



Marietta City Schools

District Unit Planner

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

9th Literature and Composition

<b>Unit title</b>	Unit 1: Identities and Relationships: Conformity or Discord	<b>Unit duration</b>	9 Weeks - August 3rd - October 7th
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

#### GSE Standards

##### Priority Standards Unit Learning Targets:

**ELAGSE9-10RL5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**ELAGSE9-10W3:** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

##### Support Standards Unit Learning Targets:

**ELAGSE9-10W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

**ELAGSE9-10RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences are drawn from the text.

**ELAGSE9-10RL2:** Determine a theme and/or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**ELAGSE9-10L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
a. Use parallel structure.\*

## MYP Criterion

### **MYP Criterion A: Analyzing**

Students will analyze the content, context, language, style, and structure of a text.

Students will analyze the author's choices and how they create an effect.

### **MYP Criterion B: Organization**

Students will use organizational structures that serve the context and intention.

Students will organize opinions and ideas in a coherent and logical manner.

### **MYP Criterion C: Producing Text**

Students will produce texts that demonstrate an understanding of Narrative writing.

Students will produce texts that demonstrate an understanding of Constructed Response writing.

### **MYP Criterion D: Using Language**

Students will use correct grammar, syntax, and punctuation.

Students will use varied sentence structures and forms of expression.

**Selected Key Concepts:** Perspective

### **Related Concepts:**

- Point of view
- Structure

**Global Context:** Identities and Relationships

### Essential Questions

What is Plot?  
What is theme?  
What is Parallel Structure?  
What are the essential parts of a narrative?  
What is analysis vs. plot summary?  
How do an author's choices concerning how to structure a text create an effect?  
How can the manipulation of time create an effect from a given text?

### Statement of Inquiry

Authors reinforces and/or challenge belief systems through the development of characters, plot, and point of view.

### Inquiry Questions

#### Unit Inquiry questions:

**Factual:** What are the elements of a narrative?

**Conceptual:** How do characters and points of view influence the reader's perspective?

**Debatable:** To what extent do authors use language to convey beliefs, values, and creativity?

### Assessment Tasks

*List of common formative and summative assessments.*

**Formative Assessment(s):**

**Plot Tracking Assessment**

ELAGSE9-10RL5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

ELAGSE9-10RL2: Determine a theme and/or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Parallel Structure Quiz**

ELAGSE9-10L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use parallel structure.\*

**Author’s Choices Constructed Response Writing**

ELAGSE9-10RL5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

ELAGSE9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences are drawn from the text.

**Summative Assessment(s):**

**Narrative Essay**

ELAGSE9-10W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

**Approaches to Learning (ATL)**

*(Link at least one [ATL skill indicator](#) to one of the assessment objectives used in the summative task. How will this unit contribute to the overall development of subject-specific and general [approaches to learning](#) skills? Each skill should be taught explicitly or implicitly in the unit. Focusing on 1-3 skills is better than listing many.)*

Skills about Inquiry	Skills about Action	Skills about Reflection
<b>Creative-thinking skills</b> <ul style="list-style-type: none"><li>• Apply existing knowledge to generate new ideas, products, or processes</li></ul>	<b>Communication skills</b> <ul style="list-style-type: none"><li>• Make inferences and draw conclusions</li></ul>	<b>Reflection skills</b> <ul style="list-style-type: none"><li>• Focus on the process of creating by imitating the work of others</li></ul>

**Learning Experiences**

Add additional rows as needed.

