

## MCS MYP 9th Literature and Composition Subject Group Overview

| Unit Name  |  | Unit 1: Survival  | Unit 2: Journeys of Transformation   | Unit3: Star Crossed Lovers   | Unit 4: American Voices   | Unit 5: World’s End  |
|------------|--|---|--|--|---|--|
| Time Frame |  | 8 weeks   | 7 weeks  | 7 weeks  | 7 weeks   | 7 weeks  |
|            | <b>Standards</b>                                       | ELAGSE9-10RL2<br>ELAGSE9-10RI2<br><br>ELAGSE9-10RI3<br><br>ELAGSE9-10RI5<br><br>ELAGSE9-10RI6<br><br>ELAGSE9-10W1   | ELAGSE9-10RL2<br>ELAGSE9-10RL3<br>ELAGSE9-10RL4<br>ELAGSE9-10RI2<br>ELAGSE9-10W3   | <b>ELAGSE9-10RL2</b><br><b>ELAGSE9-10RL3</b><br>ELAGSE9-10RL4<br>ELAGSE9-10RI6<br><b>ELAGSE9-10W1</b>  | ELAGSE9-10RL2<br>ELAGSE9-10RL3<br>ELAGSE9-10RI2<br>ELAGSE9-10RI3<br>ELAGSE9-10RI5<br>ELAGSE9-10RI6<br>ELAGSE9-10W2  | ELAGSE9-10RL2<br>ELAGSE9-10RL3<br>ELAGSE9-10RL4<br>ELAGSE9-10RI5<br>ELAGSE9-10W3   |
|            | <b>Approaches To Learning Instructional Strategies</b> | <b>List Category: Communication</b><br><br>Cluster: Communication Skills<br><br>Skill Indicator: Read critically and for comprehension<br><br>Paraphrase accurately and concisely | <b>List Category: Communication</b><br><br>Cluster: Communication Skills<br><br>Skill Indicator:<br>Give and receive meaningful feedback<br><br>Use appropriate forms of writing for different purposes and audiences<br><br><b>List Category: Thinking</b><br><br>Cluster: Transfer Skills<br><br>Skill Indicator:<br><br>Combine knowledge, understanding and skills to create products or solutions | <b>List Category: Self-Management</b><br><br>Cluster: Organization<br><br>Skill Indicator: Plan short- and long-term assignments; meet deadlines | <b>List Category: Thinking</b><br><br>Cluster: Critical Thinking Skills<br><br>Skill Indicator: Draw reasonable conclusions and generalizations<br><br>Revise understanding based on new information and evidence | <b>List Category: Communication</b><br><br>Cluster: Communication Skills<br><br>Skill Indicator:<br>Give and receive meaningful feedback<br><br>Use appropriate forms of writing for different purposes and audiences<br><br><b>List Category: Thinking</b><br><br>Cluster: Transfer Skills<br><br>Skill Indicator:<br><br>Combine knowledge, understanding and skills to create products or solutions |

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|  | Statement of Inquiry | 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. | Authors make connections with readers through themes in writing that explore identify; beliefs and values and spiritual health. | 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. | The concept of fear draws us to explore frightening themes. | There are many ways to see or fail to see the world. |
|  | Global Context       | Orientation in Time and Space   | Identities and Relationships  | Globalization and Sustainability  | Scientific and Technical Innovation                         | Fairness and Development                             |

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|  | Proposed Text To Support Learning | Literature:  | Literature:  | Literature:   | Literature:  | Literature:  |
|--|-----------------------------------|--|--|---|--|--|
|  |                                   | Novels:<br>Hunger Games<br>Call of The Wild<br>Lord of the Flies                               | Novels:<br>The Adventures of Huckleberry Finn<br>Gulliver's Travels<br>Catcher and the Rye | Novels:<br>The Fault In Our Stars<br>Jane Eyre<br>Wuthering Heights                               | Novels:<br>The Joy Luck Club<br>My Antonia<br>Stargirl   | Novels:<br>The Road<br>Fahrenheit 451<br>Paradise Lost and Regained                          |
|  |                                   | Whole-group<br>Learning The Seventh Man by Haruki Murakami                                     | Whole-group<br>Odyssey poem<br>Odyssey graphic novel                                       | Whole-group<br>Historical Context: The Tragedy of Romeo and Juliet                                | Whole-group<br>A Quilt of a Country<br>Anna Quindlen   | Whole-group<br>By the Waters of Babylon<br>Stephen Vincent Benét<br>ANCHOR TEXT: SHORT STORY |
|  |                                   | The Moral Logic of Survivor Guilt by Nancy Sherman   | Functional Workplace Document<br>Application for a Mariner's License                       | Drama: The Tragedy of Romeo and Juliet<br>William Shakespeare                                     | The Immigrant Contribution from A Nation of Immigrants<br>John F. Kennedy  | There Will Come Soft Rains Ray Bradbury  |
|  |                                   | Small-group Learning<br>The Voyage of the James Caird from The Endurance by Caroline Alexander | Small-group Learning<br>The Return by Ngugi Thiong'o                                       | Pyramus and Thisbe<br>Ovid, retold by Edith Hamilton  | American History<br>Judith Ortiz Cofer   | Small Group Learning:<br><br>MAGAZINE ARTICLE The Nuclear Tourist George Johnson             |
|  |                                   | The Endurance and the James Caird in Images by Frank Hurley                                    | The Hero's Adventure by Joseph Campbell  | Romeo and Juliet is a Terrible Play and David Leveaux Can't Change That                           | Rules of the Game from The Joy Luck Club<br>Amy Tan  |  |
|  |                                   | Life of Pi by Yann Martel  | Courage-poetry<br>Anne Sexton  | In Defense of Romeo and Juliet: It's Not Childish, It's About Childishness                        | MEDIA: BLOG POST<br>The Writing on the Wall<br>Camille Dungy   |  |
|  |                                   | I Am Offering This Poem by Jimmy Santiago Baca   | Ithaka<br>Edmund Keeley  | Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet<br>Gordana Sandic Hadzhasnovic | MEMOIR With a Little Help From My Friends from Funny in Farsi Firoozeh Dumas POETRY COLLECTION Morning Talk<br>Roberta Hill Whiteman |  |
|  |                                   | The Writer by Richard Wilbur   | The Narrow Road of the Interior<br>Matsuo Bashu  | Tragic Romeo and Juliet Offers Bosnia Hope  | Immigrant Picnic Gregory Djanikian   |  |
|  |                                   | Hugging the Jukebox by Naomi Shihab Nye  | Independent Learning   |   |  |  |
|  |                                   | Independent Learning<br>The Most Dangerous Game by Richard Connell                             | The Road Not Taken<br>Robert Frost   | Independent Learning<br>Popocatepetl and Ixtlaccihuatl<br>Juliet Piggot Wood                      | Independent Learning:  |  |

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|  |                  | <p>Novel Choices:<br/>Lord of the Flies<br/>by William Golding</p> <p>Life of Pi<br/>by Yann Martel</p> <p>The Hunger Games<br/>by Suzanne Collins</p> <p>The Call of the Wild<br/>by Jack London</p> | <p>Your World<br/>Georgia Douglas Johnson</p> <p>The Ugly Duckling<br/>Hans Christian Anderson</p> <p>Thirteen Epic Animal<br/>Migrations that Prove JUst<br/>How Cool Mother Nature Is<br/>Brianna Elliott</p> <p>Wild<br/>Cheryl Strayed</p> | <p>Annabel Lee<br/>Edgar Allen Poe</p> <p>What's the Rush? Young Brains<br/>Cause Doomed Love<br/>Lexi Tucket<br/>Graphic Novel<br/>From William Shakespeare's<br/>Romeo and Juliet</p> <p>If Romeo and Juliet Had Cell<br/>Phones<br/>Misty Harris</p> | <p>MEMOIR With a Little Help<br/>From My Friends from Funny in<br/>Farsi Firoozeh Dumas POETRY<br/>COLLECTION Morning Talk<br/>Roberta Hill Whiteman<br/>Immigrant Picnic Gregory<br/>Djanikian<br/>MEDIA: VIDEO Grace Abbott<br/>and the Fight for Immigrant<br/>Rights in America BBC</p> | <p>POETRY COLLECTION 1 the<br/>beginning of the end of the<br/>world Lucille Clifton The<br/>Powwow at the End of the<br/>World Sherman Alexie A Song<br/>on the End of the World<br/>Czeslaw Milosz MAGAZINE<br/>ARTICLE The Myth of the War<br/>of the Worlds Panic Jefferson<br/>Pooley and Michael Socolow<br/>COMPARE MEDIA: NEWSCAST<br/>A Visit to the Doomsday Vault<br/>60 Minutes POETRY<br/>COLLECTION 2 Fire and Ice<br/>Robert Frost Perhaps the<br/>World Ends Here Joy Harjo<br/>MEDIA: IMAGE GALLERY The<br/>End of the World Might Just<br/>Look Like This Megan Gambino<br/>GOVERNMENT WEBSITE<br/>ARTICLE Preparedness 101:<br/>Zombie Apocalypse Ali S. Khan<br/>MAGAZINE ARTICLE The<br/>Nuclear Tourist George<br/>Johnson MEDIA: RADIO<br/>BROADCAST</p> |
|  | Key Concepts     | Perspective   | Connections  | Identity  | Time, Place, and Space  | Change  |
|  | Related Concepts | Context and Structure   | Theme  | Purpose   | Setting   | Context   |

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|  |                                     |  |  |  |  |  |
|--|-------------------------------------|--|--|--|--|--|
|  | Design Cycle Transdisciplinary      | Writing Process- Argument Essay  | Writing Process- Nonfiction Narrative  | Writing Process- Argument Essay  | Writing Process- Informative Essay   | Writing Process- Narrative Essay   |
|  | MYP Assessments/ Performance Tasks  | Argument Essay and Oral Presentation:<br><br>Deliver a Multimedia Presentation   | Narrative: Nonfiction Narrative and Storytelling Session<br><br>Present an Oral Retelling<br><br>Review Notes for a Nonfiction Narrative | Argument Essay and Oral Presentation:<br><br>Deliver a Multimedia Presentation | Informative Text Essay and Oral Presentation:<br><br>Deliver a Multimedia Presentation<br><br>Review Evidence for an Informative Essay | Narrative: Nonfiction Narrative and Storytelling Session<br><br>Present an Oral Retelling<br><br>Review Notes for a Nonfiction Narrative |
|  | 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. |  |  |  |  |