



Marietta City Schools

District Unit Planner

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

Multicultural Literature

Unit title	<i>Globalization and Sustainability: Understanding Our Relationship with the Environment</i>	MYP year	5	Unit duration (hrs)	30 hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the unit): *What will students learn?*

GSE Standards

Priority Standards and Unit Learning Targets:

Reading Informational

ELAGSE9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

I can analyze the connections and distinctions between individuals, ideas or events in a text. (RI.10.3)

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. (Honors)

Writing

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

I can utilize evidence from my reading to support my writing. (W9)

ELAGSE9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (Honors)

Supporting Standards

ELAGSE9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE9-10W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ELAGSE9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Key concept	Related concept(s)	Global context
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<p>Creativity</p> <p>Creativity is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.</p>	<p>Audience Imperatives</p> <p>An umbrella concept to refer to whomever (the reader, the listener, the viewer) a text or performance is aimed at, and the characteristics, impact or desired responses created. This impact could include humor, sensibility, critical stance, appreciation, empathy, antipathy and sympathy, aesthetics, mood, atmosphere and gender perspectives.</p>	<p>Globalization and Sustainability</p> <p>Students will explore interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>
<p>Statement of inquiry</p>		
<p>Communicating creative solutions to issues of globalization and sustainability requires an understanding of one’s audience.</p>		
<p>Inquiry questions</p>		
<p>Factual:</p> <p>What is globalization?</p> <p>What is sustainability?</p> <p>How do we define perspectives?</p> <p>Conceptual:</p> <p>How are we all connected as humanity?</p> <p>How is the power of nature impacted by humanity’s choices?</p> <p>How do authors communicate their message?</p> <p>How can nature be a symbol for social equality?</p>		

Debatable:

What are the connections between authors' works regarding globalization and sustainability and individual community purpose?

MYP Objectives	Assessment Tasks	
<i>What specific MYP objectives will be addressed during this unit?</i>	Relationship between summative assessment task(s) and statement of inquiry:	<i>List of common formative and summative assessments.</i>
<p>MYP Criterion B: Organizing Students will use organizational structures that serve the context and intention.</p> <p>Students will organize opinions and ideas in a coherent and logical manner.</p> <p>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.</p> <p>Students will make stylistic choices in terms of linguistic, literary and visual devices,</p>	<p>Summative Assessment Connection to Inquiry Statement:</p> <p>Students will use their knowledge and understanding of the inquiry process to create an argumentative essay addressing a line of inquiry.</p>	<p><u>Formative Assessment(s):</u></p> <p><u>Introducing Inquiry Process Formative Assessment:</u></p> <p>Practice the inquiry process using graphic organizers. Convert each inquiry question generated into a statement of inquiry.</p> <p>GSE Standards addressed: SL1, RI3</p> <p><u>Summative Assessment(s):</u></p> <p>Create a self-generated question surrounding the global context of the unit. Research and the inquiry process will inform the question and argumentative essay.</p> <p>MYP Objectives/ Addressed:</p> <p>B: Organizing</p> <p>C: Producing Text</p>

<p>demonstrating awareness of impact on an audience.</p> <p>Students will select relevant details and examples to develop ideas.</p> <p>MYP Criterion D: Using Language Students will use correct grammar, syntax, and punctuation.</p> <p>Students will use varied sentence structure and forms of expression.</p>		<p>D- Using Language</p> <p>GSE Standards addressed: RI3, RI1, W9</p> <p><u>Summative Assessment (Honors):</u></p> <p>Create a narrative that showcases the development of a series of events. The global context, globalization and sustainability, is displayed through a dystopian lens to tell a story.</p> <p>MYP Objectives/ Addressed:</p> <p>B: Organizing</p> <p>C: Producing Text</p> <p>GSE Standards addressed: RL3, W3</p>
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Approaches to learning (ATL)

Category: Thinking
Cluster: Critical Thinking Skills
Skill Indicator: Draw reasonable conclusions and generalizations
Revise understanding based on new information and evidence

Learning Experiences

Add additional rows as needed.

Objective or Content	Learning Experiences
LE 1: Introducing Inquiry Process DOK1 Understanding	<ol style="list-style-type: none">1. Teachers will gauge retention of MYP global context.2. Teachers will provide multiple mini-lessons on MYP global context and introduce the topics within globalization and sustainability.3. Teachers will provide mini-lessons on the inquiry process.4. Teachers will model the inquiry process through the use of short video clips by brainstorming and writing inquiry questions with short film #1.5. Students will brainstorm and write their own inquiry questions with short film #2. Teacher feedback provided.6. Teachers introduce Globalization and Sustainability articles. Teacher models inquiry questions. Students practice inquiry questions.7. Teachers model conversion of inquiry questions to Statement of Inquiry (SOI).8. Students will synthesize what they have learned from the mini lessons. Using the graphic organizer as a tool, students convert their inquiry questions to a Statement of Inquiry. Teacher feedback provided.9. Students submit the SOI on a select text.
LE 2: Exploring <i>Eyes Wide Open</i> / other texts DOK2 Application	<ol style="list-style-type: none">1. Teachers will build necessary background knowledge.2. Teachers will continue to model the inquiry process.3. Teachers will model evaluating and analyzing the anchor text.4. Students will evaluate and analyze claims and arguments in the text.5. Students will develop a line of inquiry based on the arguments developed in texts.
LE 3: Argumentative Essay DOK4 Analyze/Evaluate	<ol style="list-style-type: none">1. Teachers will review and model the requirements of citing evidence and thesis statements.2. Students will practice writing thesis statements and citing evidence in MLA format.3. Teachers will provide feedback. Teachers will provide mini-lessons on these topics as needed.4. Teachers will review the argumentative essay rubric focusing on the language and content requirements. Teachers will model the essay rubric review process with a portion of a sample essay.5. Students will engage in a peer review process based on the rubric language and content requirements.6. Teachers will provide general trended feedback for common mistakes and provide appropriate mini-lessons (as needed)7. Students will complete the argumentative essay and, if applicable, submit it to turnitin.com.

Content Resources

On Level Resources

Novel:

1. *Eyes Wide Open: Going Behind the Environmental Headlines* by Paul Fleischman

Article:

2. "The Real Cost of Cheap Fashion" by Laura Anastasia
3. "Building a Borderless World" by Mike Kubic

Media Text (s)

1. "Inner Workings"
2. "Day and Night"
3. "Geri's Game"

Honors Resources

Short story:

1. "Cooking Time" by Anita Roy

Media Text (s)

4. "3 Creative Ways to Fix Fashion's Waste Problem" by Amit Kalra
5. "Fast Fashion castoffs from U.S. causing environmental strain overseas" by CBSN
6. *Last Call At the Oasis Directed by Jessica Yu (clips from documentary)*

MCS MYP Multicultural Literature Unit 1 Planner. Last Revised: August, 2022

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