

MCS MYP 9th Literature and Composition Subject Group Overview

Unit Name	Unit 1: Journeys of Transformation	Unit 2: Survival	Unit 3: Star-Crossed Lovers	Unit 4: World's End
Time Frame	9 weeks	9 weeks	9 weeks	9 weeks
Priority Standards	ELAGSE9-10RL3 ELAGSE9-10RL5 ELAGSE9-10W2	ELAGSE9-10RL2 ELAGSE9-10RI2 ELAGSE9-10RI3 ELAGSE9-10RI5 ELAGSE9-10RI6 ELAGSE9-10W1	ELAGSE9-10RL2 ELAGSE9-10RL3 ELAGSE9-10RL4 ELAGSE9-10RI6 ELAGSE9-10W1	ELAGSE9-10RL2 ELAGSE9-10RL3 ELAGSE9-10RL4 ELAGSE9-10RI5 ELAGSE9-10W3
Approaches To Learning Instructional Strategies	<p>List Category: Communication</p> Cluster: Communication Skills	<p>List Category: Communication</p> Cluster: Communication Skills	<p>List Category: Self-Management</p> Cluster: Organization	<p>List Category: Communication</p> Cluster: Communication Skills
	Skill Indicator: Give and receive meaningful feedback	Skill Indicator: Read critically and for comprehension	Skill Indicator: Plan short- and long-term assignments; meet deadlines	Skill Indicator: Give and receive meaningful feedback
	Read critically and for comprehension	Paraphrase accurately and concisely	<p>List Category: Thinking</p> Cluster: Transfer Skills	Use appropriate forms of writing for different purposes and audiences
	Paraphrase accurately and concisely	<p>List Category: Self-Management</p> Cluster: Communication Skills	Skill Indicator: Using skills and knowledge in multiple contexts	<p>List Category: Thinking</p> Cluster: Transfer Skills
	<p>List Category: Thinking</p> Skill Indicator: Analysing and evaluating issues and ideas	Skill Indicator: Read critically and for comprehension	Combine knowledge, understanding and skills to create products of solutions.	Skill Indicator:
	Consider ideas from multiple perspectives	Paraphrase accurately and concisely		Combine knowledge, understanding and skills to create products or solutions

Published: 8, 2024 Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)

[District Novel List](#)

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Statement of Inquiry	Personal style and voice as expressed through narrative structure establish connections between author, experience, and reader in the exploration of identity formation through stories or journeys or transformation	Different perspectives of the context of a survival situation that challenges natural or human landscapes and resources influences the structure of text that is used to convey those perspectives.	Authors develop complex characters that contribute to themes in order to explore transformation, progress conflict, and explore philosophies to connect ways of life in time, texts and cultures.	Readers analyze conventions of the dystopian literary genre to determine how recognized techniques impact the desired responses from the author to the audience in order to explore the consequences of our humanity in a divergent or imaginative way.
Global Context	Identities and Relationships	Orientation in Time and Space	Personal and Cultural Expression	Fairness and Development
Proposed Text To Support Learning	See Unit Planner	See Unit Planner	See Unit Planner	See Unit Planner
Key Concepts	Connections	Perspective	Connections	Creativity
Related Concepts	Point of View & Character	Context and Structure	Theme	Genre and Audience Imperatives
Design Cycle Transdisciplinary	Writing Process- Explanatory Essay	Writing Process- Argument Essay	Writing Process- Argument as Literary Criticism Essay	Writing Process- Narrative Essay

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MYP Assessments/ Performance Tasks	<p>Explanatory Constructed Response</p> <p>Deliver Multimedia Presentation</p> <p>Explanatory Essay</p>	<p>Argument Essay and Oral Presentation:</p> <p>Deliver a Multimedia Presentation</p>	<p>Argument Essay and Oral Presentation:</p> <p>Deliver a Multimedia Presentation</p>	<p>Narrative: Rewriting from alternate perspective</p> <p>Create a storyboard</p> <p>Construct a text that establishes both narrative and dystopian characteristics</p>
Differentiation For Tiered Learners	<p>Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners.</p>			