MCS MYP 10th Literature and Composition Subject Group Overview

New Georgia ELA K-12 Language and Texts Big Ideas:

Context: Students recognize influences on texts and analyze how they shape meaning.

Structures & Style: Students analyze and use organizational structures and style to shape ideas and information.

Techniques: Students analyze and apply various techniques to comprehend and shape meaning.

Periods & Movement: Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.

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.

Grammar Conventions: Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.

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.

Practices: Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Unit Information	Unit 1: Reader & Writer Identity: Text Techniques	Unit 2: Communicating and Evaluating Themes	Unit 3: Developing and Analyzing Rhetoric	Unit 4: Applying Techniques to Enhance Complex Characters	Unit 5: Synthesis in Writing
Time Frame	**2 weeks**	**8 weeks**	**8 weeks**	**9 weeks**	**9 weeks**
New K-12 ELA Standards **Big Idea** Standard Topic Grade Level Expectation Code for Interpreting + Constructing Texts _____ _ 4 Key Literacy Practices ground, shape, and inform the Language and Texts Domain standards and grade level expectations: **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. _____ _ **MYP Criteria:** A- Analyzing B- Organizing C- Producing Text	**Techniques** Narrative Techniques 10.T.T.1 (a,e) Expository Techniques 10.T.T.2 (a, d) Argumentative Techniques 10.T.T.3 (a, c) Poetic Techniques 10.T.T.4 (a, b) **Context** Purpose & Audience 10.T.C.1 (b, c) **Grammar Conventions** Grammar, Usage, and Mechanics 10.L.GC.1.60 Syntax 10.L.GC.2.(b)	**Context** Purpose & Audience 10.T.C.1 (a, c) Authors and Speakers 10.T.C.2 (a, c, d)* **Structures & Style** Organization 10.T.SS.1 (a, b, c) Craft 10.T.SS.2 (a,b)* **Techniques** Narrative Techniques 10.T.T.1 (c, d, e) 10.T.T.1 (a, c, d, e)* Expository Techniques 10.T.T.2.(a, d) Argument Techniques 10.T.T.3 (c) Poetic Techniques 10.T.T.4. (a, b) **Periods & Movements** 10.T.PM.1 (a) **Research & Analysis**	**Context** Purpose & Audiences 10.T.C.1 (b, c) Authors and Speakers 10.T.C.2 (a, b, d) **Structures & Style** Organization 10.T.SS.1 (a, c, d) Craft 10.T.SS.2 (a,b, c) **Techniques** Narrative Techniques 10.T.T.1 (c, e) Expository Techniques 10.T.T.2.(a, b, d) Argument Techniques 10.T.T.3 (a, b, c. d) Poetic Techniques 10.T.T.4. (a, b) **Periods & Movements** 10.T.PM.1 (b) **Research & Analysis** Research & Inquiry	**Context** Purposes & Audiences 10.T.C.1 (a) Authors and Speakers 10.T.C.2 (c) **Structures & Style** Organization 10.T.SS.1 (a, d) Craft 10.T.SS.2 (a, c) 10.T.SS.2 (a, b) **Techniques** Narrative Techniques 10.T.T.1 (a, b, c, e) 10.T.T.1 (a, b, c, d, e)* Expository Techniques 10.T.T.2.(b, d) Argument Techniques 10.T.T.3 (d) Poetic Techniques 10.T.T.4. (a, b) **Periods & Movements** 10.T.PM.1 (b)	**Context** Purposes & Audiences 10.T.C.1 (a, b, c) Authors and Speakers 10.T.C.2 (a, d) **Structures & Style** Organization 10.T.SS.1 (a, b, c) Craft 10.T.SS.2 (a, b) **Techniques** Narrative Techniques 10.T.T.1 (b, e) Expository Techniques 10.T.T.2.(b, c) Argument Techniques 10.T.T.3 (a, b, d) Poetic Techniques 10.T.T.4. (a, b) **Periods & Movements** 10.T.PM.1 (a) **Research & Analysis** Research & Inquiry

