	Marietta City Schools
	2023-2024 District Unit Planner

Language and Literature 6 Advanced Studies					
Unit title	Identities and Relationships	**MYP year**	*1*	**Unit duration (hrs)**	*30*

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 a theme or central idea of a text. (RL6.2)

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)

I can Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. (RL.6.9)

Reading Informational:

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

Writing:

I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1)

I can introduce the claim(s) and organize the reasons and evidence clearly. (W.6.1a)

I can support a claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (W.6.1b)

I can use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (W.6.1c)

I can establish and maintain a formal style. (W.6.1d)

I can provide a concluding statement or section that follows from the argument presented. (W.6.1e)

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 use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others. (W.6.6)
I can write routinely over extended time frames and shorter time frames 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 delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (SL.6.3)
I can present claims and findings , sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.6.4)
I can include multimedia components and visual displays in presentations to clarify information. (SL.6.5)
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 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,Rl3, 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)

Gifted Standards
Gifted Strand 2: Creative Thinking Skills: Students will develop and utilize creative thinking through a variety of products and problem solving.
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.
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.S5A. Explore personal beliefs, feelings, and understanding of self, regarding one's own unique giftedness.

MCS.Gifted.S5B. Recognize and build upon strengths and limitations.

MCS.Gifted.S5D. Develop a shift in actions, feelings and thoughts.

MCS.Gifted.S5E. Advocate for self.

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
Identity Identity is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, human eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences.	**Context/ Setting** Students will explore the connections between the context/ setting and how it impacts the story, character development, and identity.	**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.

Statement of inquiry
Individuals, impacted by their cultures, construct unique narratives from their points of view that reflect their cultural values and beliefs and form their identities.

Inquiry questions

Factual:

How does one develop their identity?

Conceptual:

Can a person change who they are?

How are we all connected to humanity?

How do authors communicate their message and perspective through characters?

Debatable:

Do our physical and emotional environments impact our development as humans?

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 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	After students have been exposed to the various examples of how our identities are shaped through the core text and literature circle texts, they will explore key elements of specific characters and formulate a position based on the events in the text. For the performance task, students will apply what they have learned about identity and relationships and write a culminating argumentative essay as an assessment of understanding.	**Formative Assessment(s):** **Formative Selected Response:** Comprehension check (RL1, RL2, RL3, RL4) **Summative Assessment(s):** **Argumentative Essay** MYP Criteria: A- Analyzing B: Organizing C: Producing Text D: Using Language **Cumulative Assessment:** End of Book Summative Assessment (RL1, RL2, RL3, RL4)

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. **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.		

Approaches to learning (ATL)

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

	Learning Experiences	
	Add additional rows as needed.	
Objective or Content	**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.
CLE 1: William and Mary Models	- Literature Web Model - Taba Model of Concept Development - Change Model - The Reasoning Model - The Writing Process Model 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.	Prefill certain elements of the model Model the completion of the webs and release students with a cold text
CLE 2: Poetry Analysis	Introduce and analyze poetry Connect ALL the texts: 1. What is common to all texts? 2. In what way are the poems different? 3. How do these poems connect to the core text?	Provide students with text annotations to assist with analysis of the poems. Mini lesson or small groups on poetic elements.
CLE 3: Literature Circles	Literary Analysis of *Taking Sides* and *Esperanza Rising* - 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 the core text through the concept of change.	Literature Roles Sentence/Question Stems
	Content Resources	

Anchor Text:

1. Touching Spirit Bear

Small Group:

2. Esperanza Rising
3. Taking Sides

Supplementary Texts: