	Marietta City Schools
	District Unit Planner

Language and Literature 7 Advanced Studies					
Unit title	Analysis of Central Ideas and Development	**MYP year**	2	**Unit duration (hrs)**	35

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) **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)

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 Arts 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
Connections Students will explore links, bonds and relationships among people, places, or ideas	**Point of View** The position or vantage point from which the events of a story seem to be observed and presented to us. When exploring this concept, students will consider voice and tone.	**Personal and Cultural Expression** Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Statement of inquiry		
One's culture, beliefs, and values may impact the point of view or the reader.		

Inquiry questions		

Factual:
What is the central idea?
What is theme?
What is point of view?
What is the difference between argument and persuasion?
How does reading one section of a text closely help me understand it better?

Conceptual:
How does culture influence character development?
How does a speaker develop and organize their thoughts in writing?

Debatable:
How do effective researchers ask relevant questions, gather information from several sources, keep track of their findings and sources, and synthesize their findings?

MYP Objectives	Assessment Tasks	
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.*
MYP Criterion A: Analyzing 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 **MYP Criterion B: Analyzing**	Students will make connections between the core text and major themes. Through argumentative writing and in-class debates, students will be able to determine how one's culture, beliefs, and values may impact the point of view or the reader.	**Formative Assessment(s):** **Formative Constructed Response:** What is the significance of the novel's title I Am Malala: The Girl Who Stood Up For Education and Was Shot By The Taliban? Support your claim with logical reasoning and relevant evidence using accurate credible sources. **Formative Reading Check:** Chapters 1-12, Multiple choice

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 **MYP Criterion C: Producing Text** 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. **MYP Criterion D: Using Language** 1. Students will use appropriate and varied vocabulary, sentence structure and forms of expression. 3. Students will use correct grammar, syntax, and punctuation.		**Summative Assessment(s):** **Argumentative Essay Prompts (Choose One):** Use examples from the book and from outside sources (You must cite all sources) ● Should education be considered a basic human right? ● To what extent is social media a catalyst for good? Evil? ● Talk about the role of Malala's parents, especially her father, Ziauddin. Is Malala's father a good parent? If you were her parents, would you have encouraged her to write and speak out? ● Malala's father said he believed that lack of education was the root of all Pakistan's problems. How might this be true? ● After reading Malala's story, do you think she is an ordinary or an extraordinary girl? How did the Taliban change the lives of women and men in Pakistan? Did education make a difference in what people came to believe? Find and cite one information source that supports your position. **Debate Topic:** Should education be considered a basic human right? **End of Unit Summative Test:** *I Am Malala*

Approaches to learning (ATL)

Thinking:
Analyzing and evaluating issues and ideas
Consider ideas from multiple perspectives

Communication:
Read closely, critically to make inferences and draw conclusions
Write for different purposes
Engage in collaborative conversations

	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.
LE 1: *William and Mary Models*	● Literature Web Model ● Taba Model of Concept Development - Change Model	Prefill certain elements of the model Model the completion of the webs and release students with a cold text TABA Model: What is culture? Discuss as a whole-class. o Examples o Non-Examples o Generalizations
LE 2: Timed Writing	RACE Constructed Response	RACE graphic organizer
LE 3: Literature Circles	Literary Analysis of *Amal Unbound* and *Inside Out and Back Again* - 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 am Malala* through the concept of change.	Literature Roles Sentence/Question Stems

Content Resources

Additional supports in this unit should include:
 	
    1. *I Am Malala* (1000L)
 	
Small Group:
    2. *Amal Unbound* (600L)
    3. *Inside Out and Back Again* (800L)
 	
Media Text(s):
 	
    4. *He Named Me Malala* (2015)
    5. Malala Nobel Peace Prize Speech