



Marietta City Schools

District Unit Planner

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

*Language and Literature Year 2*

Unit Title/ Topic

Conceptual Understanding: *Politics, Power, and Justice*

Hours

60 hours

**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**Priority Standards Unit Learning Targets:**

**Reading Standards (Literary and Non-Literary)**

ELAGSE11-12RL3

- Students will analyze impact of author's choices in literary text

ELAGSE11-12RI3

- Students will analyze impact of author's choices in informational text

**Writing Standards:**

ELAGSE11-12W1a.b.c.d

- Students will 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

- Students will cite strong and thorough textual evidence to support analysis of what literary texts indicate explicitly and implicitly

ELAGSE11-12RI1

- Students will cite strong and thorough textual evidence to support analysis of what informational texts indicate explicitly and implicitly

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

ELAGSE11-12RI4

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

ELAGSE11-12RI5

- Students will analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear,

convincing, and engaging.

ELAGSE11-12RL6

- Students will analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

ELAGSE11-12RI6

- Students will determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text

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

ELAGSE11-12L1

- Students will demonstrate command of conventions of standard English grammar when writing or speaking as appropriate to tasks, especially noting that usage is a matter of convention and can change over time

ELAGSE11-12L2

- Students will demonstrate command of conventions of standard English capitalization, punctuation, and spelling

ELAGSE11-12SL1 (collaborative discussion)

- Students will participate in varied collaborative and academic discussions

**IBO Standards (Assessment Objectives):**

Students will know, understand and interpret:

1. a range of texts, works and/or performances, and their meanings and implications;
2. contexts in which texts are written and/or received;
3. elements of literary, stylistic, rhetorical, visual and/or performance craft;
4. features of particular text types and literary forms.

**Students will analyze and evaluate:**

1. ways in which the use of language creates meaning;
2. uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques;
3. relationships among different texts;
4. ways in which texts may offer perspectives on human concerns.

**Students will communicate:**

1. ideas in clear, logical and persuasive manner
2. in a range of styles, registers and for a variety of purposes and situations

**Unit Description and texts**

**Unit description and texts:**

**Literary-** *Frankenstein in Baghdad* by Ahmed Saadawi

(and/or) *The Handmaid's Tale* by Margaret Atwood

**Non-literary-** Various Advertisements from InThinking

**Transfer goals/Skills**

**Approaches to learning (ATL)**

**Students' thinking**

- establishing connections between texts studied and current affairs that might make transfer of learning to new contexts more likely to happen
- encouraging students to actively engage in the formulation of hypotheses about a text's meaning and how that meaning is constructed without needing to rely on tried interpretations or on easily accessible online sources
- fostering thinking through the juxtaposition of texts from different times, cultures, literary forms and text types
- using active learning techniques, such as role plays and debates during which students need to think and make decisions independently and spontaneously
- ensuring that a culture of thinking is firmly established in the classroom, by consistently using visible thinking routines.

**SOCIAL**

- creating classroom and discussion norms
- creating, through attitude and example, a safe classroom

**Analyze and evaluate:**

- ways in which the use of language creates meaning
- uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
- relationships among different texts
- ways in which texts may offer perspectives on human concerns.

**Communicate**

- ideas in clear, logical and persuasive ways
- Give and receive meaningful feedback

**Self-Management:**

- Create plans to prepare for summative assessments (examinations and performances)

environment where challenging and diverse texts can be studied in a respectful manner	
Content/skills/concepts	Learning process
<p><b><u>Students will know the following content:</u></b></p> <ul style="list-style-type: none"> <li>● Gothic Trope/Genre characteristics</li> <li>● War in Iraq 2003-2008</li> <li>● Satire</li> <li>● Propaganda</li> <li>● Point of View/perspective</li> <li>● Allusion (to Frankenstein)</li> <li>● Speculative/Science Fiction characteristics</li> <li>● American landscape 1980's politically and socially</li> <li>● Allusions to periods and people in American History</li> <li>● The power of the internal monologue as a literary technique</li> </ul> <p><b><u>Students will develop the following skills:</u></b></p> <ul style="list-style-type: none"> <li>● Close reading and annotation skills</li> <li>● Understanding content and form of various text types</li> <li>● Cold read analysis and response</li> <li>● Develop guiding questions as lens for passages</li> <li>● Monitor and reflect on developing skills in relation to assessments</li> <li>● Reflections on texts and the 7 central concepts</li> <li>● Pair texts around common themes/issues</li> <li>● Make connections between texts and areas of exploration, central concepts,</li> <li>● Investigate global issues in texts</li> <li>● Identify key passages from texts in relation to global issues through form and content</li> <li>● Writing (essays, constructed responses, reflections, analysis, argument)</li> </ul> <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> </ul>	<p>Lecture  Socratic Seminar  Fishbowl discussions  Small group/pair work  PowerPoint lecture/notes  Individual presentations  Group presentations  Student lecture/leading  Interdisciplinary learning</p>

