

IB Language and Literature HL Year 1 - MHS Subject Group Overview - Year 1

<b>Unit Name</b>	<b>UNIT 1: PERSPECTIVE AND CULTURE</b>	<b>UNIT 2: PERSPECTIVE AND REPRESENTATION</b>	<b>UNIT 3: REPRESENTATION AND COMMUNICATION</b>
<b>Time Frame</b>	12 weeks	12 weeks	12 weeks

<p><b>Standards/ IB Topics</b></p>	<p><b>IB Topic (Area of Exploration):</b> Readers, Writers, Texts  <b>Global Concepts:</b> Identity, Culture, Communication  <b>Inquiry:</b></p> <ul style="list-style-type: none"> <li>*How and why are readers affected by texts?</li> <li>*In what ways is meaning constructed, negotiated, expressed and interpreted?</li> <li>*How do texts offer insights and challenges to individual and global perspectives?</li> </ul> <p><b>IBO Standards (Assessment Objectives):</b>  Students will know, understand and interpret:</p> <ol style="list-style-type: none"> <li>a range of texts, works and/or performances, and their meanings and implications;</li> <li>contexts in which texts are written and/or received;</li> <li>elements of literary, stylistic, rhetorical, visual and/or performance craft;</li> <li>features of particular text types and literary forms.</li> </ol> <p><b>Students will analyze and evaluate:</b></p> <ol style="list-style-type: none"> <li>ways in which the use of language creates meaning;</li> <li>uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques;</li> <li>relationships among different texts;</li> <li>ways in which texts may offer perspectives on human concerns.</li> </ol> <p><b>Students will communicate:</b></p> <ol style="list-style-type: none"> <li>ideas in clear, logical and persuasive manner</li> <li>in a range of styles, registers and for a variety of purposes and situations</li> </ol> <p><b>11-12 GSE Standards (for Year 1 EOC)</b></p> <p><b>Priority Standards:</b></p> <ul style="list-style-type: none"> <li>ELAGSE11-12RL2 (central idea development)</li> <li>ELAGSE11-12RL3 (author choice analysis)</li> <li>ELAGSE11-12W1a.b.c.d (write argument)</li> <li>ELAGSE11-12L1 (grammar)</li> </ul>	<p><b>IB Topic (Area of Exploration):</b> Time and Space, Identity  <b>Global Concepts:</b> Identity, Perspective, Communication  <b>Inquiry:</b></p> <ul style="list-style-type: none"> <li>*How important is cultural and/ or historical context to the production and reception of a text?</li> <li>*To what extent do texts offer insight to another culture?</li> </ul> <p><b>IBO Standards (Assessment Objectives):</b>  Students will know, understand and interpret:</p> <ol style="list-style-type: none"> <li>a range of texts, works and/or performances, and their meanings and implications</li> <li>contexts in which texts are written and/or received</li> <li>elements of literary, stylistic, rhetorical, visual and/or performance craft</li> <li>features of particular text types and literary forms.</li> </ol> <p><b>Students will analyze and evaluate:</b></p> <ol style="list-style-type: none"> <li>ways in which the use of language creates meaning</li> <li>uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques</li> <li>relationships among different texts</li> <li>ways in which texts may offer perspectives on human concerns.</li> </ol> <p><b>Students will communicate</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><b>11-12 GSE Standards (for Year 1 EOC):</b></p> <p><b>Priority Standards:</b></p> <ul style="list-style-type: none"> <li>ELAGSE11-12SL4 (oral presentation)</li> <li>ELAGSE11-12RL5 (analyze choice of structure and aesthetic impact)</li> <li>ELAGSE11-12W1 (argument with sufficient evidence)</li> </ul>	<p><b>IB Topic (Area of Exploration):</b> Intertextuality  <b>Global Concepts:</b> Politics, Power, and Justice; Art and Creativity  <b>Inquiry:</b></p> <ul style="list-style-type: none"> <li>*How do texts adhere to and deviate from conventions associated with literary forms or text types?</li> <li>*In what ways can diverse texts share points of similarity?</li> <li>*How can texts offer multiple perspectives of a single issue, topic or theme?</li> </ul> <p><b>IBO Standards (Assessment Objectives):</b>  Students will know, understand and interpret:</p> <ol style="list-style-type: none"> <li>a range of texts, works and/or performances, and their meanings and implications</li> <li>contexts in which texts are written and/or received</li> <li>elements of literary, stylistic, rhetorical, visual and/or performance craft</li> <li>features of particular text types and literary forms.