MCS Advanced Studies Grade 6 Language and Literature Subject Group Overview 2024-2025

		Students will explore texts through the lens of change, which has been selected as the unifying theme for middle grades language and literature. Students will analyze literature through the six IB global contexts and explore the development of characters and how they are persuaded to change. Students will learn to explore the global contexts by applying them to themselves through writing.			
Unit Name		**Unit 1** **Identities and Relationships**	**Unit 2** **Orientation in Time and Space**	**Unit 3** **Fairness and Development**	**Unit 4** **Personal and Cultural Expression**
Time Frame		9 weeks	9 Weeks	9 Weeks	9 weeks
	Standards	**Literary:** RL.6.1-4, RL.6.6-7, RL.6.9-10 **Informational:** RI.6.1-2, RI.6.4 **Writing:** Narrative W.6.2-6, W.6.10 **Language:** L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6 **Speaking & Listening:** SL.6.1 **MYP Criterion:** A-Analyzing B-Organizing C-Producing Text D-Using Language **MCS Gifted Standards:** MCS.Gifted.S2B, D; MCS.Gifted.S3A-B MCS.Gifted.S5A, D; MCS.Gifted.S6A-F **William & 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)	**Literary:** RL.6.1-7, 9 **Informational:** RI.6.1-5, RI.6.7, RI.6.10 **Writing:** Informational W.6.1, W.6.4-6, W.6.9, W.6.10 **Language:** L.6.4, L.6.5, L.6.6 **Speaking & Listening:** SL.6.1, SL.6.2, SL.6.6 **MYP Criterion:** A-Analyzing B-Organizing C-Producing Text D-Using Language **MCS Gifted Standards:** MSC.Gifted. S3A-C MCS.Gifted.S4A-E MCS.Gifted.S5B-C MCS.Gifted.S6A-F **William & 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.	**Literary:** RL.6.1-3, RL.6.5-6, RL.6.10 **Informational:** RI.6.1-2, RI.6.5-6, RI.6.6-7, RI.6.10 **Writing:** Argumentative W.6.2, W.6.4, W.6-10 **Language:** L.6.1, L.6.2, L.6.3, L.6.5, L.6.6 **Speaking & Listening:** SL.6.6 **MYP Criterion:** A-Analyzing B-Organizing C-Producing Text D-Using Language **MCS Gifted Standards:** MCS.Gifted.S2B, D MSC.Gifted. S3A-C MCS.Gifted.S4A-E MCS.Gifted.S5A,B,D,E MCS.Gifted.S6A-F **William & Mary Language Arts Goals** Goal 1: To develop analytical and interpretive skills in literature and informational text.	**Literary:** RI.6.1-7, RL.6.9, RL.6.10 **Informational:** RI.6.1, RI.6.3-4, RI.6.6, RI.6.8-10 **Writing:** Research W.6.1-2, W.6.4-10 **Language:** L.6.2, L.6.3, L.6.5, L.6.6 **Speaking & Listening:** SL.6.1, SL.6.3, SL.6.4-6 **MYP Criterion:** A-Analyzing B-Organizing C-Producing Text D-Using Language **MCS Gifted Standards:** MCS.Gifted.S1A-C MSC.Gifted. S3A-C MCS.Gifted.S6A-F **William & 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)	(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)	(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)	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)
Target Standards	RL.6.1-4, RL.6.6-7, RL.6.9-10 W.6.2-6, W.6.9, W.6.10 L.6.1, L.6.2, L.6.3, L.6.4a, b, L.6.5, L.6.6 SL.6.1	RI.6.1-5, RI.6.7, RI.6.10 W.6.2, W.6.4, W.6-10 L.6.4, L.6.5, L.6.6 SL.6.1, SL.6.2, SL.6.6	RL.6.1-3, RL.6.5-6, RL.6.10 RI.6.1-2, RI.6.46, RI.6.6-7, RI.6.10 W.6.1, W.6.4-6, W.6.9, W.6.10 L.6.1, L.6.2, L.6.3, L.6.5, L.6.65 SL.6.6	RL.6.1-7, RL.6.9-10 RI.6.1, RI.6.3-4, RI.6.6, RI.6.8-10 W.6.1-2, W.6.4-10 L.6.2, L.6.3, L.6.5, L.6.6 SL.6.1, SL.6.3, SL.6.4-6
Approaches To Learning Instructional Strategies	**Self-Management:** Set goals that are challenging and realistic. Create plans to prepare for Summative Assessments. **Social:** Working effectively with others	**Thinking:** Analyzing and evaluating issues and ideas. Consider ideas from multiple perspectives **Communication:** Read closely and critically to make inferences and draw conclusions. Write for different purposes Engage in collaborative conversations	**Reflection:** Self-Assessment of Learning **Thinking:** Gather and organize relevant information to formulate an idea or argument Evaluate evidence and arguments Develop contrary or opposing arguments	**Research:** Finding, interpreting, judging and creating information **Communication:** Read closely, critically to make inferences and draw conclusions. Write for different purposes. Engage in collaborative conversations.
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.	Individuals, impacted by their cultures, construct unique narratives from their points of view that reflect their cultural values and beliefs and form their identities.	Understanding diverse points of view helps us to live in an increasingly diverse society; these perspectives orient people in space and time providing varied experiences based on culture, background, and purpose.	Through understanding one's cultural perspective; people can work together to resolve conflict.