- How literature and language are a reflection of the times and can influence
- The ways in which meaning is constructed, negotiated, expressed and interpreted
- How texts offer insights and challenges about global perspectives
- How context affects communication and perception
- Propaganda as a tool and weapon in the act of communication
- The artful use of the unreliable narrator in literary texts
- The influence of media

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></p> <p>This year, students will have to activate their background knowledge of analysis, authorial intent/choice, rhetoric, global issues, theme, and writing in order to complete their IB assessments. They will also experience new learning with different texts and text types. The IB assessments, along with our MHS common formatives and summatives, will show trending proficiency in students.</p>	<p>XPersonal and shared knowledge            XWays of knowing            XAreas of knowledge            XThe knowledge framework</p> <p><b>Details:</b></p> <p>One of the primary concepts this year focuses on is how the interaction of a text with other texts, brought about explicitly by the author or established by the reader in the act of reception, influence the perception of them and their meaning. In writing their comparative analysis, students will explore the concept above. They will also continue to use their learner portfolio to compare the different works they have read in both years of the course.</p> <p>Students will also understand In what ways interpretive strategies vary when reading a literary work and when reading a nonliterary text.</p>	<p>XCreativity            Activity            Service</p> <p><b>Details:</b></p> <p>Students will engage in arts and other experiences that involve creative thinking as they interact with the various texts.</p>
<b>Inquiry Establishing the Purpose of the Unit</b>		
<p>Student will recognize central technical and formal elements of texts to apply to previously unseen non-literary passages (P1, Learner Portfolio)</p>		

Students will recognize the elements of propaganda in language and understand its impact on a message.

Students will learn to recognize satire in literature and understand the criticism behind it.

Students will learn how history influences texts and reflects patterns in human behavior.

Students will recognize patterns across texts and write comparatively for paper 2.

Students will identify how texts offer multiple perspectives of a single issue, topic or theme.

Students will identify several ways in which diverse texts share points of similarity.

Students will consider and justify how author’s choices in content and form create meaning in texts.

**Assessment Tasks**  
**List of common formative and summative assessments.**

<p><b>DP Assessments</b></p>	<p><b>HL Essay</b></p> <p>1200-1500 word formal essay using 1 work (literary/non-literary studied in course/not used in another assessment)</p> <p>Line of inquiry comes from Learner</p> <p>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 style="text-align: center;"><b>Paper 1 Assessment (Guided Textual Analysis)</b></p>	<p><b>Formative Assessments</b></p>	<p><b>Common formative assessment #1:</b> Fishbowl discussion analyzing an excerpt from chosen anchor text (literary)</p> <p><b>Priority GSE Standards Addressed:</b> <b>RI3, RL3 - Authorial Choice</b> Students will analyze and evaluate impact of author both literary and informational texts</p> <p><b>GSE Standards Addressed:</b> <b>SL1</b> (collaborative discussion) Students will participate in varied collaborative and academic discussions</p> <p><b>RL6 - POV; what is directly stated vs. what is really meant</b> Students will analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p><b>Summative Assessments</b></p>	<p><b>Summative Assessment #1:</b> Anchor Text Analysis Summative 2-page constructed response and requirement of spoken analysis</p> <p>Answer one of five questions that would be asked in Paper-2 assessment</p> <p><b>GSE Priority Standards Addressed:</b> <b>RI3, RL3 - Authorial Choice</b> Students will analyze and evaluate impact of authorial choices in both literary and informational texts</p> <p><b>W1a.b.c.d - Write Arguments to Support Claims</b> Students will write arguments to support claims in an analysis of substantive topics or texts, using valid</p>
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	<p>2 separate non-literary “passages” Students write 2 guided analysis (guiding questions) Scored on a scale 20 marks each-total 40</p> <p>Paper 2 Assessment: Students are required to write a comparative analysis and evaluation of two of the works studied in terms of the demands of a given question.</p>	<p><b>RL1 - Cite Textual Evidence</b> Students will cite strong and thorough textual evidence to support analysis of what literary texts indicate explicitly and implicitly</p> <p><b>Common formative assessment #2:</b> Line of Inquiry and Outline for HL essay, with effect of inquiry), topic sentences (claims) and evidence (</p> <p><b>GSE Standards Addressed:</b></p> <p><b>W5 - Develop and Strengthen Writing</b> 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.</p> <p><b>W9 - Draw Evidence from texts</b> Students will draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>RL1, RI1 - Cite Evidence</b> Students will cite strong and thorough textual evidence to support analysis of what literary and informational texts indicate explicitly and implicitly RI1</p> <p><b>Common formative assessment #3:</b> Short, formally-written (constructed response) and verbalized (fishbowl) analysis of a studied non-literary text (prep for paper 1 assessment in Spring; scaffold = students will have seen the non-literary work)</p> <p><b>GSE Priority Standards Addressed:</b> <b>RI3 - Analysis of Author’s Choices</b></p>	<p>reasoning and relevant and sufficient evidence</p> <p><b>W4 - Produce clear and coherent writing</b> Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>GSE Support Standards Addressed:</b> <b>SL1 - Collaborative discussion</b> Students will participate in varied collaborative and academic discussions</p> <p><b>RL6 - POV; what is directly stated vs. what is really meant</b> Students will analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><b>W9 - Draw Evidence</b> Students will draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>RL1 - Cite Textual Evidence</b> Students will cite strong and thorough textual evidence to support analysis of what literary texts indicate explicitly and implicitly</p> <p><b>RI5 - Analysis and Evaluate</b></p>
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		<p>Students will analyze impact of author’s choices in informational text</p> <p><b>W1a.b.c.d - Write Arguments to Support Claims</b> Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p><b>GSE Standards Addressed:</b> <b>RI1 - Cite Textual Evidence / Informational (non-literary) text</b> Students will cite strong and thorough textual evidence to support analysis of what informational texts indicate explicitly and implicitly</p> <p><b>RI5 - Analyze and Evaluate Effectiveness of Structure</b> Students will analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>L1, L2 - Students will show command of conventions</b> Students will demonstrate command of conventions of standard English grammar when writing or speaking as appropriate to tasks, especially noting that usage is a matter of convention and can change over time; students will demonstrate command of conventions of standard English capitalization, punctuation, and spelling</p>	<p><b>Effectiveness of Structure</b> Students will analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>L1, L2 - Students will show command of conventions</b> Students will demonstrate command of conventions of standard English grammar when writing or speaking as appropriate to tasks, especially noting that usage is a matter of convention and can change over time; students will demonstrate command of conventions of standard English capitalization, punctuation, and spelling</p> <p><b>Summative #2: (non-literary/informational)</b> In-class, timed essay of a studied non-literary text (prep for paper 1 assessment in Spring; scaffold = students will have seen the non-literary work)</p> <p><b>GSE Priority Standards Addressed:</b> <b>RI3 - Analysis of Author’s Choices</b> Students will analyze impact of author’s choices in informational text <b>W1a.b.c.d - Write Arguments to Support Claims</b></p>
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				<p>Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p><b>GSE Standards Addressed:</b></p> <p><b>RI1 - Cite Textual Evidence / Informational (non-literary) text</b>  Students will cite strong and thorough textual evidence to support analysis of what informational texts indicate explicitly and implicitly</p> <p><b>RI5 - Analyze and Evaluate Effectiveness of Structure</b>  Students will analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>L1, L2 - Students will show command of conventions</b>  Students will demonstrate command of conventions of standard English grammar when writing or speaking as appropriate to tasks, especially noting that usage is a matter of convention and can change over time; students will demonstrate command of conventions of standard English capitalization, punctuation, and spelling</p>
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Learning Experiences <i>Add additional rows as needed.</i>		
Topic or Content	Learning Experiences	Personalized Learning and Differentiation 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>LE 1:</b> Authorial choice; Analysis and Evaluation; rhetorical situation; Global concepts and thematic big ideas, Independent reading of the anchor text, with excerpts in class</p> <p><b>DOK 1:</b> Knowledge and Understanding</p> <p><b>DOK 2:</b> Application (Basic Reasoning)</p> <p><b>DOK 3</b> Analyze (Strategic Reasoning)</p>	<ol style="list-style-type: none"> <li>1. Teachers will gauge retention of previous taught concepts of <b>rhetorical transaction</b> and <b>authorial choice, global concepts and big ideas.</b></li> <li>2. <b>Transfer Skill:</b> Teachers will explain to students the purpose behind various teaching strategies: using active learning techniques, such as role plays and debates during which students <b>need to think and make decisions independently and spontaneously.</b></li> <li>3. Teachers will provide multiple mini-lessons on <b>authorial choice (if needed), analysis, evaluation.</b></li> <li>4. Teachers will model academic presentations and discussions.</li> <li>5. Students will summarize research on context, will interpret and justify the most important, relevant information, and will design and present a group presentations on <b>background context and author’s purpose for each text.</b></li> <li>6. Students will read their choice of anchor literary text.</li> <li>7. Students will explore and interpret authorial choice in the anchor text, and will participate in formative fishbowl discussions that synthesize analysis they and their peers conduct.</li> </ol>	<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>LE 2:</b> Anchor Text Analysis and various Advertisements non-literary)</p> <p><b>DOK 2:</b> Application (Basic Reasoning)</p> <p><b>DOK 3</b> Analyze (Strategic Reasoning)</p>	<ol style="list-style-type: none"> <li>1. Students will recall analysis and evaluation skills</li> <li>2. <b>Transfer Skill: Teachers</b> will encourage students to understand that we are studying different works in order to foster thinking through the juxtaposition of texts from different times, cultures, literary forms and text types. This is a transfer skill that goes beyond just</li> </ol>	<ul style="list-style-type: none"> <li>● Graphic Organizer for HL essay outline and for each IB assessment (Paper 1, Paper 2, HL essay)</li> <li>● Class constructed Single-Point Rubric for HL essay using mentor texts</li> </ul>

