

MCS Advanced Studies Grade 7 Language and Literature Subject Group Overview

Students will explore texts through the lens of change which has been selected as the unifying theme for middle grades language and literature. Students will analyze literature through the six IB global contexts and explore the development of characters and how they are persuaded to change. Students will learn to explore the global contexts by applying them to themselves through writing.					
Unit Name	Unit 1 Identities and Relationships	Unit 2 Personal and Cultural Expression	Unit 3 Globalization and Sustainability	Unit 4 Fairness and Development	Unit 5 Orientation of Time and Space
Time Frame	8 weeks	7 Weeks	9 weeks	6 weeks	6 weeks
Standards	<p>Literary: RL1,RL3, RL4, RL5, RL7 Informational: RI1,RI2, RI3 ,RI4 Writing (Narrative): W3, W2, W4, W5, W7, W9, W11 Language Focus: L2, L4, L5, L6 Speaking and Listening: SL1 MYP Criterion: A-Analyzing B-Organizing C-Producing Text D-Using Language</p> <p>Gifted Strand 1: Advanced Research Skills: Students will develop and utilize advanced research skills among various topics.</p> <p>MCS.Gifted.S1A. Formulate thought-provoking questions to guide in depth research.</p> <p>MCS.Gifted.S1B. Devise and manage a research plan.</p> <p>MCS.Gifted.S1C. Gather, organize, analyze, evaluate, and synthesize data from</p>	<p>Literary: RL2, RL3, RL6 Informational: RI2, RI3, RI5,RI6, RI8 Writing:(Argument) W1, W2, W9 Language Focus: L2, L4, L5, L6 Speaking and Listening: SL1, SL4, SL6 MYP Criterion: A-Analyzing B-Organizing C-Producing Text D-Using Language</p> <p>Gifted Strand 1: Advanced Research Skills (S1A - S1C)</p> <p>Gifted Strand 2: Creative Thinking Skills (S2A-S2D)</p> <p>Gifted Strand 3: Higher Order Thinking and Problem Solving Skills (S3A-S3C)</p> <p>Gifted Strand 4: Advanced Communication and Collaboration Skills (S4A-S4E)</p>	<p>Literary: RL1, RL2, RL4, RL6 Informational: RI4, RI8, Writing: (Informational) W1, W3, W6 Language Focus: L2, L4, L5, L6 Speaking and Listening: SL1, SL4, SL6 MYP Criterion: A-Analyzing B-Organizing C-Producing Text D-Using Language</p> <p>Gifted Strand 1: Advanced Research Skills (S1A - S1C)</p> <p>Gifted Strand 2: Creative Thinking Skills (S2A-S2D)</p> <p>Gifted Strand 3: Higher Order Thinking and Problem Solving Skills (S3A-S3C)</p> <p>Gifted Strand 4: Advanced Communication and Collaboration Skills (S4A-S4E)</p> <p>Gifted Strand 5:Emotional Development of Self (S5A-S5E)</p>	<p>Literary: RL2, RL5 Informational: RI1, RI2, RI5, RI8,RI9 Writing:(Expository) W1, W2, Speaking and Listening: SL1, SL3, SL5 MYP Criterion: A-Analyzing B-Organizing C-Producing Text D-Using Language</p> <p>Gifted Strand 1: Advanced Research Skills (S1A - S1C)</p> <p>Gifted Strand 2: Creative Thinking Skills (S2A-S2D)</p> <p>Gifted Strand 3: Higher Order Thinking and Problem Solving Skills (S3A-S3C)</p> <p>Gifted Strand 4: Advanced Communication and Collaboration Skills (S4A-S4E)</p> <p>Gifted Strand 5:Emotional Development of Self (S5A-S5E)</p>	<p>Literary: RL2, RL6, RL9 Informational: RI2, RI3, Writing Inquiry-based research modeled after IB Individual Oral Writing: W1, W7, W9 (writing from research) Speaking and Listening: SL1, SL3, SL5 MYP Criterion: A-Analyzing B-Organizing C-Producing Text D-Using Language</p> <p>Gifted Strand 1: Advanced Research Skills (S1A - S1C)</p> <p>Gifted Strand 2: Creative Thinking Skills (S2A-S2D)</p> <p>Gifted Strand 3: Higher Order Thinking and Problem Solving Skills (S3A-S3C)</p> <p>Gifted Strand 4: Advanced Communication and Collaboration Skills (S4A-S4E)</p>

