

### MYP 10th Grade Multicultural Literature Subject Group Overview

Unit Name	Unit 1 Globalization and Sustainability: Understanding Our Relationship with the Environment	Unit 2 Orientation in Space and Time: Researching to Bring about Change (includes two week Personal Project unit)	Unit 3 Identities and Relationships: The Journey to Self-Discovery	Unit 4 Personal and Cultural Expression: Narrating Your Own Story
Time Frame	Semester 1 9 Weeks	Semester 1 8 Weeks	Semester 2 9 Weeks	Semester 2 9 Weeks
<b>Standards</b>	<p><b>Informational:</b> RI1, RI3 RI6, RI8</p> <p><b>Writing (Argumentative)</b> <b>Writing:</b> W1, W7, W9 (writing from research)</p> <p><b>Speaking and Listening:</b> SL1</p> <p><b>MYP Criterion:</b> A-Analyzing B-Organizing C-Producing Text D-Using Language</p>	<p><b>Literature/ Language:</b> RL4, RL9</p> <p><b>Informational:</b> RI1, RI2, RI5</p> <p><b>Writing</b> Inquiry-based research essay</p> <p><b>Writing:</b> W7, W9 (writing from research)</p> <p><b>MYP Criterion:</b> A-Analyzing B-Organizing C-Producing Text D-Using Language</p>	<p><b>Literary:</b> RL2, RL3</p> <p><b>Informational:</b> RI1, RI2</p> <p><b>Writing (Informational)</b> <b>Comparative Essay</b> W2, W4, W9</p> <p><b>Language:</b> L5</p> <p><b>MYP Criterion:</b> A-Analyzing B-Organizing C-Producing Text D-Using Language</p>	<p><b>Literary:</b> RL1, RL2, RL4, RL5, RL6</p> <p><b>Informational:</b> RI1, RI2</p> <p><b>Writing (Narrative)</b> W2, W4, W9</p> <p><b>Language:</b> L2, L4, L5, L6</p> <p><b>MYP Criterion:</b> A-Analyzing B-Organizing C-Producing Text D-Using Language</p>
<b>Approaches To Learning Instructional Strategies</b>	<p><b>List Category: Thinking</b></p> <p>Cluster: Critical Thinking Skills</p> <p>Skill Indicator: Draw reasonable conclusions and generalizations</p> <p>Revise understanding based on new information and evidence</p>	<p><b>List Category: Thinking</b></p> <p>Cluster: Critical Thinking Skills</p> <p>Skill Indicator: Analyzing and evaluating issues and ideas</p> <p><b>List Category: Research</b></p> <p>Cluster: Critical Information Literacy Skills</p> <p>Skill Indicator: Access information to be informed and inform others</p>	<p><b>List Category: Communication</b></p> <p>Cluster: Communication Skills</p> <p>Skill Indicator: Read critically and for comprehension</p> <p>Paraphrase accurately and concisely</p>	<p><b>List Category: Self-Management</b></p> <p>Cluster: Organization</p> <p>Skill Indicator: Plan short- and long-term assignments; meet deadlines</p>

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<b>Statement of Inquiry</b>	Communicating creative solutions to issues of globalization and sustainability requires an understanding of one's audience.	The scale, duration, and frequency of global issues impacts human experiences throughout space and time, and provides context and perspective of the interconnectedness of individuals and civilizations.	Critical readers explore individual and social identity by finding meaningful connections between texts across cultures and contexts.	Individuals, impacted by their cultures, construct unique narratives from their points of view that reflect their cultural values and beliefs.
<b>Global Context</b>	<b>Globalization and Sustainability</b> How we organize ourselves: an inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	<b>Orientation in Space and Time</b> Where we are in place and time: an inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives.	<b>Identities and Relationships</b> Who we are: an inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	<b>Personal and Cultural Expression</b> How we express ourselves: an inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
<b>Key Concepts</b>	<b>Creativity</b> Creativity is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.	<b>Perspective</b> Students will explore the position from which we observe situations, objects, facts, ideas, opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.	<b>Connections</b> Students will explore links, bonds and relationships among people, places, or ideas.	<b>Communication</b> Students will explore the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or non-verbal).

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<b>Related Concepts</b>	<p><b>Audience Imperatives</b> An umbrella concept to refer to whomever (the reader, the listener, the viewer) a text or performance is aimed at, and the characteristics, impact or desired responses created. This impact could include humour, sensibility, critical stance, appreciation, empathy, antipathy and sympathy, aesthetics, mood, atmosphere and gender perspectives.</p>	<p><b>Context</b> The social, historical, cultural and workplace settings in which a text or work is produced.</p> <p>All texts may be understood according to their form, content, purpose and audience, and through the social, historical, cultural and workplace contexts that produce and value them. Literary texts are influenced by social context, cultural heritage and historical change. Students should be encouraged to consider how texts build upon and transform the inherited literary and cultural traditions.</p> <p>Cultural context refers to the way of life, especially the general customs and beliefs, of a particular group of people at a particular time.</p>	<p><b>Intertextuality</b> The connections between one text and other texts, the ways in which texts are interrelated, and the meanings that arise out of their interrelationship.</p> <p>An overt reference to another text (as in a direct quote from another text) is also an example of intertextuality.</p>	<p><b>Theme</b> The central idea or ideas the creator explores through a text.</p> <p><b>Point of view</b> The particular perspective brought by a composer, responder or character within a text to the text or to matters within the text. It also entails the position or vantage point from which the events of a story seem to be observed and presented to us.</p> <p>When exploring this concept, students will, for example, consider positioning, voice and tone.</p>
<b>Design Cycle Transdisciplinary</b>	Writing Process – Argumentative	Writing Process – Research and Informational	Writing Process – Analysis	Writing Process – Narrative

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<b>MYP Assessments/ Performance Tasks</b>	<p><b>Summative Assessments:</b> Self-generated Statement of Inquiry  Inquiry-based Argumentative Essay</p> <p><b>MYP Criteria:</b> B: Organizing C: Producing text D: Using Language</p>	<p><b>Summative Assessments:</b> Annotated Bibliography  Research Paper Outline  Research Paper</p> <p><b>MYP Criteria:</b> A: Analyzing B: Organizing D: Using Language</p>	<p><b>Summative Assessments:</b> Double-sided analysis journals Students will create journal entries to analyze a text.  Comparative analysis essay Students will compare two texts by creating a comparative analysis essay</p> <p><b>MYP Criteria:</b> A: Analyzing D: Using Language</p>	<p><b>Summative Assessments:</b> Narrative writing Students will create a story/narrative.</p> <p><b>MYP Criteria:</b> B: Organizing C: Producing text D: Using Language</p>
<b>Differentiation For Tiered Learners</b>	<p>Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for common learning experiences are included on the district unit planners.</p>			