



Marietta City Schools

District Unit Planner

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

*Multicultural Literature*

<b>Unit title</b>	<i>Orientation in Time and Space: Human Experiences &amp; Global Issues</i>	<b>MYP year</b>	5	<b>Unit duration (hrs)</b>	60
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GSE Standards**

**Literature/ Language:**

**Supporting Literary Content Focus: ELAGSE9-10RL4**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone

**Informational**

**Priority Informational Content Focus: RI2**

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.

**Supporting Informational Content Focus: RI1, RI5, RI6**

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**Writing**

**Product:** Annotated Bibliography and/or Outline, Informational research paper

**Priority Writing Focus: 9-10W7**

Students will conduct research to answer a question (including a **self-generated question**), narrow or broaden inquiry when appropriate and synthesize multiple sources on the subject.

**Supporting Writing Focus: W9** (writing from research), **W2** (Informational/Expository Writing)

- Students will draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.

**Supporting Standards & Unit Learning Targets****Language Focus:** Perspective; Time, space, and place

Students will use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information.

**Conventions:** Subject-verb agreement, commas, apostrophes, commas, pronoun

Students will develop and strengthen writing as needed by planning, revising, editing, and rewriting

**MYP Criterion B: Organizing**

1. Students will use organizational structures that serve the context and intention.
2. Students will organize opinions and ideas in a coherent and logical manner.

**MYP Criterion C: Producing Text**

1. Select relevant details and examples to develop ideas.

**MYP Criterion D: Using Language**

1. Students will use appropriate and varied vocabulary, sentence

Key concept	Related concept(s)	Global context
<p><b>Perspective:</b></p> <p>Students will explore 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>Context:</b></p> <p>Students will explore how literary texts are influenced by social context, cultural heritage and historical change. Students should be encouraged to consider how texts build upon and transform the inherited literary and cultural traditions through acts of self-expression.</p>	<p><b>Orientation in Space and Time</b></p> <p>What is the meaning of “where” and “when”? Students will explore turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives. Students will then explore how these human experiences impact modern understanding of global issues in scale, duration, and frequency.</p>
<b>Statement of inquiry</b>		
<p>The scale, duration, and frequency of global issues impacts human experiences throughout space and time, and provides context and perspective of the interconnectedness of individuals and civilizations.</p>		
<b>Inquiry questions</b>		
<p><b><u>Factual</u></b></p> <p>What events have impacted humanity over time?</p> <p>What role does context play in understanding a writer’s perspective?</p> <p>What is the difference between duration and frequency?</p> <p><b><u>Conceptual</u></b></p> <p>How does time period affect contextual understanding of a writer’s message?</p> <p>How does time period affect the evaluation of a writer’s perspective in their message?</p> <p><b><u>Debatable</u></b></p> <p>How might the scale, duration, and/or frequency of a human experience be relevant to calling something a global issue?</p>		

To what extent should the context of human experience and individual perspective be considered when debating the interconnectedness of individuals and civilizations?

MYP Objectives	Assessment Tasks	
<i>What specific MYP <b>objectives</b> will be addressed during this unit?</i>	<i>Relationship between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>
<p><b><u>MYP Criterion B: Organizing</u></b></p> <p>1. Students will use organizational structures that serve the context and intention.</p> <p>2. Students will organize opinions and ideas in a coherent and logical manner.</p> <p><b><u>MYP Criterion C: Producing Text</u></b></p> <p>1. Select relevant details and examples to develop ideas.</p> <p><b><u>MYP Criterion D: Using Language</u></b></p> <p>1. Students will use appropriate and varied vocabulary, sentence structure and forms of expression.</p> <p>3. Students will use correct grammar, syntax, and punctuation.</p>	<p>SOI: The scale, duration, and frequency of global issues impacts human experiences throughout space and time, and provides context and perspective of the interconnectedness of individuals and civilizations.</p> <ul style="list-style-type: none"> <li>● Students will analyze excerpts of <i>Night</i> and various short stories as an exemplar in how a local human experience’s scale, duration, and frequency can become a global issue</li> <li>● Students will have to research human experiences to explore how local experience become global issues</li> <li>● Students will initiate a line of inquiry regarding the connection between individual and civilizations to scale, frequency, and duration of global issues.</li> <li>● Students will analyze sources for validity, credibility, bias, connection to line of inquiry</li> <li>● Students will explore the explicit connection between human experiences and individual/civilization interconnectedness</li> </ul>	<p>Inquiry-based research outline (and/or annotated bibliography) and research-based informational essay being evaluated using MYP Criterion BCD:</p> <p>Students are tasked with becoming aware of global issues throughout space and time, and how these experiences provide context and perspective for the interconnectedness of individuals and civilizations. The goal of the learning is generating appropriate lines of inquiry, following a line of inquiry through a full research process, and writing a research-informed informational essay. Students will use various texts (visual and written) to initiate a line of inquiry, conduct research connected to the line of inquiry, narrow research to analyze the impact of scale, duration, and frequency of global issues to the interconnectedness of individuals and civilizations, and publishing findings in the form of an informational essay. Research Paper will include the following:</p> <ul style="list-style-type: none"> <li>● Introduction of Global issue</li> <li>● Scale, duration, frequency - analysis of sources</li> </ul>

