



**Marietta City Schools**

**District Unit Planner**

Everything on the unit planner must be included on the unit curriculum approval statement.

*Language and Literature A Year 1 HL*

<b>Unit Title/ Topic</b>	<b>Unit 2</b> <b>Conceptual Understanding:</b> Perspective and Representation	<b>Hours:</b>	<i>60</i> <i>hours</i>
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**Priority Standards/Unit Learning Targets:**

**ELAGSE11-12SL4:**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**ELAGSE11-12RL5:**

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**ELAGSE11-12W1:**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Support Standards/Unit Learning Targets:**

**ELAGSE11-12RL1:**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain

**ELAGSE11-12RL2:**

Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**ELAGSE11-12RL4:**

Students will determine meaning of words and phrases (figurative and connotative), and analyze the impact of specific word choices on meaning and tone in literary texts

**ELAGSE11-12RL9:**

Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth century foundational works (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics.

**ELAGSE11-12W4**

Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**ELAGSE11-12W5**

Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**ELAGSE11-12W9**

Students will draw evidence from literary or informational texts to support analysis, reflection, and research

**ELAGSE11-12SL1a, c, d:**

Students will participate in varied collaborative and academic discussions.

**ELAGSE11-12L4a,b,c,d:**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies

**ELAGSE11-12L5a:**

Demonstrate understanding of figurative language, word relationships, and nuances in word meaning

**ELAGSE11-12SL3:**

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**Unit Description and texts**

**Unit description and texts:** Students will analyze a literary and non literary text. They will complete a practice IO and the actual IO.

**Literary-***Pablo Neruda Body Of Work (collection of 16 poems)*

**Non-literary-***Bill Traylor, Smithsonian Collection “Between Worlds” artwork*

(more texts listed below)

**Transfer goals/Skills**

**Approaches to learning (ATL)**

<p><b>Skills:</b></p> <p>Students' thinking Research Communication</p> <p><b>Details:</b></p> <p>Student will recognize central technical and formal elements of texts to apply to previously unseen non-literary passages (P1, Learner Portfolio)</p> <p>Student will understand global issues as presented in texts through analysis of content and form (IO, Learner Portfolio)</p>	<p><b>Communication:</b> Give and receive meaningful feedback; Use intercultural understanding to interpret communication; Use a variety of speaking techniques to communicate with a variety of audiences</p> <p><b>Social:</b> Listen actively to other perspectives and ideas; Encourage others to contribute</p> <p><b>Self-Management:</b> Create plans to prepare for summative assessments (examinations and performances)</p> <p><b>Thinking:</b> Apply skills and knowledge in unfamiliar situations</p>
<p><b>Content/skills/concepts</b></p>	<p><b>Learning process</b></p>
<p><b><u>Students will know the following content:</u></b></p> <ol style="list-style-type: none"> <li>1. Background of author and historical context of poetry setting: Spain/South America</li> </ol> <p><b><u>Students will develop the following skills:</u></b></p> <ol style="list-style-type: none"> <li>1. Close reading and annotation skills <ol style="list-style-type: none"> <li>a. poetry</li> <li>b. artwork</li> <li>c. article</li> <li>d. audio</li> </ol> </li> <li>2. Understanding content and form of various text types</li> <li>3. interviews from online magazines/websites/databases</li> <li>4. Monitor and reflect on developing skills in relation to P1 and P2</li> <li>5. Reflections on texts and the 7 central concepts</li> <li>6. Pair texts around common themes/issues</li> <li>7. Make connections between texts and areas of exploration, central concepts,</li> <li>8. Investigate global issues in texts</li> <li>9. Identify key passages from texts in relation to global issues through form and content</li> <li>10. Writing (essays, constructed responses, reflections, analysis, argument)</li> </ol> <p><b><u>Students will grasp the following concepts:</u></b></p> <ul style="list-style-type: none"> <li>- How we are affected by texts in various ways</li> <li>- The ways in which meaning is constructed, negotiated, expressed and interpreted</li> <li>- How texts offer insights and challenges</li> <li>- The importance of historical and cultural context to the production and reception of a text</li> </ul>	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Socratic Seminar</li> <li>✓ Small Group/Pair Work</li> <li>✓ PowerPoint Lecture/Notes</li> <li>✓ Individual Presentations</li> <li>✓ Group Presentations</li> <li>✓ Student Lecture/Leading</li> <li>✓ Interdisciplinary Learning</li> </ul>

- The degree to which texts offer insight into other cultures		
Language and Learning	TOK Connections	CAS connections
<p>XActivating background knowledge  XScaffolding for new learning  XAcquisition of new learning through practice  XDemonstrating Proficiency</p> <p><b>Details:</b>  During the previous unit, students built the foundation for solid analysis. This unit builds on that knowledge by introducing new text types. Scaffolds will be in place as students learn the new vocabulary that goes with these new text types and will practice these skills. They will have multiple opportunities to demonstrate proficiency through formative and summative assignments with teacher feedback.</p>	<p>XPersonal and shared knowledge  XWays of knowing  XAreas of knowledge  The knowledge framework</p> <p><b>Details:</b>  Students will see the shared knowledge of the authors in their respective places and time periods.  Students will see how memory and imagination is used as a way of knowing.  Students will explore the arts as an area of knowledge as they engage with the texts in this unit.</p>	<p>XCreativity  Activity  Service</p> <p><b>Details:</b>  Students will see the creativity the authors used in creating their texts. They will create their own creative texts.</p>
Inquiry Establishing the Purpose of the Unit		
<p>-Students will recognize central technical and formal elements of texts to apply to previously unseen non-literary passages (P1, Learner Portfolio)</p> <p>-Students will understand global issues as presented in texts through analysis of content and form (IO, Learner Portfolio)</p> <p>-Students will understand the elements of poetry for analysis</p> <p>-Students will learn, understand and apply the devices appropriate to analysis of art.</p> <p>-Students will explore how literary devices contribute to meaning/theme.</p> <p>-Students will present their ideas orally</p>		
Assessment Tasks		
List of common formative and summative assessments.		

<p><b>DP Assessments</b></p> <p><u>Individual Oral</u></p> <p><u>Paper 1 Practice</u></p>	<p><b><u>IBO Standards (Assessment Objectives):</u></b></p> <p>Students will know, understand and interpret:</p> <ol style="list-style-type: none"> <li>1. a range of texts, works and/or performances, and their meanings and implications</li> <li>2. contexts in which texts are written and/or received</li> <li>3. elements of literary, stylistic, rhetorical, visual and/or performance craft</li> <li>4. features of particular text types and literary forms.</li> </ol> <p><b><u>Students will analyze and evaluate:</u></b></p> <ol style="list-style-type: none"> <li>1. ways in which the use of language creates meaning</li> <li>2. uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques</li> <li>3. relationships among different texts</li> <li>4. ways in which texts may offer perspectives on human concerns.</li> </ol>	<p style="text-align: center;"><b>Formative Assessments</b></p> <p><b>Common formative assessment #1 Class Discussion analyzing the anchor literary text</b></p> <p>Details: Students will engage in conversation about the anchor literary text, focusing on author choices in connection to a theme.</p> <p>GSE Standards Addressed: SL4; RL1; RL4; SL1</p> <p><b>Common formative assessment #2: outline and extract for practice mini IO</b></p> <p>Details: Students will choose 40 lines from one poem of the literary body of work. They will analyze the author's choices and explain how they connect to the global issue.</p> <p>GSE Standards Addressed: RL1; RL2; RL9</p> <p><b>Common formative assessment #3: visual analysis practice</b></p> <p>Details: Students will choose one extract of the non-literary text to analyze in depth in a written paragraph.</p> <p>GSE Standards Addressed: RL5; W4</p> <p><b>Common formative assessment #4: outline and extract for actual IO</b></p> <p>Students will choose a literary extract of 40 lines and a non literary extract. They will create an outline that names each text choice and gives a bulleted list of their talking points.</p> <p>GSE Standards Addressed: RL1; RL2; RL9</p>	<p style="text-align: center;"><b>Summative Assessments</b></p> <p><b>Summative Assessment #1: Mini Practice IO analyzing the Literary Anchor Text</b></p> <p>Details: Students will choose an extract from the anchor literary text. They will orally analyze the choices made by the author in relation to a global issue.</p> <p>GSE Priority Standards Addressed: SL4</p> <p>GSE Support Standards Addressed: RL1; RL2</p> <p><b>Summative Assessment #2: Creation of a body of work with analysis</b></p> <p>Details: Students will choose 15 pieces of artwork, connect all to one common global issue, and analyze at least 5 of those pieces in depth.</p> <p>GSE Priority Standards Addressed: RL5; W1</p> <p>GSE Support Standards Addressed: W4</p> <p><b>Summative #3: Actual Individual Oral</b></p> <p>Details: Students will choose an extract from a literary and non literary text studied in the year 1 course. They will analyze and discuss how the author choices support the global issue in both extracts as well as the body of work/whole text. They will have 10 minutes to speak, to be followed by 5 minutes of questions by the teacher.</p>
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	<p><b><u>Students will communicate</u></b></p> <ol style="list-style-type: none"> <li>ideas in clear, logical and persuasive ways</li> <li>in a range of styles, registers and for a variety of purposes and situations</li> </ol>		<p>GSE Priority Standards Addressed: SL4</p> <p>GSE Support Standards Addressed: RL1; RL2</p>
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**Common Learning Experiences**  
*Add additional rows as needed.*

