Language and Literature Grade 6

Unit title	*Myths: Not Just Long Ago*	MYP year	*1*	Unit duration (hrs)	*45*

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards
Content and Skills-Specific Unit Learning Targets *(written from MYP Objectives and aligned GSE 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)

I can interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.6.11)

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)

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)

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
Creativity Creativity is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems as evident in process and outcome.	**Character** The representation of persons in narrative and dramatic works.	**Identities and Relationships** Students will explore human relationships including families, friends, communities and cultures.

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Statement of inquiry
The hero's journey helps us to better understand identities, relationships, and characters in literature and their responses to challenges.

Inquiry questions

Factual

What makes a myth?

What is a hero's journey?

Conceptual

Why do myths matter?

Debatable

Does a hero's journey help us understand characters in literature and their responses to challenges?

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 Students will analyze the content, context, language, style, and structure of a text. Students will analyze the relationships among texts	Summative Assessment Connection to Inquiry Statement: In Unit 3, students shift their focus to narrative writing skills. This series of writing lessons will scaffold students to their final performance task in which they will apply their knowledge about the hero's journey and the elements of mythology to create their own hero's journey stories.	**Formative Assessment(s):** **Mid-Unit 1 Inferring about the Main Character in** *The Lightning Thief* **MYP Objectives/GSE Standards Addressed:** RL.6.1 and RL.6.3

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MYP Criterion B: Organization Students will use organizational structures that serve the context and intention. Students will organize opinions and ideas in a coherent and logical manner. **MYP Criterion C: Producing Text** 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. Students will make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.		**Mid-Unit 2 Analytical Mini-Essay about Elements and Theme of the Myth of Prometheus** **MYP Objectives/GSE Standards Addressed:** RL.6.1, RL.6.2, RI.6.1, W.6.2, and W.6.9. **Mid-Unit 3 Assessment Crosswalk between My Hero's Journey Narrative and "The Hero's Journey" Informational Text** **MYP Objectives/GSE Standards Addressed**: W6.2, W.6.3a, and W.6.9 <u>Summative Assessment(s):</u> **End of Unit 1 Drawing Evidence from Text: Written Analysis of How Percy's Experiences Align with "The Hero's Journey"** **MYP Objectives/GSE Standards Addressed**: RL.6.1, RL.6.3, R.I. 6.1, and W.6.9 **End of Unit 2 Assessment Literary Analysis—Connecting Themes in Cronus and The Lightning Thief** **MYP Objectives/GSE Standards Addressed**: RL.6.1, RL.6.2, W.6.2, W.6.5, W.6.9, and L.6.1a, b, c, d. **End of Unit/ Performance Task Final Draft of Hero's Journey Narrative** **MYP Objectives/GSE Standards Addressed**: W.6.3, W.6.4, and W.6.11c

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Students will select relevant details and examples to develop ideas. **MYP Criterion D: Using Language** Students will use correct grammar, syntax, and punctuation. Students will use varied sentence structure and forms of expression	

Approaches to learning (ATL)
Category: Thinking **Cluster:** Transfer Skills **Skill Indicator:** In order for a student to make inferences, draw conclusions they must make connections between various sources of information.

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Learning Experiences		
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.
LE 1: Background	M1, U1, L1-2 - Engaging the Reader: Close Reading of "Shrouded in Myth" M1, U2, L1 - Reading Closely to Build Background Knowledge: "Myths and Legends" M1, U2, L2 - Building Background Knowledge: The Myth of Cronus	M1, U1, L1-2 - Preview and pre-populate annotations and guiding questions.
LE 2: Core Text Activities	M1, U1, L3 - Meeting the Main Character: Launching *The Lightning Thief* (Chapter 1-3) M1, U1, L4 - Inferring about Character: Getting to Know Percy (Chapters 2-3) M1, U1, L5 - Inferring about Character: Close Reading of *The Lightning Thief* (Chapter 4) M1, U1, L11 - Selecting Evidence: "The Hero's Journey" and *The Lightning Thief* (Chapter 6-7)	M1, U1, L3-4 - Use character charts or journals.
LE 3: Assessment Preparation	M1, U1, L8 - Things Close Readers Do (added to) The Hero's Journey, Part 1: What Is a Hero? M1, U2, L7 - Analyzing the Model Analytical Mini-Essay: "Elements of Mythology and Theme of Cronus" M1, U2, L8-9 - Analyzing Details in the Myth of Prometheus for Elements of Mythology and Theme M1, U2, L16 - Planning for Writing: Studying Model Writing and Determining a Theme in *The*	M1, U2, L7 - Elements of Myth graphic organizer (for the model mini-essay) M1, U2, L16 - Theme graphic organizer: *The Lightning Thief;* Review model writing from lesson 16, p. 11. Students will label parts of the essay. Use color codes for direct instruction.

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	Lightning Thief M1, U3, L1-2 - "The Hero's Journey": Using a Graphic Organizer to Deconstruct Percy Jackson's Hero's Journey and Plan a New Hero's Journey Narrative	

Content Resources

Anchor Text (s)

1. Rick Riordan, *The Lightning Thief* (New York: Hyperion Paperbacks for Children, 2005), ISBN: 0-7666-3665-3 - 740L

Supplemental/ Ancillary Text(s)

2. Neidl, Jessica Fisher. "Shrouded In Myth." Calliope 13.1 (2002): 10.

3. Berens, E. M. "Cronus (Saturn)." Myths and Legends of Ancient Greece and Rome. New York: Maynard, Merrill and Co., 1694.14-15. Web. 7 June 2013. http://www.gutenberg.org/files/22361/22361-h/22361-h.htm.

4. Lang, Jean. "Prometheus and Pandora." A Book of Myths. New York: Thomas Nelson and Sons, 1914. 1-4. Web. 7 June 2013. < http://www.gutenberg.org/files/22693/22693-h/22693-h.htm>

5. Berens, E. M. "Moiræ or Fates (Parcæ)." Myths and Legends of Ancient Greece and Rome. New York: Maynard, Merrill and Co., 1694.139-141. Web. 7 June 2013.

Media Text (s)

6. The Lightning Thief (Film adaptation)

The Writing Revolution (Templates)