</li> </ol> <p><b>Students will analyze and evaluate:</b></p> <ol style="list-style-type: none"> <li>ways in which the use of language creates meaning</li> <li>uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques</li> <li>relationships among different texts</li> <li>ways in which texts may offer perspectives on human concerns.</li> </ol> <p><b>Students will communicate:</b></p> <ol style="list-style-type: none"> <li>ideas in clear, logical and persuasive manner</li> <li>in a range of styles, registers and for a variety of purposes and situations (for literature and performance only) ideas, emotion, character and atmosphere through performance.</li> </ol> <p><b>11-12 GSE Standards (for Year 1 EOC):</b></p> <p><b>Priority Standards:</b></p>
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	<ul style="list-style-type: none"> <li>● ELAGSE11-12L2 (capitalization, punctuation, spelling)</li> </ul> <p><b>Supporting Standards:</b></p> <ul style="list-style-type: none"> <li>● ELAGSE11-12RL1/RI1 (cite evidence)</li> <li>● ELAGSE11-12RL3 (analyze impact of author's choices)</li> <li>● ELAGSE11-12RL4 (determine meaning of words)</li> <li>● ELAGSE11-12RL6 (distinguish sarcasm, irony)</li> <li>● ELAGSE11-12W4 (write clearly)</li> <li>● ELAGSE11-12W5 (revise and edit writing)</li> <li>● ELAGSE11-12W7 (research to answer question, develop inquiry)</li> <li>● ELAGSE11-12W8 (gather information from multiple sources)</li> <li>● ELAGSE11-12W9 (use evidence to support analysis)</li> <li>● ELAGSE11-12SL1 (collaborative discussion)</li> </ul>	<p><b>Supporting Standards:</b></p> <ul style="list-style-type: none"> <li>● ELAGSE11-12RL1/RI1 (cite evidence, inferences where text is uncertain)</li> <li>● ELAGSE11-12RL2 (themes)</li> <li>● ELAGSE11-12RL4 (analyze impact of word choices)</li> <li>● ELAGSE11-12RL9 (how text from same time period treat similar themes or topics)</li> <li>● ELAGSE11-12W4 (clear writing according to task)</li> <li>● ELAGSE11-12W5 (strengthen writing by planning and rewriting)</li> <li>● ELAGSE11-12W9 (use evidence to support analysis)</li> <li>● ELAGSE11-12SL1a, c, d (prepare for and participate in collaborative discussions)</li> <li>● ELAGSE11-12L4a,b,c,d (determine meaning of words)</li> <li>● ELAGSE11-12L5a (demonstrate understanding of figurative language)</li> <li>● ELAGSE11-12SL3 (evaluate speaker's point of view)</li> </ul>	<ul style="list-style-type: none"> <li>● ELAGSE11-12RL3 (analyze impact of author choices)</li> <li>● ELAGSE11-12W2 (write explanatory text)</li> <li>● ELAGSE11-12W7 (create line of inquiry)</li> <li>● ELAGSE11-12SL1: (participate effectively in discussion)</li> </ul> <p><b>Supporting Standards:</b></p> <ul style="list-style-type: none"> <li>● ELAGSE11-12RL1/RI1 (cite evidence)</li> <li>● ELAGSE11-12RI6 (point of view and purpose)</li> <li>● ELAGSE11-12W3 (write narrative to reflect)</li> <li>● ELAGSE11-12L1 (command of conventions)</li> </ul>
<p><b>Content Specific Information</b></p>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>● Historical Context- South African Apartheid, Colonialism, Imperialism, Socialism</li> <li>● Terms: IBDP terminology, global concepts, global mindedness, IB exams, learner portfolio, authorial choice, analysis wheel, evaluation, and drama and film terminology</li> <li>● Text types: drama, film, short story, news broadcast/interview</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>● literary/textual analysis, comparative analysis, constructed responses, Rhetorical Analysis</li> </ul> <p><b>Language Focus:</b></p> <ul style="list-style-type: none"> <li>● thesis construction, sentence patterns/constructions, vocabulary, transitions, paragraph construction, conventions of writing</li> </ul>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>● Historical context - Background of author and of poetry setting: Spain/South America</li> <li>● Terms: tone, mood, imagery, visual analysis strategies (OPTIC, transitional lens, allegorical lens, symbolism)</li> <li>● Text types: poetry, artwork, article, audio commentary</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>● literary/textual analysis, comparative analysis, constructed response, Rhetorical Analysis</li> </ul> <p><b>Language Focus:</b></p> <ul style="list-style-type: none"> <li>● thesis construction, sentence patterns/constructions, vocabulary, transitions, paragraph construction, conventions of writing, Rhetorical Analysis</li> </ul>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>● Historical Context- Boxer rebellion, history of Christianity in Japan, imperialism, colonialism</li> <li>● Terms: Film Terminology (camera angle, mise-en-scene, lighting, diegetic, etc.), Line of inquiry, claim, thesis, essay, comparative analysis.