



**Marietta City Schools**  
**2024-2025 District Unit Planner**

Language and Literature 6 Advanced Studies

<b>Unit title</b>	<b>Identities and Relationships</b>	<b>MYP year</b>	1	<b>Unit duration (hrs)</b>	30 Hours
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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 or central idea of a text. (RL.6.2)

I can describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution. (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 and explain how an author develops the point of view of the narrator or speaker in a text. (RL.6.6)

I can compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what I "see" and "hear" when reading the text to what I perceive when I listen or watch. (RL.6.7)

I can compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (RL.6.9)

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 cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.6.1)

I can determine a theme or the central ideas of an informational text. (RI.6.2)

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)

**Writing:**

I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (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 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 engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.6.1)

### **Language:**

I can use correct grammar and usage when writing or speaking. (L.6.1)

I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.2)

I can use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.6.3)

I can vary sentence patterns for meaning, reader/listener interest, and style. (L.6.3)

I can maintain consistency in style and tone. (L.6.3)

I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.6.4)

I can demonstrate understanding of figurative language, word relationships, and nuances in word (L.6.5)

I can accurately use eighth-grade academic vocabulary to express my ideas. (L.6.6)

I can use resources to build my vocabulary. (L.6.6)

### **William and Mary Language Arts Goals:**

Goal 1: To develop analytical and interpretive skills in literature and informational text. (RL1, RI1, RL2, RI2,RI3, RI3, RL5, RI5)

Goal 2: To develop persuasive writing skills. (W1, W4, W5, W10)

Goal 3: To develop linguistic competency. (RL4, RI4, L1, L2, L3, L4)

Goal 4: To develop listening/oral communication skills. (SL1, SL4)

Goal 5: To develop reasoning skills in the language arts. (RL6, RI6, RL7, RI7, RI8, W1, SL5, SL6)

Goal 6: To understand the concept of change in the language arts. (RL3, RI3)

### **MCS Gifted Standards:**

MCS.Gifted.S2B. Develop and apply the cognitive components of creative thinking: fluency, flexibility, originality, and elaboration.

MCS.Gifted.S2D. Apply components of creative thinking in finding, solving, and evaluating solutions to authentic real-world problems and dilemmas.

MCS.Gifted.S3A. Develop and apply core critical thinking skills of metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarization, evaluation, synthesis, explanation, and transference.

MCS.Gifted.S3B. Develop critical thinking, inductive and deductive reasoning to analyze and evaluate logical reasoning within a variety of problems and dilemmas.

MCS.Gifted.S5A. Explore personal beliefs, feelings, and understanding of self, regarding one's own unique giftedness.

MCS.Gifted.S5D. Develop a shift in actions, feelings and thoughts.

MCS.Gifted.S6A. Set appropriately high standards for work and behavior.  
 MCS.Gifted.S6B. Establish and work toward short and long term goals.  
 MCS.Gifted.S6C. Persevere in the face of obstacles.  
 MCS.Gifted.S6D. Take initiative to pursue opportunities to share and use abilities.  
 MCS.Gifted.S6E. Seek opportunities for self-growth through risk-taking, and curiosity in various situations.  
 MCS.Gifted.S6F. Seek opportunities to be productive and proactive in various situations.

Selected Key concept (s)	Related concept(s)	Global context
<p><b>Identity</b>            Identity is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences.</p>	<p><b>Character and Purpose</b>            Students will explore characters in short narrative works. Students will also explore the creator’s intentions in producing the text. This concept could also engage students in exploration of meaning, thesis/argument, gender, bias, persuasive techniques, function, critical stance, message, and culture.</p>	<p><b>Identities and Relationships</b>            Students will explore personal histories; homes and journeys; 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.</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 are the elements of a narrative?

**Conceptual:**

What role does one’s experience have in one’s history and journey through life?

What role does literature reflect different experiences?

How can one’s experiences reflect their values and beliefs?

**Debatable:**

To what extent do authors use language to convey beliefs, values, and human relationships?

Objectives	Assessments	
What specific MYP <b>objectives</b> will be addressed during this unit?	<b>Relationship</b> between summative assessment task(s) and statement of inquiry:	<b>List of Common Formative and Summative Assessments</b>
<p><b><u>MYP Criterion A: Analyzing</u></b></p> <ol style="list-style-type: none"><li>1. Identify &amp; explain the content, context, language, structure, technique and style of text(s) &amp; the relationships among texts</li><li>2. Identify and explain the effects of the creator’s choices on an audience</li><li>3. Justify opinions and ideas, using examples, explanations and terminology</li><li>4. Interpret similarities and differences in features within and between genres and texts.</li></ol> <p><b><u>MYP Criterion B: Organizing</u></b></p> <ol style="list-style-type: none"><li>1. Students will use organizational structures that serve the context and intention.</li><li>2. Students will organize opinions and ideas in a coherent and logical manner.</li><li>3. Use referencing and formatting tools to create a presentation style suitable to the context and intention</li></ol>	<p>Narrative essay being evaluated using MYP Criterion:</p> <p>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. Students will explore this concept through their narrative writing piece.</p>	<p><b>Common Assessments:</b></p> <p><b><u>Formative Assessment(s):</u></b></p> <p>Weekly quizzes based on assigned text and skills taught. Specific classwork assignments and short writing responses.</p> <p><b><u>Summative Assessment(s):</u></b></p> <p><b>Morphology Assessments</b></p> <p><b>The Lightning Thief Literary Assessment</b> Students will read <i>The Lightning Thief</i> and answer a variety of selected response and technology enhanced questions along with a short or extended written response in the form of participation in the Mystery Person Dinner.</p> <p><b>Narrative Writing Prompt</b> In this assessment students will plan a revised scene of <i>Fish in a Tree</i> told from the point of view of a new character who is close to the main character in the</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.
2. Students will use correct grammar, syntax, and punctuation.

story. Students plan, organize, revise, edit and publish their writing to compose their narrative.

Students will be assessed on their ability to introduce characters and the setting; develop a well-written narrative; organize events in a logical sequence; pace the narrative with dialogue, description, and transition words to create suspense; use precise words and phrases and sensory language to convey experiences and events; and follow the rules of writing (spelling, punctuation, and grammar).

**End of Unit Performance Task:**

Use this project to demonstrate your understanding of *Out of My Mind* and the issues it discusses. Use your book as well as any other reliable resources you may find to help with your Performance Task.

**Create a Presentation**

Create a presentation detailing the following:

- Character analysis of main characters and their traits
- Setting
- Main conflicts (explain)
- Create a theme and explain how it is illustrated throughout the text
- Be sure your presentation is detailed and attractive, use color and pictures.
- This can be done in Google Slides, Google Docs, or something else of your choice. Be prepared to present to the class.

**Approaches to Learning (ATL)**

**Self-Management:**

Set goals that are challenging and realistic.

Create plans to prepare for Summative Assessments.

**Social:**

Working effectively with others

**Learning Experiences**

Add additional rows as needed.

Objective or Content	Learning Experiences	Personalized Learning Differentiation
<b>LE1: <i>William and Mary Model</i></b>	<ul style="list-style-type: none"> <li>● Taba Model of Concept Development - Change Model</li> </ul>	Work in groups or individually, then share as a whole.
<b>LE 2: Narrative Writing and Elements of Effective Narratives</b>	<p>In this assessment students will plan a revised scene of <i>Fish in a Tree</i> told from the point of view of a new character who is close to the main character in the story. Students plan, organize, revise, edit and publish their writing to compose their narrative.</p> <p>Students will be assessed on their ability to introduce characters and the setting; develop a well-written narrative; organize events in a logical sequence; pace the narrative with dialogue, description, and transition words to create suspense; use precise words and phrases and sensory language to convey experiences and events; and follow the rules of writing (spelling, punctuation, and grammar).</p>	<p>Write aloud/Think aloud</p> <p>Guided reading and guided writing</p> <p>Exemplars and models</p> <p>Collaborative Conversations</p> <p>Encourage creativity and reward risk-taking</p>
<b>LE 3:</b>	<p style="text-align: center;">Create a presentation detailing the following:</p> <ul style="list-style-type: none"> <li>● Character analysis of main characters and their traits</li> <li>● Setting</li> <li>● Main conflicts (explain)</li> <li>● Create a theme and explain how it is illustrated throughout the text</li> <li>● Be sure your presentation is detailed and attractive, use color and pictures.</li> <li>● This can be done in Google Slides, Google Docs, or something else of your choice. Be prepared to present to the class.</li> </ul>	<p>Exemplars and models</p> <p>Collaborative Conversations</p> <p>Provide opportunities for divergent and convergent thinking</p>

## Content Resources

### Anchor Text(s)

1. *The Lightning Thief*
2. *Fish in a Tree*
3. *Out of My Mind*

### Supplemental/Ancillary Text(s)

4. [Articles and stories from Engage NY](#)
  - a. [Elements of Mythology](#)
  - b. [The Hero's Journey](#)
  - c. [Shrouded in Myth](#)
  - d. [Cronus](#)

### Media Text (s)

5. [A Step By Step Plan for Narrative Writing](#)
6. [Narrative Writing Teacher Resources](#)

### Writing

[The Writing Revolution \(Templates\)](#)