

MCS Advanced Studies Grade 7 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 A Study of Character	Unit 2 Analysis of Central Ideas and Development	Unit 3 A Study of Author's Craft	Unit 4 Trace and Evaluate Arguments	Unit 5 Integrating Ideas
Time Frame	7 weeks	7 Weeks	7 weeks	7 weeks	5 weeks
Standards	<p>Literary: RL1,RL3, RL4, RL5, RL6 Informational: RI1,RI3 ,RI5, RI6 Writing (Narrative): W3, W2 Language Focus: L2, L4, L5, L6 Speaking and Listening: SL1 MYP Criterion: A-Analyzing B-Organizing C-Producing Text D-Using Language</p>	<p>Literary:RL2, RL3, RL6 Informational: RI2, RI3, RI5,RI6, RI8, Writing:(Argument) W1, W2, W9 Language Focus: L2, L4, L5, L6 Speaking and Listening: SL1, SL4, SL6 MYP Criterion: A-Analyzing B-Organizing C-Producing Text D-Using Language</p>	<p>Literary: RL1, RL2, RL4, RL6 Informational: RI4, RI8, Writing: (Informational) W1, W3, W6 Language Focus: L2, L4, L5, L6 Speaking and Listening: SL1, SL4, SL6 MYP Criterion: A-Analyzing B-Organizing C-Producing Text D-Using Language</p>	<p>Literary:RL2, RL5 Informational: RI1, RI2, RI5, RI8,RI9 Writing:(Argument) W1, W2, Speaking and Listening: SL1, SL3, SL5 MYP Criterion: A-Analyzing B-Organizing C-Producing Text D-Using Language</p>	<p>Literary RL2, RL6, RL9 Informational: RI2, RI3, Writing Inquiry-based research modeled after IB Individual Oral Writing: W1, W7, W9 (writing from research) Speaking and Listening: SL1, SL3, SL5 MYP Criterion: A-Analyzing B-Organizing C-Producing Text D-Using Language</p>
Approaches To Learning Instructional Strategies	<p>Self-Management: Set goals that are challenging and realistic Create plans to prepare for Summative Assessments</p> <p>Thinking: Analyzing and evaluating issues and ideas Consider ideas from multiple perspectives</p>	<p>Thinking: Analyzing and evaluating issues and ideas Consider ideas from multiple perspectives</p> <p>Communication: Read closely, critically to make inferences and draw conclusions. Write for different purposes Engage in collaborative conversations</p>	<p>Reflection: Self-Assessment of Learning</p> <p>Communication: Read closely, critically to make inferences and draw conclusions. Write for different purposes Engage in collaborative conversations</p>	<p>Thinking: Gather and organize relevant information to formulate an idea or argument Evaluate evidence and arguments Develop contrary or opposing arguments</p> <p>Communication: Write for different purposes. Read closely and critically to make inferences and draw conclusions</p>	<p>Information Literacy Skills: 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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				Use a variety of media to communicate with a range of audiences	according to recognized conventions Research: Gather relevant source material.
Statement of Inquiry	The structure and format of the information we present about ourselves can reveal our true identity shaped by cultures and context.	In fictional texts, the character's culture, beliefs, and values may impact the readers' point of view.	The purpose of the author's message can be affected by the audience, structure, and context of the work.	A character's point of view can change an audience's perspective of what is true.	The connections we make to texts depend on the setting and context of different genres in literature.
Global Context	Identities and Relationships 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.	Personal and Cultural Expression Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	Globalization and Sustainability 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	Fairness and Development Students will explore rights and responsibilities; the relationship between communities; access to equal opportunities; peace and conflict resolution	Orientation in Time and Space 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.

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			humankind and the environment.		
Key Concepts	<p>Identity</p> <p>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 and shaped by external and internal influences.</p>	<p>Connections</p> <p>Students will explore links, bonds and relationships among people, places, or ideas</p>	<p>Communication</p> <p>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" which may be written, spoken, or non-verbal.</p>	<p>Perspective</p> <p><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, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.</p>	<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, process and consequences.</p>
Related Concepts	<p>Character Context</p>	<p>Genre Point of View</p>	<p>Intertextuality Audience imperatives</p>	<p>Purpose Setting</p>	<p>Intertextuality</p>
Design Cycle Transdisciplinary	Writing Process - Narrative	Writing Process- Argument	Writing Process- Informative	Writing Process- Argument and Informational	Writing Process- Informational Research

