

### 9<sup>th</sup> Grade MYP Language and Literature Subject Group Overview

Unit Name	Unit 1: Point of View and Perspective	Unit 2: The Individual and Society	Unit 3: Context and Communication	Unit 4: Context and Creativity
Time Frame	Semester 1 1 <sup>st</sup> 9 Weeks	Semester 1 2 <sup>nd</sup> 9 Weeks	Semester 2 3 <sup>rd</sup> 9 Weeks	Semester 2 4 <sup>th</sup> 9 Weeks
	<p style="text-align: center;"><b>ELAGSE9-10</b></p> <p><b>Informational:</b> RI1  <b>Literary:</b> RL1-3, RL4, RL5, RL6  <b>Writing:</b> W3  <b>Language:</b> L2 (c, d), L5, L6  <b>Speaking and Listening:</b> SL1  <b>Writing Focus:</b> Narrative  <b>Language Focus:</b> Word meaning with context, roots, figurative language  <b>Conventions:</b> Clauses (independent, relative, dependent), Commas</p>	<p style="text-align: center;"><b>ELAGSE9-10</b></p> <p><b>Informational:</b> RI1, RI2, RI3,  <b>Literary:</b> RL1, RL2, RL3  <b>Writing:</b> W2, W7  <b>Language:</b> L1 (a, b); L3, L6  <b>Speaking and Listening:</b> SL1, SL4  <b>Writing Focus:</b> Informational  <b>Language Focus:</b> Word meaning with context, roots, figurative language  <b>Conventions:</b> Parallel Structure, Phrases (appositive, participial, absolute), Commas</p>	<p style="text-align: center;"><b>ELAGSE9-10</b></p> <p><b>Informational:</b> RI1, RI2, RI5, RI6, RI8  <b>Literary:</b> RL1, RL2, RL3  <b>Writing:</b> W1, W7 (W2 continued)  <b>Language:</b> L2(a-d), L4, L6  <b>Speaking and Listening:</b> SL1, SL2, SL3,  <b>Writing Focus:</b> Argument; Informational  <b>Language Focus:</b> Word meaning with context, roots, figurative language  <b>Conventions:</b> Semicolons, colon, commas</p>	<p style="text-align: center;"><b>ELAGSE9-10</b></p> <p><b>Informational:</b> RI1, RI2  <b>Literary:</b> RL1, RL2, RL4  <b>Writing:</b> W4  <b>Language:</b> L4, L5  <b>Speaking and Listening:</b> SL1, SL4, SL5  <b>Writing Focus:</b> Reflection, Informational  <b>Language Focus:</b> Word meaning with context, roots, figurative language.  <b>Conventions:</b> Reinforcement/Review of skills.</p>

	<p><b>Reflection:</b> Develop new skills and strategies for effective learning.</p> <p><b>Self-Management:</b> Set goals that are challenging and realistic. Create plans to prepare for Summative Assessments (exams and performances). <b>Thinking:</b> Analyzing and evaluating issues and ideas Consider ideas from multiple perspectives <b>Communication:</b> Read closely, critically to make inferences and draw conclusions. Write for different purposes Engaging in collaborative conversations <b>Research:</b> Evaluate and select information sources and digital tools Create references and citations according to recognized conventions</p>	<p><b>Reflection:</b> Identify strengths and weaknesses of personal learning strategies (self-assessment)</p> <p><b>Thinking:</b> Analyze how complex characters develop over the course of a text. Determine the theme and analyze its development over the course of a text.</p> <p><b>Communication:</b> Write for different purposes Read closely, critically to make inferences and draw conclusions. Use a variety of organizers for academic writing tasks Use a variety of media to communicate with a range of audiences Communicate ideas and information effectively</p> <p><b>Research:</b> Evaluate and select information sources and digital tools Create references and citations according to recognized conventions</p>	<p><b>Reflection:</b> Identify strengths and weaknesses of personal learning strategies (self-assessment)</p> <p><b>Thinking:</b> Gather and organize relevant information to formulate an argument Evaluate evidence and arguments Develop contrary or opposing arguments <b>Communication:</b> Write for different purposes (Argument writing focus) Read critically and for comprehension Make inferences and draw conclusions Use a variety of media to communicate with a range of audiences</p> <p><b>Research:</b> Evaluate and select information sources and digital tools based on their appropriateness to specific tasks Create references and citations and construct a bibliography according to recognized conventions</p>	<p><b>Reflection:</b> Content; Skills; Personal Learning</p> <p><b>Self-Management:</b> Plan short- and long-term assignments; meet deadlines</p> <p><b>Thinking:</b> Create original works and ideas Use brainstorming and visual diagrams to generate new ideas and inquiries</p> <p><b>Communication:</b> Write for different purposes Read closely, critically to make inferences and draw conclusions. Use a variety of media to communicate with a range of audiences Communicate ideas and information effectively</p> <p><b>Research:</b> Evaluate and select information sources and digital tools Create references and citations according to recognized conventions</p>
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	Authors reinforce and challenge belief systems through characters and point of view.	Environment influences ethical and moral behavior and impacts relationships.	Communication is influenced by cultural context and individual purpose.	Creative purpose and context help an audience understand the interconnectedness of individuals and civilizations from different perspectives.