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		multiple sources for research applications.	Gifted Strand 5:Emotional Development of Self (S5A-S5E)	Gifted Strand 6: Self Directed Learner (S6A-S6E)	Gifted Strand 6: Self Directed Learner (S6A-S6E)	Gifted Strand 5:Emotional Development of Self (S5A-S5E)
		Gifted Strand 2: Creative Thinking: Students will develop and utilize creative thinking through a variety of products and problem solving.	Gifted Strand 6: Self Directed Learner (S6A-S6E)			Gifted Strand 6: Self Directed Learner (S6A-S6E)
		MCS.Gifted.S2A. Recognize and evaluate how the process of creative thinking improves ideas, products, and solutions to problems.				
		MCS.Gifted.S2B. Develop and apply the cognitive components of creative thinking: fluency, flexibility, originality, and elaboration.				
		MCS.Gifted.S2C. Develop and apply the affective components of creative thinking: risk-taking, curiosity, complexity, and imagination.				
		MCS.Gifted.S2D. Apply				

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		<p>components of creative thinking in finding, solving, and evaluating solutions to authentic real-world problems and dilemmas.</p> <p>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.</p> <p>MCS.Gifted.S3A. Develop and apply core critical thinking skills of metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarization, evaluation, synthesis, explanation, and transference.</p> <p>MCS.Gifted.S3B. Develop critical thinking, inductive and deductive reasoning to analyze and evaluate logical reasoning within a variety of</p>				

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		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,				

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		<p>ideas, and feelings during collaboration.</p> <p>MCS.Gifted.S4C. Establish a common goal utilizing strengths of each group member.</p> <p>MCS.Gifted.S4D. Respectfully collaborate and effectively communicate exchanges of constructive/critical feedback.</p> <p>MCS.Gifted.S4E. Use a variety of multi-media and innovative technologies as tools to effectively communicate the individual or collaborative group work.</p> <p>Gifted Strand 5:Emotional Development of Self: Students will develop understanding of self and how one’s own unique abilities influence interactions with others.</p> <p>MCS.Gifted.S5A. Explore</p>				

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		<p>personal beliefs, feelings, and understanding of self, regarding one’s own unique giftedness.</p> <p>MCS.Gifted.S5B. Recognize and build upon strengths and limitations.</p> <p>MCS.Gifted.S5C. Develop and practice critical analysis in judgment of one's actions, feelings and thoughts.</p> <p>MCS.Gifted.S5D. Develop a shift in actions, feelings, and thoughts.</p> <p>MCS.Gifted.S5E Advocate for self.</p> <p>Gifted Strand 6: Self Directed Learner: Students will become self-directed, independent learners.</p> <p>MCS.Gifted.S6A. Set appropriately high standards for work and behavior.</p>				

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		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.				

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	Approaches To Learning Instructional Strategies	<p>Self-Management: Set goals that are challenging and realistic Create plans to prepare for Summative Assessments</p> <p>Thinking: Analyzing and evaluating issues and ideas Consider ideas from multiple perspectives</p>	<p>Thinking: Analyzing and evaluating issues and ideas Consider ideas from multiple perspectives</p> <p>Communication: Read closely, critically to make inferences and draw conclusions. Write for different purposes Engage in collaborative conversations</p>	<p>Reflection: Self-Assessment of Learning</p> <p>Communication: Read closely, critically to make inferences and draw conclusions. Write for different purposes Engage in collaborative conversations</p>	<p>Thinking: Gather and organize relevant information to formulate an idea or argument Evaluate evidence and arguments Develop contrary or opposing arguments</p> <p>Communication: Write for different purposes. Read closely and critically to make inferences and draw conclusions Use a variety of media to communicate with a range of audiences</p>	<p>Information Literacy Skills: Access information to be informed and inform others, Make connections between various sources of information, Use critical literacy skills to analyze and interpret media communications, Understand and implement intellectual property rights, Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions</p> <p>Research: Gather relevant source material.</p>
	Statement of Inquiry	The structure and format of the information we present about ourselves can reveal our true identity shaped by cultures and context.	One's culture, beliefs, and values may impact the point of view or the reader.	The purpose of the author's message can be affected by the audience, structure, and context of the work.	A character's personal experience can determine their perspective and impact their development.	The connections we make to texts depend on the setting and context of different genres in literature.