<b>Objective or Content</b>	<b>Learning Experiences</b>	<b>Personalized Learning and Differentiation</b>  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.
<b>CLE 1: Plot Structure and Theme</b> <b>DOK 1 Knowledge and Understanding</b>	<ol style="list-style-type: none"><li>1. The teachers will gauge students' prior knowledge of the <b>plot structure and theme</b>.</li><li>2. Teachers will provide multiple mini-lessons on understanding and identifying <b>plot structure and theme</b>, using anchor text for exemplars.</li><li>3. Teachers will model <b>plot structure Identification</b> and <b>theme Creation</b>, using anchor text.</li><li>4. The students will attempt to Identify the <b>plot Structure and create theme</b> of an anchor text in pairs or groups. The Teacher will provide feedback as the students are working.</li><li>5. Students will read a cold text and identify the <b>plot structure and create theme</b> for the text.</li><li>6. <b>create theme</b> for the text.</li></ol>	Flexible Grouping  Lectures coupled with graphic organizers  Think, Pair, Share  KWL Chart  MIni Lesson in Plot Structure and Theme will be delivered as needed  Gradual release  Peer Review  Teacher Conferencing  Student-centered questioning strategies Multiple levels of questions
<b>CLE 2: Effect, Constructed Response Writing, Parallel Structure</b> <b>DOK 3</b>	<ol style="list-style-type: none"><li>1. Teachers will gauge students' prior knowledge of <b>constructed response writing and parallel structure</b>.</li><li>2. Teachers will provide multiple mini-lessons on understanding and identification of <b>constructed response writing and parallel structure</b>, and using anchor text for exemplars.</li><li>3. Teachers will provide multiple mini-lessons on, and authors'</li></ol>	Flexible Grouping  Lectures coupled with graphic organizers

	<p>creation of <b>mood and suspense</b> using anchor text for exemplars.</p> <ol style="list-style-type: none"> <li>4. Teachers will model answering <b>constructed response</b> questions using the <b>RACE Structure and Parallel Structure</b> to examine how the author's choices create <b>mood and suspense</b>.</li> <li>5. Students will write a constructive response using <b>RACE Strategy</b> to determine how the author's choices create <b>mood/suspense</b>, in an anchor text, to demonstrate how mood and suspense are created through the author's choice. .</li> </ol>	<p>Think, Pair, Share</p> <p>KWL Chart</p> <p>MIni Lesson on Constructed Response writing and creation of mood and suspense will be delivered as needed</p> <p>Gradual release</p> <p>Teacher Conferencing</p> <p>Student-centered questioning strategies Multiple levels of questions</p>
<p><b>CLE 3: Narrative Essay</b></p>	<ol style="list-style-type: none"> <li>1. Teachers will gauge students' prior knowledge of <b>Narrative Writing</b></li> <li>2. Teachers will provide multiple mini-lessons on <b>Narrative Writing</b>.</li> <li>3. Teachers will guide students through the Reading and Analysis of a Narrative Essay</li> <li>4. Students will draft their own <b>Narrative Essay</b> on an experience where they went against social norms or when they conformed to social norms, and reflect on the decision.</li> <li>5. Teacher will provide feedback during the draft process through formal and informal individual conferencing.</li> <li>6. Students will reflect on feedback and edit their Narrative essay.</li> <li>7. Students will submit the final draft of their Narrative Essay.</li> </ol>	<p>Flexible Grouping</p> <p>Lectures coupled with graphic organizers</p> <p>Think, Pair, Share</p> <p>KWL Chart</p> <p>MIni Lesson in Narrative Writing and Theme will be delivered as needed</p> <p>Gradual release</p> <p>Peer Review</p> <p>Teacher Conferencing</p> <p>Student-centered questioning strategies Multiple levels of questions</p>

## Content Resources

### On Level

#### Anchor Text (s)

"The Lottery", Shirley Jackson- Short Story

"Cell One", Chimamanda Ngozi Adichie- Short Story

*Anthem*, Ayn Rand - Novel

" Shooting an Elephant" George Orwell- Narrative Essay

#### Supplemental/Ancillary Text (s)

" The Dangers of Tradition" Bakari Bosa- Informational Text

#### Media Text (s)

" The Chubb Chubbs"-Imagine works Animated Short

" The Eye of the Beholder", Twilight Zone Ep 6. Season 2

### Enrichment Text ( Honors)

Where I'm From—George Ella Lyon- Poem

Accents by Denise Frohman-Poem

Two Names, Two Worlds by Jonathan Rodríguez-Poem

" On the Sidewalk Bleeding" by Evan Hunter- Short Story

" Man in the Well" by Ira Sher - Short Story