		<ul style="list-style-type: none"> <li>● Context and Perspective - what is the context? Whose perspective? What about bias? Provide some specific example and what it helps us understand about the global issue</li> <li>● Interconnectedness - between individuals, between individuals and civilizations, among human beings</li> </ul>
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**Approaches to learning (ATL)**

- Thinking:**
- Critical Thinking Skills
    - Analyzing and evaluating issues and ideas
      - Recognize unstated assumptions and bias
- Research:**
- Information Literacy Skills
    - Finding, interpreting, judging and creating information
      - Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions

**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.
<b>LE 1:</b> Analysis and Evaluation <b>DOK 3</b> Analysis and Strategic Thinking	<ul style="list-style-type: none"><li>● Teachers will gauge the retention of analysis from the previous unit.</li><li>● Teachers will facilitate a background knowledge extraction regarding a major human issue that became a global issue (i.e. The Holocaust) in order to provide context for author’s writing.</li><li>● Teachers will guide close reading of short stories/extended in order to identify factors that contribute to scale, duration, or frequency of a human experience that moves it into the category of a global issue.</li><li>● Teachers will provide mini-lessons on analysis through visual and text mediums throughout the unit as applicable.<ul style="list-style-type: none"><li>● Author’s purpose</li><li>● Theme/central idea</li><li>● Structure</li><li>● Tone/Mood (to support comprehension of written text)</li></ul></li><li>● Students analyze interrelationships among the scale, duration, or frequency of a human experience that lead it to be categorized as a global issue.</li><li>● Students use reasoning to support their inferences regarding the factors that lead human experiences to be categorized as a global issue in order to construct a double sided journal that tracks evidence to support.</li><li>● Students construct a thesis for an extended constructed response.</li></ul> <p><b>Overall Task:</b> Students should be able to (a) identify factors that contribute to the scale, duration, and frequency of a critical human experience, (b) infer how these factors affect the interconnectedness of individuals to civilizations, (c) support those inferences with specific</p>	Collaborative partners turn and discuss ideas  Process scaffolding through mini-lesson on inquiry  Gradual release for student model of understanding key elements of analysis

	<p>and appropriate evidence, and (d) integrate that evidence into written analysis <b>in order to</b> explain and justify how human experiences elevate to a “global issue”.</p> <p><b>LE Task:</b> Double-sided journal that shows the connection between specific and appropriate evidence to demonstrate what factors contribute to the scale, duration, and frequency of a critical human experience that elevates to a global issue.</p> <p><b>Honors LE Extension:</b> Produce an extended constructed response using written thesis statements to explain and justify how human experiences elevate to a categorization of a “global issue” using <i>Night</i>, short stories, speeches, and/or presentations.</p>	
<p><b>LE 2:</b> Research Process through Inquiry <b>DOK2</b> Application</p>	<ul style="list-style-type: none"> <li>● Teachers will provide mini-lesson on purpose of research.</li> <li>● Teachers will guide students in exploration in Global Issues and human experiences using the UN website in order to facilitate guided practice to establish a line of inquiry.</li> <li>● Students will select global issues by interest or relevance in order to explore the connection between individual human experiences and global issues.</li> <li>● Teachers will model the analysis process of exploring global issue information outlined on the UN website.</li> <li>● Students recall line of inquiry skills to identify an area of interest to research.</li> <li>● Students will utilize the process outlined in LE 1 to identify the factors that contribute to scale, duration, or frequency of a specific selected human experience from the UN website that moves it into the category of a global issue. (Note: backwards processing may be necessary to teach since the impetus for the global issue may not be explicitly stated)</li> <li>● Students analyze interrelationships among the scale, duration, or frequency of a different selected critical human experience that lead it to be categorized as a global issue.</li> <li>● Teachers provide on-going instruction for organizing evidence that aligns with a line of inquiry.</li> <li>● Students use reasoning to support their inferences regarding the factors that lead human experiences to be categorized as a global issue in order to <b>organize resources to support selected evidence</b>.</li> <li>● Teachers will provide lessons on the connection between inquiry, evidence, and a thesis statement.</li> <li>● Students construct a thesis for an extended constructed response.</li> <li>● Students will identify appropriate evidence that supports the thesis.</li> </ul>	<p>Gradual release for Global Context</p> <p>KWL Chart</p>

