



Marietta City Schools
2024-2025 District Unit Planner

Language and Literature Honors 8

Unit title	Personal and Cultural Expression	MYP year	3	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 determine a theme and/or central idea of a text and analyze what the text says explicitly as well as inferences drawn from the text. (ELAGSE8RL.2)
I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (ELAGSE8RL.3)
I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) (ELAGSE8RL.4)
I can analyze the impact of word choice on meaning and tone (analogies or allusions). (ELAGSE8RL.4)
I can compare and contrast the structure of two or more texts (ELAGSE8RL.5)

Reading Informational:

I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (ELAGSE8RI.2)
I can objectively summarize informational text. (ELAGSE8RI.2)
I can determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (ELAGSE8RI.6)

Writing:

I can write arguments to support claims with clear reasons and relevant evidence. (ELAGSE8W.1)

Language:

I can use correct grammar and usage when writing or speaking. (ELAGSE8L.1)

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, RL8, RI8, W1, SL5, SL6)
Goal 6: To understand the concept of courage in the language arts. (RL3, RI3)

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.

Gifted Strand 2: Creative Thinking: Students will develop and utilize creative thinking through a variety of products and problem-solving.

MCS.Gifted.S2A. Recognize and evaluate how the process of creative thinking improves ideas, products, and solutions to problems.

MCS.Gifted.S2B. Develop and apply the cognitive components of creative thinking: fluency, flexibility, originality, and elaboration.

MCS.Gifted.S2C. Develop and apply the affective components of creative thinking: risk-taking, curiosity, complexity, and imagination.

MCS.Gifted.S2D. Apply components of creative thinking in finding, solving, and evaluating solutions to authentic, real-world problems and dilemmas.

Gifted Strand 3: Higher Order Thinking and Problem-Solving Skills: Students will develop and utilize critical thinking, higher-order thinking, logical thinking and problem-solving skills in various situations.

MCS.Gifted.S3A. Develop and apply core critical thinking skills of metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarization, evaluation, synthesis, explanation, and transference.

MCS.Gifted.S3B. Develop critical thinking, inductive and deductive reasoning to analyze and evaluate logical reasoning within a variety of problems and dilemmas.

MCS.Gifted.S3C. Use a variety of strategies for solving authentic, complex, real-world problems through evaluative thinking and the engineering design processes.

Gifted Strand 4: Advanced Communication and Collaboration Skills: Students will develop advanced communication and collaboration skills in working toward a common goal with shared accountability for the final outcome.

MCS.Gifted.S4A. Develop skills and techniques associated with effective verbal and non-verbal communication, adjusting for a given audience or task.

MCS.Gifted.S4B. Recognize and examine the value of others strengths, thoughts, ideas, and feelings during collaboration.

MCS.Gifted.S4C. Establish a common goal utilizing the strengths of each group member.

MCS.Gifted.S4D. Respectfully collaborate and effectively communicate exchanges of constructive/critical feedback.

MCS.Gifted.S4E. Use a variety of multi-media and innovative technologies as tools to effectively communicate individual or collaborative group work.

Gifted Strand 5: Emotional Development of Self: Students will develop understanding of self and how one's own unique abilities influence interactions with others.

MCS.Gifted.S5A. Explore personal beliefs, feelings, and understanding of self, regarding one's own unique giftedness.

MCS.Gifted.S5B. Recognize and build upon strengths and limitations.

MCS.Gifted.S5C. Develop and practice critical analysis in judging one's actions, feelings, and thoughts.

MCS.Gifted.S5D. Develop a shift in actions, feelings, and thoughts.

MCS.Gifted.S5E Advocate for self.

Gifted Strand 6: Self-Directed Learner: Students will become self-directed, independent learners.

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.	Genre and Context	Personal and Cultural Expression Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values. Students will explore the ways in which we reflect on, extend, and enjoy our creativity
Statement of inquiry		
Authors reinforce and challenge belief systems through characters and point of view.		
Inquiry questions		
Factual: What is inquiry? What is the difference between summary and analysis? Conceptual: To what extent do texts offer insight into life experiences? Debatable: How can stories live across space and time and be relevant from generation to generation?		
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.
MYP Criterion A: Analyzing 1. Analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts. 2. Analyze the effects of the creator's choices on an audience.	Unit 5: A Reflection of the Year Students will reflect on themselves as learners, writers, and readers in a three part portfolio.	Formative Assessment(s): Submit drafts/graphic organizers Summative Assessment(s): Part One: Reflections Part Two: Critiquing of Writing Portfolio

<p>3. Justify opinions and ideas, using examples, explanations and terminology</p> <p><u>MYP Criterion B: Analyzing</u></p> <p>1. Students will use organizational structures that serve the context and intention.</p> <p>2. Students will organize opinions and ideas in a coherent and logical manner.</p> <p>3. Use referencing and formatting tools to create a presentation style suitable to the context and intention</p> <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>		Part Three: Goal Setting for High School
Approaches to learning (ATL)		
<p>Information Literacy Skills: Access information to be informed and inform others, Make connections between various sources of information, Use critical literacy skills to analyze and interpret media communications, Understand and implement intellectual property rights, Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions</p> <p>Research: Gather relevant source material.</p>		

<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: Brainstorming	<ul style="list-style-type: none"> Students will brainstorm on their academic successes and areas of potential growth from the beginning of the year until now. Students will identify 3 pieces of writing to critique. Students will brainstorm goals. GSE Priority Standards Addressed: RL/I2 GSE Support Standards Addressed: RL/I 1	<ul style="list-style-type: none"> Graphic Organizer Checklists
CLE2: Drafting	<ul style="list-style-type: none"> Students will draft each of their portfolio sections GSE Priority Standards Addressed: RL/I2 GSE Support Standards Addressed: RL/I 1	<ul style="list-style-type: none"> Graphic Organizer Sentence Frames
Content Resources		
Anchor Texts: <ol style="list-style-type: none"> <i>Among the Hidden</i> <i>Wednesday Wars</i> <i>Animal Farm</i> <i>Lord of the Flies</i> <i>Frankenstein</i> <i>Call of the Wild</i> 		

7. *Freak the Mighty*