



Marietta City Schools

District Unit Planner

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

*Language Arts 7*

<b>Unit title</b>	<i>Working Conditions</i>	<b>MYP year</b>	2	<b>Unit duration (hrs)</b>	45 hours
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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
<p><b>Perspective</b></p> <p>Perspective is the position from which we observe situations, objects, facts, ideas, opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different</p>	<p><b>Character</b></p> <p>The representation of persons in narrative and dramatic works.</p>	<p><b>Fairness and Development</b></p> <p>Access to equal opportunities; peace and conflict resolution.</p>

perspectives often lead to multiple representations and interpretations.

**Statement of inquiry**

Gender roles include multiple factors and perspectives, each having significant effects on the lives and experiences of the individual.

**Inquiry questions**

**Factual:**

What are gender roles and why do they matter?

How does reading one section of a text closely help me understand it better?

What is the central theme?

**Conceptual:**

How does culture influence gender roles, family, and education?

What are gender roles and why do they matter?

How does a speaker develop and organize his central claim?

**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 <b>objectives</b> will be addressed during this unit?	<b>Relationship</b> between summative assessment task(s) and statement of inquiry:	List of common formative and summative assessments.
<p><b><u>MYP Criterion A: Analyzing</u></b></p> <ol style="list-style-type: none"> <li>Analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts.</li> <li>Analyze the effects of the creator’s choices on an audience.</li> <li>Justify opinions and ideas, using examples, explanations and terminology</li> </ol> <p><b><u>MYP Criterion B: Analyzing</u></b></p> <ol style="list-style-type: none"> <li>Students will use organizational structures that serve the context and intention.</li> <li>Students will organize opinions and ideas in a coherent and logical manner.</li> <li>Use referencing and formatting tools to create a presentation style suitable to the context and intention</li> </ol> <p><b><u>MYP Criterion C: Producing Text</u></b></p> <ol style="list-style-type: none"> <li>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</li> <li>Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</li> <li>Select relevant details and examples to develop ideas.</li> </ol>	<p>This unit is focused on the historical era of the text and societal gender roles, and how they impact individuals in the texts. Students then choose between two novels, <i>Lyddie</i> and <i>The Breadwinner</i>, both female protagonists, focusing on how plot, character, and setting interact in literature. As students read the novel, they build their stamina and capacity for independent reading of complex texts. In class, they do a variety of close reading, fluency, and vocabulary exercises with critical passages from the text. This work with particular passages builds the text-based discussion skills referenced in SL.7.1, as it pushes students to collaborate to analyze specific passages from the novel. For the mid-unit assessment, students read a new chapter of the book and answer selected and structured response items. In the second part of the unit, students evaluate the choices made by the character; then they craft an argument. This essay follows a similar process to that used in Module 1, Unit 2, but it pushes students to greater independence with the process of crafting and revising an extended analytical essay. As with the Module 1 essay, the first draft is graded for content and evidence, and the second draft is graded for organization and conventions (this time with a particular focus on L.7.1, sentence structure). As students read <i>Lyddie</i> and <i>The Breadwinner</i>, they are encouraged to generate questions about how working conditions and gender roles have or have not changed.</p> <p>Unit 2 continues to build background knowledge on equality and advocacy through an analysis of the work of Chávez. Students will make connections to all of the literary and informational texts</p>	<p><b><u>Formative Assessment(s):</u></b></p> <p><b>Mid-Unit 1 Assessment: Informational Text</b>  <b>MYP Objectives/GSE Standards Addressed:</b> RL.7.1  RI.7.1, RI.7.2 and RL7.3  <b>MYP Criteria: N/A</b></p> <p><b>Mid-Unit 2 Assessment: How Chávez Develops His Claims in the Commonwealth Club Address</b>  <b>MYP Objectives/GSE Standards Addressed:</b>  RI.7.1, RI.7.2, RI.7.3, and RI.7.5.  <b>MYP Criteria: N/A</b></p> <p><b><u>Summative Assessment(s):</u></b></p> <p><b>End of Unit 1 Assessment: End of Unit 1 Argument Essay about <i>Lyddie/The Breadwinner</i></b>  <b>MYP Objectives/GSE Standards Addressed:</b>  RL.7.1, RL.7.3, W.7.1, W.7.9a L.7.1, L.7.2, and W.7.5  <b>MYP Criteria: C, D</b></p> <p><b>Speech Project - Someone Who Took a Stand</b></p>

