



**Marietta City Schools**

**District Unit Planner**

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

*Language and Literature 8 Advanced*

<b>Unit title</b>	<i>Japanese-American Relations during World War II</i> <i>Unit 1: Building Background and Knowledge: Varying Perspectives on World War II</i> <i>Unit 2: Being Made Invisible: Imprisoned and Interned</i> <i>Unit 3: Becoming Visible Again: Finding Freedom and Recovering Life</i>	<b>MYP year</b>	3	<b>Unit duration (hrs)</b>	60 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.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)

**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)

**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)

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 perspectives often lead to multiple representations and interpretations.</p>	<p><b>Character</b></p> <p>The representation of persons in narrative and dramatic works.</p>	<p><b>Personal and Cultural Expression</b></p> <p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</p> <p>Students will explore the ways in which we reflect on, extend our appreciation of the aesthetic.</p>

**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**

**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**

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.

**MYP Criterion C: Producing Text**

Summative Assessment Connection to Inquiry Statement:

In Unit 3, having finished the novel, students will reread critical incidents, while also working in research groups to study the experiences of refugees from one of several cultures. Students will use this knowledge to write a comparison essay that captures the universal refugee experience.

**Formative Assessment(s):**

**Mid Unit 1 Getting to Know a Character: What Details in the Text Help Us Understand Louie Zamperini?**

**MYP Objectives/GSE Standards Addressed:** RL.8.1, RL.8.3, RL.8.4, W.8.9, and L.8.4a

**MYP Criteria:** A

**Mid Unit 2 Analyzing an Informational Text about a Refugee Experience**

**MYP Objectives/GSE Standards Addressed:** RI.8.1, RI.8.2, RI.8.3, RI.8.4, L.8.4a, and W.8.9

<p>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.</p> <p>Students will make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.</p> <p>Students will select relevant details and examples to develop ideas.</p> <p><b>MYP Criterion D: Using Language</b> Students will use correct grammar, syntax, and punctuation.</p> <p>Students will use varied sentence structure and forms of expression</p>		<p><b>MYP Criteria:</b> A, B</p> <p><b>Mid Unit 3 - Single-Draft Narrative Writing</b></p> <p><b>MYP Objectives/GSE Standards Addressed:</b> RI.8.1, W.8.3a, b, d, W.8.7, W.8.9, and W.8.11b.</p> <p><b>MYP Criteria:</b> A, C, D</p> <p><b><u>Summative Assessment(s):</u></b></p> <p><b>End of Unit 1 - Comparing Conflicting Accounts of the Pearl Harbor Attack</b></p> <p><b>MYP Objectives/GSE Standards Addressed:</b> RL.8.1, RI.8.1, RL.8.4, RI.8.4, and W.8.9</p> <p><b>MYP Criteria:</b> A</p> <p><b>End of Unit 2 Analysis Essay: The Invisibility of Captives during WWII</b></p> <p><b>MYP Objectives/GSE Standards Addressed:</b> 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</p> <p><b>MYP Criteria:</b> A, B, C, D</p> <p><b>End of Unit 3 - Analysis of Language Techniques</b></p> <p><b>MYP Objectives/GSE Standards Addressed:</b> RI.8.1, W.8.3a, b, d, W.8.7, W.8.9, and W.8.11b</p> <p><b>MYP Criteria:</b> A, C, D</p>
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**Approaches to learning (ATL)**

**Category:**

Communication

**Cluster:**

Communication Skills

**Skill Indicator:**

Give and receive meaningful feedback

Use appropriate forms of writing for different purposes and audiences

Make inferences and draw conclusions

<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>LE 1: Background</b>	<ul style="list-style-type: none"> <li>• Launching the Module: Gallery Walk</li> <li>• Analyzing Character: Louie Zamperini</li> <li>• Building Background Knowledge: “War in the Pacific”</li> <li>• Building Background Knowledge: The Internment of Japanese-Americans during WWII</li> </ul>	<ul style="list-style-type: none"> <li>• Notice and Wonder</li> <li>• Graphic Organizer</li> </ul>
<b>LE 2: Core Text Activities</b>	<ul style="list-style-type: none"> <li>• Character Analysis: Resilience</li> <li>• Analysis of a Thematic Concept: Becoming Visible</li> </ul>	<ul style="list-style-type: none"> <li>• Character Organizer</li> </ul>
<b>LE 3: Assessment Preparation</b>	<ul style="list-style-type: none"> <li>• Fishbowl Discussion: Comparing Conflicting Accounts of the Pearl Harbor Attack</li> <li>• Classifying and Evaluating Different Media</li> <li>• Informational Essay Planning and Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Essay Organizer</li> </ul>
<b>Content Resources</b>		
<p><b>On Level Resources</b></p> <p><b>Anchor Text (s)</b></p> <p><b>(within grade level complexity Lexile Band)</b></p> <ol style="list-style-type: none"> <li>1. Hillenbrand, Unbroken: a World War II Story of Survival Laura, Resilience, and Redemption (New York: Random House, 2010), ISBN: 978-1-4000-6416-8.</li> <li>2. Houston, Farewell to Manzanar: The powerful story of life inside a Japanese American internment camp (New York: Houghton Mifflin Harcourt, 1973), ISBN: 978-1-328-74211-7.</li> </ol> <p><b>Supplemental/Ancillary Text (s)</b></p>		

MCS MYP Language Arts 8 Module 1 Planner. Last Revised: August 2022  
Resources, materials, assessments not linked to SGO or unit planner will be reviewed using the local school process.

3. Japanese Foreign Ministry, "Fourteen-Part Message," delivered to the U.S. secretary of state Dec. 7, 1941
4. "Edison McIntyre, "War in the Pacific," in Cobblestone (Vol. 15, Issue 1), Jan. 1994, 4.
5. Franklin D. Roosevelt, "Day of Infamy" speech, delivered Dec. 8, 1941, as found at <http://history1900s.about.com/od/franklindroosevelt/a/Day-Of-Infamy-Speech.htm>
6. Curtis B. Munson, The Report on Japanese on the West Coast of the United States ("the Munson Report"), Oct. 7, 1941.
7. Walter Lippmann, "The Fifth Column on the Coast," The Washington Post, Feb. 12, 1942.
8. Franklin D. Roosevelt, "Executive Order No. 9066," Feb. 19, 1942.
9. "The Life of Miné Okubo," written by Expeditionary Learning for instructional purposes.
10. Mary H. Curtin, "Riverside's Miné Okubo," Splinters-Splinters (blog), Aug. 27, 2011. <http://splinters-splinters.blogspot.com/2011/08/riversides-mine-okubo.html>
11. Chelsie Hanstad, Louann Huebsch, Danny Kantar, and Kathryn Siewert, "Miné Okubo," Voices from the Gaps, University of Minnesota, March 5, 2004. <http://voices.cla.umn.edu/artistpages/okuboMine.php>
12. "The Life of Miné Okubo," written by Expeditionary Learning for instructional purposes

**Curriculum Unit Approval Statement**

***Every team member is expected to read and review the unit planner and contents contained in the unit planner.***

This unit meets the rigorous review and approval process of Marietta City Schools. All components of the unit have been reviewed and approved including learning experiences, materials, resources, texts, and assessments. This unit’s components:

- Are aligned to Georgia Standards of Excellence and MYP/DP subject area guide (if applicable)
- Are aligned to the pacing of the approved Subject Group Overview
- Provide resources that are appropriate for students’ grade level, subject/course level, etc.
- Provide learning experiences that prepare students for course assessments

PLCs review each learning experience using three criteria and collaborate to provide explicit and specific information.

<p><b>Criteria I: Standards Alignment:</b></p> <p><i>Learning experiences should provide alignment to the standards and the MYP subject area guide (if applicable).</i></p>	<p><b>Criteria II: Materials, Resources, and Text Complexity and Controversial Topics and Issues:</b></p> <p><i>Materials, resources, and texts are grade level and content appropriate.</i></p>	<p><b>Criteria III: Assessment Alignment:</b></p> <p><i>Since assessment drives instruction, learning experiences must align to and prepare students for regular common formative and summative assessments used to determine whether students are mastering standards-based content and ATL skills.</i></p>
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**Common Formative and Summative Assessments**

<p><b>Assessment Title</b></p>	<p><b>Criteria I:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to:</p> <ol style="list-style-type: none"> <li>1. <b>State Standards</b></li> <li>2. <b>MYP/DP (if applicable) components</b></li> <li>3. <b>Aligned to learning experiences</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>	<p><b>Criteria II:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> <li>1. <b>Complexity of resources including text and vocabulary</b></li> <li>2. <b>Controversial topics and issues in learning experiences, materials or resources</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the <b>specific quote(s)</b> and reference <b>page numbers</b> or <b>location</b> (ex: time in video).</p>
<p><b>Formative Assessment(s):</b></p> <p><b>Mid Unit 1 Getting to Know a Character: What Details in the Text Help Us Understand Louie Zamperini?</b></p> <p><b>MYP Objectives/GSE Standards Addressed:</b> RL.8.1, RL.8.3, RL.8.4, W.8.9, and L.8.4a</p> <p><b>MYP Criteria:</b> A</p> <p><b>Mid Unit 2 Analyzing an Informational Text about a Refugee Experience</b></p> <p><b>MYP Objectives/GSE Standards Addressed:</b> RI.8.1, RI.8.2, RI.8.3, RI.8.4, L.8.4a, and W.8.9</p> <p><b>MYP Criteria:</b> A, B</p>	<p>N/A</p>	<p>N/A</p>

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<p>Plan to address issues or concerns noted:</p>	<p>N/A</p>	

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### Learning Experiences

Add additional rows below as needed.

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<b>LE 1: Background</b>	N/A	N/A	N/A
<b>LE 2: Core Text Activities</b>	N/A	N/A	N/A
<b>LE 3: Assessment Preparation</b>	N/A	N/A	N/A
Plan to address issues or concerns noted:	N/A		

**Resources listed on unit planner**

Add additional rows below as needed.

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<p><b>Resource:</b></p> <p><b>Anchor Text (s)</b> <i>(within grade level complexity Lexile Band)</i></p> <ol style="list-style-type: none"> <li>Hillenbrand, Unbroken: a World War II Story of Survival Laura, Resilience, and Redemption (New York: Random House, 2010), ISBN: 978-1-4000-6416-8.</li> <li>Houston, Farewell to Manzanar: The powerful story of life inside a Japanese American internment camp (New York: Houghton Mifflin Harcourt, 1973), ISBN: 978-1-328-74211-7.</li> </ol>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

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Plan to address issues or concerns noted:	N/A		

***By typing my name below I am acknowledging that I have fully read, reviewed, listed concerns with resolutions, and approved of all contents included in the unit planner including learning experiences, materials, resources, texts, and assessments referenced on it. All other content and materials not included on the unit planner are the local school's responsibility (BOE IKB).***

Curriculum Team Signatures: