	Marietta City Schools				
	2023-2024 District Unit Planner				

	Language and Literature 6 Advanced Studies				
Unit title	*Orientation in Time and Space*	**MYP year**	*1*	**Unit duration (hrs)**	*35 hours*

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 determine theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RL.6.2)

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 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 they "see" and "hear" when reading the text to what they perceive when they listen or watch. (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 they "see" and "hear" when reading the text to what they perceive when they listen or watch. (RL.6.9)

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)

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:

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 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.6.4)
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.6.6)
I can use several sources in my research. (W.6.6)
I can generate additional research questions for further exploration. (W.6.6)
I can gather relevant information from multiple print and digital sources; assess 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)

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 interpret information presented in diverse media formats and explain how it contributes to a topic, text, or issues 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. (See grade 6 Language standards 1 and 3 for specific expectati

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

Gifted 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 a variety of problems and dilemmas.

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

Gifted Strand 4: Advanced Communication and Collaboration Skills: Students will develop advanced communication and collaboration skills in working toward a common goal with shared accountability for the final outcome.
- MCS.Gifted.S4A. Develop skills and techniques associated with effective verbal and non-verbal communication, adjusting for a given audience or task.
- MCS.Gifted.S4B. Recognize and examine the value of others strengths, thoughts, ideas, and feelings during collaboration.
- MCS.Gifted.S4C. Establish a common goal utilizing strengths of each group member.
- MCS.Gifted.S4D. Respectfully collaborate and effectively communicate exchanges of constructive/critical feedback.
- MCS.Gifted.S4E. Use a variety of multi-media and innovative technologies as tools to effectively communicate the individual or collaborative group work.

Gifted Strand 5: Emotional Development of Self: Students will develop understanding of self and how one's own unique abilities influence interactions with others.
- MCS.Gifted.S5B. Recognize and build upon strengths and limitations.
- MCS.Gifted.S5C. Develop and practice critical analysis in judgment of one's actions, feelings and thoughts.

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
Perspective Perspective is 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.	**Point of View** The representation of persons viewpoints in narrative and dramatic works.	**Orientation in Space and Time** Where we are in place and time: 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
Statement of inquiry		

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.		
Inquiry questions		

Factual:

What is effective communication?

Conceptual:

Who were the key individuals involved?

How are they connected?

What distinctions are there between these individuals?

What are the key events or ideas?

How are these events connected?

What distinctions are there between these ideas or events?

Debatable:

To what extent does an author's experiences impact their writing?

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		Formative Assessment(s):

MYP Criterion A: Analyzing
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.

MYP Criterion B: Analyzing
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

MYP Criterion C: Producing Text
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

Formative Assessment(s):

1. Standards based mid-unit assessment using a literary and non-literary test.
2. Vocabulary Formatives

Summative Assessment(s):

The reading comprehension section of the Unit Assessment contains two literary selections from Zitkala-Sá, a Native American writer, and accompanying questions. In the selections, "The Land of Red Apples'' and "The Cutting of My Long Hair," Zitkala-Sá describes her experiences at a missionary school. These texts are considered worthy of students' time to read and meet the expectations for text complexity at Grade 7. The texts feature core content and domain vocabulary that students can draw on in service of comprehending the text.

Summative Writing: Code Talker emphasizes the importance of preserving the native language of indigenous Americans. In 1990, the U.S. government passed the Native American Languages Act,which established federal policy to preserve, protect, and promote Native American rights to use their languages. Have students research and write a two- to three-page report on the act and what native peoples are doing to keep their languages alive. Students can use Activity Page E.1 to list the sources they used to write their reports

awareness of impact on an audience 3. Select relevant details and examples to develop ideas. **MYP Criterion D: Using Language** 1. Use appropriate and varied vocabulary, sentence structures and forms of expression 2. Write and speak in an appropriate register and style 3. Use correct grammar, syntax and punctuation 4. Spell (alphabetic languages), write (character languages) and pronounce with accuracy		

Approaches to learning (ATL)

Category: Self Management Skills

Cluster: Reflection

Skill Indicator: Self Assessment of Learning

Category: Communication

Cluster: Communication Skills

Skill Indicator: Give and receive meaningful feedback Use appropriate forms of writing for different purposes and audiences Make inferences and draw conclusions

Learning Experiences		
Add additional rows below as needed.		
Objective or Content	**Common 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.
Introduction to the Global Context and Statement of Inquiry	Students should use the Taba Model of Concept Development to explore the concepts of time. What are things that are bound by time? All students make generalizations about the global context of "orientation in time and space". Students should develop inquiry questions about the global context. Finally, students will write a paragraph supporting one of the generalizations about change. Teachers should utilize quick writes to support the process of inquiry, content knowledge, and mastery of overarching concepts. Through understanding an author's **perspective**; people can work together to resolve **conflict.**	Exemplars and models Collaborative Conversations Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.
Building Background Knowledge	What is historical fiction? Events of WWII Timeline Introduce Navajo Culture and History Navaho People Visual Text Photos of Boarding Schools History of Code Talkers	Exemplars and models Collaborative Conversations
Code Talker Core Text Analysis	**Standards based instruction focus: (RL3)** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Guided reading and guided writing Exemplars and models

	Complex Characters: in texts, the main characters are interesting and complex, or well-rounded. You can identify complex characters in the following way:
	  ● They show multiple or even contradictory triads, or qualities.
	  ● They struggle with conflicting motivations, or reasons for acting as they do.
	  ● They change or learn something important by the end of the story
	
	This unit focuses on Code Talker, a historical novel by Joseph Bruchac, an award-winning author of more than one hundred books. Many of Bruchac's books draw on aspects of his Native American heritage. Although the book is fiction, it is based on historically accurate events. In terms of literary skills, students will have several assignments in which they focus on human relationships and interactions, characterization, figurative language, point of view, perspective, and irony. Students will have the opportunity to explore the thoughts and feelings of a young person caught up in a global war. Students will also analyze the role of culture in shaping a person's values and behaviors. Students will learn about the important role the Navajo code talkers played in World War II. Students will also reflect on the irony that Native Americans were initially viewed by nonnative people as unable to contribute to American culture and yet were called upon to make great sacrifices during the war to aid a government that had mistreated them. It is hoped that students will gain a greater appreciation for cultural diversity and increase their understanding of how culture impacts one's perspective on historical events.
		Collaborative Conversations
		
		Provide opportunities for divergent and convergent thinking

William and Mary 5 Models	Teacher's may choose any text aligned with the global context of identities and relationships to model and introduce the five teaching models. Students can complete and apply the five models to future texts.	Prefill certain elements of the model Model with the completion of the web and release students with a cold text.
Asian American Literature William and Mary	Students will use their knowledge of Farewell to Manzanar to develop analytical and interpretive skills in literature. Students will complete the William and Mary Literature Web. When students have completed their Literature Webs, divide the class into groups of three or four smaller students, Have students compare and discuss webs in their groups. Have groups use chart paper to create a web that includes the ideas of all members. Discuss the reading with the whole class. Have one member of each group share the group's Literature Web with the class. Ask questions of each group to clarify or deepen ideas that emerge from their web. Reasoning Questions: Not only does each culture have its own customs and traditions, but it may also perceive the world in its own way. How does this statement apply to the book? Literature from any culture employs strong character to tell a story. What characters from your reading impressed you? Why? Give specific evidence from the book to support your feelings. What inferences can you make about what the characters learned in	Guided reading and guided writing Exemplars and models Collaborative Conversations

	the story? On what evidence do you base your conclusions? Complete the Think Aloud in William and Mary Lesson 8 and apply the elements of reasoning.	
Small Group Texts	**Focus Task** (RL.3) *Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.* Challenge students to choose a character from the text and present an oral narrative based on a diary entry that the character could have written about an event in the story. Review learning strategies with students and explain that as they work through small-group learning they will develop strategies to work in small group environments. (**prepare, participate fully, support others, clarify**) Students should be encouraged to give positive feedback when others share their ideas and take turns so that all group members get a chance to be heard. Remind students that groups should communicate politely. Post these accountable talk suggestions. Students should: **Remember to**..ask clarifying questions. **Which sounds like**… I think you said _____. Did I hear you correctly? I'm not sure I understand what you're saying about _____. Can you elaborate? **Remember to**..explain your thinking.Which Sounds like..My reason for thinking _____ is _____. I came to my conclusion after _____. [Meaningful Talk](#) Literary Analysis of *texts* - Students will analyze and interpret the novels using the literature webs. Students will review the concept of change and the related generalizations, discuss the novel's character, complete a literature web, and discuss questions about the novel. Compare the student's small group novel and *core text*	Literature Roles Sentence/Question Stems [Literature Circle Reader Response Choice Board](#)
Literary Analysis	Students should connect a part (an extract) of one of their text to the global context). Encourage students to consider questions that revolve around how a text relates to the global context and statement of inquiry.	Exemplars and models Collaborative Conversations Provide opportunities for divergent and convergent thinking
Common Content Resources		
Common Anchor Text: Code Talker (910L)		

Code Talker is a historical novel by Joseph Bruchac, an award-winning author of more than one hundred books. Many of Bruchac's books draw on aspects of his Native American heritage. Although the book is fiction, it is based on historically accurate events.

Common Small Group:
Farewell to Manzanar
Journey To Topaz