

Enhanced Literature & Composition I Subject Group Overview

| New Georgia ELA K-12 Language and Texts Big Ideas: | | | | | |
|--|---|--|---|--|---|
| <p>Context: Students recognize influences on texts and analyze how they shape meaning.</p> <p>Structures & Style: Students analyze and use organizational structures and style to shape ideas and information.</p> <p>Techniques: Students analyze and apply various techniques to comprehend and shape meaning.</p> <p>Periods & Movement: Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p> <p>Research & Analysis: Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.</p> <p>Grammar Conventions: Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</p> <p>Vocabulary: Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.</p> <p>Practices: Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</p> | | | | | |
| Unit Information | Unit 1: Reader & Writer Identity: Text Techniques | Unit 2: Dystopia through Perspective | Unit 3: Text Analysis through Archetypes | Unit 4: Author, Audience, & Purpose in Intertextuality | Unit 5: Developing Argumentation Skills |
| Time Frame | 2 weeks | 8 weeks | 8 weeks | 8 weeks | 8 weeks |
| <p>New K-12 ELA Standards</p> <p>Big Idea <u>Standard Topic</u> Grade Level Expectation Code for Interpreting + Constructing Texts</p> <hr/> <p>4 Key Literacy Practices ground, shape, and inform the Language and Texts Domain standards and grade level expectations:</p> <p>1. Engagement & Intention for Comprehension & Composition 2. Situating Texts 3. Author’s Craft 4. Collaboration & Presentation Specific decisions regarding Practice Usage will be identified in Unit Planners.</p> <hr/> <p>MYP Criteria:</p> <p>A- Analyzing B- Organizing C- Producing Text D- Using Language</p> | <p>Techniques <u>Narrative Techniques</u> 9.T.T.1.(a,e) <u>Expository Techniques</u> 9.T.T.2 (a, d) <u>Argumentative Techniques</u> 9.T.T.3 (a, c) <u>Poetic Techniques</u> 9.T.T.4 (a, b)</p> <p>Context <u>Purpose & Audience</u> 9.T.C.1.(b,c)</p> <p>Grammar Conventions <u>Grammar, Usage, and Mechanics</u> 9.L.GC.1.57 <u>Syntax</u> 9.L.GC.2.(b)</p> | <p>Context <u>Purposes & Audiences</u> 9.T.C.1 (a, b, c) <u>Authors and Speakers</u> 9.T.C.2 (a, d)</p> <p>Structures & Style <u>Organization</u> 9.T.SS.1 (a, b, c) <u>Craft</u> 9.T.SS.2 (a, b)</p> <p>Techniques <u>Narrative Techniques</u> 9.T.T.1 (b, e) <u>Expository Techniques</u> 9.T.T.2.(b, c) <u>Argumentative Techniques</u> 9.T.T.3 (a, b, d) <u>Poetic Techniques</u> 9.T.T.4. (a, b)</p> <p>Periods & Movements 8.T.PM.1 (b)</p> <p>Grammar Conventions <u>Grammar, Usage, & Mechanics</u></p> | <p>Context <u>Purpose & Audience</u> 9.T.C.1.a 8.T.C.1.C <u>Authors and Speakers</u> 8.T.C.2 (a, d)*</p> <p>Structures & Style <u>Organization</u> 8.T.SS.1 (a, b, c) <u>Craft</u> 8.T.SS.2 (a,b)</p> <p>Techniques <u>Narrative Techniques</u> 9.T.T.1 (a, d, e) <u>Expository Techniques</u> 9.T.T.2.a <u>Poetic Techniques</u> 8.T.T.4. (a, b)</p> <p>Periods & Movements 8.T.PM.1.a</p> <p>Research & Analysis <u>Research & Inquiry</u> 9.T.RA.1 (a, c)</p> | <p>Context <u>Purposes & Audiences</u> 9.T.C.1 (a, b, c) <u>Authors and Speakers</u> 9.T.C.2 (b, d)</p> <p>Structures & Style <u>Organization</u> 9.T.SS.1 (a, b, c) <u>Craft</u> 9.T.SS.2 (a, c)</p> <p>Techniques <u>Narrative Techniques</u> 9.T.T.1 (c, e) <u>Expository Techniques</u> 9.T.T.2.(a, c) <u>Argumentative Techniques</u> 9.T.T.3 (b, d) 9.T.T.3 (a, b, d)* <u>Poetic Techniques</u> 9.T.T.4. (a, b)</p> <p>Periods & Movements 8.T.PM.1 (a, b)</p> <p>Research & Analysis</p> | <p>Context <u>Purpose & Audiences</u> 9.T.C.1.b 8.T.C.1.c <u>Authors and Speakers</u> 8.T.C.2 (a, d)</p> <p>Structures & Style <u>Organization</u> 8.T.SS.1 (a, d) <u>Craft</u> 8.T.SS.2 (a,b, c)</p> <p>Techniques <u>Narrative Techniques</u> 9.T.T.1 (b, e) <u>Argumentative Techniques</u> 9.T.T.3 (a, c) <u>Poetic Techniques</u> 8.T.T.4. (a, b)</p> <p>Research & Analysis <u>Research & Inquiry</u> 9.T.RA.2 (c)</p> <p>Grammar Conventions <u>Grammar, Usage, & Mechanics</u></p> |

