept(s)	Global context
Creativity	Self-Expression	Fairness and Development

Statement of Inquiry

Authors produce works of self-expression to make commentary on rights and responsibilities or to evaluate the state of community (especially relating to equity of resources).

Inquiry questions

Factual—

What is situational irony?

What is a theme?

What is the historical context?

What is the point of view?

Conceptual—

How do false clues create a surprise ending?

How can you illustrate iambic pentameter?

Debatable-

How do we decide what we want versus what we need?

MYP Objectives	Assessment Tasks
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What specific MYP objectives will be addressed during this unit?	Relationship between summative assessment task(s) and statement of inquiry:	List of common formative and summative assessments.
<p>Criterion A: Analyzing</p> <p>iii. justify opinions and ideas, using examples, explanations, and terminology</p> <p>Criterion B: Organizing</p> <p>i. employ organizational structures that serve the context and intention</p> <p>ii. organize opinions and ideas in a sustained, coherent, and logical manner</p> <p>Criterion D: Using Language</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in a register and style that serve the context and intention</p> <p>iii. use correct grammar, syntax and punctuation</p>	<p>Authors produce works of self-expression to make commentary on rights and responsibilities or to evaluate the state of community (especially relating to equity of resources)</p> <p>Summative tasks ask students to think critically about the impact of excess of material possessions between individuals and societies.</p>	<p>Formative Assessment(s):</p> <p>Selection Test(s): The Necklace (Honors, OL, SG SPED)</p> <p>Informative Writing: Constructed Response</p> <p>Writing Prompt: How do we decide what we want versus what we need? What can result from an imbalance between want and need?</p> <p>Poetry Analysis - Interpret the meaning of the poem, From King Midas. Use 2-3 poetic features that support your understanding.</p> <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Test: Poetry Collection: Avarice, The Good Life, Money (Honors, OL) ● Informative Writing: (Honors, OL, SPED) <p>Writing Prompt: In what ways can material possessions create both a sense of comfort and a sense of anxiety?</p> <p>Students will use two articles from Savvas: Ads May Spur Unhappy Kids to Embrace Materialism My Possessions, Myself</p> <ul style="list-style-type: none"> ● ESOL - Compare and contrast how two characters are portrayed in a fictional story vs. a poem ● Summative Unit 4 Test (Honors, OL)
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: Transfer Skills

Skill Indicator:

Combine knowledge, understanding and skills to create products or solutions

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>Learning Experience 1 DOK 1 & 2: Analyzing an Informative Essay, Unpacking of Standards; Analyzing an Exemplar Text</p>	<ol style="list-style-type: none"> 1. Teacher will introduce the W2 Informative Writing standard to students, and facilitate the unpacking of standards by separating content from skills using nouns and verbs 2. Teachers will build background knowledge and increase student engagement by introducing the launch text, <i>I Came, I Saw, I Shopped</i> as the informative text exemplar <ol style="list-style-type: none"> a. Informative Text elements include: Thesis statement, facts and details from credible sources, introduction/body/conclusion format, transitions that clarify relationships among complex ideas, formal style, objective tone 3. Teachers will explicitly teach academic vocabulary: paradox, chronicle, allocate, deduce, primary 4. After reading the launch text, all students will be able to participate in discussions about informative text elements, and identify them using the launch text. 	<ul style="list-style-type: none"> ● Graphic Organizers ● Provide definitions ● Cooperative Learning <p>Have students generate a list of ideas evident in the text and determine which one or ones are recurrent. Model 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 texts ● 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 texts (i.e. -dur, -lus); 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. -dur, -lus); 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 informative writing. 	

	<ul style="list-style-type: none"> ● On-Level: Teachers will teach Latin root words (i.e. -splend-, -dur-) associated with the anchor text(s); and focus 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 informative writing (advanced evidence and elaboration techniques and sentence structure) conventions. 	
<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"> ○ Theme ○ Situation Irony ○ Surprise Ending ○ Tone ○ Characterization ○ Point of View: First and Third Person/Third (omniscient and limited) ○ Poetic Language: Sound devices, alliteration, consonance ○ Poetic Structure: stanza, rhyme, rhyme scheme, meter, foot, iamb, enjambment 	
Content Resources		

<p>Honors Unit Resources</p> <p>Launch Text: Informative Text “I Came, I Saw, I Shopped”</p> <p>Anchor Texts: “The Necklace” “The Golden Touch”</p> <p>Poetry Set: “Avarice” “The Good Life” “Money”</p> <p>Independent Learning: “The Gold Series: a History of Gold”</p>	<p>On-Level Unit Resources</p> <p>Launch Text: Informative Text “I Came, I Saw, I Shopped”</p> <p>Anchor Texts: The Necklace From King Midas</p> <p>Poetry Set:</p> <ul style="list-style-type: none"> ● Avarice ● The Good Life ● Money (1530L) 	<p>Support ELA Courses-Level Unit Resources</p> <p>Launch Text: Informative Text “I Came, I Saw, I Shopped”</p> <p>Anchor Text: (Sheltered ESOL) The Golden Touch From King Midas</p> <p>Anchor Text: (Small Group SPED) The Golden Touch Thrill of the Chase</p> <p>Other versions used to support above text:</p> <ul style="list-style-type: none"> ● Accessible Leveled Text ● Complete Audio Versions
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<p>“Ads May Spur Unhappy Kids to Embrace Materialism” “A Dose of what the Doctor Never Orders” “My Possessions, Myself” “Heirlooms’ Value Shifts from Sentimental to Cash”</p> <p>Multimodal Text options TED-Ed The Myth of King Midas and his golden touch by Iseult Gillespie (video) Six Historically True Facts about Money (video) How to Overcome FOMO (audio) The Price of an Hermes Bag (audio) The Island of Stone Money (audio)</p>	<p>Articles: Ads May Spur Unhappy Kids to Embrace Materialism (News Article) My Possessions, Myself (Magazine Article)</p>	<p>Poetry Set (options)</p> <ul style="list-style-type: none"> ● Avarice ● The Good Life ● Money (1530L)
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