



Marietta City Schools
District Unit Planner 2024-2025

Language Arts 6

Unit title	Fairness and Development	MYP year	1	Unit duration (hrs)	40 hours
-------------------	--------------------------	-----------------	---	----------------------------	----------

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 literary text analysis. (RL.6.1)
- I can determine a theme or central idea of a text. (RL.6.2)
- I can analyze how a story's plot unfolds in a series of episodes and how the character responds or changes as the plot moves toward a resolution. (RL.6.3)
- I can compare and contrast the structure of multiple texts. (RL.6.5)
- I can analyze how different structures impact the meaning and style of a text. (RL.6.5)
- I can analyze and explain how an author develops the point of view of the narrator or speaker in a text. (RL.6.6)

Reading Informational:

- 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 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 determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (RI.6.6)
- I can integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)

Writing: Argument W1

- I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1)
- I can introduce the claim(s) and organize the reasons and evidence.. (W.6.1a)
- I can support a claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (W.6.1b)
- I can use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (W.6.1c)
- I can establish and maintain a formal style. (W.6.1d)
- I can provide a concluding statement or section following the argument presented. (W.6.1e)
- I can produce clear and coherent writing appropriate to the task, purpose, and audience. (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 and interact and collaborate with others. (W.6.6)
 I can write routinely over extended and shorter time frames for various discipline-specific tasks, purposes, and audiences. (W.6.10)

Speaking and Listening

I can interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. (SL.6.2)

Language:

- I can use correct grammar and usage when writing or speaking. (L.6.1) **Pronoun Usage**
- I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.2)
- I can use a knowledge of language and its conventions when writing, speaking, or reading. (L.6.4)
- I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)
- I can accurately use sixth-grade academic vocabulary to express my ideas. (L.6.6)
- I can use resources to build my vocabulary. (L.6.6)

Key concept	Related concept(s)	Global context
<p>Development</p> <p>Development is the act or process of growth, progress, or evolution, sometimes through iterative improvements.</p>	<p>Point of View -</p> <p>The position or vantage point from which the events of a story seem to be observed and presented to the reader. When exploring this concept, students will, for example, consider positioning, voice and tone.</p> <p>Style - The way that a writer uses linguistic devices, literary devices and features for particular purposes and effects; for example, word choice, sentence structure, figurative devices, repetition, motif, allusion, imagery and symbolism.</p>	<p>Fairness and Development</p> <p>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.</p>

Statement of inquiry:

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.

Inquiry questions

- Factual:**
What is purpose and point of view?
- Conceptual:**
How does an author’s purpose affect the narrator’s point of view?
How does an author develop the narrator’s point of view and perspective?
Can a person change who they are?
How are we all connected to humanity?

How do authors develop characters, events, and ideas through plot development?

Debatable:

Do our physical and emotional environments impact our development as humans?