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| | | 9-12.L.GC.1 <u>Syntax</u> 9.L.GC.2.(a, b, c, e) Vocabulary <u>General, Academic & Specialized</u> <u>Vocabulary</u> 9-12.L.V.1.a <u>Word Analysis</u> 9-12.L.V.2 (a-d) <u>Meaning & Purpose</u> 9-12.L.V.3 (b-d) | Grammar Conventions <u>Grammar, Usage, & Mechanics</u> 8.L.GC.1 <u>Syntax</u> 8.L.GC.2.(a, b) 9.L.GC.2.e Vocabulary <u>General, Academic & Specialized</u> <u>Vocabulary</u> 8.L.V.1.a <u>Word Analysis</u> 9.L.V.2 (a, c) <u>Meaning & Purpose</u> 9.L.V.3 (b, c, e) | <u>Research & Inquiry</u> 9.T.RA.1 (a, b, c) <u>Curating Sources & Evidence</u> 9.T.RA.2 (a, b, c) Grammar Conventions <u>Grammar, Usage, & Mechanics</u> 8.L.GC.1 <u>Syntax</u> 9.L.GC.2.(a, d) Vocabulary <u>General, Academic & Specialized</u> <u>Vocabulary</u> 9-12.L.V.1.a <u>Word Analysis</u> 9-12.L.V.2 (a-d) <u>Meaning & Purpose</u> 9-12.L.V.3 (d) | 8.L.GC.1 <u>Syntax</u> 8.L.GC.2.(a, c) Vocabulary <u>General, Academic & Specialized</u> <u>Vocabulary</u> 9.L.V.1.a <u>Word Analysis</u> 9.L.V.2 (b, d) <u>Meaning & Purpose</u> 9.L.V.3 (b, c, e) |