<b>Topic or Content</b>	<b>Learning Experiences</b>	<b>Personalized Learning and Differentiation</b> All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB
<p><b>CLE 1:</b> Literary Analysis; class discussions</p> <p><b>DOK 1:</b> Knowledge and Understanding</p> <p><b>DOK 2:</b> Apply (Basic Reasoning)</p> <p><b>DOK 3:</b> Analyze (Strategic Reasoning)</p>	<ol style="list-style-type: none"> <li>Teachers will provide multiple mini-lessons on poetry terms including mood, imagery, tone, etc.</li> <li>Students will complete group presentations on background context and author’s purpose for the anchor literary text.</li> <li>Teachers will model poetry analysis.</li> <li>Students will practice poetry analysis.</li> <li>Students will participate in formative discussions concerning their poetry analysis.</li> </ol> <p><i>*Throughout all units, students will be adding work, feedback, and reflections to their IBLL Learner Portfolio. The purpose of this portfolio is to gather documents in order to better prepare students for IB exams in Year 1 and Year 2.</i></p>	<ul style="list-style-type: none"> <li>Students will receive graphic organizers to organize retained information and related new learning</li> <li>Students will read full text for understanding, but will be given choice excerpts for in depth analysis</li> <li>Mini-lessons on close reading and annotation will be delivered as needed</li> <li>PLC constructed analysis mini-lesson will aid in norming expectations for student output (co-constructed success criteria)</li> <li>Gradual release for syntax and analysis</li> </ul>
<p><b>CLE 2:</b> Practice Mini IO</p> <p><b>DOK 2:</b> Apply (Basic Reasoning)</p> <p><b>DOK 3:</b> Analyze (Strategic Reasoning)</p>	<ol style="list-style-type: none"> <li>Teachers will provide mini lessons on the individual oral including expectations and the rubric.</li> <li>Students will evaluate sample IOs using the rubric.</li> <li>Teacher will provide a mini lesson on how to choose extracts and create the outline.</li> <li>Students will choose one of the literary anchor texts to use for their practice IO.</li> </ol>	<ul style="list-style-type: none"> <li>Students will receive a graphic organizer for the outline</li> <li>Peer Review with rubric for outline and draft</li> <li>Teacher conferencing</li> </ul>

