

6th Language and Literature Subject Group Overview

Unit Name		Module 1	Module 2	Module 3	Module 4
Time Frame		9 Weeks	10 Weeks	10 Weeks	7 Weeks
Course Name: 6th Language and Literature	Standards	Target Standards: RL.6.3, W.6.3, W.6.4, W.6.5, W.6.6, W.6.11c, L.6.2, and L.6.3.	Target Standards: RI.6.1, RI.6.2, W.6.2, W.6.4, W.6.5, W.6.9, L.6.1 and L.6.2.	Target Standards: RI.6.7, W.6.2, W.6.4a, W.6.9, and L.6.3a.	Target Standards: RI.6.1, W.6.1, W.6.4, and L.6.6.
	Approaches To Learning Instructional Strategies	Skill Category: Thinking Skill Cluster: Transfer Skills Skill Indicator and Description (SGObj, Learning Exp, Summative): In order for a student to make inferences, draw conclusions they must make connections between various sources of information.	Skill Category: Self-Management Skill Cluster: Affective Skills Skill Indicator and Description (SGObj, Learning Exp, Summative): In order for a student to practice “bouncing back” after adversity, mistakes, and failures; they must apply skills and knowledge in unfamiliar situations.	Skill Category: Thinking Skill Cluster: Critical Thinking Skills Skill Indicator and Description (SGObj, Learning Exp, Summative): In order for a student to locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) they must make connections between various sources of information.	Skill Category: Self-Management Skill Cluster: Reflection Skills Skill Indicator and Description (SGObj, Learning Exp, Summative): In order for a student to use appropriate forms of writing for different purposes and audiences they must focus on the process of creating by imitating the work of others.
	Statement of Inquiry	The hero’s journey helps us to better understand identities, relationships, and characters in literature and their responses to challenges.	People develop “rules to live by” through their own life experience to help to develop one’s identity and promote an idea of fairness through one’s point of view.	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.	Human actions and interactions have environmental consequences on globalization and sustainability.

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	Global Context	Identities and Relationships	Fairness and Development	Orientation in Space and Time	Globalization and Sustainability
	Key Concepts	Creativity	Identity	Culture	Global Interactions
	Related Concepts	Character	Point of View	Theme	Setting
	Design Cycle Transdisciplinary	Writing Process – Narrative	Writing Process - Informational	Writing Process - Research	Writing Process – Position Paper
	MYP Assessments/ Performance Tasks	<p>Common Assessments Title and Criterion (Performance Task): Description: Mid-Unit 1 Inferring about the Main Character in <i>The Lightning Thief</i> Students will read an excerpt from Chapter 4 in <i>The Lightning Thief</i>. Through a graphic organizer and a series of short responses, students will describe how Percy responds to a challenge he faces in this excerpt, and then what they, as</p>	<p>Common Assessments Title and Criterion (Performance Task): Description: Mid Unit 1 Figurative Language and Word Choice in Bud, Not Buddy <i>Figurative Language and Word Choice in Bud, Not Buddy</i> In this assessment, students will read a passage of the novel that the class has not yet discussed. They will complete constructed-</p>	<p>Common Summative Title and Criterion (Performance Task): Mid Unit 1 - Point of View, Figurative Language, and Passage Connections from <i>Dragonwings</i> For this assessment, students read a new excerpt of <i>Dragonwings</i> and use a graphic organizer to analyze how the author develops the narrator’s point of view. They also answer selected-response</p>	<p>Common Summative Title and Criterion (Performance Task): Mid Unit 1 - Research Mid-Unit In this assessment, students will read an unfamiliar informational text with a research focus. Students will answer selected response questions to assess specific research focused standards reviewing how to identify credible sources and</p>

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		<p>readers, can infer about him based on his response. This is a reading assessment and is not intended to formally assess students' writing. Most students will write their responses, in which case it may also be appropriate to assess W.6.9. However, if necessary, students may dictate their answers to an adult.</p> <p>MYP Objectives/GSE Standards Addressed: RL.6.1 and RL.6.3</p> <p>MYP Criteria: A</p> <p>Description: End of Unit 1 Drawing Evidence from Text: Written Analysis of How Percy's Experiences Align with "The Hero's Journey"</p> <p>How do Percy's experiences in Chapter 8 align with the hero's journey? After reading Chapter 8 of <i>The Lightning Thief</i>, students will complete a graphic organizer and write a short analytical response that answers the question and supports their position with evidence from the novel and from</p>	<p>response questions that assess their ability to analyze the text, focusing specifically on interpreting figurative language and explaining how word choice affects both tone and meaning. This is a reading assessment: The purpose is for students to demonstrate only reading skills. When appropriate, select students may demonstrate these skills without writing. These students may respond to the questions verbally.