MCS Advanced Studies Grade 6 Language and Literature Subject Group Overview 2023-2024

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 Scientific and Technical Innovation	Unit 2 Orientation in Time and Space	Unit 3 Identities and Relationships	Unit 4 Fairness and Development	Unit 5 Guided Literary Analysis
Time Frame	5 weeks	8 Weeks	8 Weeks	6 weeks	3 weeks
Standards	**Literary:** RL1, RL2, RL4, RL6, RL7 **Informational:** RI1-7 **Writing:** (Narrative): W3-5, 10 **Language:** L1-4, 6 **Speaking and Listening:** SL2, SL6 **MYP Criterion:** B-Organizing C-Producing Text D-Using Language **MCS Gifted Standards:** MCS.Gifted.S2B, D; MCS.Gifted.S3A-B MCS.Gifted.S5A, D; MCS.Gifted.S6A-F	**Literary :** RL1-6, 9 **Informational:** RI 1-7, 9 **Writing:** (Informational) W2, W4, W5, W6, W8, W9, W10 **Language:** L 1-3, L6 **Speaking and Listening:** SL1, 2, 6 **MYP Criterion:** A-Analyzing B-Organizing C-Producing Text D-Using Language **MCS Gifted Standards:** MSC.Gifted. S3A-C MCS.Gifted.S4A-E MCS.Gifted.S5B-C MCS.Gifted.S6A-F	**Literary :** RL1-6, 9 **Informational:** RI7 **Writing:**(Argument) W1, 4-6, 10 **Language:** L1, L2, L4, L5, L6 **Speaking and Listening:** SL1, 3-6 **MYP Criterion:** A-Analyzing B-Organizing C-Producing Text D-Using Language **MCS Gifted Standards:** MCS.Gifted.S2B, D MSC.Gifted. S3A-C MCS.Gifted.S4A-E MCS.Gifted.S5A,B,D,E MCS.Gifted.S6A-F	**Literary:** RL1-6, 9 **Informational:** RI7 **Writing:**(Research) W4-10 **Language:**L1, L2, L4, L5, L6 **Speaking and Listening:** SL1, 3-6 **MYP Criterion:** A-Analyzing B-Organizing C-Producing Text D-Using Language **MCS Gifted Standards:** MCS.Gifted.S1A-C MSC.Gifted. S3A-C MCS.Gifted.S6A-F	**Literary:** RL1, RL10 **Informational:** RI 1, 8, 9, 10 **Writing:** W1, 2, 4, 5, 6, 9, 10 **Language:**L1, 2, 3, 6 **Speaking and Listening:** SL4, 5, 6 **MYP Criterion:** A-Analyzing B-Organizing C-Producing Text D-Using Language **MCS Gifted Standards:** MSC.Gifted. S3A-C MCS.Gifted.S6A-F

Approaches To Learning Instructional Strategies	**Self-Management:** Set goals that are challenging and realistic Create plans to prepare for Summative Assessments **Thinking:** Analyzing and evaluating issues and ideas Consider ideas from multiple perspectives	**Reflection:** Self-Assessment of Learning **Communication:** Read closely, critically to make inferences and draw conclusions. Write for different purposes Engage in collaborative conversations	**Reflection:** Self-Assessment of Learning **Thinking:** Gather and organize relevant information to formulate an idea or argument Evaluate evidence and arguments Develop contrary or opposing arguments	**Self-Management:** Plan short- and long-term assignments; meet deadlines **Communication:** Read closely, critically to make inferences and draw conclusions. Write for different purposes Engage in collaborative conversations	**Reflection:** Self-Assessment of Learning **Communication:** Read closely, critically to make inferences and draw conclusions. Write for different purposes Engage in collaborative conversations
Statement of Inquiry	Authors often communicate how one's environment impacts humanity through a variety of audiences.	Developing analysis skills through a lens of time and space creates student connections through personal histories, explorations, journeys, and discoveries by observing the structure of the text and discovering the relationships and interconnectedness between texts.	Individuals, impacted by their cultures, construct unique narratives from their points of view that reflect their cultural values and beliefs and form their identities	Through understanding one's cultural perspective; people can work together to resolve conflict.	Developing analysis skills creates student connections through intertextuality by observing the structure of the text and discovering the relationships and interconnectedness between the texts.
Global Context	**Scientific and Technical Innovation** 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.	**Orientation in Time and Space** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of individuals and civilizations, from local and global perspectives.	**Identities and Relationships** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	**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.	**Personal and Cultural Expression** How we express ourselves: an inquiry into 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