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| Approaches To Learning (ATL Skills) | <p><u>List Category:</u> Self-Management</p> <p><u>Cluster:</u> Reflection Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none">Develop new skills, techniques and strategies for effective learning <p><u>List Category:</u> Communication</p> <p><u>Cluster:</u> Reading, writing and using language to gather and communicate information</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none">Take effective notes in class <p><u>List Category:</u> Communication</p> <p><u>Cluster:</u> Exchanging thoughts, messages and information effectively through interaction</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none">Give and Receive meaningful feedback | <p><u>List Category:</u> Social</p> <p><u>Cluster:</u> Collaboration Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none">Give and receive meaningful feedback <p><u>List Category:</u> Self-Management</p> <p><u>Cluster:</u> Organization Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none">Plan short- and long-term assignments; meet deadlinesCreate plans to prepare for summative assessments (examinations and performances) | <p><u>List Category:</u> Communication</p> <p><u>Cluster:</u> Reading, writing and using language to gather and communicate information</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none">Read critically and for comprehensionParaphrase accurately and concisely <p><u>List Category:</u> Thinking</p> <p><u>Cluster:</u> Critical Thinking Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none">Consider ideas from multiple perspectives | <p><u>List Category:</u> Research</p> <p><u>Cluster:</u> Media Literacy Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none">Demonstrate awareness of media interpretations of events and ideas (including digital social media)Communicate information and ideas effectively to multiple audiences using a variety of media and formats <p><u>Cluster:</u> Information Literacy Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none">Evaluate and select information sources and digital tools based on their appropriateness to specific tasks <p><u>List Category:</u> Thinking</p> <p><u>Cluster:</u> Creative Thinking Skills</p> <p><u>Skill Indicator:</u></p> | <p><u>List Category:</u> Thinking</p> <p><u>Cluster:</u> Critical Thinking Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none">Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)Consider ideas from multiple perspectivesDevelop contrary or opposing arguments |

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| | | | | <div>1. Make unexpected or unusual connections between objects and/or ideas</div> <div>2. Create original works and ideas; use existing works and ideas in new ways</div> | |
| Statement of Inquiry | Readers and writers both look for and/or use techniques to craft text that expresses ideas, reflect on and extend creativity, and invite critical analysis as well as appreciation of the aesthetic. | 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. | 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 | 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. | Different perspectives within communities shape the understanding of fairness and development, as power structures and societal restrictions influence individuals' experiences and opportunities. |
| Global Context | Personal and Cultural Expression | Fairness and Development | Identities and Relationships | Personal and Cultural Expression | Fairness and Development |
| Key Concept | Creativity | Creativity | Connections | Connections | Communities |
| Related Concepts | <div>1. Style</div> | <div>1. Genre</div> <div>2. Audience Imperative</div> | <div>1. Point of View</div> <div>2. Character</div> | <div>3. Theme</div> | <div>1. Point of View</div> |
| Design Cycle Transdisciplinary | <div>Transdisciplinary Skills developed in each unit include but are not limited to:</div> <ul style="list-style-type: none">Research & Information LiteracyCritical Thinking & Problem SolvingCommunication & CollaborationCreativity & InnovationSelf- Management & Reflection | | | | |

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| Unit Common Assessment Types for <i>Interpreting and Constructing Texts</i> Expectations | <p>Each unit includes the following assessment types. Students will interpret unit texts of various modes and genres through reading, viewing, and listening. Students will construct texts through writing, speaking, or creating.</p> <p>Text Techniques (narrative, expository, argument, and poetic) will be applied to the various texts students will write, speak, or create. Students will also construct multimodal texts.</p> <ul style="list-style-type: none">3- 6 constructed texts (at least 1 of which is an extended constructed text)2 student discourse assessments (interacting, speaking and listening, using academic language to discuss and analyze)2 selected response and new read assessments for skills application to new text (s)1 MYP Task or Performance Task (project, presentation, etc. with integrated writing/creating and presenting/speaking component assessing the 4 MYP Criteria) . <p>*See Unit Planners for specific Assessment Details for each unit.</p> | | | | |
| Differentiation For Tiered Learners | <p>Support struggling readers and writers, including students with disabilities and English language learners, by:</p> <ul style="list-style-type: none">Building background knowledge to enhance comprehension.Providing a Reader’s Dictionary and writing support for vocabulary development.Collaborating with ELL and Special Education teachers for targeted support.Offering audiobooks or text-to-speech based on accommodations.Using sentence starters, graphic organizers, and guided writing.Incorporating visual aids, scaffolding, and small-group instruction. | | | | |

* Additional standards and expectations in this unit of study for Honors/advanced courses.