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		Identities and Relationships	Orientation in Time and Space	Fairness and Development	Personal and Cultural Expression
	Global Context	**Identities and Relationships** 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.	**Orientation in Time and Space** Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs	**Fairness and Development** Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.	**Personal and Cultural Expression** Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
	Key Concepts	**Identity** 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.	**Change** Change is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.	**Development** Development is the act or process of growth, progress or evolution, sometimes through iterative improvements.	**Perspective** Perspective is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.
	Related Concepts	**Character** **Purpose**	**Point of View** **Theme**	**Style**	**Intertextuality** **Self-expression**
	Design Cycle Transdisciplinary	Writing Process - Narrative	Writing Process- Informational	Writing Process- Argument	Writing Process- Research/Literary Analysis

MCS ELA Resource List

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MYP/GSE Assessments Performance Tasks	**Common Assessments:**	**Common Assessments:**	**Common Assessments:**	**Common Assessments:**
	Formative Assessment(s):	**Formative Assessment(s):**	**Formative Assessment(s):**	**Formative Assessment(s):**
	Weekly quizzes based on assigned text and skills taught. Specific classwork assignments and short writing responses.	Weekly quizzes based on assigned text and skills taught. Specific classwork assignments and short writing responses.	Weekly quizzes based on assigned text and skills taught. Specific classwork assignments and short writing responses.	Weekly quizzes based on assigned text and skills taught. Specific classwork assignments and short writing responses.
	Summative Assessments:	**Summative Assessments:**	**Summative Assessments:**	**Summative Assessments:**
	Morphology Assessments	**Morphology Assessments**	**Morphology Assessments**	**Morphology Assessments**
	The Lightning Thief Literary Assessment Students will read *The Lightning Thief* 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.	**Code Talker Literary Assessment** Students will read *Code Talker* and answer a variety of selected response and technology enhanced questions along with a short or extended written response.	**Argumentative Writing Prompt** In this assessment students will complete an argumentative writing prompt from *Touching Spirit Bear* about who or what had the greatest impact on Cole's change. Students plan, organize, revise, edit and publish their writing to compose their argument.	**Literary Assessment**
	MYP Objectives/GSE Standards Addressed: RL.6.1, RL.6.3, RL.6.6, RL.6.10, RI.6.1, RI.6.2, RI.6.4, L.6.1, L.6.5	**MYP Objectives/GSE Standards Addressed:** RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.10, L.6.4, andL.6.5	Students will be assessed on their ability to develop a well-written argumentative essay; organize events in a logical sequence; pace the argument with dialogue and description, use precise words and phrases and to convey experiences and events; and follow the rules of writing (spelling, punctuation, and grammar).	**Guided Literary Analysis** **Prompt:** To what extent do at least six of the works you have studied show at least three elements of change and its impact?
	MYP Criteria: A, B, C, D	**MYP Criteria:** A, B, C, D		○ *Out of My Mind* ○ *Fish in a Tree* ○ *Esperanza Rising* ○ *Hidden Figures* ○ *Farewell to Manazanar* ○ *Cold Talkers* ○ *The Lightning Thief* ○ *Touching Spirit Bear* ○ *Navigating Early* ○ *Brown Girl Dreaming* ○ *Crossover* ○ *Starfish*
	Narrative Writing Prompt In this assessment students will plan a revised scene of *Fish in a Tree* 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.	**Informational/Expository Writing Prompt** In this assessment students will choose a time period discussed in the text (building airplanes, breaking the sound barrier, the Space Race, etc) and write an informative piece on the impact of that advancement in technology on society.	**MYP Objectives/GSE Standards Addressed:** RL.6.1, RL.6.2, RL.6.3, RL.6.6, RL.6.10, RI.6.1, and W.6.9.	
	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	Students will be assessed on their ability to develop a well-written informational text and follow the rules of writing (spelling, punctuation, and grammar).	**MYP Criteria:** A, B, C, D	**Products:** ● Organizer ● Constructed response ● Visual representation of change in both texts
			Navigating Early Literacy Assessment Students will read *Navigating Early* and answer a variety of selected response and technology enhanced questions along with a short or extended written response.	