MYP Objectives	Assessment Tasks	
What specific MYP <i>objectives</i> will be addressed during this unit?	<i>Relationship</i> between summative assessment task(s) and statement of inquiry:	List of common formative and summative assessments.
<p>MYP Criterion A: Analyzing</p> <p>i. identify & explain the content, context, language, structure, technique and style of text(s) & the relationships among texts</p> <p>ii. identify and explain the effects of the creator’s choices on an audience</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. interpret similarities and differences in features within and between genres and texts.</p> <p>MYP Criterion B: Organizing</p> <p>i. employ organizational structures that serve the context and intention</p> <p>ii. organize opinions and ideas in a coherent and logical manner</p> <p>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</p> <p>MYP Criterion C: Producing Text</p> <p>i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas</p>	<p>In this unit, students will analyze and explain how an author develops the point of view of the narrator or speaker in a text. Students will construct a literary argument on who or what had the most significant impact on the change in the main character of the novel.</p>	<p><u>Formative Assessment(s):</u></p> <p>Mid Unit Assessment 1 - CFA 1 Text-dependent selected response questions (Analyze Point of View, Figurative Language, vocabulary in context, and Passage Connections) from <i>The Spirit Bear</i> (after reading through Chapter 13)</p> <p>Constructed Response question (understanding and integrating interpretations of the text)</p> <p>Standards Addressed: RL.6.1-3, RL.6.5-6, RL.6.10 RI.6.1-2, RI.6.4-56, RI.6.6-7, RI.6.10</p> <p>Short Constructed Responses throughout Unit:</p> <ul style="list-style-type: none"> -Analyzing Point of View -Determining Theme/Central Idea -Analyzing how parts of text fit into the overall structure -Analyzing plot and character development -Determining author’s point of view and purpose. -Objective summaries of selected chapters explaining the central idea/theme and how the chapter conveys the theme. <p>Standards Addressed: RL1, RL2, RL3, RL6, RL5, RI6</p> <p><u>Mid Unit Assessment 2: CFA 2</u> Analyze Character, Point of View, and Theme: <i>Touching Spirit Bear</i>, Chapter 27</p>

arising from personal engagement with the creative process

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

iii. select relevant details and examples to develop ideas.

Criterion D: Using language

i. use appropriate and varied vocabulary, sentence structures, and forms of expression

ii. write and speak in an appropriate register and style

iii. use correct grammar, syntax, and punctuation

iv. spell (alphabetic languages), write (character languages), and pronounce with accuracy

v. use appropriate non-verbal communication techniques.

This mid-unit assessment is a reading assessment. Students read chapter 27 of *Touching Spirit Bear* and answer a selected response questions about how Cole responds to Peter. They then write an argument paragraph about how Cole’s point of view toward his actions changes as a result of the events in this chapter..

MYP Objectives/GSE Standards Addressed: RL.6.1, RL.6.2, RL.6.3, RL.6.6, RL.6.10.

Summative Assessment(s):

End of Unit Assessment 1: Text-Dependent Selected Response Questions (Point of view, character, figurative language, theme, and passage connections-informational and literary) from text excerpts. Students read a new excerpt of *Touching Spirit Bear* and answer selected responses and short constructed response questions (argument).

. Assessment will include questions from Unit texts (*including skills mastery with cold reads*)

Standards Addressed: RL.6.1-3, RL.6.5-6, RL.6.10 RI.6.1-2, RI.6.4-56, RI.6.6-7, RI.6.1

Summative Assessment(s) Literary Argument:

Argumentative Writing Prompt

In this assessment, students will write a literary argument essay from *Touching Spirit Bear* about who or what in the text had the most significant impact on Cole’s change. Students plan, organize, revise, edit, and publish their writing to compose an effective argument.

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

Students will be assessed on their ability to develop a well-written argumentative essay, organize ideas and arguments in a logical sequence, use precise words and phrases to convey experiences and events and follow the rules of writing (spelling, punctuation, and grammar).

		<p>MYP Objectives/GSE Standards Addressed: RL.6.1, RL.6.3, RL.6.10, W.6.1, W.6.4, W.6.6, W.6.9a, W.6.10, L.6.2, L.6.3, and L.6.6.</p> <p>MYP Criteria: A, B, C, D</p> <p>MYP Objectives/GSE Standards Addressed: W1 a-e</p> <p>End of Unit Performance Task: Use the project to demonstrate your understanding of <i>Touching Spirit Bear</i> and the issues it discusses. Use your book as well as any other reliable resources you may find to help with your research.</p> <p>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,.</p> <p>MYP Criteria: A, B, C, D</p> <p><u>MYP Criteria:</u> A- Analyzing B: Organizing C: Producing Text D: Using Language</p>
Approaches to learning (ATL)		
<p>Reflection: Self-Assessment of Learning</p> <p>Thinking: Gather and organize relevant information to formulate an idea or argument Evaluate evidence and arguments Develop contrary or opposing arguments</p>		