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MYP Assessments Performance Tasks	<p>Common Assessments:</p> <p>Formative Constructed Response: Describe and analyze Bilbo Baggins' changing view of the world throughout <i>The Hobbit</i> and how it affected his identity.</p> <p>Formative Narrative Response: Students will write an alternative ending to <i>The Hobbit</i>. Students should include internal conflict through the use of questions in their response.</p> <p>Summative: Narrative The decisions people make often have a significant impact on their lives. Think of the decisions Bilbo Baggins was forced to make in <i>The Hobbit</i>.</p> <p>Option1: Select one decision and write a new scene to the book. Be sure to include how the decision positively or negatively impacted his life and</p>	<p>Common Assessments:</p> <p>Formative Constructed Response: What is the significance of the novel's title <i>I Am Malala: The Girl Who Stood Up For Education and Was Shot By The Taliban</i>?</p> <p>Formative Constructed Response: Choose one social justice issue in the United States and research ways experts believe that issue could be positively addressed. Also share how you think the issue could be improved.</p> <p>Summative Personal Narrative: Malala couldn't have brought down the Taliban by herself. Who are the people you count on in your life? Write a narrative about a dream you want to achieve. Be sure to include the actions or changes you need to take to make those dreams come true.</p>	<p>Common Assessments:</p> <p>Formative Constructed Response How does curiosity inspire good in <i>The Boy In Striped Pajamas</i>?</p> <p>Formative Argument: Many characters in <i>The Boy In Striped Pajamas</i> are motivated by fear or greed in this novel. Do any characters evolve or change in the novel? Who? How and why does that character change, or not?</p> <p>Formative Narrative Response: Students will write a reflection essay about the topic of "A Time I Displayed Courage". Students should describe how the generalizations about courage were reflected in their actions.</p> <p>Formative Informative Writing: Write a multi paragraph biography about</p>	<p>Common Assessments:</p> <p>Formative Constructed Response: TBD</p> <p>Summative Analytical Argument: Student constructs a focused & analytical argument examining a work from a broad literary or language perspective. 500-1000 word formal essay using 1 work (literary/non-literary studied in course)</p> <p>Line of inquiry comes from Learner and 7 central concepts (identity, culture, creativity, communication, transformation, perspective, representation)</p> <ul style="list-style-type: none"> ● Develop a focused argument (literary or languages based) ● Maintain/support the argument ● Citations and References 	<p>Common Summative Writing Think about how the literature you have read this year reflects the five generalizations about courage. 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>Common Summative: Individual Oral assessed by the teacher at the end of the course.</p> <p>5 minutes. Extract from one non-literary and</p>

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	<p>affected his identity and innocence.</p> <p>Option 2: Write an alternative ending to the Hobbit. Include how the decisions of the characters included in your alternative ending positively or negatively impact the events as well as affect their identities.</p> <p><u>Summative: Timeline Project</u> Design a timeline or map that shows, with illustrations, all the major events in Bilbo's life. This should be done on paper, be colorful, accurate, and include as many highlights from the novel and his hero's journey as possible.</p> <p>William and Mary Literature Pre-Assessment</p> <p>William and Mary Argument Writing Pre-Assessment</p>		<p>the life of one of the author's studied thus far using researched data in a traditional informative essay format.</p> <p><u>Summative Informative Writing:</u> Innocence and friendship form the central themes of The Boy In Striped Pajamas. How do both Bruno and Shmuel see the world in terms of this theme? Explain.</p>		<p>one literary work, students offer a prepared response of 5 minutes followed by teacher questions.</p> <p>PROMPT: Examine the ways in which a global issue of your choice is presented through the content and form of two of the works that you have studied.</p> <p>William and Mary Literature Post-Assessment</p> <p>William and Mary Argument Writing Post- Assessment</p>

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Standards Based Assessments	<p>Anchor Text: The Hobbit Graphic Novel</p> <p>Small Group: The Hunger Games Lion: A Long Way Home Young Reader</p> <p>Standards based assessments to be created by the Advanced Studies team and input into AMP. Assessments must correlate to GSE and MYP criterion.</p>	<p>Anchor Text: I Am Malala</p> <p>Small Group: Amal Unbound Inside Out, Back Again</p> <p>Standards based assessments to be created by the Advanced Studies team and input into AMP. Assessments must correlate to GSE and MYP criterion.</p>	<p>Anchor Text: The Book Thief</p> <p>Small Group: Prisoner B 3887 Boy in the Striped Pajamas</p> <p>Standards based assessments to be created by the Advanced Studies team and input into AMP. Assessments must correlate to GSE and MYP criterion.</p>	<p>Anchor Text: Freefall</p> <p>Small Group: Out of My Mind El Deafo</p> <p>Standards based assessments to be created by the Advanced Studies team and input into AMP. Assessments must correlate to GSE and MYP criterion.</p>	<p>Research Project</p> <p>Standards based assessments to be created by the Advanced Studies team and input into AMP. Assessments must correlate to GSE and MYP criterion.</p>

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Differentiation For Tiered Learners	<p>Intervention Support- 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>ELL- Five Principle ELL Curriculum Framework and Vocabulary Supports</p> <p>Additional differentiated supports to be determined by the school.</p>	<p>Intervention Support- 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>ELL- Five Principle ELL Curriculum Framework and Vocabulary Supports</p> <p>Additional differentiated supports to be determined by the school.</p>	<p>Intervention Support- 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>ELL- Five Principle ELL Curriculum Framework and Vocabulary Supports</p> <p>Additional differentiated supports to be determined by the school.</p>	<p>Intervention Support- 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>ELL- Five Principle ELL Curriculum Framework and Vocabulary Supports</p> <p>Additional differentiated supports to be determined by the school.</p>	<p>Intervention Support- 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>ELL- Five Principle ELL Curriculum Framework and Vocabulary Supports</p> <p>Additional differentiated supports to be determined by the school.</p>

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