	<b><u>Personal and Cultural Expression:</u></b> Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values. Students will explore the ways in which we reflect on, extend, and enjoy our creativity.	<b><u>Fairness and Development</u></b> Students will explore rights and responsibilities; the relationship between communities; equal access to opportunities; peace and conflict resolution.	<b><u>Identities and Relationships</u></b> Students will explore human relationships including family, friends, communities, and cultures. Students will explore personal efficacy and agency, attitudes, motivations, and independence.	<b><u>Orientation in Time and Space</u></b> Students will explore personal and cultural histories, journeys and turning points in human kind.
	<b><u>Perspective:</u></b> Explore the perspective of individuals, groups, cultures, or disciplines Explore multiple representations and interpretations.	<b><u>Relationship:</u></b> Analyze the connections between people, ideas, human community, and the world.	<b><u>Communication</u></b> Analyze how groups of people share particular characteristics, beliefs, and values.	<b><u>Creativity</u></b> Generate new ideas from new perspectives.
	<b><u>Character:</u></b> Representation of characters in short narrative works. Direct and indirect characterization. <b><u>Point of View:</u></b> Position or vantage point Voice and tone	<b><u>Character:</u></b> Character (s) transformations and influence Protagonist, antagonist, foils. <b><u>Setting:</u></b> Time and place Atmosphere and mood <b><u>Theme:</u></b> Central idea (s) of a text	<b><u>Context</u></b> Social and historical context of a literary work <b><u>Genre</u></b> Conventions and characteristics of drama <b><u>Theme:</u></b> Central idea (s) conveyed through a text <b><u>Argument:</u></b> Claim, supporting evidence, counterclaims and rebuttals.	<b><u>Structure</u></b> Forms and characteristics of poetry <b><u>Style:</u></b> Literary devices, word choice, figurative language <b><u>Purpose</u></b> Author's intentions in producing the text. <b><u>Theme</u></b> Central idea (s) conveyed through a text
	Close and critical reading of multiple text types for comprehending text and analysis. Research and Presentation MLA Style (in-text citations and bibliography)	Close and critical reading of multiple text types for comprehending text and analysis. Informational writing and the writing process. Research and Presentation MLA Style (in-text citations and bibliography)	Close and critical reading of multiple text types for comprehending text and analysis. Argument writing and the writing process. Developing a thesis/claim. MLA Citations (in-text citations and bibliography)	Close and critical reading of multiple text types for comprehending text and analysis. Reflection Research and Presentation MLA Style (in-text citations and bibliography) Development of Personal Project Ideas and Proposal

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	<p><b>Common Assessments Title and Criterion:</b></p> <p><b><u>3-5 Literary Analysis Writing:</u></b> Character, Point of View, Theme with a focus on how author’s choice contributes to meaning MYP Criterion A (Analyzing); C (Producing Text) <b><u>1-2 Short Narrative Writing:</u></b> MYP Criterion C (Producing Text); D (Using Language)</p> <p><b><u>Common Formative (Milestones):</u></b> Informational text; selected response; 4-point narrative constructed response using text as stimulus. (ELAGSE 9-10 RI 1-4; RI6; L4; W3)</p> <p><b><u>Common Summative Extended Narrative Essay:</u></b> Criterion B (Organizing); Criterion C (Producing Text); Criterion D (Using Language)</p>	<p><b>Common Assessments Title and Criterion:</b></p> <p><b><u>3-5 Literary Analysis Writing:</u></b> Character, Setting, Theme, Symbols with a focus on how author’s choice contributes to meaning MYP Criterion A (Analyzing); C (Producing Text) <b><u>1-2 Informational Writing:</u></b> Interpretive understanding of a non-literary passage MYP Criterion A (Analyzing); B (Organizing) C (Producing Text)</p> <p><b><u>Common Formative (Milestones):</u></b> 3 short literary texts passages; selected response; 2- point constructed response (informational/expository) using text-evidence to support. (ELAGSE9-10 RL1-5; W2; L2)</p> <p><b><u>Common Summative: Individual Oral</u></b> Criterion A (Analyzing); Criterion B (Organizing) Criterion D (Using Language)</p>	<p><b>Common Assessments Title and Criterion: <u>3-5 Literary Analysis Writing:</u></b> Character, Theme, Language, Style with a focus on how author’s choice contributes to meaning Criterion A (Analyzing); Criterion C (Producing Text)</p> <p><b><u>1-2 Short Argument Writing:</u></b> MYP Criterion A (Analyzing); B (Organizing) C (Producing Text)</p> <p><b><u>Common Formative (Milestones):</u></b> 2 Argument texts; selected response; 2-point constructed response; 7-point extended argument writing task</p> <p><b><u>Common Formative (Milestones):</u></b> 2 informational texts; selected response, 2- point constructed response; 7-point Informational writing extended task</p> <p><b><u>Inquiry-Based Argument Essay &amp; Presentation:</u></b>MYP Criterion A (Analyzing); B (Organizing) C (Producing Text) D (Using Language)</p>	<p><b>Common Assessments Title and Criterion:</b></p> <p><b><u>MYP Reflective Essay:</u></b> MYP Criterion C (Producing Text); D (Using Language)</p> <p><b><u>Personal Project Proposal Draft &amp; Journal #1:</u></b> Research and Writing: <i>Proposal</i> Research and Writing: <i>Investigating (Criterion A)</i></p> <p><b><u>Research and Presentation:</u></b> Poetry Analysis and Anthology</p> <p><b><u>Common Summative: Individual Oral</u></b> Criterion A (Analyzing); Criterion B (Organizing) Criterion D (Using Language)</p> <p style="text-align: center;">*Summative 9<sup>th</sup> Grade Literature EOC Milestones Administration in May *</p>
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		<p>-SWD/504- Accommodations provided -ELL- Five Principle ELL Curriculum Framework and Vocabulary Supports -Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring - Extensions- Enrichment Tasks and Projects</p> <p><b><u>Support Strategies may include but are not limited to:</u></b> Building Background Knowledge Adapted Texts as needed Graphic Organizers Language Frames Chunked Assignments Adjusted pacing as needed Flexible Grouping Small Group Instruction</p>	<p>-SWD/504- Accommodations provided -ELL- Five Principle ELL Curriculum Framework and Vocabulary Supports -Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring - Extensions- Enrichment Tasks and Projects</p> <p><b><u>Support Strategies may include but are not limited to:</u></b> Building Background Knowledge Adapted Texts as needed Graphic Organizers Language Frames Chunked Assignments Adjusted pacing as needed Flexible Grouping Small Group Instruction</p>	<p>-SWD/504- Accommodations provided -ELL- Five Principle ELL Curriculum Framework and Vocabulary Supports -Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring - Extensions- Enrichment Tasks and Projects</p> <p><b><u>Support Strategies may include but are not limited to:</u></b> Building Background Knowledge Adapted Texts as needed Graphic Organizers Language Frames Chunked Assignments Adjusted pacing as needed Flexible Grouping Small Group Instruction</p>	<p>-SWD/504- Accommodations provided -ELL- Five Principle ELL Curriculum Framework and Vocabulary Supports -Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring - Extensions- Enrichment Tasks and Projects</p> <p><b><u>Support Strategies may include but are not limited to:</u></b> Building Background Knowledge Adapted Texts as needed Graphic Organizers Language Frames Chunked Assignments Adjusted pacing as needed Flexible Grouping Small Group Instruction</p>
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