Marietta City Schools

2024-2025 District Unit Planner

Language and Literature 9

Unit title	Unit 4: World's End	MYP year	4	Unit duration (hrs)	7 weeks

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Priority Standards Unit Learning Targets:

Interpreting

ELAGSE9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE9-10RL5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

ELAGSE9-10RL10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Constructing

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

Support Standards Unit Learning Targets:

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

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.)

4ELAGSE9-10W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELAGSE9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.		
Key concept	**Related concept(s)**	**Global context**
Creativity	**Genre and Audience Imperatives**	**Fairness and Development**
Statement of Inquiry		
Readers analyze conventions of the dystopian literary genre to determine how recognized techniques impact the desired responses from the author to the audience in order to explore the consequences of our humanity in a divergent or imaginative way.		
Inquiry questions		

Factual—

What are the characteristics of dystopian literature?

What are the effects of specific rhetorical appeals?

How does speculative fiction reflect the anxieties present in a particular place and time?

Conceptual—

What is the concept of fairness and development?

What role does personal identity play in resisting or conforming to oppressive systems in dystopian fiction?

Debatable-

Why do we try to imagine the future?

Which matters more: the present or the future?

MYP Objectives	**Assessment Tasks**	
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.*

Criterion A: Analyzing

i.   analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts

ii.   analyze the effects of the creator's choices on an audience

iii.   justify opinions and ideas, using examples, explanations and terminology

iv.   evaluate similarities and differences by connecting features across and within genres and texts.

Criterion B: Organizing

i.   employ organizational structures that serve the context and intention

ii.   organize opinions and ideas in a sustained, coherent and logical manner

iii.   use referencing and formatting tools to create a presentation style suitable to the context and intention.

Criterion C: Producing Text

i.   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

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

iii.   select relevant details and examples to develop ideas.

Selection Test: "The Myth of the War of the Worlds Panic" introduces the idea that media and storytelling can influence public perception, mirroring how dystopian fiction often reflects societal fears and anxieties.

Teacher Created Assessments assess students' understanding of how authors use literary elements to critique real-world issues.

Honors: *Fahrenheit 451* and **On-Level: *Anthem*** both explore themes of censorship, individual autonomy, and societal control, directly connecting to the inquiry's focus on speculative fiction as a tool for social commentary.

Exploding Analysis Paragraph(s) challenge students to analyze how authors use **figurative language**, **imagery**, and **symbolism** to communicate complex ideas about power, resistance, and identity.

The **Teacher Created Unit Test** provides a comprehensive assessment of students' ability to connect thematic elements, literary devices, and real-world implications.

The **Designing a Dystopia Project** requires students to apply their understanding by constructing their own speculative worlds, creatively exploring societal anxieties while demonstrating their grasp of dystopian conventions.

<u>Formative Assessment(s):</u>

1. **Selection Test(s)**

    Selection Test: Poetry Collection 1

2. **Teacher Created Assessments**

    - **Honors:** *Fahrenheit 451*

    - **On-Level:** *Anthem*

3. **Exploding Analysis Paragraph(s)**
    - Figurative language/Imagery
    - Symbolism
    - Rhetorical Appeals
4. **Rhetorical Appeals Quiz**

<u>Summative Assessment(s):</u>

1. **Teacher Created Assessments**
    - **Honors:** *Fahrenheit 451*
    - **On-Level:** *Anthem*
2. **Exploding Analysis Paragraph(s)**
    - Figurative language
    - Imagery
    - Symbolism
    - Rhetorical Appeals
3. **Teacher Created Unit Test**
4. **Performance Assessment:**

The Downfall of a Society: A Dystopian Project

In this project, students will analyze and create a dystopian society, drawing connections to themes, structures, and literary elements found in dystopian novels. Through research, creative writing, and visual design, students will explore how social issues contribute to societal collapse and how control is maintained through propaganda, surveillance, and oppression.

Criterion D: Using Language		Students will:
i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in a register and style that serve the context and intention iii. use correct grammar, syntax and punctuation iv. spell and pronounce with accuracy		● Analyze dystopian literature to examine how authors develop themes, characters, and control mechanisms. ● Cite textual evidence (ELAGSE9-10RL1) to support their analysis of dystopian societies. ● Evaluate narrative structure (ELAGSE9-10RL5) and how literary choices impact tone and tension. ● Create a dystopian world, including symbols, propaganda, and resistance efforts, using narrative techniques (ELAGSE9-10W3). ● Develop compelling characters that reflect power dynamics and societal constraints (ELAGSE9-10RL3). By applying literary analysis and creative construction, students will demonstrate their understanding of dystopian themes and their real-world implications while producing clear, structured, and engaging narratives (ELAGSE9-10W4).

Approaches to learning (ATL)

List Category: Communication
Cluster: Communication Skills
Skill Indicator: Read critically and for comprehension

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**
CLE #1 Identifying the elements of narrative writing. ● Unpacking of Standards ● Analyzing an Exemplar Text	1. Teachers will facilitate review of the narrative writing standard to students, and facilitate the unpacking of standards by separating content from skills using nouns and verbs. 2. Teachers will provide mini-lesson on elements of narrative writing. 3. Evaluate the Launch Text as an example of narrative writing by identifying elements of the narrative standard. 4. Mini Lessons on conventions of narrative writing.	Visual Anchor Charts Graphic Organizers Model texts for genres of writing Chunking text Guided Reading and Viewing Questions Highlighting Differentiated texts by Lexile level Read-Aloud/Think-Aloud (Teacher Modeling) Collaborative Research and Writing

CLE #2 Elements of Dystopian Speculative Fiction
● Academic Vocabulary
  ○ Dystopia Vocabulary
  ○ Indirect/ Direct Character
  ○ Diction
  ○ Flashback
	1. The teachers will gauge students' prior knowledge of dystopian literature.
	2. Teachers will provide multiple mini-lessons on dystopian/speculative fiction, characterization and flashback.
	3. Teachers will characterize and identify textual evidence using anchor text.
	4. The students will attempt to identify the impact of flashback and diction on tone, mood and meaning. The Teacher will provide feedback as the students are working.
	5. Students will analyze and examine an anchor text to analyze the impact of word choice and support it with textual evidence.
	6. Students will display the ability to analyze the impact of authorial choices using tests for all anchor text(s).
		Visual Anchor Charts
		Graphic Organizers
		Model texts for genres of writing
		Chunking text
		Guided Reading and Viewing Questions
		Highlighting
		Differentiated texts by Lexile level
		Read-Aloud/Think-Aloud (Teacher Modeling)
		Collaborative Research and Writing

CLE #3 Poetry Analysis
● Academic Vocabulary
  ○ Figurative Language
  ○ Imagery
  ○ Tone
  ○ Mood
	1. The teachers will gauge students' prior knowledge of poetry analysis
	2. Teachers will provide multiple mini-lessons on explicating a poem, figurative language, imagery, tone and mood.c
	3. Teachers will model analyzing character literary elements in poetry to achieve mood or express a theme.
	4. During and after reading, students will determine which elements of the text produce evidence of any of the themes
		Guided Reading and Viewing Questions
		
		Model texts for genres of writing
		
		Chunking text
		Write-Aloud/Think-Aloud
		Highlighting
		Language frames for writing
		Collaborative conversations
		Peer Review

Content Resources		
Honors Resources	**On-Level Resources**	**Support Resources**
Launch Text **Anchor Text(s)** *Fahrenheit 451*- Ray Bradbury **Supporting Texts** "The beginning of the end of the world" Lucille Clifton "Powwow at the End of the World" Sherman Alexie "A Song on the End of the World" Czeslaw Milosz	**Launch Text** **Anchor Text(s)** *Anthem*- Ayn Rand **Supporting Texts** "The beginning of the end of the world" Lucille Clifton "Powwow at the End of the World" Sherman Alexie "A Song on the End of the World" Czeslaw Milosz	**Launch Text** **Anchor Text(s)** "The beginning of the end of the world" Lucille Clifton "Powwow at the End of the World" Sherman Alexie "A Song on the End of the World" Czeslaw Milosz **Supporting Texts** "There Will Come Soft Rains" Ray Bradbury Accessible Leveled Text as support