



**Marietta City Schools**  
**2023–2024 District Unit Planner**

*10th Literature and Composition*

<b>Unit title</b>	Unit 1: Extending Freedom’s Reach	<b>MYP year</b>	5	<b>Unit duration (hrs)</b>	6 weeks
-------------------	-----------------------------------	-----------------	---	----------------------------	---------

**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GA DoE Standards**

**Standards**

ELAGSE9-10RL2 - Determine a theme and/or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELAGSE9-10RI2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELAGSE9-10RI4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

ELAGSE9-10RI8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

ELAGSE9-10RI9 - Analyze seminal US documents of historical and literary significance (Roosevelt’s Four Freedoms speech)

ELAGSE9-10W1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Concepts/Skills to be Mastered by Students**

**Reading Goals**

- Evaluate written informative texts by analyzing how authors convey complex ideas, concepts, and information.
- Expand knowledge and use of academic and concept vocabulary.

**Writing Goals**

- Write an informative essay in which you effectively introduce and develop a thesis with well-chosen evidence.
- Conduct research projects of various lengths to explore a topic and clarify meaning.

**Language Goals**

- Correctly integrate quotations and other evidence into written texts and presentations

**Speaking and Listening Goals**

- Collaborate with our team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Key concept	Related concept(s)	Global context
<p>Communication</p> <p>Students will work together to build ideas, develop consensus, and communicate with one another.</p>	<p>Audience Imperatives</p> <p>Students will read and evaluate informative texts, speeches, poems, short stories, and essays to better understand the ways writers express ideas.</p>	<p>Fairness and Development</p>

**Statement of inquiry**

Literature communicates factors that explore freedom and oppression.

**Inquiry questions****Factual—**

What does it mean to “be free”?

**Conceptual—**

What is the relationship between power and freedom?

What factors determine who is free and who remains oppressed?

When, if ever, are limits on freedom necessary?

**Debatable-**

What are the basic rights and freedoms that belong to everyone, everywhere?

What can one person do to defend the human rights of all people?

MYP Objectives	Assessment Tasks	
<i>What specific MYP <b>objectives</b> will be addressed during this unit?</i>	<i><b>Relationship</b> between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>
<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> </ol> <p><b><u>MYP Criterion B: Organizing</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>Summative Assessment Connection to Inquiry Statement:</p> <p>Students will use their knowledge and understanding of the inquiry process to create an informative essay addressing a line of inquiry.</p>	<p><b><u>Formative Assessment(s):</u></b></p> <p>Write an informative essay in which you gather and present information to respond to the following questions: What does it mean to be free? Introduce the topic by defining freedom and explaining what it means to be free. Then , develop the topic with facts, details, quotations, examples, and other evidence from at least three of the selections you read. (W2)</p> <p>The following mini assessments should be created by the PLC and taken in AMP to progress monitor student learning.</p> <p>Create an evidence log that identifies key details for your informative essay.</p> <p><b><u>Summative Assessment(s):</u></b></p>

**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.

during a time of danger. And of universal freedoms that deserve protection throughout the world. In his inaugural address, John F. Kennedy argues that Americans must appreciate their own freedom while understanding the country's importance in the world. Use the knowledge you have gained from reading Roosevelt's "Four Freedoms" speech and from reading and listening to Kennedy's inaugural address to write about the power of the individual. Write a brief informative essay in which you focus Write an **informative essay**: you have read two speeches that shed light on the relationship between power and freedom. In his "Four Freedoms" speech, Franklin D. Roosevelt speaks of the need for the United States to protect itself by answering this question: What can one person do to defend the human rights of all people.