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	Global Context	Identities and Relationships Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; what it means to be human.	Personal and Cultural Expression Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	Globalization and Sustainability Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.	Fairness and Development Students will explore rights and responsibilities; the relationship between communities; access to equal opportunities; peace and conflict resolution	Orientation of Time and Space What is the meaning of “where” and “when”? Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.
	Key Concepts	Identity 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, or it can be constructed, asserted and shaped by external and internal influences.	Connections Students will explore links, bonds and relationships among people, places, or ideas	Communication Students will explore the exchange or transfer of facts, ideas, and symbols to convey information or meaning as it relates to the global context through the lens of culture. Effective communication requires a common “language” which may be written, spoken, or non-verbal.	Perspective <i>Time, space, and place</i> Students will explore 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	Change Change is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, process and consequences.

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					multiple representations and interpretations.	
	Related Concepts	Character Context	Genre Point of View	Intertextuality Audience imperatives	Purpose Setting	Intertextuality
	Design Cycle Transdisciplinary	Writing Process - Narrative	Writing Process- Argument	Writing Process- Informative	Writing Process- Expository	Writing Process- Informational Research

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	MYP Assessments Performance Tasks	<p>Common Assessments:</p> <p>Formative Constructed Response: Describe and analyze Bilbo Baggin’s changing view of the world throughout The Hobbit and how it affected his identity.</p> <p>Formative Narrative Response: Students will write an alternative ending to The Hobbit. Students should include internal conflict through the use of questions in their response.</p> <p>Summative: Narrative The decisions people make often have a significant impact on their lives. Think of the decisions Bilbo Baggins was forced to make in The Hobbit.</p> <p>Option1: Select one decision and write a new scene to the book. Be sure to include how the decision positively or negatively impacted his life and</p>	<p>Common Assessments:</p> <p>Formative Assessment(s):</p> <p>Formative Constructed Response: What is the significance of the novel’s title I Am Malala: The Girl Who Stood Up For Education and Was Shot By The Taliban? Support your claim with logical reasoning and relevant evidence using accurate credible sources.</p> <p>Formative Reading Check: Chapters 1-12, Multiple choice</p> <p>Summative Assessment(s):</p> <p>Argumentative Essay Prompts (Choose One): Use examples from the book and from outside sources (You must cite all sources)</p> <ul style="list-style-type: none"> Should education be considered a basic human right? To what extent is social media a catalyst for good? Evil? 	<p>Common Assessments:</p> <p>Formative Assessment(s):</p> <p>Formative Ode: Students will use their knowledge of Ode’s to construct an Ode to an inanimate object of meaning in either Boy in the Striped Pajamas or Prisoner B-3087.</p> <p>Students will review the concept of courage and the related generalizations, discuss the novel's character, complete a literature web, and discuss questions about the novel. Students will read several odes. Odes are a form of lyric poetry that praise an individual, event, or idea. Students will write an ironic ode to an object that brings meaning to them within one of the books read.</p> <p>GSE Priority Standards Addressed: RL1, RL4</p> <p>GSE Support Standards</p>	<p>Common Assessments:</p> <p>Formative Assessment(s):</p> <p>Greenglass House - Comprehensive Assessments</p> <ul style="list-style-type: none"> Chapter tests <p>Expository Outline:</p> <p>Gathering Evidence Organizer and Outline</p> <p>William and Mary Art and Poetry Project</p> <p>Option I Much of the writing in <i>Greenglass House</i> uses prose that is lyrical and blended into vivid imagery, much like poetry. Reread or scan chapters 6 to 10 again. Take notes of interesting or striking sentences. Using the sentences you gather, write a poem that reflects the secrets of an inn guest. (You may actually use the sentences or merely have</p>	<p>Common Assessments:</p> <p>Formative Assessment(s):</p> <p>Students complete a graphic organizer where they compare two texts they read throughout this year and analyze the development of the theme of courage. Organizer linked HERE.</p> <p>Summative Assessment(s):</p> <p>Students will create 4 mini-products all focused around the theme of courage. A choice list is provided HERE. Students will choose what format they will create their products in.</p> <p>William and Mary Literature Post-Assessment</p> <p>William and Mary Argument Writing Post- Assessment</p>

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	<p>affected his identity and innocence.</p> <p>Option 2: Write an alternative ending to the Hobbit. Include how the decisions of the characters included in your alternative ending positively or negatively impact the events as well as affect their identities.</p> <p>Summative: Timeline Project Design a timeline or map that shows, with illustrations, all the major events in Bilbo's life. This should be done on paper, be colorful, accurate, and include as many highlights from the novel and his hero's journey as possible.</p> <p>William and Mary Literature Pre-Assessment</p> <p>William and Mary Argument Writing Pre-Assessment</p>	<ul style="list-style-type: none"> ● Talk about the role of Malala's parents, especially her father, Ziauddin. Is Malala's father a good parent? If you were her parents, would you have encouraged her to write and speak out? ● Malala's father said he believed that lack of education was the root of all Pakistan's problems. How might this be true? ● After reading Malala's story, do you think she is an ordinary or an extraordinary girl? <p>How did the Taliban change the lives of women and men in Pakistan? Did education make a difference in what people came to believe? Find and cite one information source that supports your position.</p> <p>Debate Topic: Should education be considered a basic human right?</p> <p>End of Unit Summative Test: <i>I Am Malala</i></p>	<p>Addressed: W9</p> <p>Formative Selected Response: Mid-point comprehensive reading check</p> <p>Summative Assessment(s):</p> <p>Hero's Journey Summative: Students will make a vertical connection to the Hero's Journey as evidenced in the novel. This shows comprehension and understanding of plot development.</p> <p>Oral Analysis: Students will choose an extract from Boy in the Striped Pajamas or Prisoner B-3087 and a non literary text studied in the unit. They will analyze and discuss how the author choices support the global issue in both extracts as well as the body of work/whole text. They will have 10 minutes to speak, to be</p>	<p>them to be a launching point for you.) Once you have written your poem, title it, type it, then creatively illustrate it.</p> <p>Option II Select an existing poem written about an inn and create an appropriate presentation of the poem including an illustration. The poem may be on the same sheet or on a separate one. Make sure that the layout, border, font, and illustration are linked to and appropriate for the mood of the poem. You may not do any of the poems that were covered in language arts or social studies.</p> <p>MYP Rubric: A-D</p> <p>Summative Assessment(s):</p> <p>Expository Essay:</p>	

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			<p>followed by questions by the teacher or peers.</p> <p>Part 1: Introduction Students will examine a Global issue/context, introduce the 2 texts and authors, and create a thesis on the connection (teachers can provide the thesis) between the two texts.</p> <p>Part 2: Literary How does the author create meaning and address the global issue through figurative language, symbolism, tone, and allusion.</p> <p>Part 3: Non-literary Select 1 of the pieces of art from your body of work. How does the author create meaning and examine the global issue through images, color, word choice, and tone?</p> <ul style="list-style-type: none"> Students will receive graphic organizers to 	<p>*Students choose an overall topic and develop their own prompt.</p> <p>*Prompts should be connected in some way to fairness & development:</p> <ol style="list-style-type: none"> Overall Topic: Environmental Issues <ol style="list-style-type: none"> Ideas for Expository Prompts: <ol style="list-style-type: none"> Effects of gasoline and diesel powered engines on the environment. Mandatory student participation in service projects in order to graduate from high school. Your Choice Overall Topic: Conformity vs Individuality <ol style="list-style-type: none"> Ideas for Expository Prompts: <ol style="list-style-type: none"> Beauty standards Beauty standards in different countries. Social Media & Self Image/Worth Your Choice 	

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			<p>organize retained information and related new learning</p> <ul style="list-style-type: none"> Students will read full text for understanding, but will be given choice excerpts for in depth analysis Mini-lessons on close reading and annotation will be delivered as needed PLC constructed analysis mini-lesson will aid in norming expectations for student output (co-constructed success criteria) Gradual release for syntax and analysis <p>GSE Priority Standards Addressed: RL1, RI1, RL2, RI2, SL4 GSE Support Standards Addressed: RL6; W4</p>	<p>3. Overall Topic: Poverty/ Social Inequalities</p> <p>a. Ideas for Expository Prompts:</p> <ol style="list-style-type: none"> Qualifications for Section 8 housing. Effects of living in poverty. Violence in the music, film, and television that children in the U.S. consume. Your Choice <p>4. Overall Topic: Differently Abled Individuals</p> <p>a. Ideas for Expository Prompts:</p> <ol style="list-style-type: none"> Pick a type of disability and present information. Effects of having a certain ability/ disability. Your Choice <p>5. Overall Topic: Development of Personal Identity</p> <p>a. Ideas for Expository Prompts:</p> <ol style="list-style-type: none"> How children become adults. 	

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				ii. How values and beliefs change. iii. Your Choice MYP Rubric: A-D Expository Presentations: a) Based on your expository essay topic, create a visual presentation/ product to demonstrate your information. i) Artwork and a written explanation ii) Video iii) Write and act out a scene iv) Poster v) Collage and written explanation vi) Sculpture and written explanation vii) Prezi viii) Interview ix) Other	

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				<p>b) You may choose up to 3 partners. The partners you choose cannot have the same essay prompt.</p> <p>i) For example: Your partner could have the prompt of “effects of living in poverty” and your prompt could be “violence in the music industry.” So you may have similar prompts under the same topic, but NOT the same prompt.</p> <p>c) With your partner(s), you must make a connection between your prompts and create an overall TOPIC to focus on for your presentation.</p> <p>d) Choose a format for your presentation and get it approved.</p>	

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Time Frame		8 weeks	7 Weeks	9 weeks	6 weeks	6 weeks
					e) Each presentation must have a written explanation prepared (someone will walk up to you and you need to be able to explain your product/presentation). MYP Rubric: C-D	
	Differentiation For Tiered Learners	Intervention Support- Jacob's Ladder Reading Comprehension. Small Group Reading based upon MAP skills Research based teaching models, learning models (concept, content, process models, and questioning) ELL- Five Principle ELL Curriculum Framework and Vocabulary Supports Additional differentiated supports to be determined by the school.	Intervention Support- Jacob's Ladder Reading Comprehension. Small Group Reading based upon MAP skills Research based teaching models, learning models (concept, content, process models, and questioning) ELL- Five Principle ELL Curriculum Framework and Vocabulary Supports Additional differentiated supports to be determined by the school.	Intervention Support- Jacob's Ladder Reading Comprehension. Small Group Reading based upon MAP skills Research based teaching models, learning models (concept, content, process models, and questioning) ELL- Five Principle ELL Curriculum Framework and Vocabulary Supports Additional differentiated supports to be determined by the school.	Intervention Support- Jacob's Ladder Reading Comprehension. Small Group Reading based upon MAP skills Research based teaching models, learning models (concept, content, process models, and questioning) ELL- Five Principle ELL Curriculum Framework and Vocabulary Supports Additional differentiated supports to be determined by the school.	Intervention Support- Jacob's Ladder Reading Comprehension. Small Group Reading based upon MAP skills Research based teaching models, learning models (concept, content, process models, and questioning) ELL- Five Principle ELL Curriculum Framework and Vocabulary Supports Additional differentiated supports to be determined by the school.

MCS Advanced Studies Grade 7 Language and Literature Subject Group Overview