</p> <p>MYP Objectives/GSE Standards Addressed: RL.6.4 and L.6.5.</p> <p>MYP Criteria: A</p> <p>Description: End of Unit 1 Analyzing the Barack Obama Back-to-School Speech</p> <p>In this assessment, students will read a selected passage of the Back-to-School Speech by President Barack Obama. They will analyze the key details of the speech and then use these details to determine the central idea. They will analyze a</p>	<p>questions about word and phrase meaning, and how a sentence/paragraph fits into the overall structure of the text in the excerpt. In Part 2 of the assessment, students create and annotate a scene from <i>Dragonwings</i> showing the theme "It's hard to fit in when you move to live in another culture."</p> <p>Standards Addressed: RL 6.4, RL 6.5, RL 6.6, L.6.4a, W.6.11, W.6.11a, W.6.11b, and W.6.11c</p> <p>MYP Criteria: A, C</p> <p>End of Unit 1 - Evidence of Author's Perspective in <i>Dragonwings</i></p> <p>Students read a passage from Laurence Yep's autobiography <i>The Lost Garden</i> and an excerpt from <i>Dragonwings</i>, and they write an on-demand connection statement explaining how being brought up in a Chinese family in San Francisco affected Laurence Yep's perspective of Chinese immigrants living in San Francisco, supported by details from <i>Dragonwings</i> that show evidence of his</p>	<p>specific research skills. Additionally, students will be asked to explore the main idea of the text as well as the author's purpose.</p> <p>Standards Addressed: RI.6.2, RI.6.7, W.6.2b, W.6.2d, and W.6.8</p> <p>MYP Criteria: N/A</p> <p>End of Unit 1 - Tracing and Evaluating an Argument</p> <p>In this assessment, students read a new article and watch a new video about the debate over their selected topic. For each, students trace and evaluate the argument and specific claims made by the author, or speaker, distinguishing claims that are supported by reasons and evidence, and those that are not. Students use a graphic organizer identical to the one they have been using in prior lessons to complete this assessment.</p> <p>Standards Addressed: RI.6.8 and SL.6.3</p> <p>MYP Criteria: A</p>
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		<p>the informational text “The Hero’s Journey.”</p> <p>MYP Objectives/GSE Standards Addressed: RL.6.1, RL.6.3, R.I. 6.1, and W.6.9</p> <p>MYP Criteria: A, B</p> <p>Description: Mid-Unit 2 Analytical Mini-Essay about Elements and Theme of the Myth of Prometheus</p> <p>For this assessment, students will write an analytical “mini-essay” responding to the following prompts: “What are significant elements of mythology in the story of ‘Prometheus’? Explain how elements of mythology contained in the plot make ‘Prometheus’ a classic myth.” “What is an important theme in the myth of ‘Prometheus’? What key details from the myth contribute to this theme?”</p> <p>Students will have read and discussed the myth “Prometheus” in class as well as an informational text about the “Key Elements of Mythology.”</p>	<p>paragraph of the speech, identifying how that section contributes to the main idea of the passage. Finally, students will look closely at individual phrases and then determine how they are used to add meaning to the speech and emphasize the main idea.</p> <p>MYP Objectives/GSE Standards Addressed RI.6.2 and RI.6.5</p> <p>MYP Criteria: A</p> <p>Description: Mid-Unit 2 Analyzing Poetry: Structure and Theme in Stanza 4 of “If” by Rudyard Kipling</p> <p>Students will read a new stanza of “If” by Rudyard Kipling. They analyze how that stanza contributes to the overall meaning of the poem. They compare and contrast the experience of hearing the poem and reading it. Finally, students reflect on the themes or “rules” of the poem, and compare and contrast how a similar theme is communicated in the poem and <i>Bud, Not Buddy</i>.</p> <p>MYP Objectives/GSE Standards Addressed:</p>	<p>perspective. They also analyze connotative language in the excerpt of <i>Dragonwings</i>.</p> <p>Standards Addressed: RL.6.4 and RL.6.6a</p> <p>MYP Criteria: A</p> <p>Mid Unit 2 - Short Response: Analyzing the Point of View: Relief Camps</p> <p>Students read a new excerpt from the text by Emma Burke. There are two parts to this assessment. In Part A, students determine word and phrase meaning from the excerpt and analyze how she has introduced, illustrated, and elaborated on the relief camps. In Part B, students determine the author’s point of view and how it has been conveyed, using a graphic organizer that they have been using throughout the first half of the unit.