	Marietta City Schools				
	2023–2024 District Unit Planner				

	Language Arts 6				
Unit title	*Rules to Live By*	**MYP year**	*1*	**Unit duration (hrs)**	*45 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 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)
I can read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.6.10).

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)

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 compare and contrast one author's presentation of events with that of another. (RI6.9)

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.6.4)
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 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)
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 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)

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)

Key concept	Related concept(s)	Global context
Identity	Point of view	Fairness and Development

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, constructed, asserted, or shaped by external and internal influence.	The particular perspective brought by a composer, responder or character within a text to the text or to matters within the text.	Students will explore rights and responsibilities; the relationship between communities

Statement of inquiry

People develop "rules to live by" through their own life experience to help to develop one's identity and promote an idea of fairness through one's point of view.

Inquiry questions

Unit Inquiry questions:

Factual:

What are "rules to live by"?

Conceptual:

How do people formulate and use "rules" to lead better lives?

Debatable:

How do people communicate these "rules" to others?

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	What are "rules to live by"? How do people formulate and use "rules"	Formative Assessments:
1. Analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts.	to improve their lives? How do people communicate these "rules" to others? In this module, students consider these questions as they read the novel Bud, Not Buddy (950L) , Steve Jobs' 2005 commencement	**Mid Unit 1 Figurative Language and Word Choice in *Bud, Not Buddy***
2. Analyze the effects of the creator's choices on an audience.	address at Stanford University, President Barack Obama's Back-to-School Speech, "If" by Rudyard Kipling, and informational research texts. At the start of Unit 1, students launch their study of	MYP Objectives/GSE Standards Addressed: RL.6.4 and L.6.5.
	Bud, Not Buddy, establishing a set of routines for thinking, writing, and talking about Bud's rules to live by. They read the novel closely for its	MYP Criteria: A
MYP Criterion B: Analyzing	figurative language and word choice, analyzing how these affect the tone and meaning of the text. In the second half of the unit, students	**Mid-Unit 2 Analyzing Poetry: Structure and Theme in Stanza 4 of "If" by Rudyard Kipling**
1. Students will use organizational structures that serve the context and intention.	engage in a close reading of the Steve Jobs speech, focusing on how Jobs develops his ideas at the paragraph, sentence, and word level.	
2. Students will organize opinions and ideas in a coherent and logical manner.	Students use details from the speech to develop claims about a larger theme. During Unit 2, students continue to explore the theme of "rules	MYP Objectives/GSE Standards Addressed: RL.6.5, RL.6.7, RL.6.9 and L.6.5.
3. Use referencing and formatting tools to create a presentation style suitable to the context and intention	to live by" in the novel as well as through close reading of the poem "If" by Rudyard Kipling. Students analyze how the structure of a poem contributes to its meaning and theme. In a mid-unit assessment,	MYP Criteria: A,C
MYP Criterion C: Producing Text	students compare and contrast how Bud, Not Buddy and "If" address a similar theme. Unit 2 culminates with students writing a literary	
1. Students will produce texts that demonstrate insight, imagination and sensitivity while exploring	argument essay in which they establish a claim about how Bud uses his "rules": to survive or to thrive. Students substantiate their claim using	**Summative Assessments:**
and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process	specific text-based evidence including relevant details and direct quotations from the novel. In Unit 3, students shift their focus to their own rules to live by and conduct a short research project. Students	**End of Unit 1 Analyzing the Barack Obama Back-to-School Speech**
2. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating	work in expert groups (research teams) to use multiple informational sources to research that topic. As a final performance task, students	MYP Objectives/GSE Standards Addressed RI.6.2 and RI.6.5
awareness of impact on an audience	use their research to write an essay to inform about one important	MYP Criteria: A
3. Select relevant details and examples to develop ideas.	"rule to live by" supported with facts, definitions, concrete details, quotations, and examples.	**End of Unit 2 *How Does Bud Use His Rules—to Survive or to Thrive? Argument Essay***
		MYP Objectives/GSE Standards Addressed: RL.6.1, RL.6.2, W.6.1, W.6.4, and W.6.9.
		MYP Criteria: A, B, C, D
		End of Unit/ Performance Task *Draft of Essay to Inform: "My Rule to Live By"*
		MYP Objectives/GSE Standards Addressed: RL.6.3, RI.6.1, RI.6.2, W.6.2, W.6.4, and W.6.9.
		MYP Criteria: A, B, C, D

Approaches to learning (ATL)

Skill Category: Self-Management

Skill Cluster: Affective Skills

Skill Indicator and Description (SGObj, Learning Exp, Summative): In order for a student to practice "bouncing back" after adversity, mistakes, and failures; they must apply skills and knowledge in unfamiliar situations.

Learning Experiences		
Add additional rows below as needed.		
Objective or Content	**Learning Experiences**	**Personalized Learning and Differentiation**
CLE 1: Background	An Overview of the Great Depression - M2, U1, L0	Small group station rotations Visual texts to provide additional context of the setting
CLE 2: Core Text Activities	*Bud, Not Buddy*: Launching the Novel and Understanding Its Context and Figurative Language - M2, U1, L1-3 How Does the Author Convey Themes in *Bud, Not Buddy*? - M2, U2, L1 Revisiting Bud's Rules: *Survive* or *Thrive*? - M2, U2, L10	Tracking Bud's Rules graphic organizer How Did Bud Use His Rule? charts *Bud, Not Buddy*: Forming Evidence-Based Claims graphic organizer
CLE 3: Assessment Preparation	*Bud, Not Buddy*: Launching the Novel and Understanding Its Context and Figurative Language - M2, U1, L1-3 Steve Jobs Commencement Address - M2, U1, L6-10 "If" Poem Analysis - M2, U2, L2-7 Planning for Writing: Introduction and Conclusion of a Literary Argument Essay - M2, U2, L14 Analyzing the Structure and Content of an Essay to Inform - M2, U2, L5	Figurative Language in *Bud, Not Buddy* graphic organizer Evidence-Based Claims graphic organizer Annotated Steve Jobs speech "If" graphic organizer Rule Sandwich Guide: *Bud, Not Buddy* Outline for "My Rule to Live By" essay to inform

		Structure and Content of an Essay to Inform anchor chart
	Content Resources	

Core Texts:

Christopher Paul Curtis, *Bud, Not Buddy* (950L)

Supplemental/Ancillary Text (s):

"The President Barack Obama, "Back-to-School Speech," made on September 8, 2009. 4.

 Rudyard Kipling, "If," 1910.

 Commonlit Text Set - "If"

Media Text (s)

Steve Jobs, "Stanford University Commencement Address," speech made on June 12, 2005 found at http://news.stanford.edu/news/2005/june15/jobs-061505.html

The Great Depression - Crash Course

The Great Depression - 5 Minute History Lesson

Steve Jobs, "Stanford University Commencement Address," speech made on June 12, 2005

Commonlit Text Set - Steve Jobs

Background on the Great Depression - CommonLit Text Set

Go Further - Commonlit Text Set - After Chapter 5

Go Further - Commonlit Text Set, after Chapter 7

Go Further - Commonlit Text Set, after Chapter 8

Go Further - Commonlit Text Set, before Chapter 12

Go Further - Commonlit Text Set, after Chapter 13

The Writing Revolution (Templates)