	<p><b>Overall Task:</b> Students should be able to (a) identify factors that contribute to the scale, duration, and frequency of a critical human experience, (b) infer how these factors affect the interconnectedness of individuals to civilizations, (c) support those inferences with specific and appropriate evidence, and (d) integrate that evidence into written analysis <b>in order to</b> explain and justify how human experiences elevate to a categorization of a “global issue”.</p> <p><i>LE Task:</i> Students will identify a line of inquiry regarding the factors that contribute to scale, duration, or frequency of a specific selected human experience from the UN website that moves it into the category of a global issue. Students will organize information (PLC can co-construct organizational tool) in order to analyze interrelationships among the scale, duration, or frequency of a different selected critical human experience that lead it to be categorized as a global issue.</p> <p><i>Honors LE Task Extension:</i> Students will produce both an annotated bibliography and a research outline for resources.</p> <p><b>NOTE:</b> LE 2 and 3 will interlope with each other during the end of the unit.</p>	
<p><b>LE 3:</b> Research Paper and MLA <b>DOK4</b> Analyze/Evaluate</p>	<ul style="list-style-type: none"> <li>● Teachers lead a recall of the connection between inquiry, evidence, and thesis statements.</li> <li>● Teachers will provide a mini-lesson on validity and bias in the research process using the CRAAP test.</li> <li>● Students will apply validity and bias lessons in order to search for other sources to support inquiry and thesis.</li> <li>● Students will extend their analysis regarding the connection between scale, duration, and frequency and human experiences becoming global issues.</li> <li>● Teachers will provide direct instruction on informational essay structure and make a connection to the statement of inquiry. <ul style="list-style-type: none"> <li>○ Direct Instruction opportunities for the following: <ul style="list-style-type: none"> <li>● Informational Essay structure</li> <li>● Thesis Statement development</li> <li>● In-text citations</li> <li>● MLA formatting</li> <li>● Informational writing (purpose)</li> <li>● Works Cited Page</li> </ul> </li> </ul> </li> </ul>	<p>Graphic Organizers for CRAAP Test</p> <p>Templates provided</p> <p>Sentence stems provided for ELL and SPED</p>



	<ul style="list-style-type: none"> <li>• Students will plan their writing using appropriate organizational structures for resources and evidence (annotated bibliography and/or outline)</li> <li>• Students will write a Research based informational essay.</li> </ul> <p><b>LE and Overall Task:</b> Students should be able to (a) identify factors that contribute to the scale, duration, and frequency of a critical human experience, (b) infer how these factors affect the interconnectedness of individuals to civilizations, (c) support those inferences with specific and appropriate evidence, and (d) integrate that evidence into written analysis <b>in order to</b> explain and justify how human experiences elevate to a categorization of a “global issue”.</p> <p>Optional Honors Extension: Students will participate in a fishbowl panel to discuss the scale, duration, and frequency of researched critical human experiences that have become “global issues” and extend into current critical human experiences that are showing similar trends in scale, duration, and frequency. This will allow students to debate what actions might be taken in current civilizations to reduce the possibility of future global issues.</p> <p><b>NOTE:</b> LE 2 and 3 will interlope with each other during the end of the unit.</p>	
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**Content Resources**

<p><b><u>Common Anchor Text (s)</u></b>  United Nations Website - for student selected articles connected to global issue and guided line of inquiry</p> <p><b><u>Supplemental/Ancillary Text (s)</u></b>  <i>Night</i> by Elie Wiesel  “The Key Game” by Ida Fink</p> <p><b><u>Media Text (s)</u></b>  N/A</p>
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<p><b>Honors Resources</b></p> <p><b><u>Common Anchor Text</u></b>  <i>Night</i> by Elie Wiesel</p>
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**Supplemental/Ancillary Text (s)**

“Elie Wiesel’s Nobel Acceptance Speech” by Elie Wiesel

*I am Malala* (excerpt)