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D- Using Language		Research & Inquiry 10.T.RA.2 (c) **Grammar Conventions** Grammar, Usage, & Mechanics K-12.L.GC.1 Syntax 10.L.GC.2.(a, b, e) **Vocabulary** General, Academic & Specialized Vocabulary 9-12.L.V.1.a Word Analysis 9-12.L.V.2 (a, c) Meaning & Purpose 9-12.L.V.3 (b, c, e)	10.T.RA.1 (a, c) 10.T.RA.1 (a, b, c)* 10.T.RA.2 (a, b, c) **Grammar Conventions** Grammar, Usage, & Mechanics K-12.L.GC.1 Syntax 10.L.GC.2.(b, c, d) **Vocabulary** General, Academic & Specialized Vocabulary 9-12.L.V.1 (a, b) Word Analysis 9-12.L.V.2 (b, c, d) Meaning & Purpose 9-12.L.V.3 (c, d, e)	**Grammar Conventions** Grammar, Usage, & Mechanics K-12.L.GC.1 Syntax 10.L.GC.2.(a, b, d, e) 10.L.GC.2.(a, b, c, d, e)* **Vocabulary** General, Academic & Specialized Vocabulary 9-12.L.V.1 (a, b) Word Analysis 9-12.L.V.2 (a-d) Meaning & Purpose 9-12.L.V.3 (b)	10.T.RA.1 (a, c) 10.T.RA.2 (a, c) **Grammar Conventions** Grammar, Usage, & Mechanics K-12.L.GC.1 Syntax 10.L.GC.2.(a, b, c, e) **Vocabulary** General, Academic & Specialized Vocabulary 9-12.L.V.1 (a, b) Word Analysis 9-12.L.V.2 (a-d) Meaning & Purpose 9-12.L.V.3 (b-d)
Approaches To Learning (ATL Skills)	**List Category:** Self-Management **Cluster:** Reflection Skills **Skill Indicator:** - Develop new skills, techniques and strategies for effective learning **List Category:** Communication **Cluster:** Reading, writing and using language to gather and communicate information **Skill Indicator:** - Take effective notes in class **Cluster:** Exchanging thoughts, messages and information effectively through interaction **Skill Indicator:** - Give and Receive meaningful feedback	**List Category:** Communication **Cluster:** Reading, writing and using language to gather and communicate information **Skill Indicator:** - Read Critically and for comprehension - Paraphrase accurately and concisely **List Category:** Thinking **Cluster:** Critical Thinking Skills **Skill Indicator:** - Consider ideas from multiple perspectives	**List Category:** Thinking **Cluster:** Critical Thinking Skills **Skill Indicator:** - 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	**List Category:** Research **Cluster:** Media Literacy Skills **Skill Indicator:** - 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 **Cluster:** Information Literacy Skills **Skill Indicator:** - Evaluate and select information sources and digital tools based on their appropriateness to specific tasks **List Category:** Thinking **Cluster:** Creative Thinking Skills **Skill Indicator:** - Make unexpected or unusual connections between objects and/or ideas	**List Category:** Social **Cluster:** Collaboration Skills **Skill Indicator:** - Give and receive meaningful feedback **List Category:** Self-Management **Cluster:** Organization Skills **Skill Indicator:** - Plan short- and long-term assignments; meet deadlines - Create plans to prepare for summative assessments (examinations and performances) **List Category: Thinking** **Cluster:** Transfer Skills **Skill Indicator:** - Combine knowledge, understanding and skills to create products or solutions.

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				- Create original works and ideas; use existing works and ideas in new ways	
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.	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 and complex characters in writing to express feelings, beliefs, values and (sometimes abstract) ideas.	Authors produce works with the purpose of exploring the interconnectedness of human-made systems and evaluating the human impact on the environment (with focus on consumption and impact on the environment).
Global Context	Personal and Cultural Expression	Identities and Relationships	Fairness and Development	Personal and Cultural Expression	Globalization and Sustainability
Key Concept	Creativity	Perspective	Communication	Connections	Creativity
Related Concepts	Style	Character	Audience Imperatives	Point of View	Self-Expression
Design Cycle Transdisciplinary	Transdisciplinary Skills developed in each unit include but are not limited to: ● Research & Information Literacy ● Critical Thinking & Problem Solving ● Communication & Collaboration ● Creativity & Innovation ● Self- Management & Reflection				
Unit Common Assessment Types for *Interpreting and Constructing Texts* Expectations	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. ● 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) . *See Unit Planners for specific Assessment Details for each unit.				
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. Differentiation Supports include but are not limited to: ● 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.*

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