	<ol style="list-style-type: none"> <li>5. Students will create an outline to aid them in their practice IO.</li> <li>6. Students work in groups to evaluate each other's practice IO using a rubric based on the IB criterion (A B C D) and the GSE standards (RL3, W1, W4, L1, L2).</li> <li>7. Teachers will provide general trended feedback for common mistakes and provide appropriate mini-lessons (as needed)</li> <li>8. Students will give their practice IO one on one with their teacher.</li> </ol>	
<p><b>CLE 3:</b> Non Literary Anchor Text Analysis</p> <p><b>DOK 2:</b> Application (Basic Reasoning)</p> <p><b>DOK 3:</b> Application Analyze (Strategic Reasoning)</p>	<ol style="list-style-type: none"> <li>1. Teachers will use data from the Practice IO to gauge student understanding of analysis, the analysis wheel, authorial choice, global concepts/issues, and conventions and will offer mini lessons/remediation as needed.</li> <li>2. Teachers provide a mini lesson on visual terminology including the OPTIC strategy, the 7 elements of art, and various visual analysis lenses.</li> <li>3. Students will practice identifying visual terminology in secondary texts.</li> <li>4. Students will complete group presentations on background context and author's purpose for the anchor non literary text.</li> <li>5. As students start to look at the non-literary text, teachers will model how to analyze the author's choices in the text and how to annotate for the wheel of analysis using pieces from the anchor non literary text.</li> <li>6. Students will choose their own pieces from the non literary text to create a body of work.</li> <li>7. Students will explain the connection between the pieces chosen and the global issue they created.</li> <li>8. Students will choose five pieces from their body of work to closely analyze.</li> <li>9. Students will submit their body of work and analysis.</li> </ol>	<ul style="list-style-type: none"> <li>● Students will receive a graphic organizer for the annotation journal</li> <li>● Teacher conferences, as needed</li> </ul>
<p><b>CLE 4:</b> IO preparation and delivery</p> <p><b>DOK 3:</b> Application Analyze (Strategic Reasoning)</p> <p><b>DOK 4:</b> Evaluate director's choices in film; choose screengrabs to analyze; write analysis in class</p>	<ol style="list-style-type: none"> <li>1. Teachers will use data from summative #2 to gauge student understanding of analysis, the analysis wheel, authorial choice, and global concepts/issues and will offer mini lessons/remediation as needed.</li> <li>2. Teachers will provide mini lessons on choosing effective extracts for the actual IO.</li> <li>3. Students will choose and submit their extracts for the actual IO and receive teacher feedback.</li> <li>4. Students will create and submit an outline to aid them in their IO.</li> </ol>	<ul style="list-style-type: none"> <li>● Teacher conferences, as needed</li> </ul>

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| <ol style="list-style-type: none"> <li>5. Students work in groups to practice with and evaluate each other's IO using a rubric based on the IB criterion (A B C D) and the GSE standards (RL3, W1, W4, L1, L2).</li> <li>6. Students will complete their actual IO on the date and time they choose on the calendar that will be provided.</li> </ol> |  |
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**Content Resources**

**Anchor Text (s)**

**Literary** - *Pablo Neruda Body Of Work (collection of 16 poems)*

- "Only Death"
- "Oneness"
- "Ode with a Lament"
- "Leaning into the Evening"
- "It Means Shadows"
- "I like it when you're quiet"
- "I explain a few things"
- "Dead gallop"
- "Ars Poetica"
- "United Fruit Company Version 1"
- "There's no forgetting"
- "The Dictators"
- "The Beggars"
- "System of Gloom"
- "Sleeping Assassin"
- "Procession in Lema"

**Non-literary** - *Bill Traylor, Smithsonian Collection "Between Worlds" artwork*

**Supplemental/Ancillary Text (s)**

"Because I could not stop for death" by Emily Dickinson

"Pablo Neruda and the struggle for political memory" article by Roland Bleiker in Third World Quarterly 1999

Audio tour of "Between the Worlds: The Art Of Bill Traylor" (16 audio clips)



