



Marietta City Schools

District Unit Planner

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

Language and Literature 7 Advanced Studies

Unit title	MYP year	Unit duration (hrs)
A Study of Author's Craft	2	30

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

GSE Standards

Reading Literary:

- I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.7.1)
- I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.7.3)
- I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) (RL.7.4)
- I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.7.4)
- I can compare and contrast the structure of multiple texts. (RL.7.5)
- I can analyze how different structures impact the meaning and style of a text. (RL.7.5)
- I can analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. (RL.7.7)
- I can interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.7.11)

Reading Informational:

- I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.7.1)
- I can determine a theme or the central ideas of an informational text.
- I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.7.2)
- I can objectively summarize informational text. (RI.7.2)
- I can analyze the connections and distinctions between individuals, ideas or events in a text. (RI.7.3)
- I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4)
- I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.7.4)

Writing:

- I can write informative/explanatory texts that convey ideas and concepts using
- I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3)
- I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.7.4)
- I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (W.7.4a)

With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.7.5)
 I can conduct short research projects to answer a question (including a self-generated question). (W.7.7)
 I can use several sources in my research. (W.7.7)
 I can use evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)
 I can write stories, plays, and other works in response to what I have read in literature. (W.7.11b)

Speaking and Listening:

I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.7.1)
 I can express my own ideas clearly during discussions. (SL.7.1)
 I can build on others' ideas during discussions. (SL.7.1)

Language:

I can use correct grammar and usage when writing or speaking. (L.7.1)
 I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.7.2)
 I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)
 I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5)
 I can accurately use eighth-grade academic vocabulary to express my ideas. (L.7.7)
 I can use resources to build my vocabulary. (L.7.7)

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)

Key concept	Related concept(s)	Global context
<p>Communication</p> <p>Students will explore the exchange or transfer of facts, ideas, and symbols to convey information or meaning as it relates to the global context through the lens of culture. Effective communication requires a common “language” which may be written, spoken, or non-verbal.</p>	<p>Intertextuality</p> <p>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</p> <p>Audience imperatives</p> <p>Students will explore this umbrella concept to refer to whomever (the reader, the listener, the viewer) a text or performance is aimed at, and the characteristics, impact or desired responses created</p>	<p>Globalization and Sustainability</p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>

Statement of inquiry		
The purpose of the author’s message can be affected by the audience, structure, and context of the work.		
Inquiry questions		
<p>Factual: What is perspective? What are text structures?</p> <p>Conceptual: In what ways is meaning constructed, negotiated, expressed and interpreted? How and why are readers affected by texts?</p> <p>Debatable: Pacing, tension, and flashback are instrumental in an author’s ability to communicate across space and time. How do texts offer insights and challenges to individual and global perspectives?</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"> 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. 3. Justify opinions and ideas, using examples, explanations and terminology <p><u>MYP Criterion B: Analyzing</u></p> <ol style="list-style-type: none"> 1. Students will use organizational structures that serve the context and intention. 2. Students will organize opinions and ideas in a coherent and logical manner. 3. 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> <ol style="list-style-type: none"> 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 2. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience 3. Select relevant details and examples to develop ideas. <p><u>MYP Criterion D: Using Language</u></p> <ol style="list-style-type: none"> 1. Students will use appropriate and varied vocabulary, sentence structure and forms of expression. 3. Students will use correct grammar, syntax, and punctuation. 	<p>Students will be able to identify a global issue and make connections between the core text, major themes, and author’s choices.</p>	<p><u>Formative Assessment(s):</u></p> <p>Formative Ode: Students will use their knowledge of Ode’s to construct an Ode to an inanimate object of meaning in <i>The Book Thief</i>.</p> <p>Students will review the concept of courage and the related generalizations, discuss the novel's character, complete a literature web, and discuss questions about the novel. Students will read several odes. Odes are a form of lyric poetry that praise an individual, event, or idea. Students will write an ironic ode to an object that brings meaning to them within <i>The Book Thief</i>.</p> <p>GSE Priority Standards Addressed: RL1, RL4</p> <p>GSE Support Standards Addressed: W9</p> <p>Formative Selected Response: Mid-point comprehensive reading check</p> <p><u>Summative Assessment(s):</u></p> <p>Hero’s Journey Summative: Students will make a vertical connection to the Hero’s Journey as evidenced in the novel. This shows comprehension and understanding of plot development.</p> <p>Oral Analysis: Students will choose an extract from <i>The Book Thief</i> and a non literary text studied in the unit. They will analyze and discuss how the author choices support the global issue in both extracts as well as the body of work/whole text. They will have 10 minutes to speak, to be followed by questions by the teacher or peers.</p> <p>Part 1: Introduction Students will examine a Global issue/context, introduce the 2 texts and authors, and create a thesis on the connection (teachers can provide the thesis) between the two texts.</p>
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Approaches to learning (ATL)

Thinking:
Gather and organize relevant information to formulate an idea or argument
Evaluate evidence and arguments
Develop contrary or opposing arguments

Communication:
Write for different purposes. Read closely and critically to make inferences and draw conclusions
Use a variety of media to communicate with a range of audiences

Learning Experiences

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.
CLE 1: Ode to an inanimate object	Students will review the concept of courage and the related generalizations, discuss the novel's character, complete a literature web, and discuss questions about the novel. Students will read several odes. Odes are a form of lyric poetry that praise an individual, event, or idea. Students will write an ironic ode to an object that brings meaning to them within <i>The Book Thief</i> .	Provide students with an Ode template. Create an exemplar not related to the core text for students to use as a model.
CLE 2: Literature Circles	Literary Analysis of <i>Prisoner B 3887</i> and <i>Boy in the Striped Pajamas</i> - Students will analyze and interpret the novels using the literature webs. Students will review the concept of courage and the related generalizations, discuss the novel's character, complete a literature web, and discuss questions about the novel. Compare the student's small group novel and <i>The Book Thief</i> .	Literature Roles Sentence/Question Stems
CLE 3: Double Entry Journal	Students should be able to (a) identify objects that contribute to the scale, duration, and frequency of a critical human experience, (b) infer how these factors affect the interconnectedness of individuals to civilizations, (c) support those inferences with specific and appropriate evidence, and (d) integrate that evidence into written analysis in order to explain and justify how human experiences elevate to a categorization of a "global issue"	Provide students with an exemplar of a completed Double Entry Journal using another text.

Content Resources

Additional supports in this unit should include:

Anchor Text:

1. *The Book Thief*

Small Group:

2. *Prisoner B 3887*
3. *Boy in the Striped Pajamas*

Supplementary Texts:

4. [The Book Thief Trailer](#)
5. ["Stealing to Settle a Score With Life" - NY Times](#)
6. ["I Have a Rendezvous with Death" Poem](#)

