



Marietta City Schools

District Unit Planner

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

Language and Literature 9

Unit title	<i>Unit 2: Personal and Cultural Expression: Complex Characters and Conflicting Motivations</i>	MYP year	4	Unit duration (hrs)	October 18th- December 16th
-------------------	---	-----------------	---	----------------------------	-----------------------------

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

GSE Standards

Priority Standards Unit Learning Targets:

ELAGSE9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

ELAGSE9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Support Standards Unit Learning Targets:

ELAGSE9-10RL7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

ELAGSE9-10RL2: Determine a theme and/or central idea of a text and analyze in detail its development over the course of the text.

ELAGSE9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELAGSE9-10L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Spell correctly
- d. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

MYP Criterion A: Analyzing

Students will analyze the content, context, language, style, and structure of a text.

Students will analyze complex characters and their development over the course of a text.

Students will analyze complex characters' contributions in the development of the theme.

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

Students will produce texts that demonstrate an understanding of Informational/ Explanatory writing.

MYP Criterion D: Using Language

Students will use correct grammar, syntax, and punctuation.

Students will use varied sentence structures and forms of expression.

Key concept	Related concept(s)	Global context
<p style="text-align: center;">Connections</p> <p>Connections are links, bonds and relationships among people, objects, organisms or ideas. Linguistic and literary connections exist across time, texts and cultures. This concept is central to the study of language and literature. Due to the universal nature of language and literature, connections and transfer exist within and across narratives. This allows for the exploration of language and relationships between text, creator and audience.</p>	<p style="text-align: center;">Character</p> <p>The representation of persons in narrative and dramatic works. This may include direct methods like the attribution of qualities in description or commentary, and indirect (or “dramatic”) methods inviting readers to infer qualities from characters’ actions, speech or appearance.</p> <p>When exploring the concept of character, students might explore transformation, influence, conflict, protagonist, antagonist, persona, foil, stock.</p>	<p style="text-align: center;">Personal and Cultural Expression</p> <p>Students will explore social constructions of reality; philosophies and ways of life; belief systems; rituals and play</p>
Statement of inquiry		

Author's develop complex characters in order to explore transformation, progress conflict, and explore philosophies and ways of life in time, texts and cultures.

Inquiry questions

Factual:

How are conflict, protagonist and antagonist and connected?

How is characterization defined and what are the contributing elements?

Conceptual:

How do author's explore connections across time, text, and culture through characters?

How might conflicts connect to social constructions of reality?

Debatable:

Why do we become attached to stories and characters?

How might belief systems affect interpretations of texts?

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.
<p>MYP Criterion A: Analyzing</p> <p>MYP Criterion B: Organization</p> <p>MYP Criterion C: Producing Text</p> <p>MYP Criterion D: Using Language</p>	<p><u>Connection to Inquiry Statement:</u> Students will analyze complex characters and determine how the author is able to advance the plot by developing the theme through the characterization of the complex characters in a text.</p>	<p>Formative Assessment(s):</p> <p>Character Analysis One-Pager</p> <p>Textual Evidence Assessment</p> <p>Semicolon and Colon Growth Quiz</p> <p>Informative / Explanatory Essay Outline</p> <p>Characterization Quiz (include dramatic language and dialogue that contributes to characterization)</p> <p>Summative Assessment(s): (50 pts)</p> <p>Character Analysis Mini Essay-</p> <p>On Level</p> <p>Students will write a 200- 300 words constructed response answering the following question:</p> <p><i>How do the character’s traits influence the character’s motivations, actions, and/or decisions throughout the story?</i></p> <p><i>Students must answer the question with at least 3 pieces of textual evidence.</i></p> <p>Honors</p> <p>Character Analysis Essay</p>

		<p>Students will write 400- 600 words extended constructed response answering the following question:</p> <p>Explain how a main character’s traits influence the character’s motivations, actions, and/or decisions throughout the story? Compare and/or contrast the actions of the protagonist with another supporting character to explain how each character’s motivations, actions, or decisions do or do not progress the plot. Finally, explain how the outcomes reveal the belief system (values) behind a social construction.</p> <p>Students must answer the question with at least 6 pieces of textual evidence</p> <p>This assessment will be graded using MYP Criterion A and B.</p> <p>Informational/Explanatory Essay- (75pt Assessment)</p> <p>On Level</p> <p>Student will write a 5- paragraph, MLA Formatted essay that answers the following prompt:</p> <p>Identify a <u>complex character</u> in Romeo and Juliet and analyze how they develop over the course of the text and advance the plot or develop the theme. Contrast the identified complex character with a supporting character in order to explain why complex characters actions and decisions advance the plot or develop the theme, but supporting characters actions and decisions do not.</p>
--	--	---