<p><b>MYP Criterion D: Using Language</b></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><b>MYP Objectives/GSE Standards Addressed:</b> RI.7.1, RI.7.2, RI.7.3, and RI.7.5</p> <p><b>MYP Criteria:</b> A, B</p>
<p><b>Approaches to learning (ATL)</b></p>		
<p><b>Category:</b> Communication  <b>Cluster:</b> Communication  <b>Skill Indicator:</b> Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media</p>		

<b><u>Learning Experiences</u></b>		
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: Background</b>	<p>M2, U1, L2 - Launching <i>Lyddie/The Breadwinner</i></p> <p>M2, U1, L6 - Introducing Working Conditions in the Mills/ Gender Roles</p> <p>M2, U1, L1 - Building Background Knowledge: Who Changes Working Conditions?</p>	<p><a href="#">Reader's Notes Template</a> - For small groups/ESOL, provide several examples before students are expected to complete independently.</p> <p>Additionally, modify the Reader's Notes into Double Entry journals, summaries that encompass characters, setting &amp; plot, or another form of note taking.</p> <p>Background information worksheet</p> <p>Gender Role chart (use for differentiation if needed)</p> <p>Working Conditions chart (use for differentiation if needed)</p> <p>Students need to document notes, they can choose their notetaking method, or you can provide them with an outline template.</p> <p> Build Background Knowledge Worksheet</p>

<p><b>CLE 2: Core Text Activities</b></p>	<p>M2, U1, L4 - Close Reading to Learn about _____ Character</p> <p>M2, U1, L5 - Analyzing Character: Who Is _____?</p> <p>M2, U2, L4 and 6 - Speech Structure</p>	<p>Click <a href="#">HERE</a> to access the brainstorm chart template for the acrostic poem about character.</p> <p>Acrostic poem with textual evidence - Click <a href="#">HERE</a> for the template. Click <a href="#">HERE</a> for additional examples.</p>
<p><b>CLE 3: Assessment Preparation</b></p>	<p>M2, U1, L10 - Planning for Character Analysis</p> <p>M2, U1, L13 - Writing an Argumentative/Characterization Essay: Introducing the Writing Prompt and Model Essay</p> <p>M2, U1, L14 - Writing an Argumentative/Characterization Essay: Crafting a Claim</p> <p>M2, U1, L15 - Writing an Argumentative/Characterization Essay: Analyzing the Model Essay</p> <p>M2, U2, L2 - Reading Closely: Introducing Chávez’s Commonwealth Club Address and Considering the Plight of the Farmworker</p>	<p>Brainstorming Organizer for Argumentative Essay</p> <p>Speech Project</p>
<p><b>Content Resources</b></p>		
<p><b>Anchor Text (s)</b></p> <ol style="list-style-type: none"> <li>1. Katherine Patterson, <i>Lyddie</i> (New York: Penguin Group, 1991). ISBN 978-0-14-034981-8. (RL860L)</li> <li>2. <i>Mill Times</i>, David Macaulay (PBS) 2001. (Recommended, not required). (RL1250)</li> <li>3. César Chávez, “Commonwealth Club Address,” speech given on November 9, 1984. (1130L)</li> <li>4. César Chávez, “Statement at Pacific Lutheran University,” speech given in March 1989.</li> <li>5. César Chavez, “The Wrath of Grapes,” speech given in May 1986.</li> <li>6. Kathleen Krull, <i>Harvesting Hope: The Story of Cesar Chavez</i> (Harcourt, 2003). ISBN-10: 0152014373 (880L)</li> <li>7. <i>The Breadwinner</i></li> </ol>		

**Supplemental/Ancillary Text (s)**

8. [Keeping Up With The Joneses](#)
9. [César Chavez - Embrace the Legacy](#)
10. [About César Chavez](#)

**Media Text(s)**

11. Cesar Chavez - 2014 Film

MCS MYP Language Arts 7 Unit 2 Planner. Last Revised: September, 2022

Resources, materials, assessments not linked to SGO or unit planner will be reviewed using the local school process.