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phrases and sensory language to convey experiences and events; and follow the rules of writing (spelling, punctuation, and grammar).

MYP Objectives/GSE Standards Addressed:
RL.6.1, RL.6.2, RL.6.4, RL.6.7, RL.6.9, RL.6.10, W.6.3, W.6.4, W.6.5, W.6.6, W.6.10, L.6.2, L.6.4 and L.6.6.

MYP Criteria: A, B, C, D

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.

MYP Objectives/GSE Standards Addressed: RL.6.1-4, RL.6.7, RL.6.9-10, RI.6.1, RI.6.2, RI.6.4, L.6.4, and L.6.6. SL.6.1

MYP Objectives/GSE Standards Addressed:
RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.10, W.6.2, W.6.10, L.6.4a, L.6.5

MYP Criteria: A, B, C, D

End of Unit Performance Task:
Use the project to demonstrate your understanding of *Journey to Topaz* and the issues it discusses. Use your book as well as any other reliable resources you may find to help with your research.

Create a Newspaper or Magazine

Think about the struggles the characters faced in the book:

- Write short articles discussing the main conflicts they were facing. Identify your audience. Give details and examples from the text.

Be detailed and organized. Be prepared to present your Newspaper or Magazine to the class in some way (ex. Read them out loud, record yourself reading them, etc.)

Link to newspaper article template HERE.

MYP Objectives/GSE Standards Addressed:
RI.6.1, RI.6.7, RI.6.10, W.6.2, W.6.4, W.6.10, L.6.6, SL.6.1, SL.6., and SL.6.2.

MYP Criteria: A, B, C, D

MYP Objectives/ GSE Standards Addressed:
RL.6.1-3, 5-6, RI.6.1-2, 5-6, RI.6.7, RI.6.10, L.6.5, L.6.6

MYP Criteria: A, B, C, D

End of Unit Performance Task:
Use the project to demonstrate your understanding of *Esperanza Rising* and the issues it discusses. Use your book as well as any other reliable resources you may find to help with your research.

Body Biography

Create a body biography of one of the main characters in the text that discusses the characters main components in depth.

MYP Objectives/GSE Standards Addressed:
RL.6.1, RL.6.3, RL.6.10, RI.6.1, RI.6.6, W.6.2,W.6.4, W.6.6, W.6.9, W.6.10, L.6.2, L.6.3, L.6.6, SL.6.6,.

MYP Criteria: A, B, C, D

- ○ Examples: One-Pager, Poster, PPT, Infographic, etc.

Presentation (w/Peer Feedback)

MYP Objectives/GSE Standards Addressed:

RL.6.1-7,9,10, RI.6.1,3,4,6,8,9,10, W.6.1, W.6.4, L.6.6, SL.6.4, SL.6.5 and SL.6.6.

MYP Criteria: A, B, C, D

		MYP Criteria: A, B, C, D			
	Differentiation For Tiered Learners	**Intervention Support-** Research based teaching models, learning models (concept, content, process models, and questioning) **Additional differentiated supports to be determined by the school.**	**Intervention Support-** . Research based teaching models, learning models (concept, content, process models, and questioning) **Additional differentiated supports to be determined by the school.**	**Intervention Support-** Research based teaching models, learning models (concept, content, process models, and questioning) **Additional differentiated supports to be determined by the school.**	**Intervention Support-** Research based teaching models, learning models (concept, content, process models, and questioning) **Additional differentiated supports to be determined by the school.** .

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