

MCS MYP Literature and 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 & Complex Characters	Unit 4: Author, Audience, & Purpose in Intertextuality	Unit 5: Developing Argumentation
Time Frame	2 weeks	8 weeks	8 weeks	9 weeks	9 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</p> <p>2. Situating Texts</p> <p>3. Author’s Craft</p> <p>4. Collaboration & Presentation</p> <p>Specific decisions regarding Practice Usage will be identified in Unit Planners.</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>Argument Techniques</u> 9.T.T.3 (a, b, d) <u>Poetic Techniques</u> 9.T.T.4. (a, b)</p> <p>Periods & Movements 9-12.T.PM.1 (b)</p>	<p>Context <u>Purpose & Audience</u> 9.T.C.1 (a, 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, c) 9.T.SS.2 (a, b, c)*</p> <p>Techniques <u>Narrative Techniques</u> 9.T.T.1 (a, d, e) <u>Expository Techniques</u> 9.T.T.2.(a, c) <u>Poetic Techniques</u> 9.T.T.4. (a, b)</p> <p>Periods & Movements 9-12.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) 9.T.SS.2 (a, b, 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>Argument 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 9-12.T.PM.1 (a, b)</p>	<p>Context <u>Purpose & Audiences</u> 9.T.C.1 (b, c) <u>Authors and Speakers</u> 9.T.C.2 (a, d) 9.T.C.2 (a, b, d)*</p> <p>Structures & Style <u>Organization</u> 9.T.SS.1 (a, d) <u>Craft</u> 9.T.SS.2 (a,b, c)</p> <p>Techniques <u>Narrative Techniques</u> 9.T.T.1 (b, e) <u>Argument Techniques</u> 9.T.T.3 (a, c) <u>Poetic Techniques</u> 9.T.T.4. (a, b)</p> <p>Research & Analysis <u>Research & Inquiry</u> 9.T.RA.2 (c) 9.T.RA.2 (a, c)*</p>

MCS MYP Literature and Composition I Subject Group Overview

<div><div></div><div>MYP Criteria: A- Analyzing B- Organizing C- Producing Text D- Using Language</div></div>		<p>Grammar Conventions <u>Grammar, Usage, & Mechanics</u> K-12.L.GC.1 <u>Syntax</u> 9.L.GC.2.(a, b, c, e)</p> <p>Vocabulary <u>General, Academic & Specialized 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)</p>	<p>Grammar Conventions <u>Grammar, Usage, & Mechanics</u> K-12.L.GC.1 <u>Syntax</u> 9.L.GC.2.(a, b, e)</p> <p>Vocabulary <u>General, Academic & Specialized Vocabulary</u> 9-12.L.V.1.a <u>Word Analysis</u> 9-12.L.V.2 (a, c) <u>Meaning & Purpose</u> 9-12.L.V.3 (b, c, e)</p>	<p>Research & Analysis <u>Research & Inquiry</u> 9.T.RA.1 (a, b, c) <u>Curating Sources & Evidence</u> 9.T.RA.2 (a, b, c)</p> <p>Grammar Conventions <u>Grammar, Usage, & Mechanics</u> K-12.L.GC.1 <u>Syntax</u> 9.L.GC.2.(a, d)</p> <p>Vocabulary <u>General, Academic & Specialized 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)</p>	<p>Grammar Conventions <u>Grammar, Usage, & Mechanics</u> K-12.L.GC.1 <u>Syntax</u> 9.L.GC.2.(a, c)</p> <p>Vocabulary <u>General, Academic & Specialized Vocabulary</u> 9-12.L.V.1.a <u>Word Analysis</u> 9-12.L.V.2 (b, d) <u>Meaning & Purpose</u> 9-12.L.V.3 (b, c, e)</p>
Approaches To Learning (ATL Skills)	<p><u>List Category:</u> Self-Management <u>Cluster:</u> Reflection Skills <u>Skill Indicator:</u></p> <ul style="list-style-type: none">- Develop new skills, techniques and strategies for effective learning <p><u>List Category:</u> Communication <u>Cluster:</u> Communication Skills <u>Skill Indicator:</u></p> <ul style="list-style-type: none">- Read critically and for comprehension- Use a variety of media to present an audience <p><u>List Category:</u> Thinking <u>Cluster:</u> Critical Thinking Skills <u>Skill Indicator:</u></p>	<p><u>List Category:</u> Social <u>Cluster:</u> Collaboration Skills <u>Skill Indicator:</u></p> <ul style="list-style-type: none">- Give and receive meaningful feedback <p><u>List Category:</u> Self-Management <u>Cluster:</u> Organization Skills <u>Skill Indicator:</u></p> <ul style="list-style-type: none">- Plan short- and long-term assignments; meet deadlines- Create plans to prepare for summative assessments (examinations and performances)	<p><u>List Category:</u> Communication <u>Cluster:</u> Reading, writing and using language to gather and communicate information <u>Skill Indicator:</u></p> <ul style="list-style-type: none">- Read Critically and for comprehension- Paraphrase accurately and concisely <p><u>List Category:</u> Thinking <u>Cluster:</u> Critical Thinking Skills <u>Skill Indicator:</u></p> <ul style="list-style-type: none">- Consider ideas from multiple perspectives	<p><u>List Category:</u> Research <u>Cluster:</u> Media Literacy Skills <u>Skill Indicator:</u></p> <ul 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 <u>Skill Indicator:</u></p> <ul 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 <u>Cluster:</u> Critical Thinking Skills <u>Skill Indicator:</u></p> <ul 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 perspectives- Develop contrary or opposing arguments

MCS MYP Literature and Composition I Subject Group Overview

	<div>- Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding</div>			<div>List Category: Thinking Cluster: Creative Thinking Skills Skill Indicator: <div>- Make unexpected or unusual connections between objects and/or ideas - Create original works and ideas; use existing works and ideas in new ways</div></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 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.
Global Context	Personal and Cultural Expression	Fairness and Development	Identities and Relationships	Personal and Cultural Expressions	Orientation in Time and Space
Key Concept	Creativity	Creativity	Connections	Connections	Perspective
Related Concepts	Style	Genre and Audience Imperative	Point of View & Character	Theme	Context and Structure
Design Cycle Transdisciplinary	<div>Transdisciplinary Skills developed in each unit include but are not limited to:</div> <div><div><div></div></div><div>Research & Information Literacy</div><div><div></div></div><div>Critical Thinking & Problem Solving</div><div><div></div></div><div>Communication & Collaboration</div><div><div></div></div><div>Creativity & Innovation</div><div><div></div></div><div>Self- Management & Reflection</div></div>				
Unit Common Assessment Types for Interpreting and Constructing Texts Expectations	<div>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. 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.<div><div><div></div></div><div>3- 6 constructed texts (at least 1 of which is an extended constructed text)</div><div><div></div></div><div>2 student discourse assessments (interacting, speaking and listening, using academic language to discuss and analyze)</div><div><div></div></div><div>2 selected response and new read assessments for skills application to new text (s)</div><div><div></div></div><div>1 MYP Task or Performance Task (project, presentation, etc. with integrated writing/creating and presenting/speaking component assessing the 4 MYP Criteria) .</div></div><div>*See Unit Planners for specific Assessment Details for each unit.</div></div>				

MCS MYP Literature and Composition I Subject Group Overview

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. Differentiation Supports include but are not limited to:</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 audio 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.*