



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	A Study of Character	MYP year	2	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?*

GSE Standards

Content and Skills-Specific Unit Learning Targets (written from MYP Objectives and aligned 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 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.7.7)
 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)

Selected Key concept (s)	Related concept(s)	Global context
Identity Identity is the state or fact of being the same. It refers to the particular features that define individuals,	Character Representation of characters in short narrative works.	Identities and Relationships Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including

<p>groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influence</p>	<p>Context Students will explore how literary texts are influenced by social context, cultural heritage and historical change. Students should be encouraged to consider how texts build upon and transform the inherited literary and cultural traditions.</p>	<p>families, friends, communities, and cultures; what it means to be human.</p>
<p>Statement of inquiry</p>		
<p>The structure and format of the information we present about ourselves can reveal our true identity shaped by cultures and context.</p>		
<p>Inquiry questions</p>		
<p><u>Factual</u></p> <p>What are the elements of a narrative?</p> <p>What is character?</p> <p>What is culture?</p> <p>What is context?</p> <p><u>Conceptual</u></p> <p>How is communication impacted by text form?</p> <p>What role does one’s personal experience have in literature?</p> <p>How can one’s personal experiences reflect their values and beliefs?</p> <p><u>Debatable</u></p> <p>To what extent do authors use language to convey beliefs, values, and human relationships?</p> <p>Who we are is shaped by cultures and context (self and author).</p>		

Objectives	Assessments	
What specific MYP objectives will be addressed during this unit?	Relationship between summative assessment task(s) and statement of inquiry:	List of Common Formative and Summative Assessments
<p><u>MYP Criterion A: Analyzing</u></p> <ol style="list-style-type: none"> Analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts. Analyze the effects of the creator’s choices on an audience. Justify opinions and ideas, using examples, explanations and terminology <p><u>MYP Criterion B: Analyzing</u></p> <ol style="list-style-type: none"> Students will use organizational structures that serve the context and intention. Students will organize opinions and ideas in a coherent and logical manner. 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"> 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 Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience 	<p>Writing evaluated using MYP Criterion:</p> <p>Text style and structure can be shaped by culture, intent, audience and context (text)</p> <p>Who we are is shaped by culture and context. (self/author)</p> <p>**Note, specifics would be determined by PLC choices</p>	<p><u>Formative Constructed Response:</u> Describe and analyze Bilbo Baggins’s changing view of the world throughout The Hobbit and how it affected his identity.</p> <p><u>Formative Narrative Response:</u> Students will write an alternative ending to The Hobbit. Students should include internal conflict through the use of questions in their response.</p> <p><u>Summative: Narrative</u> The decisions people make often have a significant impact on their lives. Think of the decisions Bilbo Baggins was forced to make in The Hobbit.</p> <p>Option1: Select one decision and write a new scene to the book. Be sure to include how the decision positively or negatively impacted his life and affected his identity and innocence.</p> <p>Option 2: Write an alternative ending to the Hobbit. Include how the decisions of the characters included in your alternative ending positively or negatively impact the events as well as affect their identities.</p> <p><u>Summative: Timeline Project</u> Design a timeline or map that shows, with illustrations, all the major events in Bilbo’s life. This should be done on paper, be colorful, accurate, and</p>

<p>3. Select relevant details and examples to develop ideas.</p> <p>MYP Criterion D: Using Language</p> <p>1. Students will use appropriate and varied vocabulary, sentence structure and forms of expression.</p> <p>3. Students will use correct grammar, syntax, and punctuation.</p>		<p>include as many highlights from the novel and his hero's journey as possible.</p> <p>William and Mary Literature Pre-Assessment</p> <p>William and Mary Argument Writing Pre-Assessment</p>
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Approaches to Learning (ATL)

<p>Category: Communication Skills</p> <p>Cluster: Communication</p> <p>Skill Indicator: Exchanging thoughts, messages and information</p> <p>Category: Thinking Skills</p> <p>Cluster: Critical Thinking</p> <p>Skill Indicator: Analyzing and evaluation issues and ideas</p>
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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.
<i>LE 1: William and Mary 5 Models</i>	<ul style="list-style-type: none"> ● Taba Model of Concept Development ● Literature Web Model ● Vocabulary Web Model ● The Reasoning Model <p>Teacher's may choose any text aligned with the global context to model and introduce the 5 teaching models. Students will be able to complete and apply the 5 models to future texts.</p>	<p>Prefill certain elements of the model</p> <p>Model the completion of the webs and release students with a cold text</p>
<i>LE 2: Evidence Based Constructed Response</i>	<p>Students will receive direct instruction on the RACE constructed response writing format. Based on their reading in The Hobbit, students will answer the question, "Describe and analyze Bilbo Baggin's changing view of the world throughout The Hobbit and how it affected his identity." Paragraph responses will contain textual evidence from the text.</p> <p>Standards: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W4)</p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed. (W5)</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. (W9)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W10)</p>	<p>Collaborative partners turn and discuss ideas</p> <p>Collaborative conversations</p> <p>Process scaffolding through mini-lesson on inquiry</p> <p>Gradual release for student model of understanding key elements of inquiry</p> <p>Scaffolds appropriate to gifted learners to support successful completion of learning experiences through content, product, process, and learning environment</p>

<p>LE 3: <i>The Hobbit, The Hero's Journey and the Concept of Courage.</i></p>	<p>Explicitly teach the essential skills required to teach RL2, W4, and W9. Students will examine the monomyth, or <u>Hero's Journey, described by Joseph Campbell</u> and later apply it to the <u>Hobbit</u>.</p> <p>Explicitly teach and model the mapping technique of the hero's journey in which students plot characters and events within that hero's journey that drive the plot forward using the Hero's Journey Wheel so the elements of the Hero's Journey are expressed as well as the plot events and characters involved.</p> <ol style="list-style-type: none"> Hero's Journey Interactive Site Characteristics of Epic Heroes Ted Talk on Heroes Journey 	<p>Write aloud/Think aloud</p> <p>Small writing groups with progress monitoring.</p> <p>Guided reading and guided writing</p> <p>Exemplars and models</p> <p>Collaborative Conversations</p> <p>Scaffolds appropriate to gifted learners to support successful completion of learning experiences through content, product, process, and learning environment</p>
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Content Resources

Anchor Text (s)

1. *The Hobbit* (graphic novel)

Small Group Options:

2. *The Hunger Games*
3. *Lion: A Long Way Home*

Supplemental/Ancillary Text (s)

4. ["The Last Stop on Market Street"](#)
5. "A Retrieved Reformation" by O Henry

Media Text (s)

6. **A Step By Step Plan for Narrative Writing**

7. Ethos, Pathos & Logos Advertisements