</li> <li>● Text types: graphic novel, documentary, book review, articles</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>● literary/textual analysis, comparative analysis, constructed responses, Rhetorical Analysis</li> </ul> <p><b>Language Focus:</b></p> <ul style="list-style-type: none"> <li>● thesis construction, sentence patterns/constructions, vocabulary, transitions, paragraph construction, conventions of writing, Rhetorical Analysis</li> </ul>

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<p><b>Common Assessments/ Major Projects</b></p>	<p>*Ongoing practice and assessing in preparation for IB Assessments</p> <p><b><u>Unit Assessment Focus</u></b></p> <ul style="list-style-type: none"> <li>● Literary Analysis Essay</li> <li>● Annotation Journal</li> <li>● Non-Literary In-Class, Timed Analysis Essay</li> </ul> <p><b>Begin Paper 2 practice-</b> 4 questions-Student chooses 1 brings 2 works studied during course and compare &amp; contrast 2 works in response to the question-Students will begin Paper 2 Practice here with one text</p> <p><b>Begin Paper 1 Practice-</b> Two unseen non-lit. passages, Student writes guided analysis of each focusing on central technical or formal element</p> <p><b>HL ESSAY</b> (process) : Student constructs a focused &amp; analytical argument examining a work from a broad literary or language perspective.1200-1500 word formal essay using 1 work (literary/non-literary studied in course/not used in another assessment) Line of inquiry comes from Learner Portfolio and 7 central concepts (identity, culture, creativity, communication, transformation, perspective, representation)</p> <ul style="list-style-type: none"> <li>● Develop a focused argument (literary or languages based)</li> <li>● Maintain/support the argument</li> <li>● Citations and References</li> </ul> <p><b><u>Year 1 EOC Common Assessment practice:</u></b></p> <ul style="list-style-type: none"> <li>● Text-Dependent Questions</li> <li>● Constructed Response</li> <li>● Narrative writing</li> <li>● Argument and Informational writing</li> </ul>	<p>*Ongoing practice and assessing in preparation for IB Assessments</p> <p><b><u>Unit Assessment Focus</u></b></p> <ul style="list-style-type: none"> <li>● Mini Practice IO</li> <li>● Non-literary Body Of Work Creation and Analysis</li> <li>● Individual Oral</li> </ul> <p><b>Individual Oral-</b> assessed by the teacher and externally moderated by IB at the end of the course. 15 minutes-Extract from one non-literary and one literary work, students offer a prepared response of 10 mts followed by teacher questions.</p> <p><b>PROMPT:</b> Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied.</p> <p><b><u>Year 1 EOC Common Assessment practice:</u></b></p> <ul style="list-style-type: none"> <li>● Text-Dependent Questions</li> <li>● Constructed Response</li> <li>● Narrative writing</li> <li>● Argument &amp; Informational writing</li> </ul>	<p>*Ongoing practice and assessing in preparation for IB Assessments</p> <p><b><u>Unit Assessment Focus</u></b></p> <ul style="list-style-type: none"> <li>● Line of Inquiry Development and Literary Analysis Assignment</li> <li>● Reflective Discussion</li> </ul> <p><b>HL ESSAY</b> (first steps of the process) : Student constructs a focused &amp; analytical argument examining a work from a broad literary or language perspective.1200-1500 word formal essay using 1 work (literary/non-literary studied in course/not used in another assessment) Line of inquiry comes from Learner Portfolio and 7 central concepts (identity, culture, creativity, communication, transformation, perspective, representation)</p> <ul style="list-style-type: none"> <li>● Develop a focused argument (literary or languages based)</li> <li>● Maintain/support the argument</li> <li>● Citations and References</li> </ul> <p><b><u>Year 1 EOC Common Assessment practice:</u></b></p> <ul style="list-style-type: none"> <li>● Text-Dependent Questions</li> <li>● Constructed Response</li> <li>● Narrative writing</li> <li>● Argument &amp; Informational writing</li> </ul>
<p><b>Differentiation For Tiered Learners</b></p>	<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>		