



Marietta City Schools
2024-2025 District Unit Planner

Language and Literature 7 Advanced Studies

Unit title	Orientation of Time and Space	MYP year	2	Unit duration (hrs)	30
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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 text-based evidence that provides the strongest support for my analysis of literary 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 specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (ELAGSE7RL3)
I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) (ELAGSE7RL4)
I can analyze the impact of word choice on meaning and tone (analogies or allusions). (ELAGSE7RL4)
I can analyze how different structures impact the meaning and style of a text. (ELAGSE7RL5)
I can analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (ELAGSE7RL6)
I can analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. (ELAGSE7RL7)
I can compare and contrast a fictional portrayal of time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (ELAGSE7RL9)

Reading Informational:

I can cite text-based evidence that provides the strongest support for an analysis of informational text. (ELAGSE7RI1)
I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (ELAGSE7RI2)
I can analyze the connections and distinctions between individuals, ideas or events in a text. (ELAGSE7RI3)
I can analyze the impact of word choice on meaning and tone (analogies or allusions). (ELAGSE7RI4)

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 narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (ELAGSE7W3)
I can produce clear and coherent writing that is appropriate to task, purpose and audience. (ELAGSE7W4)
With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (ELAGSE7W5)
I can conduct short research projects to answer a question (including a self-generated question). (ELAGSE7W7)

I can use evidence from literary or informational texts to support analysis, reflection, and research. (ELAGSE7W9)

Speaking and Listening:

I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (ELAGSE7SL1)

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

Language:

I can use correct grammar and usage when writing or speaking. (ELAGSE7L1)

I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (ELAGSE7L2)

I can use a variety of strategies to determine the meaning of unknown words or phrases. (ELAGSE7L4)

I can analyze figurative language, word relationships, and nuances in word meanings. (ELAGSE7L5)

I can accurately use seventh-grade academic vocabulary to express my ideas. (ELAGSE7L7)

William and Mary Language Art Goals:

Goal 1: To develop analytical and interpretive skills in literature and informational text. (RL1, RI1, RL2, RI2, RL5, RI5)

Goal 2: To develop persuasive, argumentative, creative, and expository writing skills. (W1, W2, W4, W5, W10)

Goal 3: To develop linguistic competency. (RL4, RI4, L1, L2, L3, L4)

Goal 4: To develop listening/oral communication skills.(SL1, SL4)

Goal 5: To develop reasoning skills in the language arts. (RL6, RI6, RL7, RI7, RI8, W1, SL5, SL6)

Goal 6: To understand the concept of courage in the language arts. (RL3, RI3)

Gifted Standards

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.

Key concept	Related concept(s)	Global context
Change 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, process and consequences.	Intertextuality 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	Orientation in Time and Space What is the meaning of “where” and “when”? Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations from personal, local and global perspectives.

Statement of inquiry		
Literature and historical narratives illustrate how time and place shape human experiences and perspectives, influencing identity and cultural understanding.		
Inquiry questions		
<p>Factual: What is inquiry? What is the difference between summary and analysis?</p> <p>Conceptual: To what extent do texts offer insight into life experiences?</p> <p>Debatable: How can stories live across space and time and be relevant from generation to generation?</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><u>MYP Criterion C: Producing Text</u></p>	<p>Unit 5: A Body of Work – Courage</p> <p>Throughout the year we have studied many texts. Within all of our texts, the concept of COURAGE has been developed. We are going to create a Body of Work that represents COURAGE.</p>	<p><u>Formative Assessment(s):</u></p> <p>Students complete the graphic organizer, found HERE, for their body of work, outlining the planning process.</p> <p><u>Summative Assessment(s):</u></p> <p>Body of Work</p> <p>Students will create 4 mini-products all focused around the theme of courage. A choice list is provided HERE. Students will choose what format they will create their products in.</p> <p>MYP Rubric: A-D</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>		
Approaches to learning (ATL)		
<p><u>Lit Category:</u> Communication</p> <p><u>Cluster:</u> Communication Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none"> 1. Give and receive meaningful feedback 2. Use appropriate forms of writing for different purposes and audiences 		

<u>Learning Experiences</u> 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.
CLE1: Examples of Courage	<ul style="list-style-type: none"> Students will identify and explore examples of courage within the texts they have read throughout Units 1-4. After discussing all texts, they will select two they are most interested in analyzing. Students will complete a graphic organizer where they identify and explain at length examples of courage within their selected texts. 	<ul style="list-style-type: none"> Graphic Organizer Allow students the choice to work in a group to brainstorm or independently.
CLE2: Courage Analysis Graphic Organizer	<ul style="list-style-type: none"> Students will complete a graphic organizer where they identify and explain at length examples of courage within their selected texts. They will craft an introduction paragraph, two comparison paragraphs and a conclusion paragraph. 	<ul style="list-style-type: none"> Graphic Organizer Allow students the choice to work in a group to brainstorm or independently.
CLE3: Body of Work - Courage	Students will create 4 mini-products all focused around the theme of courage. A choice list is provided HERE . Students will choose what format they will create their products in.	<ul style="list-style-type: none"> Graphic Organizer Choice Board Students will use a variety of resources and materials to create their 4 mini products
Content Resources		
Ted Talk - Courage - Cara E Yar Khan - "The Beautiful Balance Between Courage and Fear"		