



Marietta City Schools

District Unit Planner

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

Language Arts 7

Unit title	<i>Understanding Perspectives</i>	MYP year	2	Unit duration (hrs)	50
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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 compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. (RL.7.7)

I can compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. (RL.7.9)

I can read and comprehend literature, including stories, dramas, and poems, in the grades 7–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.7.10).

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)

I can analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.7.5).

Writing:

- I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)
- 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.7.6)
- I can use several sources in my research. (W.7.6)
- I can generate additional research questions for further exploration. (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.7.6)
- I can use resources to build my vocabulary. (L.7.6)

Key concept	Related concept(s)	Global context
Culture Encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behavior created by human communities. The concept of culture is dynamic and organic.	Style The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values	Personal and Cultural Expression The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values

Statement of inquiry		
An author's style has enduring power because he/she tells about important or interesting events, people, and places.		
Inquiry questions		
<p>Factual:</p> <p>How can you determine the author's purpose in informational text?</p> <p>What is relevant evidence?</p> <p>Conceptual:</p> <p>What gives stories and poems their enduring power?</p> <p>How did Douglass's purpose and audience shape how he told his story?</p> <p>Debatable:</p> <p>Why do you write a story, how do your purposes and audience shape how you tell that story? How can you use language, images, and themes to give the story you write enduring power?</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>In this module, students explore the life of Frederick Douglass, the escaped slave and noted abolitionist who wrote Narrative of the Life of Frederick Douglass. The module focuses on the questions of what makes stories powerful and on understanding an author’s purpose. In addition, students analyze how writers use figurative language and word choice to convey meaning. Students will build the background knowledge that will allow them to more fully understand the context of the Narrative: they learn about slavery, Douglass’s life, and the debate over slavery in the United States before the Civil War. The Narrative is a compelling, complex, and somewhat lengthy text; in this module, students read five excerpts from the text. For the final performance task, students write their own powerful story, using <i>Frederick Douglass: The Last Day of Slavery</i> as a mentor text. They select one event from the Narrative and rewrite it as a picture book for younger students, making sure that the story they create is powerful, just as the stories they have been reading are powerful.</p>	<p><u>Formative Assessment(s):</u></p> <p>Description: Mid-Unit 1 Assessment: Using Evidence to Support Analysis: “Frederick Douglass”</p> <p>Students read a text about Douglass, then answer selected and constructed response questions in which they analyze the text and support their conclusions with evidence from the text.</p> <p>MYP Objectives/GSE Standards Addressed: RI.7.1</p> <p>MYP Criteria: A</p> <p><u>Summative Assessment(s):</u></p> <p>Description: End of Unit 3 Assessment: Performance Task Children’s Book</p> <p>Students turn in the second draft of the children’s book, which is written on storyboards. The first draft has already been revised (during Lesson 8) based on peer feedback and self-assessment. Following the teacher’s feedback on their storyboards, students write the final drafts of their text on their illustrated pages for the final performance task.</p> <p>MYP Objectives/GSE Standards Addressed: W.7.3, W.7.9, W.7.11</p> <p>MYP Criteria: B, C, D</p> <p>MYP Objectives/GSE Standards Addressed: Part A: SL.7.1b, c, d/ Part B: L.7.1a, b, c; L.7.2a</p> <p>MYP Criteria: A, B, C, D</p>
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Approaches to learning (ATL)

List Category: Communication

Cluster: Communication Skills

Skill Indicator:

Give and receive meaningful feedback

Use appropriate forms of writing for different purposes and audiences

List Category: Thinking

Cluster: Critical Thinking Skills

Skill Indicator: Consider ideas from multiple perspectives

<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.
CLE 1: Background	M3, U1, L1 - What Gives Stories Their Power? M3, U1, L1 - FD Webquest M3, U1, L3 - Building Context for the <i>Narrative: Slavery in America</i>	Provide students with a bank of pre-vetted resources
CLE 2: Core Text Activities	M3, U1, L2 - Introducing Historical Context: <i>Narrative of the Life of Frederick Douglass</i> M3, U1, L7 - Introducing the Process for Close Reading: Meeting Frederick Douglass M3, U1, L10 - Analyzing Douglass’s Purpose in Excerpts 3-5	Provide students with pre-annotated text with guiding questions and vocabulary Preview vocabulary and provide a summary of the text
CLE 3: Assessment Preparation	M3, U1, L4 - Pre-Read Mid-Unit Assessment: Using Evidence to Support Analysis: “Frederick Douglass” M3, U1, L10 - Introduction to Performance Task	Provide students with pre-annotated text with guiding questions and vocabulary Preview vocabulary and provide a summary of the text Provide students with an exemplar Preview children’s books with students and identify text structure and elements
Content Resources		
Anchor Text (s)		

1. Excerpts [Frederick Douglass, Narrative of the Life of Frederick Douglass, an American Slave](http://www.gutenberg.org/files/23/23-h/23-h.htm) (Project Gutenberg, 2006; originally published Boston, 1845; no purchase required). <http://www.gutenberg.org/files/23/23-h/23-h.htm> (1030L).

