



Marietta City Schools
2024-2025 District Unit Planner

Language and Literature 6 Advanced Studies

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| Unit title | <i>Orientation in Time and Space</i> | MYP year | 1 | Unit duration (hrs) | 35 hours |
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE 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 provide a summary of the text distinct from personal opinions or judgments.(RL.6.2)
- I can describe how a particular story’s or drama’s plot unfolds in a series of episodes. (RL.6.3)
- I can describe 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 how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text. (RL.6.5)
- I can analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot. (RL.6.5)
- I can 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 they “see” and “hear” when reading the text to what they perceive when they 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)

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.
- 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 analyze the connections and distinctions between individuals, ideas or events in a text. (RI.6.3)
- 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 analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5).

I can integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)
I can compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (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 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.6.4)
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 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.. (W.6.7)
I can Gather relevant information from multiple print and digital sources (W.6.8)
I can assess the credibility of each source. (W.6.8)
I can quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (W.6.8)
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, pur 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 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, set specific goals and deadlines, and define individual roles as needed. (SL.6.1b)
I can pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (SL.6.1c)
I can review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.6.1d)
I can Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (SL.6.2)
I can present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. (SL.6.4)
I can use appropriate eye contact, adequate volume, and clear pronunciation. (SL.6.4)
I can Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (SL.6.5)
I can Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.6.6)

Language:

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content. (L.6.4)
I can use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.6.4a)
I can Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (L.6.4b)
I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), 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 demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.6.5)
I can Interpret figures of speech (e.g., personification) in context. (L.6.5a)
I can use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (L.6.5b)

I can distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty). (L.6.5c)

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)

Gifted Strand 3: Higher Order Thinking and Problem-Solving Skills: Students will develop and utilize critical thinking, higher order thinking, logical thinking and problem-solving skills in various situations.

- 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.S3C. Use a variety of strategies for solving authentic, complex, real-world problems through evaluative thinking and the engineering design processes.

Gifted Strand 4: Advanced Communication and Collaboration Skills: Students will develop advanced communication and collaboration skills in working toward a common goal with shared accountability for the final outcome.

- MCS.Gifted.S4A. Develop skills and techniques associated with effective verbal and non-verbal communication, adjusting for a given audience or task.
- MCS.Gifted.S4B. Recognize and examine the value of others strengths, thoughts, ideas, and feelings during collaboration.
- MCS.Gifted.S4C. Establish a common goal utilizing strengths of each group member.
- MCS.Gifted.S4D. Respectfully collaborate and effectively communicate exchanges of constructive/critical feedback.
- MCS.Gifted.S4E. Use a variety of multi-media and innovative technologies as tools to effectively communicate the individual or collaborative group work.

Gifted Strand 5: Emotional Development of Self: Students will develop understanding of self and how one’s own unique abilities influence interactions with others.

- MCS.Gifted.S5B. Recognize and build upon strengths and limitations.
- MCS.Gifted.S5C. Develop and practice critical analysis in judgment of one's actions, feelings and thoughts.

Gifted Strand 6: Self Directed Learner: Students will become self-directed, independent learners.

- 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.

| Key concept | Related concept(s) | Global context |
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| <p>Change</p> <p>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.</p> | <p>Point of View</p> <p>The representation of persons viewpoints in narrative and dramatic works.</p> | <p>Orientation in Space and Time</p> <p>Where we are in place and time: an inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives</p> |

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| Statement of inquiry | | |
| Individuals, impacted by their cultures, construct unique narratives from their points of view that reflect their cultural values and beliefs and form their identities. | | |
| Inquiry questions | | |
| <p>Factual:</p> <p>What is effective communication?</p> <p>How do you pull information from a text?</p> <p>How do you write a research question?</p> <p>Conceptual:</p> <p>What are the key events and how do they impact character change?</p> <p>What are the key episodes in the plot?</p> <p>How are these events connected?</p> <p>How do these episodes reveal themes?</p> <p>What distinctions are there between these ideas or events?</p> <p>Debatable:</p> <p>To what extent does an author's experiences impact their writing?</p> | | |
| MYP Objectives | Assessment Tasks | |

| <p>What specific MYP objectives will be addressed during this unit?</p> | <p>Relationship between summative assessment task(s) and statement of inquiry:</p> | <p>List of common formative and summative assessments.</p> |
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| <p><u>MYP Criterion A: Analyzing</u> 1. Analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts. 2. Analyze the effects of the creator’s choices on an audience.</p> <p><u>MYP Criterion B: Analyzing</u> 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. 3. Use referencing and formatting tools to create a presentation style suitable to the context and intention</p> <p><u>MYP Criterion C: Producing Text</u> 1. Students will produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal</p> | | <p><u>Formative Assessment(s):</u> Weekly quizzes based on assigned text and skills taught. Specific classwork assignments and short writing responses.</p> <p><u>Summative Assessments:</u></p> <p>Morphology Assessments</p> <p>Code Talker Literary Assessment Students will read <i>Code Talker</i> and answer a variety of selected response and technology enhanced questions along with a short or extended written response.</p> <p>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, and L.6.5</p> <p>MYP Criteria: A, B, C, D</p> <p>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.</p> <p>Students will be assessed on their ability to develop a well-written informational text and follow the rules of writing (spelling, punctuation, and grammar).</p> |

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. Use appropriate and varied vocabulary, sentence structures and forms of expression
2. Write and speak in an appropriate register and style
3. Use correct grammar, syntax and punctuation
4. Spell (alphabetic languages), write (character languages) and pronounce with accuracy