</p> <p>Standards Addressed: RI.6.3, RI.6.6 and RI.6.4</p> <p>MYP Criteria: A, D</p>	<p>Mid Unit 2 - Research Article Organizer</p> <p>In this assessment, students read 5 articles related to their topic. Students collect basic bibliographic information about each article in a research article organizer, paraphrase the information and conclusions of each author, and reflect on whether these articles affect the focus of their inquiry.</p> <p>Standards Addressed: RI.6.9, W.6.7, and W.6.8</p> <p>MYP Criteria: A, B</p> <p>End of Unit 3/Performance Task - Draft of Position Paper</p> <p>For this assessment, students submit their best draft of their position paper. Students focus their writing on the drafting of an introduction in which they make their claim and foreshadow the organization of their paper. They support this claim with relevant evidence from their reading and research done in Units 1 and 2. Students draft a conclusion that follows logically from the claim and</p>
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		<p>Description: End of Unit 2 Assessment Literary Analysis—Connecting Themes in Cronus and The Lightning Thief</p> <p>Students will write a literary analysis responding to the following prompts: “What is a theme that connects the myth of “Cronus” and The Lightning Thief? After reading the myth of “Cronus” and the novel The Lightning Thief, write a literary analysis in which you do the following: Summarize the myth and present a theme that connects the myth and the novel; Describe how the theme is communicated in the myth; Describe how the theme is communicated in The Lightning Thief; Explain why myths still matter and why the author may have chosen to include this myth in the novel. You will have the opportunity to discuss the reading and your thinking with your partner before writing independently.” This is primarily a writing assessment. It is not intended to assess students’ reading of a myth; discussion is intentionally built in as a</p>	<p>final draft, revised after peer and teacher feedback.</p> <p>MYP Objectives/GSE Standards Addressed: RL.6.1, RL.6.2, W.6.1, W.6.4, and W.6.9.</p> <p>MYP Criteria: A, B, C, D</p> <p>Description: Summarizing, Analyzing and Discussing Research</p> <p>Over the course of two lessons (Lessons 3 and 4), students participate in a discussion with their peers centered on a focusing question: “Should our rules to live by be personal choice or made into laws?” For this part of the assessment, the teacher uses a Discussion Tracker, introduced to students in an earlier lesson, to track their mastery of discussion skills built from SL.6.1. During Lesson 4, students read a new informational article related to the class research topic. Students summarize the article and then choose the evidence that best supports the claim made by the model essay. This part is a reading assessment: The</p>	<p>There are two parts to this assessment. In Part 1, students interpret the information presented in diverse media and formats to answer the question: What destruction did the 1906 San Francisco earthquake and fires cause? They record their interpretations on a graphic organizer. In Part 2, students explain orally how the resources they have looked at contribute to the topic of the destruction caused by the 1906 earthquake and fires.</p> <p>Standards Addressed: RL.6.11, W.6.7, and SL.6.2</p> <p>MYP Criteria: A</p> <p>End of Unit 3 - Performance Task: West Coast Wonders</p> <p>In this performance task, you have a chance to extend your learning about the region that Dragonwings is set in. You will be able to choose from various “West Coast Wonders” from that region.</p> <p>Here is the topic list:</p>	
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		<p>MYP Objectives/GSE Standards Addressed: W.6.2, W.6.3a, and W.6.9</p> <p>MYP Criteria: A, B, C, D</p> <p><u>Summative Assessment/Product:</u></p> <p>Description: End of Unit/ Performance Task Final Draft of Hero’s Journey Narrative</p> <p>In this performance task, students will have a chance to apply their knowledge of the elements and purpose of myth as well as their deep understanding of the hero’s journey. Through a series of narrative writing lessons, students will create their own hero’s journey story that includes key elements of myth. Students will create a hero set in the ordinary world. They will then create a problem and a series of events that align with the stages of the hero’s journey. They will use descriptive details, sensory language, and transitional phrases to create an engaging reading experience. They will write a conclusion that naturally unfolds from the series of events.</p>	<p>should write this first draft independently.</p> <p>MYP Objectives/GSE Standards Addressed: RL.6.3, RI.6.1, RI.6.2, W.6.2, W.6.4, and W.6.9.