Supplemental/Ancillary Text (s)

2. Virginia Hamilton, *The People Could Fly: The Picture Book* (New York: Knopf Books for Young Readers, 2004), ISBN: 978-0-375-82405-0. (One copy per teacher; recommended, not required). (660L).
3. William Miller, *Frederick Douglass: The Last Day of Slavery* (New York: Lee and Low Books, Inc., 1995), ISBN: 978-1-880-00042-7. (One copy per teacher; recommended, not required) (650L).
4. For Unit 3, you will also need a collection of picture books related to slavery. The Unit 3 overview includes a list of titles, most of which should be easily located at your local library or at a bookstore (online or brick and mortar).
5. Biography of Frederick Douglass for Kids: American Civil Rights History for Children -FreeSchool
6. Frederick Douglass - An American Slave
7. [Scaffolded "Abolitionist" article](#)
8. ["Slave Trade" article](#)
9. ["Abolitionist" article](#)

Media Text(s)

10. [FD Webquest](#)
11. [Video - Intro to FD](#)
12. [Video - Overview of Slavery](#)
13. Use gallery walk texts and images, click [here](#)

Curriculum Unit Approval Statement

Every team member is expected to read and review the unit planner and contents contained in the unit planner.

This unit meets the rigorous review and approval process of Marietta City Schools. All components of the unit have been reviewed and approved including learning experiences, materials, resources, texts, and assessments. This unit’s components:

- Are aligned to Georgia Standards of Excellence and MYP/DP subject area guide (if applicable)
- Are aligned to the pacing of the approved Subject Group Overview
- Provide resources that are appropriate for students’ grade level, subject/course level, etc.
- Provide learning experiences that prepare students for course assessments

PLCs review each learning experience using three criteria and collaborate to provide explicit and specific information.

<p>Criteria I: Standards Alignment:</p> <p><i>Learning experiences should provide alignment to the standards and the MYP subject area guide (if applicable).</i></p>	<p>Criteria II: Materials, Resources, and Text Complexity and Controversial Topics and Issues:</p> <p><i>Materials, resources, and texts are grade level and content appropriate.</i></p>	<p>Criteria III: Assessment Alignment:</p> <p><i>Since assessment drives instruction, learning experiences must align to and prepare students for regular common formative and summative assessments used to determine whether students are mastering standards-based content and ATL skills.</i></p>
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Common Formative and Summative Assessments

<p>Assessment Title</p>	<p>Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources to:</u></p> <ol style="list-style-type: none"> 1. State Standards 2. MYP/DP (if applicable) components 3. Aligned to learning experiences <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>	<p>Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).</p>
<p>Formative Assessment(s): Description: Mid-Unit 1 Assessment: Using Evidence to Support Analysis: “Frederick Douglass”</p> <p>Students read a text about Douglass, then answer selected and constructed response questions in which they analyze the text and support their conclusions with evidence from the text.</p> <p>MYP Objectives/GSE Standards Addressed: RI.7.1</p> <p>MYP Criteria: A</p>	<p>N/A</p>	<p>N/A</p>
<p>Summative(s) Assessment:</p> <p>Description: End of Unit 3 Assessment: Performance Task Children’s Book</p> <p>Students turn in the second draft of the children’s book, which is written on storyboards. The first draft has already been revised (during Lesson 8) based on peer feedback and self-assessment. Following the</p>	<p>N/A</p>	<p>N/A</p>

<p>teacher's feedback on their storyboards, students write the final drafts of their text on their illustrated pages for the final performance task.</p> <p>MYP Objectives/GSE Standards Addressed: W.7.3, W.7.9, W.7.11</p> <p>MYP Criteria: A, B, C, D</p>		
<p>Plan to address issues or concerns noted:</p>	<p>N/A</p>	

Learning Experiences

Add additional rows below as needed.

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CLE 1: Background	N/A	N/A	N/A
CLE 2: Core Text Activities	N/A	N/A	N/A
CLE 3: Assessment Preparation	N/A	N/A	N/A
Plan to address issues or concerns noted:	N/A		

Resources listed on unit planner

Add additional rows below as needed.

<p>Resources</p>	<p>Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to:</p> <ol style="list-style-type: none"> 1. State Standards 2. MYP/DP (if applicable) components <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>	<p>Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).</p>	<p>Criteria III: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> 1. Common Assessment alignment to instruction and/or standards <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>
<p>Resources: Anchor Text (s)</p> <ol style="list-style-type: none"> 1. Excerpts Frederick Douglass, Narrative of the Life of Frederick Douglass, an American Slave (Project Gutenberg, 2006; originally published Boston, 1845; no purchase required). http://www.gutenberg.org/files/23/23-h/23-h.htm (1030L). <p>Supplemental/Ancillary Text (s)</p> <ol style="list-style-type: none"> 2. Virginia Hamilton, <i>The People Could Fly: The Picture Book</i> (New York: Knopf Books for Young Readers, 2004), ISBN: 978-0-375-82405-0. (One copy per teacher; recommended, not required). (660L). 3. William Miller, <i>Frederick Douglass: The Last Day of Slavery</i> (New York: Lee and Low Books, Inc., 1995), ISBN: 978-1-880-00042-7. (One copy per teacher; recommended, not required) (650L). 4. For Unit 3, you will also need a collection of picture books related to slavery. The Unit 3 overview includes a list of titles, most of which 	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<p>should be easily located at your local library or at a bookstore (online or brick and mortar).</p> <ol style="list-style-type: none"> 5. Biography of Frederick Douglass for Kids: American Civil Rights History for Children -FreeSchool 6. Frederick Douglass - An American Slave 7. Scaffolded "Abolitionist" article 8. "Slave Trade" article 9. "Abolitionist" article <p>Media Text(s)</p> <ol style="list-style-type: none"> 10. FD Webquest 11. Video - Intro to FD 12. Video - Overview of Slavery 13. Use gallery walk texts and images, click here 			
<p>Plan to address issues or concerns noted:</p>	<p>N/A</p>		