



Marietta City Schools
2023-2024 District Unit Planner

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?*

GA DoE 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 purpose and audience shape how authors told his stories during The Harlem Renaissance?</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 various poems and short stories written by authors during The Harlem Renaissance. 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 these poems and stories. Utilizing a variety of compelling and complex poems/stories will allow students to explore these themes and ideas through the eyes of different writers. For the final performance task, students write their own powerful story, mimicking styles of Harlem Renaissance writers.</p>	<p><u>Formative Assessment(s):</u></p> <p>Description: Mid-Unit 1 Assessment: Compare and Contrast Versions of “Lift Every Voice and Sing”</p> <p>Students read the lyrics to “Lift Every Voice and Sing” by James Weldon Johnson. Then they analyze the text for figurative language and meaning. Students also listen to the performance, then respond to a short constructed response question, analyzing the effects of techniques. Students are required to include textual evidence to support their response throughout the assessment.</p> <p>MYP Objectives/GSE Standards Addressed: RI.7.1</p> <p>MYP Criteria: A</p> <p>Description: Mid-Unit 2 Assessment: Analyze Structure, Language, and Theme in “The Sculptor”</p> <p>Students will read the poem “The Sculptor” and answer selected response questions and constructed response questions to analyze how the poet uses structure and language to develop a theme. Students will also reread the poem “Calling Dreams” and compare themes across the two texts.</p> <p>MYP Objectives/GSE Standards Addressed: RL.7.2, RL.7.4, RL.7.5</p> <p><u>Summative Assessment(s):</u></p> <p>Description: End of Unit 1 Assessment: Analyze form, language, and theme in “I Shall Return”</p> <p>Students will read the poem “I Shall Return” and analyze its figurative language and structure. They will then describe what the poem is about, including its theme, through constructed responses.</p> <p>MYP Objectives/GSE Standards Addressed: RL.7.2 and RL.7.4</p> <p>Description: End of Unit 3 Assessment: Performance Task Children’s Book</p>
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Approaches to learning (ATL)

<p>List Category: Communication</p> <p>Cluster: Communication Skills</p> <p>Skill Indicator: Give and receive meaningful feedback Use appropriate forms of writing for different purposes and audiences</p> <p>List Category: Thinking</p> <p>Cluster: Critical Thinking Skills</p> <p>Skill Indicator: Consider ideas from multiple perspectives</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.
CLE 1: Background	M3, U1, L1 - What Gives Stories Their Power? M3, U1, L1 - Harlem Renaissance Webquest M3, U1, L3 - Building Context for the The Harlem Renaissance	Provide students with a bank of pre-vetted resources
CLE 2: Core Text Activities	M3, U1, L2 - Introducing Historical Context M3, U1, L7 - Introducing the Process for Close Reading M3, U1, L10 - Analyzing Author’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 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. Various texts of The Harlem Renaissance		

- a. "Election Day"
- b. "Love Will Find a Way"
- c. "I'm Just Wild About Harry"
- d. "Lift Every Voice and Sing"
- e. "Calling Dreams"
- f. "Hope"
- g. "I Shall Return"

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. 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).
4. [Scaffolded "Abolitionist" article](#)
5. ["Slave Trade" article](#)
6. ["Abolitionist" article](#)

Media Text(s)

7. [Video - Overview of Slavery](#)