</p> <p>MYP Criteria: A, B, C, D</p> <p><u>Summative Assessment Connection to Inquiry Statement:</u></p> <p>In Unit 3, students shift their focus to their own rules to live by and conduct a short research project. Students work in expert groups (research teams) to use multiple informational sources to research that topic. As a final performance task, students use their research to write an essay to inform about one important “rule to live by” supported with facts, definitions, concrete details, quotations, and examples.</p>	<ol style="list-style-type: none"> 1. Headline Slide and picture 2. Slide 2: Description of the Wonder and Picture 3. Slide 3(maybe 4) : History of the design and building/area of the Wonder and picture (this can be 2 slides) 4. Slide 5: How is the structure/area used now and a picture. 5. Slide 6: An eyewitness account of a visit to the structure (fictional) 6. Slide 7: Resources <p>Click HERE to access the template.</p> <p>Overall, you will use your research to determine an angle you want to take when writing your article.</p> <p>Standards Addressed: RI.6.7, W.6.2a–f, W.6.4a, and W.6.9</p> <p>MYP Criteria: B, C, D</p>
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	<p style="text-align: center;">Differentiation For Tiered Learners</p>	<p>In addition to considering the issue of building stamina for all students, please read the text in advance and consider what support your students will need to understand it. Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> ● Before you begin the unit, build background knowledge about time and place. 	<p>In addition to considering the issue of building stamina for all students, please read the text in advance and consider what support your students will need to understand it. Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> ● Before you begin the unit, build background knowledge about time and place. 	<p>In addition to considering the issue of building stamina for all students, please read the text in advance and consider what support your students will need to understand it. Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> ● Before you begin the unit, build background knowledge about time and place. ● Consider providing an expanded 	<p>In addition to considering the issue of building stamina for all students, please read the text in advance and consider what support your students will need to understand it. Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> ● Before you begin the unit, build background knowledge about time and place. ● Consider providing an expanded

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		<ul style="list-style-type: none"> Consider providing an expanded Reader’s Dictionary for students to use as they read. Coordinate with ELL and Sped teachers to provide extra support to students on their caseloads. If these teachers do push-in support, consider having them work with the students they support in small groups during pair work time. These students should do the same work during class as the other students, but they might benefit from doing it with more teacher guidance. It is important that all students have the chance to read closely and make meaning of the passages that are central to the book, so 	<ul style="list-style-type: none"> Consider providing an expanded Reader’s Dictionary for students to use as they read. Coordinate with ELL and Sped teachers to provide extra support to students on their caseloads. If these teachers do push-in support, consider having them work with the students they support in small groups during pair work time. These students should do the same work during class as the other students, but they might benefit from doing it with more teacher guidance. It is important that all students have the chance to read closely and make meaning of the passages that are central to 	<p>Reader’s Dictionary for students to use as they read.</p> <ul style="list-style-type: none"> Coordinate with ELL and Sped teachers to provide extra support to students on their caseloads. If these teachers do push-in support, consider having them work with the students they support in small groups during pair work time. These students should do the same work during class as the other students, but they might benefit from doing it with more teacher guidance. It is important that all students have the chance to read closely and make meaning of the passages that are central to the book, so focus in-class support for struggling readers on the objectives of class work for the day, not on reviewing or 	<p>Reader’s Dictionary for students to use as they read.</p> <ul style="list-style-type: none"> Coordinate with ELL and Sped teachers to provide extra support to students on their caseloads. If these teachers do push-in support, consider having them work with the students they support in small groups during pair work time. These students should do the same work during class as the other students, but they might benefit from doing it with more teacher guidance. It is important that all students have the chance to read closely and make meaning of the passages that are central to the book, so focus in-class support for struggling readers on the