	<p>our course, but cross-curricularly.</p> <ol style="list-style-type: none"> <li>3. Teachers provide a mini lesson around the ideas of authors using their works as a social criticism</li> <li>4. Students will recall analysis structure by collaboratively evaluating several sample HL essays and Paper-1 essays.</li> <li>5. Students will participate in discussions regarding authorial choice in texts and draw comparisons in order to demonstrate comprehension of the author's work as a reflection of the seven central concepts.</li> <li>6. Teachers will model analytical writing both in close reading and exemplar writing</li> <li>7. Students will practice writing by analyzing both literary and non-literary works</li> <li>8. Students will synthesize what they have learned about authorial choice, analysis, evaluation, and text types by writing a timed literary analysis answering a question focused on author choice.</li> </ol>	
<p><b>LE 3:</b> HL Outline, introduction draft and feedback of HL essay  <b>DOK 2</b> Apply (Basic Reasoning)  <b>DOK 3</b> Analyze (Strategic Reasoning)</p>	<ol style="list-style-type: none"> <li>1. Teachers will provide a mini lesson on line of inquiry and the organization of the HL essay outline.</li> <li>2. Transfer Skill: Teachers will encourage students to actively engage in the formulation of hypotheses about a text's meaning and how that meaning is constructed without needing to rely on tried interpretations or on easily accessible online sources.</li> <li>3. Students will write the HL essay outline</li> <li>4. Students work in groups to evaluate each other's HL essay outline using the IB rubric</li> <li>5. Students will conference with teachers for additional feedback of edits on outline made after initial conferencing</li> <li>6. Teachers will provide general trended feedback for common mistakes and provide appropriate mini-lessons (as needed)</li> <li>7. Students will submit their completed outline</li> <li>8. Students will begin developing their formal, HL essay by writing their introduction, thesis, and first body paragraph draft, which will be continued in the next</li> </ol>	<ul style="list-style-type: none"> <li>● Peer Review with rubric for written analysis and HL essay outline</li> <li>● Teacher conferencing</li> <li>● Visual representation of the structure of an academic analysis essay</li> </ul>

	<p>unit.</p> <p><b>*Note:</b> <i>As per the IB, While working on the HL essay, which is an externally-graded IB assessment, the IB does not allow teachers to give students detailed feedback or recommend edits. The teacher may give broad, verbal or written suggestions (i.e. “think about overarching organization; edit your paper for conventions, do you think your topic sentences make claims that support your line of inquiry?”)</i></p>	
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**Content Resources**

<p><b>Anchor Text (s)</b></p> <p><i>Frankenstein in Baghdad</i> by Ahmed Saadawi</p> <p><i>The Handmaid’s Tale</i> by Margaret Atwood</p> <p><b>Common Supplemental/Ancillary Text (s)</b></p> <p>“The War Works Hard” poem by Dunya Mikhail</p> <p>“The Power of Advertising” article by Shelby Ostergaard</p> <p><u>Various Advertisements from InThinking</u></p> <ul style="list-style-type: none"> <li>● “Sonorama/EKOKUT Sound System”</li> <li>● “Rubber Gloves/Edmont-Wilson”</li> <li>● “Slimming/AYDS Vitamin Candy”</li> <li>● “Anti-Smoking/Philip Morris Youth Smoking Prevention”</li> <li>● “Boeing/Stratocruiser”</li> <li>● “Army Recruiting”</li> <li>● “TDK Cassette”</li> <li>● “Oil of Olay”</li> <li>● “Air Force Recruiting”</li> <li>● “Cheap Jeans vs. The Army”</li> </ul>
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MCS Language and Literature Y2 Unit 4 Planner. Last Revised: July 29, 2022

Resources, materials, assessments not linked to SGO or unit planner will be reviewed using the local school process.