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

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| | | <p>End of Module 2 Summative Assessment: Analyze Central Idea, Language, & Structure</p> <p>MYP Objectives/GSE Standards Addressed: RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.7, RI.6.10, W.6.7, W.6.8, W.6.10, L.6.4a, L.6.5a, L.6.6</p> <p>MYP Criteria: A, B, C, D</p> |
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Approaches to learning (ATL)

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| <p>Category: Thinking</p> <p>Cluster: Reflection</p> <p>Skill Indicator: Self Assessment of Learning</p> <p>Category: Communication</p> <p>Cluster: Communication Skills</p> <p>Skill Indicator: Give and receive meaningful feedback Use appropriate forms of writing for different purposes and audiences Make inferences and draw conclusions</p> |
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Learning Experiences

Add additional rows below as needed.

| Objective or Content | Common 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. |
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| Building Background Knowledge | What is historical fiction? Events of WWII Timeline Introduce Navajo Culture and History Navaho People Visual Text Photos of Boarding Schools History of Code Talkers | Exemplars and models Collaborative Conversations |
| Code Talker Core Text Analysis | <p>Standards based instruction focus: (RL3) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>Complex Characters: in texts, the main characters are interesting and complex, or well-rounded. You can identify complex characters in the following way:</p> <ul style="list-style-type: none"> ● They show multiple or even contradictory traits, or qualities. ● They struggle with conflicting motivations, or reasons for acting as they do. ● They change or learn something important by the end of the story <p>This unit focuses on Code Talker, a historical novel by Joseph Bruchac, an award-winning author of more than one hundred books. Many of Bruchac’s books draw on aspects of his Native American heritage. Although the book is fiction, it is based on historically accurate events. In terms of literary skills, students will have several assignments in which they focus on human relationships and interactions, characterization, figurative language, point of view,</p> | Guided reading and guided writing Exemplars and models Collaborative Conversations Provide opportunities for divergent and convergent thinking |

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| | <p>perspective, and irony. Students will have the opportunity to explore the thoughts and feelings of a young person caught up in a global war. Students will also analyze the role of culture in shaping a person’s values and behaviors. Students will learn about the important role the Navajo code talkers played in World War II. Students will also reflect on the irony that Native Americans were initially viewed by nonnative people as unable to contribute to American culture and yet were called upon to make great sacrifices during the war to aid a government that had mistreated them. It is hoped that students will gain a greater appreciation for cultural diversity and increase their understanding of how culture impacts one’s perspective on historical events.</p> | |
| <p>Asian American Literature William and Mary</p> | <p>Students will use their knowledge of Journey to Topaz to develop analytical and interpretive skills in literature. Students will complete the William and Mary Literature Web. When students have completed their Literature Webs, divide the class into groups of three or four smaller students, Have students compare and discuss webs in their groups. Have groups use chart paper to create a web that includes the ideas of all members. Discuss the reading with the whole class. Have one member of each group share the group's Literature Web with the class. Ask questions of each group to clarify or deepen ideas that emerge from their web. Reasoning Questions: Not only does each culture have its own customs and traditions, but it may also perceive the world in its own way. How does this statement apply to the book? Literature from any culture employs strong character to tell a story. What characters from your reading impressed you? Why? Give specific evidence from the book to support your feelings. What inferences can you make about what the characters learned in the story? On what evidence do you base your conclusions? Complete the Think Aloud in William and Mary Lesson 8 and apply the elements of reasoning.</p> | <p>Guided reading and guided writing</p> <p>Exemplars and models</p> <p>Collaborative Conversations</p> |
| <p>Small Group Texts</p> | <p>Focus Task (RL.3) <i>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</i> Challenge students to choose a character from the text and present an oral narrative based on a diary entry that the character could have written about an event in the story.</p> <p>Review learning strategies with students and explain that as they work through small-group learning they will develop strategies to work in small group environments. (prepare, participate fully, support others, clarify) Students should be encouraged to give positive feedback when others share their ideas and take turns so that all group members get a chance to be heard. Remind students that groups should communicate politely. Post these accountable talk suggestions. Students should: Remember to..ask clarifying questions. Which sounds like... I think you said _____. Did I hear you correctly? I’m not sure I understand what you’re saying about _____. Can you elaborate? Remember to..explain your thinking.Which Sounds like..My reason for thinking _____ is _____. I came to my</p> | <p>Literature Roles</p> <p>Sentence/Question Stems</p> <p>Literature Circle Reader Response Choice Board</p> |

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| | <p>conclusion after _____.</p> <p>Meaningful Talk</p> <p>Literary Analysis of <i>texts</i> - Students will analyze and interpret the novels using the literature webs. Students will review the concept of change and the related generalizations, discuss the novel's character, complete a literature web, and discuss questions about the novel. Compare the student's small group novel and <i>core text</i></p> | |
| Literary Analysis | <p>Students should connect a part (an extract) of one of their text to the global context). Encourage students to consider questions that revolve around how a text relates to the global context and statement of inquiry.</p> | <p>Exemplars and models</p> <p>Collaborative Conversations</p> <p>Provide opportunities for divergent and convergent thinking</p> |
| Common Content Resources | | |
| <p>Common Anchor Text: Code Talker (910L)</p> <p>Code Talker is a historical novel by Joseph Bruchac, an award-winning author of more than one hundred books. Many of Bruchac's books draw on aspects of his Native American heritage. Although the book is fiction, it is based on historically accurate events.</p> <p>Common Small Group: Hidden Figures Journey To Topaz</p> | | |