		<p>Honors</p> <p>Student will write a 3-5 page, MLA Formatted essay that answers the following prompt:</p> <p>Identify a <u>complex character</u> in Romeo and Juliet and analyze how they develop over the course of the text and advance the plot or develop the theme. Compare your selected character with a complex character from another text previously read in class. Analyze and evaluate how the author's of both texts produced characters that advance the plot or develop the theme.</p> <p>This assessment will be graded using MYP Criterion A, B, and D.</p>
--	--	---

Approaches to learning (ATL)

Category: Thinking

Cluster: Critical Thinking Skills

Skill Indicator: Gather and organize relevant information to formulate an argument

Category: Reflection Skills

Cluster: (Re)considering the process of learning; choosing and using ATL skills

Skill Indicator: Consider ethical, cultural and environmental implications

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.
CLE#1 Characterization / Textual Evidence <ul style="list-style-type: none">● Academic Vocabulary<ul style="list-style-type: none">○ Indirect/ Direct Character○ Round Character○ Flat Character○ Dynamic Characters○ Motivation○ Conflicting Motivation	<ol style="list-style-type: none">1. The teachers will gauge students' prior knowledge of Characterization and Textual Evidence.2. Teachers will provide multiple mini-lessons on characterization and identifying textual evidence, using anchor text for exemplars.3. Teachers will characterize and identify textual evidence, using anchor text.4. The students will attempt to identify characterization and textual evidence in a text. The Teacher will provide feedback as the students are working.5. Students will analyze and examine an anchor text to identify characterization and support it with textual evidence.	Visual Anchor Charts Graphic Organizers Model texts for genres of writing Chunking text Guided Reading and Viewing Questions Highlighting Differentiated texts by Lexile level Read-Aloud/Think-Aloud (Teacher Modeling) Collaborative Research and Writing
CLE #2 Colon & Semicolon Usage	<ol style="list-style-type: none">1. The teachers will gauge students' prior knowledge of colon and semi-colon usage.2. Teachers will provide multiple mini-lessons on colon and semi-colon usage.3. Teachers will model colon and semi-colon usage.4. The students will practice colon and semi-colon usage through practice/ formative assessments using Noredink.com.5. Students will complete a Formative assessment through Noredink.com.	Personalized curriculum based on students' needs and interests. Chunking

<p>CLE #3 Character Development / Theme Development / Explanatory Writing</p> <ul style="list-style-type: none"> ● Academic Vocabulary <ul style="list-style-type: none"> ○ Motivation ○ Conflicting Motivation 	<ol style="list-style-type: none"> 1. The teachers will gauge students' prior knowledge of character development and theme development. 2. Teachers will provide multiple mini-lessons on character development and theme development, using anchor text for exemplars. 3. Teachers will model analyzing character development while examining the relationship between the character development and the advance of the plot or developing the theme, using anchor text. 4. The students will attempt to analyze character development and theme development. The Teacher will provide feedback as the students are working. 5. Teacher will gauge students' prior knowledge of Informational / Explanatory writing. 6. Teacher will provide a mini-lesson on informational and Explanatory Writing. 7. Students will analyze character development while examining the relationship between character development and the advancement of the plot or development of the theme and support it with textual evidence through the writing of an explanatory essay. 	<p>Guided Reading and Viewing Questions</p> <p>Model texts for genres of writing</p> <p>Chunking text</p> <p>Write-Aloud/Think-Aloud</p> <p>Highlighting</p> <p>Language frames for writing</p> <p>Collaborative conversations</p> <p>Peer Review</p>
--	--	---

Resources

<p>On Level Resources</p> <p>Anchor Text (s)</p> <p><i>Romeo and Juliet</i> by William Shakespeare, Drama</p> <p>Supplemental/Ancillary Text (s)</p> <p>Eraser Tattoo by Jason Reynolds, Short Story</p> <p>Should We Scoff at the Idea of Love at First Sight? by James Kuzner, Informational Text</p> <p>Luhrmann, <i>Romeo and Juliet</i> (1996), Film</p> <p>Zeffirelli, <i>Romeo and Juliet</i> (1968), Film</p>
--

Honors Resources

The Story of Pyramus and Thisbe by Ovid from *Metamorphoses*, Poetry

The Things They Carried by Tim O'Brien, Short Story

