

MCS Advanced Composition 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: “Who Are You & Where Are You Going?” Merging Techniques in Non-Fiction	Unit 3: Research and Argumentation through Multimodal Texts	Unit 4: Critical & Literary Analysis	Unit 5: “Technically Speaking” - Technical Writing and Communication
Time Frame	2 weeks	4 weeks	12 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 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</p>	<p>Techniques <u>Narrative Techniques</u> 12.T.T.1 (a, e) <u>Expository Techniques</u> 12.T.T.2 (a, d) <u>Argumentative Techniques</u> 12.T.T.3 (a, c) <u>Poetic Techniques</u> 12.T.T.4 (a, b)</p> <p>Context <u>Purpose & Audience</u> 12.T.C.1 (b, c)</p> <p>Grammar Conventions <u>Grammar, Usage, and Mechanics</u> K-12.L.GC.1.47 K-12.L.GC.1.50 <u>Syntax</u> 12.L.GC.2.(b)</p>	<p>Context <u>Purpose & Audience</u> 12.T.C.1 (b, c) <u>Authors and Speakers</u> 12.T.C.2 (a)</p> <p>Structures & Style <u>Organization</u> 12.T.SS.1 (a, b, c) <u>Craft</u> 12.T.SS.2 (a,b)</p> <p>Techniques <u>Narrative Techniques</u> 12.T.T.1 (a, b, c e) <u>Expository Techniques</u> 12.T.T.2.(a, d) <u>Poetic Techniques</u> 12.T.T.4. (a, b)</p> <p>Periods & Movements 12.T.PM.1 (a, b)</p> <p>Research & Analysis <u>Research & Inquiry</u> 12.T.RA.1 (b, c)</p>	<p>Context <u>Purposes & Audiences</u> 12.T.C.1 (a,, c) <u>Authors and Speakers</u> 12.T.C.2 (a, b, c, d)</p> <p>Structures & Style <u>Organization</u> 12.T.SS.1 (a, c, d) <u>Craft</u> 12.T.SS.2 (a, c)</p> <p>Techniques <u>Narrative Techniques</u> 12.T.T.1 (b, d) 12.T.T.1 (b, d, e)* <u>Expository Techniques</u> 12.T.T.2.(b, d) <u>Argument Techniques</u> 12.T.T.3 (a, b, c) 12.T.T.3 (a, b, c, d)* <u>Poetic Techniques</u> 12.T.T.4. (a, b)</p> <p>Research & Analysis <u>Research & Inquiry</u></p>	<p>Context <u>Purposes & Audiences</u> 12.T.C.1 (a, b) <u>Authors and Speakers</u> 12.T.C.2 (c, d)</p> <p>Structures & Style <u>Organization</u> 12.T.SS.1 (a, d) <u>Craft</u> 12.T.SS.2 (a,b, c)</p> <p>Techniques <u>Narrative Techniques</u> 12.T.T.1 (a, b, c, e) 12.T.T.1 (a, b, c, d, e)* <u>Expository Techniques</u> 12.T.T.2.(a ,d) <u>Argument Techniques</u> 12.T.T.3 (c, d) <u>Poetic Techniques</u> 12.T.T.4. (a, b)</p> <p>Periods & Movements 12.T.PM.1 (a, b)</p>	<p>Context <u>Purposes & Audiences</u> 12.T.C.1 (a, b) <u>Authors and Speakers</u> 12.T.C.2 (b, c, d)</p> <p>Structures & Style <u>Organization</u> 12.T.SS.1 (a, b, c, d) <u>Craft</u> 12.T.SS.2 (c)</p> <p>Techniques <u>Narrative Techniques</u> 12.T.T.1 (a, b) <u>Expository Techniques</u> 12.T.T.2.(b, d) <u>Poetic Techniques</u> 12.T.T.4. (a, b)</p> <p>Research & Analysis <u>Research & Inquiry</u> 12.T.RA.1 (a, b, c) 12.T.RA.2 (b)</p> <p>Grammar Conventions</p>

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D- Using Language		<p>Grammar Conventions <u>Grammar, Usage, & Mechanics</u> K-12.L.GC.1.60</p> <p>Grammar Conventions <u>Syntax</u> 12.L.GC.2.(a, b)</p> <p>Vocabulary <u>General, Academic & Specialized Vocabulary</u> 12.L.V.1 (a, b) <u>Word Analysis</u> 12.L.V.2 (b, d) <u>Meaning & Purpose</u> 12.L.V.3 (e) 12.L.V.3 (c, e)</p>	<p>12.T.RA.1 (a, b, c) 12.T.RA.2 (a, b, c)</p> <p>Grammar Conventions <u>Syntax</u> 12.L.GC.2.(b, c, d)</p> <p>Vocabulary <u>General, Academic & Specialized Vocabulary</u> 12.L.V.1 (a, b) <u>Word Analysis</u> 12.L.V.2 (b, d) <u>Meaning & Purpose</u> 12.L.V.3 (b, c, e)</p>	<p>Grammar Conventions <u>Syntax</u> 12.L.GC.2.(a, b, d, e) 12.L.GC.2.(a, b, c, d, e)*</p> <p>Vocabulary <u>General, Academic & Specialized Vocabulary</u> 9-12.L.V.1 (a, b) <u>Word Analysis</u> 9-12.L.V.2 (a-d) <u>Meaning & Purpose</u> 9-12.L.V.3 (b)</p>	<p><u>Syntax</u> 12.L.GC.2.(a, b, c)</p> <p>Vocabulary <u>General, Academic & Specialized Vocabulary</u> 9-12.L.V.1 (a, b) <u>Word Analysis</u> 9-12.L.V.2 (a-d) <u>Meaning & Purpose</u> 9-12.L.V.3 (b-e)</p>
Unit Common Assessment Types for Interpreting and Constructing Texts 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. 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	See Unit Planners				

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