



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Language and Literature 6 Advanced Studies

Unit title	Narrative - A study of change and the art of persuading change.	MYP year	1	Unit duration (hrs)	30 Hours
-------------------	---	-----------------	---	----------------------------	----------

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

GSE 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 analyze how a particular story's plot unfolds in a series of episodes as well as how the character responds or changes as the plot moves toward a resolution. (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 and explain how an author develops the point of view of the narrator or speaker in a text. (RL.6.6)

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)

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)

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)

William and Mary Language Art 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)

Selected Key concept (s)	Related concept(s)	Global context
<p>Identify</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.</p>	<p>Character and Purpose</p> <p>Students will explore characters in short narrative works. Students will also explore the</p>	<p>Science and Technical Innovation</p> <p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their</p>

<p>Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences.</p>	<p>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>understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>
<p>Statement of inquiry</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.</p>		
<p>Inquiry questions</p>		
<p>Factual:</p> <p>What are the elements of a narrative?</p> <p>What is the difference between linear and nonlinear narrative?</p> <p>What is the author's purpose?</p> <p>What is identity?</p> <p>Conceptual:</p> <p>What role does one’s personal experience have in one’s culture?</p> <p>What role does literature have in different cultures? How can one’s personal experiences reflect their values and beliefs?</p> <p>How can one’s personal experiences reflect their values and beliefs?</p> <p>Debatable:</p> <p>To what extent do authors use language to convey beliefs, values, and human relationships?</p>		

Objectives	Assessments	
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
<p><u>MYP Criterion A: Analyzing</u> 1. Analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts. 2. Analyze the effects of the creator’s choices on an audience.</p> <p><u>MYP Criterion B: Analyzing</u> 1. Students will use organizational structures that serve the context and intention. 2. Students will organize opinions and ideas in a coherent and logical manner. 3. Use referencing and formatting tools to create a presentation style suitable to the context and intention</p> <p><u>MYP Criterion C: Producing Text</u> 1. 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 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.</p>	<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><u>Formative Assessment:</u></p> <p><u>Formative Narrative Writing Part A:</u> Create a narrative around a small moment in the student’s life. Narratives should reflect an event from their lives in which they had a challenging experience and how did the challenge impact the development of their identity. Part B: Students choose 7-10 important events or aspects of their lives they feel impacted their identity and create a collage representing those events. Students will write a piece of prose, poem, or dramatic dialogue to accompany the collage.</p> <p>Task: Read two short sections of chapter 9 in their anchor text, <i>Hidden Figures</i>, and answer selected response and short answer questions about the argument the author makes in the text, as well as the author’s depiction and point of view of Dorothy.</p> <p>Task: Reread an excerpt from the anchor text, <i>Hidden Figures</i>, 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</p>

MYP Criterion D: Using Language

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

view.

Constructed Response

How does an author develop the identity of the women in *Hidden Figures*?

William and Mary Literature Pre Assessment

William and Mary Argument Writing Pre Assessment

Summative Writing Response:

Summative Narrative Writing Part A: Create a narrative around a small moment in the student's life. Narratives should reflect an event from their lives in which they had a challenging experience and how did the challenge impact the development of their identity. **Part B:** Students choose 7-10 important events or aspects of their lives they feel impacted their identity and create a collage representing those events. Students will write a piece of prose, poem, or dramatic dialogue to accompany the collage.

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
LE1: <i>William and Mary 5 Models</i>	<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>	Prefill certain elements of the model Model the completion of the webs and release students with a cold text

<p>LE 2: Narrative Writing and Elements of Effective Narratives</p>	<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>
<p>LE 3: Hidden Figures: Analyze Point of View and Habits of Character</p>	<p>Students will read an excerpt from chapter 5 of Hidden Figures and then identify a claim that could best be supported by that excerpt. Students use evidence from the text to answer questions about the text during a Chalk Talk protocol. After participating in Chalk Talk protocol, students answer questions about the author’s point of view toward Dorothy Vaughn. Students use evidence from the text to support a claim about Dorothy’s habits of character in the text. Students generate a claim about Dorothy’s habits of character. They support their claim with clear reasons and relevant evidence.</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"> <i>Hidden Figures</i> Young Readers Edition <p>Small Group Text Options linked to Global Context of Scientific and Technical Innovation</p> <p>Supplemental/Ancillary Text (s)</p> <ol style="list-style-type: none"> Literature Circle Articles The Road Not Taken” and “Hyla Brook” by Robert Frost “Katherine Johnson: A Lifetime of STEM” <p>Media Text (s)</p>

5. [A Step By Step Plan for Narrative Writing](#)
6. [Narrative Writing Teacher Resources](#)
7. Hidden Figures, Film