



Marietta City Schools
2023-2024 District Unit Planner

Language Arts 6

Unit title	Reading for Research and Writing a Position Paper	MYP year	1	Unit duration (hrs)	40 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 analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. (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.
- 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)

Key concept	Related concept(s)	Global context
Global Interactions Focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.	Setting The time and the place in which the action of a book, film, play, and so on happens. Setting may also include mood and atmosphere.	Globalization and Sustainability The impact of decision-making on humankind and the environment.
Statement of inquiry		
Human actions and interactions have environmental consequences on globalization and sustainability.		
Inquiry questions		
<u>Unit Inquiry questions:</u> Factual: How does reading for research help me to form an opinion and make an argument? Conceptual: How do different authors approach providing information and making an argument? Debatable:		

Option 1: DDT

- Do you believe DDT should be used despite its potentially harmful consequences in the natural world?
- Do the benefits of DDT outweigh its harmful consequences?

Option 2: The Impact of GMOs

- Are GMOs good or bad?
- Is it time to label GMO foods?

Option 3: Pollution and its impact on the world

- How does pollution lead to global warming?
- What are some ways to lower pollution?

Option 4: Hydrofracking

- What is the biggest problem with hydrofracking? Do you agree or disagree?
- How has hydrofracking impacted oil and natural gas production in the US?

Option 5: Deforestation

- What is the impact of deforestation on our environment?
- Why does deforestation matter?

Option 6: Alternative Power Sources

- What is the best alternative power source?
- Are alternative power sources the future?

MYP Objectives	Assessment Tasks	
<i>What specific MYP objectives will be addressed during this unit?</i>	<i>Relationship between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>

<p>MYP Criterion A: Analyzing</p> <p>Students will analyze the content, context, language, style, and structure of a text.</p> <p>Students will analyze the relationships among texts</p> <p>MYP Criterion B: Organization</p> <p>Students will use organizational structures that serve the context and intention.</p> <p>Students will organize opinions and ideas in a coherent and logical manner.</p> <p>MYP Criterion C: Producing Text</p> <p>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.</p> <p>Students will make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.</p> <p>Students will select relevant details and examples to develop ideas.</p> <p>MYP Criterion D: Using Language</p> <p>Students will use correct grammar, syntax, and punctuation.</p>	<p>In this option research-based module, students explore the benefits and harmful consequences of the use of the controversial pesticide DDT, the impact of GMOs in food, Pollution, Hydrofracking, Deforestation, OR Alternative Energy Sources and its impact on the world. In Unit 1, students are introduced to the research process through an exploration of credible sources. Students will read closely to practice citing evidence and drawing inferences from various texts as they begin to think about the interactions between people and the environment. They also will read additional informational texts and watch videos to gather evidence and trace arguments about their selected topic. At the end of this unit, students will participate in a Fishbowl discussion to begin to articulate their evidence-based opinions about their topic. In Unit 2, students will engage in a research project, continuing to explore their selected topic. Students will read several complex texts, both print and digital, in order to collect relevant information in a structured article organizer. Unit 2 culminates with students synthesizing all their reading thus far in order to make and present their own evidence-based claim about their topic. In Unit 3, students choose the most compelling evidence and write a position paper in which they support the claim they made (at the end of Unit 2). At the end of unit assessment, students will submit their best draft of this position paper.</p>	<p><u>Formative Assessment(s):</u></p> <p>Mid Unit 1 - Research Mid-Unit In this assessment, students will read an unfamiliar informational text with a research focus. Students will answer selected response questions to assess specific research focused standards reviewing how to identify credible sources and specific research skills. Additionally, students will be asked to explore the main idea of the text as well as the author's purpose.</p> <p>Standards Addressed: RI.6.2, RI.6.7, W.6.2b, W.6.2d, and W.6.8</p> <p>MYP Criteria: N/A</p> <p>End of Unit 1 - Tracing and Evaluating an Argument In this assessment, students read a new article and watch a new video about the debate over their selected topic. For each, students trace and evaluate the argument and specific claims made by the author, or speaker, distinguishing claims that are supported by reasons and evidence, and those that are not. Students use a graphic organizer identical to the one they have been using in prior lessons to complete this assessment.</p> <p>Standards Addressed: RI.6.8 and SL.6.3</p> <p>MYP Criteria: A</p> <p>Mid Unit 2 - Research Article Organizer In this assessment, students read 5 articles related to their topic. Students collect basic bibliographic information about each article in a research article organizer, paraphrase the information and conclusions of each author, and reflect on whether these articles affect the focus of their inquiry.</p> <p>Standards Addressed: RI.6.9, W.6.7, and W.6.8</p>
---	---	---

<p>Students will use varied sentence structure and forms of expression</p>		<p>MYP Criteria: A, B</p> <p><u>Summative Assessment(s):</u></p> <p>MYP Criteria: N/A</p> <p>End of Unit 1 - Tracing and Evaluating an Argument In this assessment, students read a new article and watch a new video about the debate over their selected topic. For each, students trace and evaluate the argument and specific claims made by the author, or speaker, distinguishing claims that are supported by reasons and evidence, and those that are not. Students use a graphic organizer identical to the one they have been using in prior lessons to complete this assessment.</p> <p>Standards Addressed: RI.6.8 and SL.6.3</p> <p>MYP Criteria: A</p> <p>End of Unit 3/Performance Task - Draft of Position Paper For this assessment, students submit their best draft of their position paper. Students focus their writing on the drafting of an introduction in which they make their claim and foreshadow the organization of their paper. They support this claim with relevant evidence from their reading and research done in Units 1 and 2. Students draft a conclusion that follows logically from the claim and evidence presented in their paper.</p> <p>Standards Addressed: RI.6.1, W.6.1, and W.6.9.</p> <p>MYP Criteria: A, B, C, D</p>
<p>Approaches to learning (ATL)</p>		

Skill Category: Self-Management

Skill Cluster: Reflection Skills

Skill Indicator and Description (SGObj, Learning Exp, Summative): In order for a student to use appropriate forms of writing for different purposes and audiences they must focus on the process of creating by imitating the work of others.

<u>Learning Experiences</u> Add additional rows below 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: Background	M4, U1, L1 - Launching Research M4, U1, L2 - Mini Lesson on Evaluating Sources	Mini Lesson Note Catcher
CLE 2: Core Text Activities	M4, U1, L9 - Article/Resource Organizer and M4, U2, L5 - Resource Materials and Gathering Information: Reading Another "Choice" Text from the Research Folder M4, U1, L10 - Using Multiple Resources of Information: Practicing a Fishbowl Discussion	Pre-fill an entry as a model Provide students with sentence starters
CLE 3: Assessment Preparation	M4, U1, L2 - Close Reading and Gathering Evidence from "Welcome Back" M4, U1, L4 - Citing Evidence and Building Vocabulary: "The Exterminator" - Tracing the Argument	Model article annotations Provide select students with guiding questions throughout the text Tracing the Argument organizer

	<p>M4, U2, L1 - Getting the Gist and Paraphrasing: “Rachel Carson: Environmentalist and Writer” and Assessing Sources Checklist</p> <p>M4, U2, L2 - Applying Research Skills</p> <p>M4, U2, L10 - Forming a Research-Based Claim: Cascading Consequences Chart</p> <p>M4, U3, L1 - Analyze Model Position Paper with Rubric</p>	
Content Resources		
<p>Additional supports in this unit should include:</p> <p>Common Anchor Text (s)</p> <p><u>Option 1: DDT</u></p> <p>Destiny Collections:</p> <p>DDT chemical compound - https://www.britannica.com/science/DDT</p> <p>Decades After DDT Was Banned, It Still Impacts Canadian Lakes - https://www.smithsonianmag.com/smart-news/forty-six-years-after-its-ban-ddt-still-impacts-canadian-lakes-180972417/</p> <p>How a shocking environmental disaster was uncovered off the California coast after 70 years - https://www.cbsnews.com/news/california-environmental-disaster-ocean-ddt-sea-lions/</p> <p>DDT Fact Sheet - https://www.cdc.gov/biomonitoring/DDT_FactSheet.html</p> <p>Birds Are Vanishing From North America - https://www.nytimes.com/2019/09/19/science/bird-populations-america-canada.html</p> <p>DDT Story - https://www.panna.org/resources/ddt-story</p> <p>DDT - A Brief History and Status - https://www.epa.gov/ingredients-used-pesticide-products/ddt-brief-history-and-status</p> <p>Peregrine Falcon - https://www.nwf.org/Educational-Resources/Wildlife-Guide/Birds/Peregrine-Falcon</p> <p>Pesticides and Wild Birds - https://www.hww.ca/en/issues-and-topics/pesticides-and-wild-birds.html</p> <p>Environmental Impacts - https://www.panna.org/resources/environmental-impacts</p> <p>Rachel Carson, Life and Legacy - http://www.rachelcarson.org/</p>		

Newsela Text Set - Click [HERE](#)

Option 2: The Impact of GMOs

Destiny Collections:

Food from New Plant Varieties - <https://www.fda.gov/food/food-ingredients-packaging/food-new-plant-varieties>

What's wrong with our food system - Birke Baehr - <https://ed.ted.com/lessons/what-s-wrong-with-our-food-system-birke-baehr>

Caught in the Middle: Farmers Seek a New and Improved GMO Debate - <https://modernfarmer.com/2016/05/caught-middle-farmers-seek-new-improved-gmo-debate/>

Standing Up for GMOs - <https://www.science.org/doi/full/10.1126/science.1245017>

Food, genetically modified - <https://www.who.int/news-room/questions-and-answers/item/food-genetically-modified>

What You Need to Know About GMOs - <https://www.webmd.com/food-recipes/features/truth-about-gmos?print=true>

Engineering Food For All - <https://www.nytimes.com/2011/08/19/opinion/genetically-engineered-food-for-all.html?ref=geneticallymodifiedfood&r=0>

Genetically Modified Foods - <https://learn.genetics.utah.edu/content/science/gmfoods/>

Newsela Text Set - Click [HERE](#) and [HERE](#)

Option 3: Pollution and its impact on the world

Destiny Collections:

Global Warming FAQ - <https://www.ucsusa.org/resources/global-warming-faq>

'Biodegradable' plastic bags often don't break down - <https://www.sciencenewsforstudents.org/article/biodegradable-plastic-bags-often-dont-break-down>

How Students Can Help Reduce Single-Use Plastic to Protect the Environment - <https://www.plt.org/educator-tips/reduce-single-use-plastic>

Kids 4 Clean Air, Doing Your Bit - <https://lasp.colorado.edu/home/wp-content/uploads/2011/08/Doing-Your-Bit.pdf>

Actions You Can Take to Reduce Air Pollution - <https://www3.epa.gov/region1/airquality/reducepollution.html>

How to Teach Kids About Pollution - <https://scienceexplorers.com/how-to-teach-kids-about-pollution/>

What is Climate Change? - <https://www.natgeokids.com/au/discover/geography/general-geography/what-is-climate-change/>

Published: 4/2024 Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

Global Warming - <https://www.britannica.com/science/global-warming>

Climate Basics for Kids - <https://www.c2es.org/content/climate-basics-for-kids/>

Environment for Kids: Global Warming - https://www.ducksters.com/science/environment/global_warming.php

Newsela Text Set - Click [HERE](#)

Option 4: Hydrofracking

Destiny Collections:

Independent Petroleum Association of America | Hydraulic Fracturing - <https://www.ipaa.org/fracking/>

Hydrofracking - <https://www.sierraclub.org/michigan/hydrofracking>

How is hydraulic fracturing related to earthquakes and tremors? - <https://www.usgs.gov/faqs/how-hydraulic-fracturing-related-earthquakes-and-tremors>

Fact Sheet for Water Well Development by Hydrofracturing - <https://www.gov.nl.ca/ecc/waterres/cycle/groundwater/well/facts/>

What is Water Well Hydrofracking and How Does it Work - <https://www.skillingsandsons.com/blog/what-is-water-well-hydrofracking-and-how-does-it-work/>

Debating Hydrofracking: The Discursive Construction of Risk - <https://www.frontiersin.org/articles/10.3389/fcomm.2019.00005/full>

Potential Health and Environmental Effects of Hydrofracking in the Williston Basin, Montana - https://serc.carleton.edu/NAGTWorkshops/health/case_studies/hydrofracking_w.html

Option 5: Deforestation

Destiny Collections:

10 Myths About Deforestation - <https://www.wwf.org.uk/10-myths-about-deforestation>

Deforestation and its Effect on the Planet - <https://www.nationalgeographic.com/environment/article/deforestation>

Deforestation - <https://education.nationalgeographic.org/resource/deforestation/>

Newsela Text Set - Click [HERE](#)

Jaguars Burned by Deforestation - <https://drive.google.com/file/d/1AMnV5ffJ9zYBuG68-oIN4ACMtaTzIkpe/view>

Cutting down forests may be helping spread malaria to humans - <https://drive.google.com/file/d/1N4RJMUMaocElr7skpDd25OMC1EjsnOdT/view>

Option 6: Alternative Power Sources

Destiny Collections:

Newsela Text Set - Click [HERE](#) and [HERE](#)

Types of Renewable Energy - <https://drive.google.com/file/d/1Bo81GQGUJcTwncGTjgnhWAxd9w-LEbY/view>

NYC students learn about renewable energy with school rooftop solar panel installations - https://drive.google.com/file/d/1bWmUdjLbs9E4Fj1Jajh9rr_296yiZ1GV/view

Issue Overview: Solar energy - <https://drive.google.com/file/d/1gLQwcb4LKfMQbkzWeUjK9SqCIUJMSfGU/view>

What's it Like to Use Renewable Energy - <https://drive.google.com/file/d/1Slc4luqyts2gMsC7QJRxr8fehhSMwytg/view>

Supplemental/Ancillary Text (s)

[Karla Ward, Lexington Herald-Leader. Live webcam lets viewers watch peregrine falcon chicks grow up](#)

Adam Allie, "Malaria Carrying Mosquito Crash Lands Due to His Insecticide," ScienceHeroes.com, as found at http://www.scienceheroes.com/index.php?option=com_content&view=article&id=71:mueller-ddt&catid=55:paul-muller&Itemid.

Utah Education Network, "Biological Energy—Here, Let Me Fix It!" as found at <http://www.uen.org/core/science/sciber/sciber8/stand-2/humanimp.shtml>

Donald Roberts, "A New Home for DDT," *The New York Times*, Aug. 27, 2007, as found at http://www.nytimes.com/2007/08/20/opinion/20roberts.html?_r=0.

Media Text (s)

The Great Pacific Garbage Patch Is Not What You Think It Is | The Swim - <https://youtu.be/6HBtl4sHTqU>

"John Stossel—DDT" video, as found at <http://www.youtube.com/watch?v=kHwgandRTSQ>.

[The Writing Revolution \(Templates\)](#)