MYP Objectives/ Addressed:

A: Analyzing

B: Organizing

GSE Standards Addressed: W2, W4, W5, W9

**Deliver a multimedia presentation:** the small group readings explore the conflicts that arise when governments try to control the freedom to create and share knowledge and information. After reading, your group will create a multimedia presentation about these concepts. You have read many selections and watched an interview that deals with issues of power and freedom. Work with your group to develop, refine, and deliver a multimedia presentation

		<p>that addresses this question: When, if ever, are limits on freedom necessary?</p> <p>MYP Objectives/ Addressed:</p> <p>B: Organizing</p> <p>C: Producing Text</p> <p>GSE Standards addressed: SL1, SL4, SL5, SL6</p> <p><a href="#">Research Project Exemplar</a></p> <p>Using the learning targets and standards within the unit, Grade 10 school based PLCs will determine and develop the appropriate, standards based summative assessments for their students.</p>
--	--	--

**Approaches to learning (ATL)**

**List Category: Communication**

Cluster: Communication Skills

Skill Indicator: Read critically and for comprehension

Paraphrase accurately and concisely

**Learning Experiences**

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.
Learning Experience	<ul style="list-style-type: none"><li>● Teachers will build background knowledge and engage students in a discussion about the following: “Are there any protections that all people should have? If so, what are they? Students should write a quick response and share out.</li><li>● Students should watch the media text, “The Universal Declaration of Human Rights? Students will discuss what are the basic rights and freedoms that belong to everyone.</li><li>● Teachers will explicitly teach academic vocabulary: attribute, hierarchy, demarcate, fundamental, and democracy</li></ul>	
Learning Experience	<ul style="list-style-type: none"><li>● Evaluate written informative texts by analyzing how authors convey complex ideas, concepts, and information.</li><li>● Students will discuss how using a seminal document such as Roosevelt’s speech can help us understand events in history in a different way than a narrative or informational text.</li><li>● Students should identify how the three kinds of persuasive appeals used by Roosevelt in his speech might have impacted his audience and how the anticipated responses to each would have contributed to the history of the time.<ul style="list-style-type: none"><li>○ Cite textual evidence: Textbook p. 279</li><li>○ Examine types of phrases</li></ul></li><li>○ Students will examine author’s style in Kennedy’s Inaugural Address</li><li>○ Students will write to compare two speeches</li></ul>	
Learning Experience	<ul style="list-style-type: none"><li>● Read and identify the author’s purpose in Speech at the United Nations by Malala Yousafzai</li></ul>	

	<ul style="list-style-type: none"> <li>● Read and identify and engage in small group discussion about the author’s choice (satire) and author’s style (word choice” in The Censors Luisa Valenzuela</li> <li>● Write an informative essay in which you effectively introduce and develop a thesis with well-chosen evidence.</li> </ul>	
Learning Experience	<ul style="list-style-type: none"> <li>● Read and identify figurative language and author’s style in the poetry collection including Caged Bird, Some Advice To those Who Will Serve Time in Prison</li> </ul>	
Learning Experience	<ul style="list-style-type: none"> <li>● Conduct research projects of various lengths to explore a topic and clarify meaning.</li> <li>● Correctly integrate quotation and other evidence into written texts and presentations.</li> </ul>	
Learning Experience	Using the textbook page 273, have a group of students analyze paragraphs 1-33 of President Roosevelt’s “Four Freedom” speech while another group analyzes paragraphs 34-66. Instruct each group to discuss the main ideas in its half, then agree on one sentence that sums up its central idea. When groups are finished, invite them to share their central ideas into one sentence that states the speech’s central idea. (RI2)	
Learning Experience	Using the textbook page 280, have students complete the concept vocabulary: why these words. As expressed in the speech, what is Roosevelt’s opinion of each concept these words represent? (RI4, RI6, L4)	

**Content Resources**

**Additional supports in this unit should include:**

Whole Class Learning:

Novels:

Beloved

Things Fall Apart

Incidents In The Life of A Slave Girl

Anchor Text: The “Four Freedoms” Speech by Franklin D. Roosevelt

Anchor Text:Speech

Inaugural Address of John F. Kennedy

Media: Video

Inaugural Address of John F. Kennedy

Small Group Learning:

Speech:

Malala Yousafzai Speech at the United Nations

Media Interview:

Diane Sawyer Interviews Malala Yousafzai

Poetry Collection:

Caged Bird

Poetry Collection:

Some Advice To Those Who Will Serve Time in Prison

Short Story:

The Censors

Media: Informational Graphic

from Freedom of the Press Report 2015

Independent Learning:

Media: Informational Text

Law and the Rule of Law: The Role of Federal Courts

Essay:

Misrule of Law

Short Story:

Harrison Bergeron



Published August, 2023.

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