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		<p>focus in-class support for struggling readers on the objectives of class work for the day, not on reviewing or previewing the homework.</p> <ul style="list-style-type: none"> Consider changing the Reader's Notes to be more structured: Add questions to each column or provide partial notes and have students fill in the blanks. Consider having students contribute to an ongoing, public, student-created summary of the book. After debriefing them on the entry task, ask students to tell you what should be added to the book summary. Maintain this as an anchor chart or electronic document, and encourage students to refer to it as they read 	<p>the book, so focus in-class support for struggling readers on the objectives of class work for the day, not on reviewing or previewing the homework.</p> <ul style="list-style-type: none"> Consider changing the Reader's Notes to be more structured: Add questions to each column or provide partial notes and have students fill in the blanks. Consider having students contribute to an ongoing, public, student-created summary of the book. After debriefing them on the entry task, ask students to tell you what should be added to the book summary. Maintain this as an anchor chart or electronic document, and encourage students to 	<p>previewing the homework.</p> <ul style="list-style-type: none"> Consider changing the Reader's Notes to be more structured: Add questions to each column or provide partial notes and have students fill in the blanks. Consider having students contribute to an ongoing, public, student-created summary of the book. After debriefing them on the entry task, ask students to tell you what should be added to the book summary. Maintain this as an anchor chart or electronic document, and encourage students to refer to it as they read specific excerpts and complete assessments. If possible, give students access to an audiobook version of the text that they can use when they read at home. Stress to 	<p>objectives of class work for the day, not on reviewing or previewing the homework.</p> <ul style="list-style-type: none"> Consider changing the Reader's Notes to be more structured: Add questions to each column or provide partial notes and have students fill in the blanks. Consider having students contribute to an ongoing, public, student-created summary of the book. After debriefing them on the entry task, ask students to tell you what should be added to the book summary. Maintain this as an anchor chart or electronic document, and encourage students to refer to it as they read specific excerpts and complete assessments.
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		<p>specific excerpts and complete assessments.</p> <ul style="list-style-type: none"> • If possible, give students access to an audiobook version of the text that they can use when they read at home. Stress to students that they need to read silently to themselves while they listen to the text being read aloud. • Consider lengthening this unit and doing more read-alouds and partner reading in class for sections of the text that are currently assigned as homework. • Consider having some students read summaries of some chapters (the ones that are not discussed in class) rather than the chapters themselves. 	<p>refer to it as they read specific excerpts and complete assessments.</p> <ul style="list-style-type: none"> • If possible, give students access to an audiobook version of the text that they can use when they read at home. Stress to students that they need to read silently to themselves while they listen to the text being read aloud. • Consider lengthening this unit and doing more read-alouds and partner reading in class for sections of the text that are currently assigned as homework. • Consider having some students read summaries of some chapters (the ones that are not discussed in class) 	<p>students that they need to read silently to themselves while they listen to the text being read aloud.</p> <ul style="list-style-type: none"> • Consider lengthening this unit and doing more read-alouds and partner reading in class for sections of the text that are currently assigned as homework. • Consider having some students read summaries of some chapters (the ones that are not discussed in class) 	<ul style="list-style-type: none"> • If possible, give students access to an audiobook version of the text that they can use when they read at home. Stress to students that they need to read silently to themselves while they listen to the text being read aloud. • Consider lengthening this unit and doing more read-alouds and partner reading in class for sections of the text that are currently assigned as homework. • Consider having some students read summaries of some chapters (the ones that are not discussed in class)
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