Language and Literature 6 Advanced Studies

Unit title	Fairness and Development	MYP year		1	Unit duration (hrs)	37.5

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 analysis of literary text. (RL.6.1)
I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.6.3)
I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) (RL.6.4)
I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.6.4)
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 compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. (RL.6.7)
I can compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. (RL.6.9)
I can read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.6.10).

Reading Informational:

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)
 (RI6.9)

Writing:

I can produce clear and coherent writing that is 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 as well as to interact and collaborate with others. (W.6.6)
I can conduct short research projects to answer a question (including a self-generated question). (W.6.7)

I can use several sources in my research. (W.6.7)

I can generate additional research questions for further exploration. (W.6.7)

I can gather relevant information from multiple print and digital sources; access the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (W.6.8)

I can use evidence from literary or informational texts to support analysis, reflection, and research. (W.6.9)

I can write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10)

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 variety of strategies to determine the meaning of unknown words or phrases. (L.6.4)

I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)

I can accurately use academic vocabulary to express my ideas. (L.6.6

I can use resources to build my vocabulary. (L.6.6)

Speaking and Listening

I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.6.1)

I can express my own ideas clearly during discussions. (SL.6.1)

I can build on others' ideas during discussions. (SL.6.1)

I can delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (SL.6.3)

I can present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.6.4)

I can include multimedia components and visual displays in presentations to clarify information. (SL.6.5)

I can adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.6.6)

William and Mary Language Arts Goals:

Goal 1: To develop analytical and interpretive skills in literature and informational text. (RL1, RI1, RL2, RI2,Rl3, 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

Strand 1: Advanced Research Skills Students will develop and utilize advanced research skills on various topics.

MCS.Gifted.S1A. Formulate thought-provoking questions to guide in-depth research.

MCS.Gifted.S1B. Devise and manage a research plan.

MCS.Gifted.S1C. Gather, organize, analyze, evaluate, and synthesize data from multiple sources for research applications.

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 thinking, inductive, and deductive reasoning to analyze and evaluate logical reasoning within various problems and dilemmas.

MCS.Gifted.S3C. Use various strategies for solving authentic, complex, real-world problems through evaluative thinking and the engineering design processes.

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
Communication: 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.	**Context:** Students will explore how literary texts are influenced by social context, cultural heritage, and historical change. Students should be encouraged to consider how texts build upon and transform the inherited literary and cultural traditions. **Setting:** A real-time period and geographical location or a fictional world and unfamiliar period. The setting also includes the physical landscape, climate, weather, and the societal and cultural surroundings that serve as a backdrop for the action. The setting is revealed through the exposition of a story.	**Fairness and Development** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Statement of inquiry:

Investigating the impact of societal perceptions and attitudes towards individuals with disabilities, 'Out of My Mind' explores the complex interplay between personal resilience

and external barriers. Through examining the protagonist Melody's journey, this inquiry seeks to understand how one's intellectual capabilities, often underestimated or misunderstood, can shape one's identity and agency within a community. By delving into the novel's portrayal of inclusivity, communication, and the power of empathy, we aim to discern the broader implications for fostering a more compassionate and equitable society for those with diverse abilities."

Inquiry questions

Factual:

What is the American Disabilities Act?

Conceptual:
How do societal perceptions impact the attitudes towards individuals with diverse abilities?

Debatable:

Can understanding societal perspectives lead to a more inclusive, compassionate and equitable society for individuals with disabilities??

Are there any resources that focus on helping communities to better understand society's perspective on intellectual capabilities,, or are there limitations?

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.*
MYP Criterion A: Analyzing i. identify & explain the content, context, language, structure, technique and style of text(s) & the relationships among texts		**Formative Assessment(s):** **Formative Selected Response** Comprehension Check. Short checks based on target standards for the week assessed in AMP **Response To Literature:**

ii. identify and explain the effects of the creator's choices on an audience		Reading Responses in Literature Circles for A Million Shades of Gray
iii. justify opinions and ideas, using examples, explanations and terminology		**Membean Vocabulary Assessment**
iv. interpret similarities and differences in features within and between genres and texts.		**Summative Assessment(s):**
		Research Essay: Historical Overview of the ADA:
MYP Criterion B: Organizing		Provide a comprehensive overview of the Americans with Disabilities Act, including its history, development, and key milestones. Discuss the societal attitudes towards individuals with disabilities before the ADA and the catalysts that led to its enactment. Key Provisions of the ADA:
i. employ organizational structures that serve the context and intention		
ii. organize opinions and ideas in a coherent and logical manner		Break down the key provisions of the ADA, such as Title I (Employment), Title II (Public Services), and Title III (Public Accommodations). Explore how these provisions aim to eliminate discrimination and ensure equal opportunities for individuals with disabilities. Interviews and Personal Stories:
iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.		
MYP Criterion C: Producing Text		Conduct interviews with individuals in the community who have experienced the impact of the ADA firsthand. Collect personal stories highlighting challenges faced before the ADA and improvements observed after its enactment.
i. Produce texts demonstrating thought, imagination, and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process		MYP Criteria: A-Analyzing B-Organizing C-Producing Text D-Using Language
ii. make stylistic choices in 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.		**Mini Wildlife Protection Project** MYP Criteria: B-Organizing C-Producing Text **Bud, Not Buddy Project** A-Analyzing D-Using Language

Approaches to learning (ATL)

Self-Management:
Plan short- and long-term assignments; meet deadlines.

Communication:
Read closely and critically to make inferences and draw conclusions. Write for different purposes. Engage in collaborative conversations.

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.
LE 1	The primary objective of this research project is to investigate the impact of the Americans with Disabilities Act (ADA) on inclusivity and accessibility within our community. Students will explore the historical context of the ADA, and its key provisions and assess how these regulations have influenced the lives of individuals with disabilities.	Small group and choice
LE 2	The primary objective of this mini-project is to raise awareness about wildlife conservation and inspire actions to contribute to the preservation of local wildlife. Students will explore the importance of biodiversity, and the threats faced by wildlife, and propose practical steps to promote conservation in their community. Research on Local Wildlife: Identify and research local wildlife species, including plants, animals, and insects. Explore the role these species play in the ecosystem and their current conservation status. Threats to Wildlife: Investigate the various threats faced by local wildlife, such as habitat destruction, pollution, climate change, and illegal wildlife trade. Discuss the potential consequences of losing these species on the ecosystem. Create Educational Materials: Develop visually engaging educational materials such as posters, brochures, and infographics to convey key information about local wildlife and conservation. Include facts, images, and simple tips on how individuals can contribute to wildlife preservation. Community Awareness Campaign:	Small group and choice

	Plan and execute a small-scale awareness campaign within the school or local community. Utilize the educational materials created to inform and engage people about the importance of wildlife conservation. Guest Speaker or Virtual Presentation: Arrange for a guest speaker, such as a local wildlife expert, conservationist, or biologist, to provide insights into the significance of wildlife preservation. If an in-person presentation is not feasible, explore virtual options such as video calls or pre-recorded sessions.	
LE 3	Change model comparing two texts.	Small group and choice

Content Resources

Additional supports in this unit should include:

Anchor Text:
Out of My Mind
Small Group:
A Million Shades of Gray

Bud, Not Buddy