



Marietta City Schools
2024-2025 District Unit Planner

Language and Literature 6 Advanced Studies

Unit title	Fairness and Development	MYP year	1	Unit duration (hrs)	30
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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 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 integrate information presented in different media or formats and in words to develop a coherent understanding of a topic or issue. (RI.6.7)
- I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.6.4)
- I can analyze and explain how an author develops the point of view of the narrator or speaker in a text. (RI.6.6)

Writing:

- 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)
- 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 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 adapt speech to various contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.6.6)

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 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)

William and Mary Language Art 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)

Gifted Standards

Gifted Strand 2: Creative Thinking Skills: Students will develop and utilize creative thinking through various products and problem-solving.

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.

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, inductive, and deductive reasoning to analyze and evaluate logical reasoning in various dilemmas.

MCS.Gifted.S3C. Use various 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 outcome.

MCS.Gifted.S4A. Develop skills and techniques for effective verbal and non-verbal communication, adjusting for a given audience or task.

MCS.Gifted.S4B. During collaboration, recognize and examine the value of others' strengths, thoughts, ideas, and feelings.

MCS.Gifted.S4C. Establish a common goal utilizing the 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 multimedia and innovative technologies as tools to communicate individual or collaborative group work effectively.

Gifted Strand 5: Emotional Development of Self: Students will develop an understanding of themselves and how their unique abilities influence interactions with others.

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

MCS.Gifted.S5B. Recognize and build upon strengths and limitations.
 MCS.Gifted.S5D. Develop a shift in actions, feelings, and thoughts.
 MCS.Gifted.S5E. Advocate for self.
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
<p>Development</p> <p>Development is the act or process of growth, progress, or evolution, sometimes through iterative improvements.</p>	<p>Style</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>
<p>Statement of Inquiry</p>		
<p>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.</p>		
<p>Inquiry questions</p>		
<p>Factual:</p> <p>How does an author create style?</p> <p>Conceptual:</p> <p>Can a person change who they are?</p> <p>How are we all connected to humanity?</p> <p>How do authors develop characters, events, and ideas through plot development?</p> <p>Debatable:</p> <p>Do our physical and emotional environments impact our development as humans?</p>		

MYP Objectives	Assessment Tasks	
What specific MYP objectives will be addressed during this unit?	Relationship between summative assessment task(s) and statement of inquiry:	List of common formative and summative assessments.
<p><u>MYP Criterion A: Analyzing</u></p> <ol style="list-style-type: none"> Analyze the content, context, language, structure, technique, and style of text(s) and the relationships among texts. Analyze the effects of the creator’s choices on an audience. <p><u>MYP Criterion B: Analyzing</u></p> <ol style="list-style-type: none"> Students will use organizational structures that serve the context and intention. Students will organize opinions and ideas in a coherent and logical manner. Use referencing and formatting tools to create a presentation style suitable to the context and intention <p><u>MYP Criterion C: Producing Text</u></p> <ol style="list-style-type: none"> 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 Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience Select relevant details and examples to develop ideas. 	<p>After students have been exposed to the various examples of how our identities are shaped through the core text and literature circle texts, they will explore key elements of specific characters and formulate a position based on the events in the text. For the performance task, students will apply what they have learned about identity and relationships and write a culminating argumentative essay to assess understanding.</p>	<p><u>Formative Assessment(s):</u></p> <p>Formative Selected Response: Comprehension check (RL1, RL2, RL3, RL5)</p> <p><u>Summative Assessment(s):</u></p> <p>Argumentative Essay</p> <p>Argumentative Writing Prompt In this assessment, students will complete an argumentative writing prompt from <i>Touching Spirit Bear</i> about who or what had the most significant impact on Cole’s change. Students plan, organize, revise, edit, and publish their writing to compose their argument.</p> <p>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 to convey experiences and events and follow the rules of writing (spelling, punctuation, and grammar).</p> <p>MYP Objectives/GSE Standards Addressed: RL.6.1, RL.6.2, RL.6.3, RL.6.6, RL.6.10, RI.6.1,</p> <p><u>MYP Criteria:</u> A- Analyzing B: Organizing C: Producing Text D: Using Language</p>

MYP Criterion D: Using Language

- 1. Students will use appropriate and varied vocabulary, sentence structure and forms of expression.
- 3. Students will use correct grammar, syntax, and punctuation.

Cumulative Assessment:

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

End of Book Summative Assessment (RL1, RL2, RL3, RL5)

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.

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

Approaches to Learning (ATL)

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

Learning Experiences

Add additional rows as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
CLE 1: William and Mary Models	<ul style="list-style-type: none"> ● Literature Web Model ● Taba Model of Concept Development - Change Model 	<p>Pre-fill certain elements of the model.</p> <p>Model the completion of the web and release students with a cold text</p>
CLE 2: Argumentative Writing	<p>Argumentative Writing Prompt In this assessment, students will complete an argumentative writing prompt from <i>Touching Spirit Bear</i> about who or what had the most significant impact on Cole’s change. Students plan, organize, revise, edit, and publish their writing to compose their argument.</p> <p>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 to convey experiences and events and follow the rules of writing (spelling, punctuation, and grammar).</p> <p>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.</p> <p>MYP Criteria: A, B, C, D</p>	<p>Provide students with text annotations to assist with the analysis of the poems.</p> <p>Mini lessons or small groups on poetic elements.</p>
CLE 3: Literature Circles	<p>Literary Analysis of <i>Esperanza Rising</i>—Students will analyze and interpret the novels using literature webs. They 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. They will compare the student's small group novel and the core text through the concept of change.</p>	<p>Literature Roles</p> <p>Sentence/Question Stems</p>

Content Resources

Anchor Text:

1. Touching Spirit Bear

Small Group:

2. Esperanza Rising
3. Navigation Early