**Curriculum Unit Approval Statement**

*Every team member is expected to read and review the unit planner and contents contained in the unit planner.*

This unit meets the rigorous review and approval process of Marietta City Schools. All components of the unit have been reviewed and approved including learning experiences, materials, resources, texts, and assessments. This unit’s components:

- Are aligned to Georgia Standards of Excellence and MYP/DP subject area guide (if applicable)
- Are aligned to the pacing of the approved Subject Group Overview
- Provide resources that are appropriate for students’ grade level, subject/course level, etc.
- Provide learning experiences that prepare students for course assessments

PLCs review each learning experience using three criteria and collaborate to provide explicit and specific information.

<p><b>Criteria I: Standards Alignment:</b></p> <p><i>Learning experiences should provide alignment to the standards and the MYP subject area guide (if applicable).</i></p>	<p><b>Criteria II: Materials, Resources, and Text Complexity and Controversial Topics and Issues:</b></p> <p><i>Materials, resources, and texts are grade level and content appropriate.</i></p>	<p><b>Criteria III: Assessment Alignment:</b></p> <p><i>Since assessment drives instruction, learning experiences must align to and prepare students for regular common formative and summative assessments used to determine whether students are mastering standards-based content and ATL skills.</i></p>
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**Common Formative and Summative Assessments**

<p><b>Assessment Title</b></p>	<p><b>Criteria I:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources to:</u></p>	<p><b>Criteria II:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. <b>Complexity of resources including text and vocabulary</b></p>
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	<ol style="list-style-type: none"> <li>1. <b>State Standards</b></li> <li>2. <b>MYP/DP (if applicable) components</b></li> <li>3. <b>Aligned to learning experiences</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>	<ol style="list-style-type: none"> <li>2. <b>Controversial topics and issues in learning experiences, materials or resources</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the <b>specific quote(s)</b> and reference <b>page numbers</b> or <b>location</b> (ex: time in video).</p>
<b>Formative Assessment(s):</b>		
<b>Summative(s) Assessment:</b>		
Plan to address issues or concerns noted:		

<b>Learning Experiences</b>			
Add additional rows below as needed.			
<b>Learning Experience Title</b>	<b>Criteria I:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources to:</u> <ol style="list-style-type: none"> <li>1. <b>State Standards</b></li> <li>2. <b>MYP/DP (if applicable) components</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>	<b>Criteria II:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding <ol style="list-style-type: none"> <li>1. <b>Complexity of resources including text and vocabulary</b></li> <li>2. <b>Controversial topics and issues in learning experiences, materials or resources</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the <b>specific quote(s)</b> and reference <b>page numbers</b> or <b>location</b> (ex: time in video).</p>	<b>Criteria III:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding <ol style="list-style-type: none"> <li>1. <b>Common Assessment alignment to instruction and/or standards</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>
<b>LE 1:</b>			

<b>LE 2:</b>			
<b>LE 3:</b>			
<b>LE 4:</b>			
Plan to address issues or concerns noted:			

Resources listed on unit planner			
Add additional rows below as needed.			
<b>Resources</b>	<p><b>Criteria I:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources to:</u></p> <ol style="list-style-type: none"> <li><b>State Standards</b></li> <li><b>MYP/DP (if applicable) components</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>	<p><b>Criteria II:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> <li><b>Complexity of resources including text and vocabulary</b></li> <li><b>Controversial topics and issues in learning experiences, materials or resources</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the <b>specific quote(s)</b> and reference <b>page numbers</b> or <b>location</b> (ex: time in video).</p>	<p><b>Criteria III:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> <li><b>Common Assessment alignment to instruction and/or standards</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>
<b>Resource:</b>			

Plan to address issues or concerns noted:			

***By typing my name below I am acknowledging that I have fully read, reviewed, listed concerns with resolutions, and approved of all contents included in the unit planner including learning experiences, materials, resources, texts, and assessments referenced on it. All other content and materials not included on the unit planner are the local school's responsibility (BOE IKB).***

Curriculum Team Signatures: