

MCS MYP 10th Literature and Composition Subject Group Overview

Unit Name	Unit 1: Outsiders and Outcasts	Unit 2: Extending Freedom’s Reach	Unit 3: Blindness and Sight	Unit 4: All that Glitters
Time Frame	9 weeks	9 weeks	9 weeks	9 weeks
Priority Standards	ELAGSE9-10RL3 ELAGSE9-10RL2 ELAGSE9-10W1 Supporting Standards: ELAGSE9-10RL3 ELAGSE9-10RL7 ELAGSE9-10RL9 ELAGSE9-10W9	ELAGSE9-10RI2 ELAGSE9-10RI4 ELAGSE9-10RI8 ELAGSE9-10RI9 ELAGSE9-10W2 Supporting Standards: ELAGSE9-10RI1 ELAGSE9-10RL1 ELAGSE9-10RL2	ELAGSE9-10RL2 ELAGSE9-10W3 Supporting Standards: ELAGSE9-10RL3 ELAGSE9-10RL5 ELAGSE9-10RI2	ELAGSE9-10RL4 ELAGSE9-10RL3 ELAGSE9-10RL5 ELAGSE9-10RI8 ELAGSE9-10W3
Approaches To Learning Instructional Strategies	List Category: Thinking Cluster: Critical Thinking Skills Skill Indicator: Analyzing and evaluating issues and ideas List Category: Research Cluster: Critical Information Literacy Skills Skill Indicator: Access information to be informed and inform others	List Category: Communication Cluster: Communication Skills Skill Indicator: Read critically and for comprehension Paraphrase accurately and concisely	List Category: Communication Cluster: Communication Skills Skill Indicator: Give and receive meaningful feedback Use appropriate forms of writing for different purposes and audiences List Category: Thinking Cluster: Transfer Skills Skill Indicator: Combine knowledge, understanding and skills to create products or solutions	List Category: Self-Management Cluster: Organization Skill Indicator: Plan short- and long-term assignments; meet deadlines

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	Main characters can represent the position from which an author observes situations and can also communicate identity, beliefs, and values	Critical readers explore perspective between audience and speaker in relation to rights and responsibility by analyzing the author's purpose in various writing genres.	Authors communicate themes in writing to express feelings, beliefs, values and (sometimes abstract) ideas.	For many people, the longing for material goods extends well beyond the needs of survival and drives our passion for things.
Global Context	Identities and Relationships	Fairness and Development	Personal and Cultural Expression	Globalization and Sustainability
Texts To Support Learning	See Unit Planner	See Unit Planner	See Unit Planner	See Unit Planner
Key Concepts	Perspective	Communication	Connections	Creativity
Related Concepts	Character	Audience Imperatives	Point of View	Purpose
Design Cycle Transdisciplinary	Writing Process- Argument Essay	Writing Process- Informative Essay	Writing Process- Nonfiction Narrative	Writing Process- Argument Essay
MYP Assessments/ Performance Tasks	Argument Essay and Oral Presentation: Is the experience of being an outsider universal? Deliver a Multimedia Presentation	Informative Text Essay and Multimedia Presentation: What does it mean to ‘be free’? Deliver a Multimedia Presentation Review Evidence for an Informative Essay	Narrative: Nonfiction Narrative and Storytelling Session Present an Oral Retelling Review Notes for a Nonfiction Narrative	Argument Essay and Informal Speech: Can justice and forgiveness go hand in hand? Present an Argument Review Evidence for an Argument

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	Differentiation For Tiered Learners	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.
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