



Marietta City Schools
2024–2025 District Unit Planner

Language and Literature Grade 6

Unit title	<i>Identities and Relationships</i>	MYP year	1	Unit duration (hrs)	45
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE 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.6.1)
- I can determine a theme and/or central idea of a text and how it is conveyed through particular details. (RL.6.2)
- I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.6.3)
- I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) (RL.6.4)
- I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.6.4)
- I can analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. (RL.6.6)
- I can by the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range (RL.6.10)

Reading Informational:

- I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.6.2)
- I can objectively summarize informational text. (RI.6.2)
- I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.6.4)
- I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.6.4)
- I can by the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.6.10)

Writing:

- I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)
- I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.6.3)
- I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.6.4)
- I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (W.6.4a)
- With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.6.5)

I can use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (W.6.6)
 I can use evidence from literary or informational texts to support analysis, reflection, and research. (W.6.9)
 I can Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10)

Speaking and Listening:

I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)
 I can express my own ideas clearly during discussions. (SL.6.1)
 I can build on others' ideas during discussions. (SL.6.1)
 I can come to discussions prepared, having read or studied required material; (SL.6.1a)
 I can explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (SL.6.1a)
 I can follow rules for collegial discussions. (SL.6.b)
 I can set specific goals and deadlines. (SL.6.1b)
 I can define individual roles as needed. (SL.6.1b)

Language:

I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.6.4)
 I can use context as a clue to the meaning of a word or phrase. (L.6.4a)
 I can consult reference materials (e.g. dictionaries,) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (L.6.4c)
 I can verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.6.4d)
 I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)
 I can accurately use eighth-grade academic vocabulary to express my ideas. (L.6.6)
 I can acquire and accurately use grade-appropriate general academic and domain-specific words and phrases. (L.6.6)
 I can gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.. (L.6.6)

Key concept	Related concept(s)	Global context
<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 as evident in process and outcome.</p>	<p>Character</p> <p>The representation of persons in narrative and dramatic works.</p>	<p>Identities and Relationships</p> <p>Students will explore human relationships including families, friends, communities and cultures.</p>
Statement of inquiry		
People often develop their character as a result of the changes they encounter through the connections, relationships and experiences they have within their communities, the world and within themselves.		
Inquiry questions		

Factual
 What makes a myth?

Conceptual
 Why do myths matter?

Debatable
 Do connections, relationships and experiences help us understand characters in literature and their responses to challenges?

MYP Objectives	Assessment Tasks	
<i>What specific MYP objectives 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>MYP Criterion A: Analyzing</p> <p>Students will analyze the content, context, language, style, and structure of a text.</p> <p>Students will analyze the relationships among texts</p> <p>MYP Criterion B: Organization</p> <p>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>Summative Assessment Connection to Inquiry Statement:</p> <p>In Unit 3, students shift their focus to narrative writing skills. This series of writing lessons will scaffold students to their final performance task in which they will apply their knowledge about the characters and the elements of mythology to create their own narratives.</p>	<p><u>Formative Assessment(s):</u></p> <p>Mid-Unit 1 Analyze Language and Point of View in <i>The Lightning Thief</i></p> <p>MYP Objectives/GSE Standards Addressed: RL.6.1, RL.6.4, RL.6.6, RL.6.10, L.6.4a, L.6.4c, L.6.4d, L.6.5, L.6.6</p> <p>Mid-Unit 2 Compare and Contrast Themes in Literature</p> <p>MYP Objectives/GSE Standards Addressed: RL.6.1, RL.6.2, RL.6.4, RL.6.9, RL.6.10, L.6.4</p> <p>Mid-Unit 3 “Helios”</p> <p>MYP Objectives/GSE Standards Addressed: RI.6.1, RI.6.2, RI.6.4, RI.6.10, L.6.4a, L.6.4c, L.6.4d, L.6.6</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.

Students will make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.

Students will select relevant details and examples to develop ideas.

MYP Criterion D: Using Language

Students will use correct grammar, syntax, and punctuation.

Students will use varied sentence structure and forms of expression

Summative Assessment(s):

End of Unit 1 Text-Based Discussion

MYP Objectives/GSE Standards Addressed:

RL.6.1, RL.6.3, RL.6.10, SL.6.1a, SL.6.1b

End of Unit 2 Compare and Contrast Essay

MYP Objectives/GSE Standards Addressed:

RL.6.1, RL.6.7, W.6.2,

W.6.4, W.6.5, W.6.6, W.6.9a,

W.6.10, L.6.2b, L.6.6

End of Unit 3 Write a Narrative

MYP Objectives/GSE Standards Addressed:

W.6.3, W.6.4, W.6.6, W.6.10

Approaches to learning (ATL)

Category: Thinking

Cluster: Transfer Skills

Skill Indicator: In order for a student to make inferences, draw conclusions they must make connections between various sources of information.

Learning Experiences

Add additional rows below 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.
LE 1: Background	M1, U1, L1-2 - Engaging the Learner: Build Classroom Routines M1, U2, L1 - Reading Closely to Build Vocabulary M1, U3, L1 - Introducing the Performance Task	M1, U1, L1-2 - Preview and pre-populate annotations and guiding questions.
LE 2: Core Text Activities	M1, U1, L3 - Analyze Language and Point of View in <i>The Lightning Thief</i> M1, U2, L4 - Compare and Contrast Themes and Multimodal Text M1, U3, L5 - Research Greek Gods and Plan a Narrative	M1, U1, L3-4 - Use character charts or journals.

LE 3: Assessment Preparation	M1, U1, L14 - Prepare for Text Based Discussions of the Lightning Thief M1, U2, L11 - Compare and Contrast Essay: Plan Conclusion M1, U3, L8 - Plan an Narrative	M1, U2, L7 - Elements of Myth graphic organizer (for the model mini-essay) M1, U2, L16 - Theme graphic organizer: <i>The Lightning Thief</i> ; Review model writing from lesson 16 , p. 11. Students will label parts of the essay. Use color codes for direct instruction.
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Content Resources

<p>Anchor Text (s)</p> <ol style="list-style-type: none"> 1. Rick Riordan, The Lightning Thief (New York: Hyperion Paperbacks for Children, 2005), ISBN: 0-7666-3665-3 - 740L <p>Supplemental/ Ancillary Text(s)</p> <ol style="list-style-type: none"> 2. “Why Ancient Greek Mythology Is Still Relevant Today,” Geri Milleff (RI; included in the module materials) 3. Greek Myths: “Theseus and the Minotaur” (RL 870L; included in the module materials), 4. “Cronus” (RL 990L; included in the module materials), 5. “Medusa” (RL 1000L; included in the module materials) 6. “Hestia” (RL 870L; included in the module materials), 7. “Prometheus” (RL 1030L; included in the module materials) 8. “Helios” (RL 1170L; included in the module materials) <p>Media Text (s)</p> <ol style="list-style-type: none"> 9. The Lightning Thief (Film adaptation) <p>The Writing Revolution (Templates)</p>
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