



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

Unit Title/ Topic	Unit 1 Conceptual Understanding: Perspective and Culture	Hours:	<i>60 hours</i>
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Priority Standards/Unit Learning Targets:

Reading Literary:

ELAGSE11-12RL2

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

ELAGSE11-12RL3

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

Writing:

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

Language:

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

Support Standards/Unit Learning Targets:

ELAGSE11-12RL1

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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

ELAGSE11-12RL3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)

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

ELAGSE11-12RL6

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).

ELAGSE11-12W4

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.

ELAGSE11-12W7

Students will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ELAGSE11-12W8

Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience

ELAGSE11-12W9

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

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:

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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- *Master Harold ... and the boys* play by Athol Fugard

Non-literary- *A Streetcar Named Desire* (film 1951)

Transfer goals/Skills	Approaches to learning (ATL)
<p>Skills:</p> <p>Students' thinking Research Communication</p> <p>Details:</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>Student will understand comparative essay structure and construct comparative essays (P2, Learner Portfolio)</p>	<p>Self-Management: Plan short- and long-term assignments; meet deadlines</p> <p>Reflection Skills: Identify strengths and weaknesses of personal learning strategies (self-assessment)</p> <p>Social: creating classroom and discussion norms; create, through attitude and example, a safe classroom environment where challenging and diverse texts can be studied in a respectful manner</p> <p>THINKING: 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</p>

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Content/skills/concepts	Learning process
<p>Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): <i>What will students learn?</i></p> <p><u>Students will know the following content:</u></p> <ul style="list-style-type: none"> ● Historical Context- South African Apartheid, Colonialism, Imperialism, Racism, Socialism ● Terms: IBDP terminology, global concepts, global mindedness, IB exams, learner portfolio, authorial choice, analysis wheel, evaluation, and drama and film terminology. <p><u>Students will develop the following skills:</u></p> <p><i>Close reading and annotation skills</i></p> <p><i>Understanding content and form of various text types</i></p> <p><i>Cold read analysis response - read and analyze:</i></p> <ul style="list-style-type: none"> ✓ <i>play</i> ✓ <i>artistic images as text</i> ✓ <i>video documentaries/film</i> ✓ <i>poetry</i> ✓ <i>graphic novel</i> <ul style="list-style-type: none"> ● Develop guiding questions as lens for passages ● Monitor and reflect on developing skills in relation to P1 ● Reflections on texts and the 7 central concepts ● Pair texts around common themes/issues ● Make connections between texts and areas of exploration, central concepts, ● Investigate global issues in texts ● Identify key passages from texts in relation to global issues through form and content ● Writing (essays, constructed responses, reflections, analysis, argument) ● Identifying global concepts and formulating global issues from those concepts ● Making connections between texts around similar global issues ● Articulating global issues ● Analysis of authorial choice ● Annotation and close reading ● Creating a line of inquiry ● