



Marietta City Schools

District Unit Planner

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

Enhanced Literature & Composition I

See extensions in the Unit Planner for Honors

Unit title	<i>Developing Argumentation Skills</i>	MYP year	3	Unit duration (hrs)	30 hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Georgia English Language Arts Standards

DOMAIN	UNIT BIG IDEA (S)	UNIT FOCUS STANDARDS
LANGUAGE	<p><u>Grammar Conventions (GC)</u> Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</p> <p><u>Vocabulary (V)</u> Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skill sets (morphology), and determine or clarify the meanings of words and phrases.</p>	<p><u>STANDARD 9-12.L.GC.1: Grammar, Usage, & Mechanics</u> Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating, and constructing texts.</p> <p><u>STANDARD 9-12.L.GC.2: Syntax</u> Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects.</p> <p><u>STANDARD 9-12.L.V.1 General, Academic & Specialized Vocabulary</u> Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts.</p> <p><u>STANDARD 9-12.L.V.2 Word Analysis</u> Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and phrases and to communicate effectively for a variety of purposes</p> <p><u>STANDARD 9-12.L.V.3 Meaning & Purpose</u> Analyze and craft nuanced words and phrases in a variety of texts and for a variety of purposes.</p>
TEXTS	<p><u>Context</u> Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the</p>	<p><u>STANDARD 9-12.T.C.1 Purposes and Audiences:</u> Analyze the impact of purpose and audience on a wide variety of texts Add 6-8</p>

	<p>influence of contextual factors.</p> <p><u>Structures & Style (SS)</u> Students analyze and use organizational structures and styles to shape ideas and information.</p> <p><u>Techniques (T)</u> Students evaluate and apply various techniques to comprehend and shape meaning.</p> <p><u>Periods & Movements (PM)</u> Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period</p> <p><u>Research & Analysis (RA)</u> Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.</p>	<p><u>STANDARD 9-12.T.C.2 Authors and Speakers:</u> Evaluate how authors’ and/or speakers’ perspectives influence texts and how circumstances shape their creation.</p> <p><u>STANDARD 9-12.T.SS.1 Organization:</u> Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.</p> <p><u>STANDARD 9-12.T.SS.2 Craft:</u> Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts.</p> <p><u>STANDARD 9-12.T.T.1: Narrative Techniques</u> Evaluate and apply narrative techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p><u>STANDARD 9-12.T.T.2: Expository Techniques</u> Evaluate and apply expository techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p><u>STANDARD 9-12.T.T.3: Argumentative Techniques</u> Evaluate and apply argumentative techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p><u>STANDARD 9-12.T.T.4: Poetic Techniques</u> Evaluate and apply poetic techniques to enhance</p> <p><u>STANDARD 6-8.PM.1: Periods and Movements</u> Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p>
<p>PRACTICES</p>	<p><u>Situating Texts (ST)</u> Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.</p> <p><u>Author’s Craft (AC)</u> Students apply knowledge of author’s craft to enhance the interpretation and construction of texts.</p> <p><u>3rd Practice</u></p>	<p><u>STANDARD K-12.P.ST. 1: Context</u> Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.</p> <p><u>STANDARD K-12.P.AC.3: Text Design</u> Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.</p> <p><u>STANDARD K-12.P.AA.#: Standard Title</u> <u>Standard language (do not include expectations)</u></p>
<p>MYP Criteria <i>(for applicable MYP Courses Grades 6-10)</i></p>	<p>A- Analyzing</p> <ul style="list-style-type: none"> provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts, perceptively analyses the effects of the creator’s choices on an audience 	

B- Organizing

- effectively organizes ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way

C- Producing Text

- demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas
- makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience,

D- Using Language

- Writes in a consistently appropriate style that serves the context and intention.
- Spells/writes or pronounces with a high degree of accuracy; makes errors that are minor, and communication is effective

[MCS Gifted Standards](#)

(applicable to advanced content course level only)

Strand 3: Higher-Order Thinking and Problem-Solving Skills

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

Strand 4: Advanced Communication and Collaboration Skills

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

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

Strand 5: Emotional Development of Self

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

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

Strand 6: Self-directed Learner

MCS.Gifted.S6D. Take initiative to pursue opportunities to share and use abilities.

Unit Vocabulary

Academic	Specialized	General
<i>Foreshadowing, Theme, Conflict, Point of View, Characterization, Mood, Symbolism, Totalitarianism, Population Control, Identity, Oppression, Surveillance, Propaganda, Conformity, Rebellion, Inequality</i>	<i>Inference, Textual Evidence, Theme Development, Central Idea, Summarization, Character Motivation, Dynamic vs. Static Characters, Figurative Language, Tone vs. Mood, Dialogue, Claim, Counterclaim, Cohesion, Elaboration, Complex Sentence, Verb Mood, Parallel Structure, Connotation vs. Denotation</i>	<i>Hidden, Shadow, Family, Law, Freedom, Government, Danger, Secret, Escape, Rule, Life, Fear, Change, Choice</i>

IB MIDDLE YEARS PROGRAM (MYP): UNIT CONCEPTS, INQUIRY, AND ASSESSMENTS

Key concept	Related concept(s)	Global context
Perspective	Context	Orientation in Time and Space
is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.	<p>Is the social, historical, cultural and workplace settings in which a text or work is produced.</p> <p style="text-align: center;">Structure</p> <p>Is the way in which a poem or play or other piece of writing has been put together, and the relationships of different parts of a text to each other and to the text as a complex whole.</p>	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

Different perspectives within communities shape the understanding of fairness and development, as power structures and societal restrictions influence individuals' experiences and opportunities.

Inquiry questions

- Factual**— What is the role of the government in shaping the lives of the characters?
Conceptual— How do the characters' identities develop in response to societal pressures?
Debatable— To what extent can an individual's identity be shaped by external forces like government, or does personal choice play a larger role?

Assessment Tasks

Each unit includes the following assessment types. Texts are interpreted through reading, viewing, and listening and constructed through writing, speaking, or creating.

Text Techniques (narrative, expository, argument, and poetic) will be applied to the various texts students will write, speak, or create.

- 3- 6 constructed texts (at least 1 of which is an extended constructed text)
- 2 student discourse assessments (interacting, speaking and listening, using academic language to discuss and analyze)
- 2 selected response and new read assessments for skills application to new text (s)
- 1 MYP Task or Performance Task (project, presentation, etc. with integrated writing/creating and speaking component assessing the 4 MYP Criteria) .

<p>Assessment Title, Description, and Type (formative, summative, MYP, Performance Task) <i>(H) - indicates Honors level assessment</i> Summative Assessments Only: <i>Write a statement connecting the relationship between summative assessment task(s) and statement of inquiry:</i></p>	<p>Standard + Grade Level Expectation (s) Assessed and/or MYP Criterion Assessed <i>(applicable only to MYP Task)</i></p>
<p>Title: CFA: Theme #1 Description: Students will read an informational article, poem, and infographic on the same topic and answer a series of multiple-choice and short-answer questions that assess their comprehension of all texts and write an extended response on the theme of identity and freedom.</p> <p> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task </p>	<p>Standards 9.T.C.1.b: Assess the impact of context and language on a text’s reception by the audience 8.T.C.2.a: Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs. 8.T.C.2.d: Use a variety of credible sources to research the answers to questions on academic and individual topics of interest. 8.T.SS.1.d: Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus: logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality. 8.T.SS.2.a: Analyze how figurative language, connotative language, and/or literary device choices are used strategically to achieve specific purposes for target audiences. 8.T.SS.2.c: Use formal or informal style characteristics as indicated by a text’s purpose, audience, and disciplinary context. 8.T.T.4.a: Analyze the development of poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or cacophony. 8.T.T.4.b: Apply poetic techniques in an extended response 9.TT.1.b: Analyze how plot structures, conflict, narrative devices, word choice, and other craft techniques impact an author’s purpose. 9.TT.1.e: Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text, achieve specific purposes, engage audience, and enhance writing. 9.L.V.1.a: Use general, academic, and domain-specific words and phrases accurately in context: (a) — interpret grade-appropriate words and phrases as they are used in the texts. 9.L.V.2.b: Use word analysis strategies to determine meaning: (b) — use knowledge of roots, affixes, and etymology to infer word meaning. 9.L.V.2.d: Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts. 9.L.V.3.b: Analyze how authors craft nuanced meanings through word choice: (b) — analyze connotative meanings and how they shape tone. 9.L.V.3.c: Analyze the nuances in connotative meanings of words that share a similar denotation. 9.L.V.3.e: Make strategic language decisions when writing or speaking by determining, clarifying, or verifying the nuanced meanings of closely related words or phrases using available print and/or digital resources 8.L.GC.1: Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating, and constructing texts. 8.L.GC.2.a: Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects 8.L.GC.2.c: Maintain consistent use of active voice throughout a text to communicate clearly and concisely. 9.T.RA.2.c: Follow Modern Language Association (MLA) guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page.</p>
<p>Title: CSA: Theme #2 Description: Students will read an excerpt from the core text they have</p>	<p>Standards 8.L.GC.1: Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating,</p>

<p>not yet studied in class and view 1-2 TedTalks on the same topic and answer a series of multiple-choice and short-answer questions that assess their comprehension of all texts</p> <p> <input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task </p>	<p>and constructing texts.</p> <p>9.L.V.1.a: Use general, academic, and domain-specific words and phrases accurately in context: (a) — interpret grade-appropriate words and phrases as they are used in the texts.</p> <p>9.L.V.2.b: Use word analysis strategies to determine meaning: (b) — use knowledge of roots, affixes, and etymology to infer word meaning.</p> <p>9.L.V.2.d: Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts.</p> <p>9.L.V.3.b: Analyze how authors craft nuanced meanings through word choice: (b) — analyze connotative meanings and how they shape tone.</p> <p>9.L.V.3.c: Analyze the nuances in connotative meanings of words that share a similar denotation.</p> <p>9.T.C.1.b: Assess the impact of context and language on a text’s reception by the audience</p> <p>8.T.C.2.a: Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs.</p> <p>8.T.C.2.d: Use a variety of credible sources to research the answers to questions on academic and individual topics of interest.</p> <p>8.T.SS.2.a: Analyze how figurative language, connotative language, and/or literary device choices are used strategically to achieve specific purposes for target audiences.</p>
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<p>Title: <i>Academic Discourse Assessment</i></p> <p>Description: Students will then create an analogy in a Discussion Board Post comparing the Hunger Games, the Gladiator Games and how this conveys a specific purpose to the audience.</p> <p> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task </p>	<p>Standards</p> <p>9.TT.3.a: Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea</p> <p>9.TT.3.c: Apply argumentative techniques strategically to enhance writing and engage audiences.</p> <p>8.T.SS.1.a: Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes.</p> <p>8.T.SS.2.b: Use figurative language, literary devices, or connotative language for intentional effects when creating texts to achieve specific purposes or appeal to the target audience.</p>
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Approaches to learning (ATL) Skills		
Category (s):	Cluster (s):	Skill Indicator (s):
Research	Information Skills	<ol style="list-style-type: none"> 1. Collect and analyze data to identify solutions and make informed decisions
Thinking	Creative- Thinking Skills	<ol style="list-style-type: none"> 1. Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) 2. Consider ideas from multiple perspectives 3. Develop contrary or opposing arguments

Learning Experiences
Add additional rows below as needed.

Learning Experiences include *how* students will learn what they need to know and be able to do for *interpreting texts* and *constructing texts* expectations.

Learning Experience and Description	Grade Level Expectation (s) (from Unit Focus Standards)	Personalized Learning and Differentiation	Learning Experience Resources
<p>Learning Experience 1: Analyzing Literary & Non-Fiction Texts</p> <p>Description: Students will examine informational and literary texts that present perspectives on protest, identity, and surveillance. Through constructed responses they will analyze how authors use structure and language to shape reader understanding of agency in monitored or oppressive environments.</p>	<p>Standards</p> <p>9.T.C.1.b: Assess the impact of context and language on a text’s reception by the audience</p> <p>8.T.C.2.a: Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs.</p> <p>8.T.C.2.d: Use a variety of credible sources to research the answers to questions on academic and individual topics of interest.</p> <p>8.T.SS.1.d: Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus: logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.</p> <p>8.T.SS.2.a: Analyze how figurative language, connotative language, and/or literary device choices are used strategically to achieve specific purposes for target audiences.</p> <p>8.T.T.4.a: Analyze the development of poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or cacophony.</p> <p>8.T.T.4.b: Apply poetic techniques in an extended response</p> <p>9.L.V.1.a: Use general, academic, and domain-specific words and phrases accurately in context: (a) — interpret grade-appropriate words and phrases as they are used in the texts.</p> <p>9.L.V.2.b: Use word analysis strategies to determine meaning: (b) — use knowledge of roots, affixes, and etymology to infer word meaning.</p> <p>9.L.V.2.d: Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts.</p> <p>9.L.V.3.b: Analyze how authors craft nuanced meanings through word choice: (b) — analyze connotative meanings and how they shape tone.</p>	<ul style="list-style-type: none"> ● Peer partners or small group collaboration for students needing support. ● Use symbolism mentor texts or models for scaffolding. ● Graphic Organizers ● Visual Supports ● Modeling 	<ul style="list-style-type: none"> ● Visual rubric for symbolism display ● Sample symbolic imagery from literature ● Chart paper or bulletin board for gallery display ● Lesson guidance

	<p>9.L.V.3.c: Analyze the nuances in connotative meanings of words that share a similar denotation.</p> <p>9.L.V.3.e: Make strategic language decisions when writing or speaking by determining, clarifying, or verifying the nuanced meanings of closely related words or phrases using available print and/or digital resources</p> <p>8.L.GC.1: Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating, and constructing texts.</p> <p>8.L.GC.2.a: Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects</p> <p>8.L.GC.2.c: Maintain consistent use of active voice throughout a text to communicate clearly and concisely.</p>		
<p>Learning Experience 2: Weekly No Red Ink</p> <p>Description: Throughout the unit, NoRedInk will be used as a personalized tool to close gaps in grammar and writing by providing differentiated, adaptive practice based on each student’s needs. Students will complete a diagnostic to identify skill gaps and receive targeted lessons aligned with unit writing tasks. Teachers will monitor progress through built in reports, assign mini-lessons, and use student data for flexible grouping and conferencing. NoRedInk activities-such as mentor sentences, writing applications, and grammar practice- will be embedded into warm-ups, writing workshops, and revision routines to support clarity, style and sentence fluency in student writing.</p>	<p>8.L.GC.1.50: Use ellipses appropriately.</p> <p>8.L.GC.1.51: Use hyphens with appropriate affixes and compound words.</p> <p>8.L.GC.1.52: Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences.</p> <p>8.L.GC.1.53: Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).</p> <p>8.L.GC.1.54: Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence.</p> <p>8.L.GC.1.56: Use colons to introduce lists, examples, and explanations.</p> <p>8.L.GC.1.57: Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function.</p> <p>8.L.GC.1.58: Use tenses and aspects to indicate the mood of a verb.</p> <p>8.L.GC.1.59: Use colons to introduce quotations.</p> <p>8.L.GC.1.60: Use dashes appropriately.</p> <p>8.L.GC.1.61: Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.</p>	<ul style="list-style-type: none"> ● Small group instruction ● Redelivery of tutorials ● Added practice for struggling students ● Application activities for enrichment 	<ul style="list-style-type: none"> ● Chromebook

<p>Learning Experience 3: Analyzing Texts and Author’s Purpose Description: Students will look closely at how the arena is described in <i>The Hunger Games</i>, and an informational text about the Roman Gladiator Games. Students will discuss how each author organizes their text to portray this violence to their particular audience.</p>	<p>9.TT.3.a: Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea 9.TT.3.c: Apply argumentative techniques strategically to enhance writing and engage audiences. 8.T.SS.1.a: Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes.</p>	<ul style="list-style-type: none"> ● Peer partners or small group collaboration for students needing support. ● Use symbolism mentor texts or models for scaffolding. ● Graphic Organizers ● Visual Supports ● Modeling 	<ul style="list-style-type: none"> ● Chromebook ● Copies of texts ● Chart paper or bulletin board for gallery display ● Lesson guidance
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Unit Texts
All texts meet grade level complexity guidelines regardless of course level. Support with reading comprehension, fluency, and vocabulary are provided to meet student needs.

Unit Core Texts	On-Level <i>*grade level appropriate texts that meet grade level complexity guidelines*</i>	Honors / Enhanced <i>*extensions/additional texts noted here for advanced study as applicable*</i>	Support <i>*grade level complex text (s) accessibility support provided for access to grade level content/textst*</i>
Unit Novel (s), Plays, Extended Work (s) (Reading)		<i>Among the Hidden</i> by Margaret Peterson Haddix <i>The Hunger Games</i> by Suzanne Collins	
Other Prose Texts and Poetry (Reading)		“Alter Egos” by CommonLit Staff “Online Identity” by CommonLit Staff “Liberty” by Edward Thomas	
Visual Texts (Viewing)			
Auditory Texts (Listening)		“If You Adults Won’t Save the World, We Will” by Xiye Bastida “The Struggle with Self Identity” by Maya Yates	
Multimodal Texts (A single text that includes Integrated Modes)		“Young People’s Lives Online”	

Unit Novel (s), Plays, Extended Work (s): Fiction and non-fiction novels, memoirs, plays, etc. that are central to the unit context, topic, and theme.

Other Prose Texts and Poetry: Short stories, articles, poetry, essays, written speeches, etc.

Visual Texts: Art, photographs, images, graphs/charts, video/film, etc.

Auditory Texts: Selected excerpts of audio texts, podcasts, oratory/speeches, Ted Talks, etc.

Multimodal Texts: Text that includes Integrated Modes such as an article with an embedded video or infographic, websites, etc..