Marietta City Schools
2023–2024 District Unit Planner

Language and Literature 8

| Unit title | Finding Home | MYP year | 3 | Unit duration (hrs) | 45 hours |

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.8.1)
I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)
I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) (RL.8.4)
I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4)
I can compare and contrast the structure of multiple texts. (RL.8.5)
I can analyze how different structures impact the meaning and style of a text. (RL.8.5)
I can analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. (RL.8.6)
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.8.11)

Reading Informational:
I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)
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.8.2)
I can objectively summarize informational text. (RI.8.2)
I can analyze the connections and distinctions between individuals, ideas or events in a text. (RI.8.3)
I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4)
I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.8.4)
Writing:
I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2)
I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3)
I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)
I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (W.8.4a)
With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.8.5)
I can conduct short research projects to answer a question (including a self-generated question). (W.8.7)
I can use several sources in my research. (W.8.7)
I can generate additional research questions for further exploration. (W.8.7)
I can use evidence from literary or informational texts to support analysis, reflection, and research. (W.8.9)
I can write stories, plays, and other works in response to what I have read in literature. (W.8.11b)

Speaking and Listening:
I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)
I can express my own ideas clearly during discussions. (SL.8.1)
I can build on others’ ideas during discussions. (SL.8.1)

Language:
I can use correct grammar and usage when writing or speaking. (L.8.1)
I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2)
I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)
I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)
I can accurately use eighth-grade academic vocabulary to express my ideas. (L.8.6)
I can use resources to build my vocabulary. (L.8.6)

<table>
<thead>
<tr>
<th>Key concept</th>
<th>Related concept(s)</th>
<th>Global context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspective</td>
<td>Character</td>
<td>Personal and Cultural Expression</td>
</tr>
<tr>
<td>Perspective is the position from which we observe situations, objects, facts, ideas, opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.</td>
<td>The representation of persons in narrative and dramatic works.</td>
<td>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</td>
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</tbody>
</table>

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Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.
### Statement of inquiry

Critical incidents reveal a character’s dynamic nature and personal expression; as a result, characters and their perspective change over time in response to challenges.

### Inquiry questions

**Factual:**
- How do critical incidents reveal character?
- What common themes unify the refugee experience?

**Conceptual:**
- What is home?

**Debatable:**
- How can we tell powerful stories about people’s experiences?

### MYP Objectives

<table>
<thead>
<tr>
<th>MYP Objectives</th>
<th>Assessment Tasks</th>
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<tbody>
<tr>
<td>What specific MYP objectives will be addressed during this unit?</td>
<td>Relationship between summative assessment task(s) and statement of inquiry:</td>
</tr>
</tbody>
</table>

#### MYP Criterion A: Analyzing

- Students will analyze the content, context, language, style, and structure of a text.
- Students will analyze the relationships among texts.

#### 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.

<table>
<thead>
<tr>
<th>Formative Assessment(s):</th>
<th>MYP Objectives/GSE Standards Addressed: RL.8.1, RL.8.3, RL.8.4, W.8.9, and L.8.4a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid Unit 1 Getting to Know a Character</td>
<td>MYP Objectives/GSE Standards Addressed: RL.8.1, RL.8.2, RL.8.3, RL.8.4, L.8.4a, and W.8.9</td>
</tr>
<tr>
<td>MYP Criteria: A</td>
<td>MYP Criteria: A, B</td>
</tr>
</tbody>
</table>

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MYP Criterion C: Producing Text
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.

Students will make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.

Students will select relevant details and examples to develop ideas.

MYP Criterion D: Using Language
Students will use correct grammar, syntax, and punctuation.

Students will use varied sentence structure and forms of expression

Mid Unit 3 Best First Draft of “Refugee” Poem
MYP Objectives/GSE Standards Addressed: RI.8.1, W.8.3a, b, d, W.8.7, W.8.9, and W.8.11b.

MYP Criteria: A, C, D

Summative Assessment(s):
End of Unit 1 Examining How Word Choice Contributes to Meaning and Tone in Literary and Information

MYP Objectives/GSE Standards Addressed: RL.8.1, RL.8.1, RL.8.4, RL.8.4, and W.8.9

MYP Criteria: A

End of Unit 2 Analysis Essay
MYP Objectives/GSE Standards Addressed: RL.8.1, RL.8.3, RL.8.4, RL.8.6a, RL.8.11, W.8.2d, W.8.4, W.8.5, and W.8.9

MYP Criteria: A, B, C, D

Performance Task - 2 Voice Narrative Poems (Comparing and Contrasting 2 characters from Refugee)

MYP Criteria: A, B, C, D

Approaches to learning (ATL)

Category:
Communication

Cluster:
Communication Skills

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<table>
<thead>
<tr>
<th>Skill Indicator:</th>
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<tbody>
<tr>
<td>Give and receive meaningful feedback</td>
</tr>
<tr>
<td>Use appropriate forms of writing for different purposes and audiences</td>
</tr>
<tr>
<td>Make inferences and draw conclusions</td>
</tr>
<tr>
<td>Learning Experiences</td>
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<tr>
<td>----------------------</td>
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<tr>
<td>Add additional rows as needed.</td>
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<tr>
<td><strong>Objective or Content</strong></td>
</tr>
<tr>
<td>LE 1: Background</td>
</tr>
<tr>
<td>LE 2: Core Text Activities</td>
</tr>
<tr>
<td>LE 3: Assessment Preparation</td>
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### Content Resources

<table>
<thead>
<tr>
<th>On Level Resources</th>
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<tbody>
<tr>
<td><strong>Anchor Text(s)</strong></td>
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<tr>
<td><em>(within grade level complexity Lexile Band)</em></td>
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<tr>
<td><strong>Supplemental/Ancillary Text(s)</strong></td>
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<tr>
<td><strong>Media Text(s)</strong></td>
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<tr>
<td>6. <em>Saigon - The Last Hours</em>: <a href="https://www.youtube.com/watch?v=LAr3uV_YXZA">https://www.youtube.com/watch?v=LAr3uV_YXZA</a></td>
<td></td>
</tr>
<tr>
<td>7. Video - <em>Refugee Summary</em>: <a href="https://www.youtube.com/watch?v=ibgX5b_fIHE">https://www.youtube.com/watch?v=ibgX5b_fIHE</a></td>
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</tbody>
</table>

Honor Resources

N/A

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