Learning Experiences

Add additional rows 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.
CLE 1: Background	Discovery Learning (RI 1, 2, 7) <ul style="list-style-type: none">● Building Background Knowledge on the author, Ben Mikaelson● Building Background Knowledge on the Tlingit Society (informational text) Students will read various informational texts about the author and the Tlingit society in order to build knowledge prior to reading <i>Touching Spirit Bear</i> .	Building background knowledge activities will aid student comprehension of core unit texts. Guided close reading and modeling of skills. Pre Teach and preview complex vocabulary to aid in text comprehension.
CLE 2: Core Text Activities	Students will engage in close reading and analysis of theme, point of view, and character in the core novel, <i>Touching Spirit Bear</i> by Ben Mikaelson. Students will write constructed responses on the following throughout their study of the text: -Analyzing Point of View -Determining Theme/Central Idea -Analyzing how parts of text fit into the overall structure -Analyzing plot and character development -Determining author’s point of view and purpose. Newsela Text Set: Students will be exposed to at least 2 articles from the text set and will make text-to-text connections to the unit anchor novel. Learning Objective(s): Students will be able to <ul style="list-style-type: none">● Make text-to-text connections that enhance their understanding the themes, plot, and characters in the novel <i>Touching Spirit Bear</i> by Ben Mikaelson● Build background knowledge about prominent novel topics● Cite evidence to support analysis of the text	Guided close reading and modeling of skills. Pre Teach and preview complex vocabulary to aid in text comprehension. Provide students with text annotations as needed to meet learning needs and aid in comprehension and analysis of the unit texts. Graphic organizers for organizing thinking and textual evidence for writing. Small group instruction for reteaching and reinforcing concepts and skills to meet student learning needs.

	<p>Essential Questions for Core Text Learning Activities:</p> <ul style="list-style-type: none"> • How do our choices determine our pathway to adulthood? • How does someone’s perspective or experience influence their point of view? • What is the author’s message about justice and responsibility? 	<p>Constructed Response writing frames are provided as needed to meet student learning needs.</p>
<p>CLE 3: Assessment Preparation</p>	<p>Explicit teaching/ mini-lessons of the following concepts to prepare students for unit assessments:</p> <p>Plot development and how scenes and chapters fit in the overall text structure. Citing textual evidence to support analysis of the following concepts:</p> <ul style="list-style-type: none"> • Theme • Character • Point of View <p>Writing a Literary Argument:</p> <ul style="list-style-type: none"> • Developing and writing a strong claim • Supporting claim with relevant and sufficient evidence from the text • Addressing a counterclaim and writing a strong conclusion that summarizes the argument literary argument <p>Using pronouns effectively for clarity in writing</p>	<p>Graphic organizers and other scaffolds are provided to meet student learning needs.</p> <p>Language and sentence frames for argument writing are provided to meet student learning needs.</p> <p>Small group instruction for reteaching and reinforcing concepts and skills to meet student learning needs.</p> <p>Feedback and individual student conferencing</p>
Resources		
<p>Anchor Text (s)</p> <ol style="list-style-type: none"> 1. <i>Touching Spirit Bear</i> by Ben Mikaelson <p>Supplemental/Ancillary Text (s)</p> <ol style="list-style-type: none"> 2. Ben Mikaelson - Author Biography 3. The Tlingit History and Culture The Tlingit - Sitka National Historical Park (U.S. National Park Service) 4. Real Stories of Survival 5. Intro to Realistic Fiction (Genre Focus) 6. <i>Discovery Learning</i> to build background knowledge 7. Dealing with Anger (informational article) 8. A Totem Pole Comes Home by Kathleen Curry (common lit. article) 9. Why has no one thanked me for the Magna Carta? By Bird Brain History 		

10. Restorative Justice articles

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

Curriculum Note: Small group ELA creates specifically designed instruction and may modify the text and units to meet students' needs.

