Marietta City Schools
2023–2024 District Unit Planner

Language and Literature Grade 6

<table>
<thead>
<tr>
<th>Unit title</th>
<th>MYP year</th>
<th>Unit duration (hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myths: Not Just Long Ago</td>
<td>1</td>
<td>45</td>
</tr>
</tbody>
</table>

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 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 analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. (RL.6.6)
- I can interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.6.11)

**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.
- 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)

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

**Writing:**
I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)
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 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 use evidence from literary or informational texts to support analysis, reflection, and research. (W.6.9)
I can write stories, plays, and other works in response to what I have read in literature. (W.6.11b)

**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)

**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 eighth-grade academic vocabulary to express my ideas. (L.6.6)
I can use resources to build my vocabulary. (L.6.6)

<table>
<thead>
<tr>
<th>Key concept</th>
<th>Related concept(s)</th>
<th>Global context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>Character</td>
<td>Identities and Relationships</td>
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<tr>
<td>Creativity is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems as evident in process and outcome.</td>
<td>The representation of persons in narrative and dramatic works.</td>
<td>Students will explore human relationships including families, friends, communities and cultures.</td>
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# Statement of inquiry

The hero's journey helps us to better understand identities, relationships, and characters in literature and their responses to challenges.

## Inquiry questions

### Factual

What makes a myth?

What is a hero's journey?

### Conceptual

Why do myths matter?

### Debatable

Does a hero's journey help us understand characters in literature and their responses to challenges?

<table>
<thead>
<tr>
<th>MYP Objectives</th>
<th>Assessment Tasks</th>
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<tbody>
<tr>
<td><strong>What specific MYP objectives will be addressed during this unit?</strong></td>
<td><strong>Relationship between summative assessment task(s) and statement of inquiry:</strong></td>
</tr>
<tr>
<td><strong>MYP Criterion A: Analyzing</strong></td>
<td>List of common formative and summative assessments.</td>
</tr>
<tr>
<td>Students will analyze the content, context, language, style, and structure of a text.</td>
<td>Summative Assessment Connection to Inquiry Statement:</td>
</tr>
<tr>
<td>In Unit 3, students shift their focus to narrative writing skills. This series of writing lessons will scaffold students to their final performance task in which they will apply their knowledge about the hero's journey and the elements of mythology to create their own hero's journey stories.</td>
<td></td>
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<tr>
<td>Students will analyze the relationships among texts</td>
<td><strong>Formative Assessment(s):</strong></td>
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<tr>
<td></td>
<td>Mid-Unit 1 Inferring about the Main Character in <em>The Lightning Thief</em></td>
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<tr>
<td></td>
<td>MYP Objectives/GSE Standards Addressed:</td>
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<tr>
<td></td>
<td>RL.6.1 and RL.6.3</td>
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**MYP Criterion B: Organization**

Students will use organizational structures that serve the context and intention.

Students will organize opinions and ideas in a coherent and logical manner.

**MYP Criterion C: Producing Text**

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.

Students will make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.

**Mid-Unit 2 Analytical Mini-Essay about Elements and Theme of the Myth of Prometheus**

**MYP Objectives/GSE Standards Addressed:**


**Mid-Unit 3 Assessment Crosswalk between My Hero’s Journey Narrative and “The Hero’s Journey” Informational Text**

**MYP Objectives/GSE Standards Addressed:**

W6.2, W.6.3a, and W.6.9

**Summative Assessment(s):**

End of Unit 1 Drawing Evidence from Text: Written Analysis of How Percy’s Experiences Align with “The Hero’s Journey”

**MYP Objectives/GSE Standards Addressed:**

RL.6.1, RI.6.3, RI.6.1, and W.6.9

End of Unit 2 Assessment Literary Analysis—Connecting Themes in Cronus and The Lightning Thief

**MYP Objectives/GSE Standards Addressed:**

RL.6.1, RL.6.2, W.6.2, W.6.5, W.6.9, and L.6.1a, b, c, d.

End of Unit/Performance Task Final Draft of Hero’s Journey Narrative

**MYP Objectives/GSE Standards Addressed:**

W.6.3, W.6.4, and W.6.11c

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Students will select relevant details and examples to develop ideas.

**MYP Criterion D: Using Language**

Students will use correct grammar, syntax, and punctuation.

Students will use varied sentence structure and forms of expression

<table>
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<tr>
<th>Approaches to learning (ATL)</th>
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<tbody>
<tr>
<td>Category: Thinking</td>
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<tr>
<td>Cluster: Transfer Skills</td>
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</table>

**Skill Indicator:** In order for a student to make inferences, they must make connections between various sources of information.

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### Learning Experiences
Add additional rows below as needed.

<table>
<thead>
<tr>
<th>Objective or Content</th>
<th>Learning Experiences</th>
<th>Personalized Learning and Differentiation</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
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</table>

#### LE 1: Background
- M1, U1, L1-2 - Engaging the Reader: Close Reading of “Shrouded in Myth”
- M1, U2, L1 - Reading Closely to Build Background Knowledge: “Myths and Legends”
- M1, U2, L2 - Building Background Knowledge: The Myth of Cronus

#### LE 2: Core Text Activities
- M1, U1, L3 - Meeting the Main Character: Launching *The Lightning Thief* (Chapter 1-3)
- M1, U1, L4 - Inferring about Character: Getting to Know Percy (Chapters 2-3)
- M1, U1, L5 - Inferring about Character: Close Reading of *The Lightning Thief* (Chapter 4)
- M1, U1, L11 - Selecting Evidence: “The Hero’s Journey” and *The Lightning Thief* (Chapter 6-7)

#### LE 3: Assessment Preparation
- M1, U1, L8 - Things Close Readers Do (added to) The Hero’s Journey, Part 1: What Is a Hero?
- M1, U2, L7 - Analyzing the Model Analytical Mini-Essay: “Elements of Mythology and Theme of Cronus”
- M1, U2, L8-9 - Analyzing Details in the Myth of Prometheus for Elements of Mythology and Theme
- M1, U2, L16 - Planning for Writing: Studying Model Writing and Determining a Theme in *The Lightning Thief*
- M1, U2, L7 - Elements of Myth graphic organizer (for the model mini-essay)
- M1, U2, L16 - Theme graphic organizer: *The Lightning Thief*; Review model writing from [lesson 16](#), p. 11. Students will label parts of the essay. Use color codes for direct instruction.

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## Content Resources

### Anchor Text (s)


### Supplemental/ Ancillary Text(s)


### Media Text (s)

6. The Lightning Thief (Film adaptation)

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