Key Concepts	Change	Perspective	Identity	Communication:	Intertextuality
	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.	*Time, space, and place* 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.	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.	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.	Students will explore the connections between one text and other texts, the ways in which texts are interrelated, and the meanings that arise out of their interrelationship
Related Concepts	**Character** **Purpose**	**Point of View**	**Context** **Setting**	**Context** **Setting**	**Purpose**
Design Cycle Transdisciplinary	Writing Process - Narrative	Writing Process- Informational	Writing Process- Argument	Writing Process- Research	Writing Process- Analytical/ Explanatory/ Reflective
MYP Assessments Performance Tasks	**Common Assessments:** **Formative Assessment(s):** **Formative Selected Responses:** Comprehension check **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	**Common Assessments:** **Formative Assessment(s):** **Formative Selected Response:** Comprehension check **Summative Assessment(s):** **Cumulative Assessment:** End of Book Summative Assessment **Informational Essay** <u>MYP Criteria:</u> A- Analyzing B: Organizing	**Common Assessments:** **Formative Assessment(s):** **Formative Selected Response:** Comprehension check **Summative Assessment(s):** **Cumulative Assessment:** End of Book Summative Assessment **Argumentative Essay** <u>MYP Criteria:</u> A- Analyzing	**Common Assessments:** **Formative Assessment(s):** **Formative Selected Response:** Comprehension check **Summative Assessment(s):** **Cumulative Assessment:** End of Book Summative Assessment **Research Essay** <u>MYP Criteria:</u> A- Analyzing B: Organizing	**Common Assessments:** **Formative Assessment(s):** **Mini Guided Literary Analysis** Poetry - guided literary analysis organizer and constructed response (Purpose: An exemplar for the final summative for the unit) **Summative Assessment(s):** **Guided Literary Analysis** **Directions:** Review the following prompts and choose one that you feel comfortable

point of view toward Dorothy. **Task:** Reread an excerpt from the anchor text, Hidden Figures, about Katerine 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. <u>**Summative Assessment(s):**</u> **Cumulative Assessment:** End of Book Summative Assessment **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	C: Producing Text D: Using Language **Literature Circle Reader Responses:** Literature Circle Choice Board- Students choose one response from each side per week. Responses allow students to demonstrate their knowledge in a variety of differentiated ways. These responses are then used to aid in literature circle discussions.	B: Organizing C: Producing Text D: Using Language **Cumulative Assessment:** End of Book Summative Assessment **Literature Circle Reader Responses:** Literature Circle Choice Board- Students choose one response from each side per week. Responses allow students to demonstrate their knowledge in a variety of differentiated ways. These responses are then used to aid in literature circle discussions.	C: Producing Text D: Using Language **Cumulative Assessment:** End of Book Summative Assessment **Literature Circle Reader Responses:** Literature Circle Choice Board- Students choose one response from each side per week. Responses allow students to demonstrate their knowledge in a variety of differentiated ways. These responses are then used to aid in literature circle discussions.	writing your essay about. Your task is to conduct a comparative analysis which compares the similarities and differences between the texts you have read and studied this year. **Prompt:** To what extent do at least two of the works you have studied show elements of change and its impact? ○ *Hidden Figures* ○ *Farewell to Manazanar* ○ *Code Talker* ○ *Journey to Topaz* ○ *Touching Spirit Bear* ○ *Esperanza Rising* ○ *Taking Sides* ○ *A Million Shades of Gray* ○ *Bud, Not Buddy* **Products:** ● Organizer (See below) ● Constructed response ● Visual representation of change in both texts ○ Examples: One-Pager, Poster, PPT, Infographic, etc. Presentation (w/Peer Feedback) <u>MYP Criteria:</u> A- Analyzing B: Organizing

		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 **William and Mary Literature Pre-Assessment** **William and Mary Grammar Pre-Assessment**			C: Producing Text D: Using Language **William and Mary Literature Post Assessment** **William and Mary Grammar Post Assessment**
	Differentiation For Tiered Learners	**Intervention Support-** Small Group Reading based upon MAP skills Research based teaching models, learning models (concept, content, process models, and questioning) **ELL-** Five Principle ELL Curriculum Framework and Vocabulary Supports **Additional differentiated supports to be determined by the school.**	**Intervention Support-** . Small Group Reading based upon MAP skills Research based teaching models, learning models (concept, content, process models, and questioning) **ELL-** Five Principle ELL Curriculum Framework and Vocabulary Supports	**Intervention Support-** Small Group Reading based upon MAP skills Research based teaching models, learning models (concept, content, process models, and questioning) **ELL-** Five Principle ELL Curriculum Framework and Vocabulary Supports **Additional differentiated supports to be determined by the school.**	**Intervention Support-** Small Group Reading based upon MAP skills Research based teaching models, learning models (concept, content, process models, and questioning) **ELL-** Five Principle ELL Curriculum Framework and Vocabulary Supports **Additional differentiated supports to be determined by the school. .**	**Intervention Support-** Small Group Reading based upon MAP skills Research based teaching models, learning models (concept, content, process models, and questioning) **ELL-** Five Principle ELL Curriculum Framework and Vocabulary Supports **Additional differentiated supports to be determined by the school.**

		Additional differentiated supports to be determined by the school.			