

## MCS Advanced Studies Grade 6 Language and Literature Subject Group Overview

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 Narrative	Unit 2 Author Study	Unit 3 Position Paper	Unit 4 Response to Literature	Unit 5 Research
Time Frame	7 weeks	8 Weeks	7 Weeks	7 weeks	7 weeks
<b>Standards</b>	<p><b>Literary:</b> RL1, RL2, RL5, RL6</p> <p><b>Informational:</b> RI1, RI2, RI5, RI6</p> <p><b>Writing</b> (Narrative): W3, W7</p> <p><b>Language Focus:</b> L2, L4, L5, L6</p> <p><b>Speaking and Listening:</b> SL1, SL6</p> <p><b>MYP Criterion:</b> A-Analyzing B-Organizing C-Producing Text D-Using Language</p>	<p><b>Literary:</b> RL6</p> <p><b>Informational:</b> RI2, RI6, RI9</p> <p><b>Writing:</b> (Informational) W2, W4, W9</p> <p><b>Language Focus:</b> L2, L4, L5, L6</p> <p><b>Speaking and Listening:</b> SL1, SL2, SL6</p> <p><b>MYP Criterion:</b> A-Analyzing B-Organizing C-Producing Text D-Using Language</p>	<p><b>Literary:</b> RL1, RL2, RL3, RL4, RL5</p> <p><b>Informational:</b> RI1, RI3</p> <p><b>Writing:</b>(Argument) W1, W9</p> <p><b>Language Focus:</b> L2, L4, L5, L6</p> <p><b>Speaking and Listening:</b> SL1, SL4, SL6</p> <p><b>MYP Criterion:</b> A-Analyzing B-Organizing C-Producing Text D-Using Language</p>	<p><b>Literature/ Language:</b> RL2</p> <p><b>Informational:</b> RI2, RI3, RI6, RI9</p> <p><b>Writing:</b>(Argument &amp; Informational) W1, W3, W7, W9</p> <p><b>Speaking and Listening:</b> SL1, SL3, SL6</p> <p><b>MYP Criterion:</b> A-Analyzing B-Organizing C-Producing Text D-Using Language</p>	<p><b>Literature/ Language:</b> RL7</p> <p><b>Informational:</b> RI2, RI5, RI6, RI7, RI8, RI9</p> <p><b>Writing</b> Inquiry-based research essay</p> <p><b>Writing:</b> W1, W7, W9 (writing from research)</p> <p><b>Speaking and Listening:</b> SL1, SL3, SL5</p> <p><b>MYP Criterion:</b> A-Analyzing B-Organizing C-Producing Text D-Using Language</p>
<b>Approaches To Learning Instructional Strategies</b>	<p><b>Self-Management:</b> Set goals that are challenging and realistic Create plans to prepare for Summative Assessments</p> <p><b>Thinking:</b> Analyzing and evaluating issues and ideas Consider ideas from multiple perspectives</p>	<p><b>Reflection:</b> Self-Assessment of Learning</p> <p><b>Communication:</b> Read closely, critically to make inferences and draw conclusions. Write for different purposes Engage in collaborative conversations</p>	<p><b>Reflection:</b> Self-Assessment of Learning</p> <p><b>Communication:</b> Read closely, critically to make inferences and draw conclusions. Write for different purposes Engage in collaborative conversations</p>	<p><b>Self-Management:</b> Plan short- and long-term assignments; meet deadlines</p> <p><b>Thinking:</b> Gather and organize relevant information to formulate an idea or argument Evaluate evidence and arguments Develop contrary or opposing arguments</p>	<p><b>Information Literacy Skills:</b> Access information to be informed and inform others, Make connections between various sources of information, Use critical literacy skills to analyze and interpret media communications, Understand and implement intellectual property rights, Create references and citations, use footnotes/endnotes and construct a bibliography</p>

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						according to recognized conventions  <b>Research:</b> Gather relevant source material.
<b>Statement of Inquiry</b>	Individuals, impacted by their cultures, construct unique narratives from their points of view that reflect their cultural values and beliefs and form their identities	Through understanding an author’s perspective; people can work together to resolve conflict.	Authors often communicate how one’s environment impacts’s humanity through a variety of audiences.	Critical readers may find meaningful connections from texts across cultures		Developing research skills creates student connections thru inter textually by observing the structure of the text and discovering the relationships and interconnectedness between individuals and civilizations from their explorations
<b>Global Context</b>	<b>Scientific and Technical Innovation</b>  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	<b>Fairness and Development</b>  Students will explore rights and responsibilities; the relationship between communities; access to equal opportunities; peace and conflict resolution.	<b>Globalization and Sustainability</b>  Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.	<b>Identities and Relationships</b>  Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; what it means to be human	<b>Orientation in Time and Space</b>  What is the meaning of “where” and “when”? 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.	
<b>Key Concepts</b>	<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	<b>Connections</b> Students will explore links, bonds and relationships among people, places, or ideas.	<b>Communication:</b> Students will explore the exchange or transfer of facts, ideas, and symbols to convey information or meaning as it relates to the global context through the lens of culture. Effective communication requires a common “language”	<b>Perspective:</b> <i>Time, space, and place</i> Students will explore the position from which we observe situations, objects, facts, ideas, opinions. Perspective may be associated with individuals,	<b>Intertextuality</b> Students will explore the connections between one text and other texts, the ways in which texts are interrelated, and the meanings that arise out of their interrelationship	

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	and shaped by external and internal influences.		which may be written, spoken, or non-verbal.	groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.	
<b>Related Concepts</b>	<b>Character Purpose</b>	<b>Point of View</b>	<b>Intertextuality Audience imperative</b>	<b>Context Setting</b>	<b>Purpose</b>
<b>Design Cycle Transdisciplinary</b>	Writing Process - Narrative	Writing Process- Informational	Writing Process- Argument	Writing Process- Argument and Informational	Writing Process- Informational Research
<b>MYP Assessments Performance Tasks</b>	<p><b>Common Assessments:</b> <b>Constructed Response:</b> What are the elements of a narrative?</p> <p><b>Constructed Response</b> How does an author develop the identity of a character?</p> <p><b>Common Narrative Writing</b> <b>Part A:</b> Create a narrative around a small moment in the student’s life. Narratives should reflect an event from their lives in which they were able to persuade someone to do something through their actions. <b>Part B:</b>Students choose 7-10 important events or aspects of their lives they</p>	<p><b>Common Assessments:</b> <b>Book Review</b> Students will complete a book review on one of the novels from the author study. The book review will also need to contain a short fictional interview with the author and explore how the author’s culture is woven through her work.</p> <p><b>MYP Criteria:</b> A-Analyzing B-Organizing D-Using Language</p> <p><b>Common Informational Writing:</b> <b>Part A:</b> From the texts you have read, what is a special characteristic or source of</p>	<p><b>Common Assessments:</b> <b>Formative Constructed Response</b> Students will form an argument to whether or not they would have signed the Declaration of Independence immediately or would they have argued certain parts? What parts would you argue to change and why?</p> <p><b>Formative Argument</b> Students will write a short argument and record themselves speaking about how the conflict of Fever 1793 and the character's actions impact humankind and the environment through the change model.</p> <p><b>Formative Constructed Response</b></p>	<p><b>Common Assessments:</b> <b>Formative Constructed Response</b> Students will complete a persuasive paragraph supporting the statement: <i>One can learn a great deal about Hispanic American culture by reading Taking Sides</i>, support with reasons and examples from Taking Sides and their independent novel.</p> <p><b>Response To Literature:</b> A literary response paper builds an examination about a text, using evidence to explain how the author uses characters, symbols, or other literary strategies to convey a</p>	<p><b>Common Assessments:</b> <b>Formative Constructed Response:</b> Students will write a short constructed response to answer: What elements of change are evident in the text? How do they support our generalizations on change?</p> <p><b>Summative Research</b> Students will research personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind and select one historical turning point or exploration and write a</p>

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		<p>feel impacted their identity and create a collage representing those events. Students will write a piece of prose, poem, or dramatic dialogue to accompany the collage.</p> <p><u>MYP Criteria:</u> B: Organizing C: Producing text D- Using Language</p> <p><b><u>Summative Novel Writing Prompts:</u></b></p> <p><b>Task:</b> Read two short sections of chapter 9 in their anchor text, Hidden Figures, and answer selected response and short answer questions about the argument the author makes in the text, as well as the author’s point of view toward Dorothy.</p> <p><b>Task:</b> Reread an excerpt from the anchor text, Hidden Figures, about Katherine Johnson and then read an excerpt from “ Katherine Johnson: A Lifetime of STEM” that describes the same events as the anchor text. Students respond to selected response and short constructed response</p>	<p>strength for one of the characters or authors? How does this characteristic or strength help them succeed in any moment of their “journey” or life? <b>Part B:</b> Select one word that brings you strength and will be your power word for the year. Apply the elements of reasoning to justify your selection. Create a poster with your word for display.</p>	<p>Research a global issue impacting the world today and identify a possible solution in a short constructed response.</p> <p><u>MYP Criteria:</u> A- Analyzing B: Organizing D: Using Language</p> <p><b><u>Common Argument Writing:</u></b> People-like scientists, detectives, and health care workers take many approaches to solving problems. They may take bold and brave action, work methodically, think carefully and logically, collaborate with others, or try new approaches. Based on the texts you have read, what character traits allow humans to be inquirers? Include at least two examples of characters demonstrating this trait.</p> <p><u>MYP Criteria:</u> A-Analyzing B-Organizing D-Using Language</p>	<p>message. Students will write a response to the literature examining a motif or literary strategy across several works.</p> <p><u>MYP Criteria:</u> A-Analyzing B-Organizing D-Using Language</p> <p><b><u>Common Argument Writing:</u></b> What does it mean to be human? Using a character from your reading(Going Home or Breaking Through), answer the following questions:</p> <ul style="list-style-type: none"> <li>- Are humans destroyed by their pride?</li> <li>- Why or why not? Support with text evidence</li> </ul>	<p>research report and oral/visual presentation.</p> <p><b><u>Common Summative Writing</u></b> Think about how the literature you have read this year reflects the five generalizations about change. Select three generalizations that seem especially true to you based on the unit readings. Write a persuasive essay arguing that the three generalizations are true, using specific examples from the reading to support your reasons. Use examples from at least four different readings. Explain your reasons thoroughly, and write a conclusion to end your essay.</p> <p><b>William and Mary Literature Post Assessment</b></p> <p><b>William and Mary Argument Writing Post Assessment</b></p>
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		<p>questions to compare and contrast each author’s presentation of those events in terms of content, author’s methods, and point of view.</p> <p><b>William and Mary Literature Pre Assessment</b></p> <p><b>William and Mary Argument Writing Pre Assessment</b></p>				
	<p><b>Differentiation For Tiered Learners</b></p>	<p><b>Intervention Support-</b> Jacob’s Ladder Reading Comprehension.</p> <p>Small Group Reading based upon MAP skills</p> <p>Research based teaching models, learning models (concept, content, process models, and questioning)</p> <p><u>ELL- Five Principle ELL Curriculum Framework and Vocabulary Supports</u></p> <p><b>Additional differentiated supports to be determined by the school.</b></p>	<p><b>Intervention Support-</b> Jacob’s Ladder Reading Comprehension.</p> <p>Small Group Reading based upon MAP skills</p> <p>Research based teaching models, learning models (concept, content, process models, and questioning)</p> <p><u>ELL- Five Principle ELL Curriculum Framework and Vocabulary Supports</u></p> <p><b>Additional differentiated supports to be determined by the school.</b></p>	<p><b>Intervention Support-</b> Jacob’s Ladder Reading Comprehension.</p> <p>Small Group Reading based upon MAP skills</p> <p>Research based teaching models, learning models (concept, content, process models, and questioning)</p> <p><u>ELL- Five Principle ELL Curriculum Framework and Vocabulary Supports</u></p> <p><b>Additional differentiated supports to be determined by the school.</b></p>	<p><b>Intervention Support-</b> Jacob’s Ladder Reading Comprehension.</p> <p>Small Group Reading based upon MAP skills</p> <p>Research based teaching models, learning models (concept, content, process models, and questioning)</p> <p><u>ELL- Five Principle ELL Curriculum Framework and Vocabulary Supports</u></p> <p><b>Additional differentiated supports to be determined by the school.</b></p>	<p><b>Intervention Support-</b> Jacob’s Ladder Reading Comprehension.</p> <p>Small Group Reading based upon MAP skills</p> <p>Research based teaching models, learning models (concept, content, process models, and questioning)</p> <p><u>ELL- Five Principle ELL Curriculum Framework and Vocabulary Supports</u></p> <p><b>Additional differentiated supports to be determined by the school.</b></p>

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