



Marietta City Schools
2023-2024 District Unit Planner

Language and Literature 6 Advanced Studies

Unit title	Scientific and Technical Innovation	MYP year	1	Unit duration (hrs)	30 Hours
-------------------	-------------------------------------	-----------------	---	----------------------------	----------

* **Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit):** *What will students learn?*

GA DoE Standards

Content and Skills-Specific Unit Learning Targets (*written from MYP Objectives and aligned GSE 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 determine a theme or central idea of a text. (RL.6.2)

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 analyze and explain how an author develops the point of view of the narrator or speaker in a text. (RL.6.6)

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 I “see” and “hear” when reading the text to what I perceive when I listen or watch. (RL.6.7)

Reading Informational:

I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.6.1)

I can determine a theme or the central ideas of an informational text. (RI.6.2)

I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.6.2)

I can objectively summarize informational text. (RI.6.2)

I can analyze the connections and distinctions between individuals, ideas or events in a text. (RI.6.3)

I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.6.4)

I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.6.4)

I can analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5)

I can determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. (RI.6.6)

I can integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)

Writing:

Published: August, 2023.

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.6.3)
I can produce clear and coherent writing that is appropriate to 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 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)

Speaking and Listening:

I can interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (SL.6.2)
I can adapt speech to a variety of 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 knowledge of language and its conventions when writing, speaking, reading, or listening. (L.6.3)
I can vary sentence patterns for meaning, reader/listener interest, and style. (L.6.3)
I can maintain consistency in style and tone. (L.6.3)
I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.6.4)
I can accurately use eighth-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 Arts 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)

MCS Gifted Standards:

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.
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 a variety of problems and dilemmas.
MCS.Gifted.S5A. Explore personal beliefs, feelings, and understanding of self, regarding one's own unique giftedness.
MCS.Gifted.S5D. Develop a shift in actions, feelings and thoughts.
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.

Published: August, 2023.

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

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.

Selected Key concept (s)	Related concept(s)	Global context
<p>Change</p> <p>Students will explore change as a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.</p>	<p>Character and Purpose</p> <p>Students will explore characters in short narrative works. Students will also explore the creator’s intentions in producing the text. This concept could also engage students in exploration of meaning, thesis/argument, gender, bias, persuasive techniques, function, critical stance, message, and culture.</p>	<p>Scientific and Technical Innovation</p> <p>How the world works: an inquiry into the natural world and its laws; the interaction between the natural world and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>

Statement of inquiry

Authors often communicate how one’s environment impacts humanity through a variety of audiences.

Inquiry questions

Factual:

- What are the elements of a narrative?
- What is the difference between linear and nonlinear narrative?
- What is the author's purpose?

Conceptual:

- What role does one’s experience have in one’s history and journey through life?
- What role does literature reflect different experiences?

How can one's experiences reflect their values and beliefs?

Debatable:

To what extent do authors use language to convey beliefs, values, and human relationships?

Objectives	Assessments	
<i>What specific MYP objectives will be addressed during this unit?</i>	<i>Relationship between summative assessment task(s) and statement of inquiry:</i>	<i>List of Common Formative and Summative Assessments</i>
<p><u>MYP Criterion B: Organizing</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 	<p>Narrative essay being evaluated using MYP Criterion:</p> <p>Individuals, impacted by their cultures, construct unique narratives from their points of view that reflect their cultural values and beliefs and form their identities. Students will explore this concept as a guided study with the teacher.</p>	<p>Common Assessments:</p> <p><u>Formative Assessment(s):</u></p> <p>Task: 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>Task: 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 questions to compare and contrast each author's presentation of those events in terms of content, author's methods, and point of view.</p>

Published: August, 2023.

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

2. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
3. Select relevant details and examples to develop ideas.

MYP Criterion D: Using Language

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

Summative Assessment(s):

Narrative Essay: Part A: Create a narrative around a small moment in YOUR life. Narratives should reflect an event from YOUR life in which YOU had a challenging experience; how did the challenge impact the development of YOUR identity. Part B: Choose 7-10 important events or aspects of YOUR life that you feel impacted YOUR identity and create a collage representing those events. YOU will write a piece of prose, poem, or dramatic dialogue to accompany the collage.

MYP Criteria:

- B: Organizing
- C: Producing text
- D- Using Language

Literature Circle Reader

Responses: [Literature Circles Choice Board](#)

William and Mary Literature Pre-Assessment

William and Mary Grammar Pre-Assessment

Approaches to Learning (ATL)

Category: Communication Skills

Cluster: Communication

Skill Indicator: Exchanging thoughts, messages and information

Category: Thinking Skills

Cluster: Critical Thinking

Skill Indicator: Analyzing and evaluation issues and ideas

Learning Experiences

Add additional rows as needed.

Objective or Content	Learning Experiences	Personalized Learning Differentiation
<p>LE1: <i>William and Mary 5 Models</i></p>	<ul style="list-style-type: none"> ● Literature Web Model ● Vocabulary Web Model ● Taba Model of Concept Development - Change Model ● The Reasoning Model ● The Writing Process Model <p>Teacher's may choose any text aligned with the global context to model and introduce the 5 teaching models. Students will be able to complete and apply the 5 models to future texts.</p>	<p>Prefill certain elements of the model</p> <p>Model the completion of the webs and release students with a cold text</p>

LE 2: Narrative Writing and Elements of Effective Narratives	<p>Complete a timeline of major life events and have students share timelines in small groups. Major Life Changes Assignment. Self Portrait Assignment and Concept Web Study and Write Opening Sentences- Read Aloud the opening sentences of several published autobiographies to illustrate different approaches to begin. Have students draft the opening sentences of their autobiography. Review How to create a catchy lead. Guide students through the Narrative Writing Workshop Generate a collaborative list of an effective narrative based upon the short narratives read in class. Students should complete a short constructed response on the prompt: What are the elements of a narrative?</p>	<p>Write aloud/Think aloud</p> <p>Small writing groups with progress monitoring.</p> <p>Guided reading and guided writing</p> <p>Exemplars and models</p> <p>Collaborative Conversations</p> <p>Encourage creativity and reward risk-taking</p>
LE 3: Literature Circles - Reader Responses	<p>Literature Circles Choice Board</p>	<p>Guided reading and guided writing</p> <p>Exemplars and models</p> <p>Collaborative Conversations</p> <p>Provide opportunities for divergent and convergent thinking</p>

Content Resources
<p>Anchor Text(s)</p> <ol style="list-style-type: none"> 1. <i>Hidden Figures</i> Young Readers Edition <p>Supplemental/Ancillary Text(s)</p> <ol style="list-style-type: none"> 2. Hidden Figures Articles 3. "The Road Not Taken" and "Hyla Brook" by Robert Frost 4. "Katherine Johnson: A Lifetime of STEM" <p>Media Text (s)</p> <ol style="list-style-type: none"> 5. A Step By Step Plan for Narrative Writing

Published: August, 2023.

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

6. [Narrative Writing Teacher Resources](#)

7. Hidden Figures, Film

Writing

[The Writing Revolution \(Templates\)](#)

Published: August, 2023.

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.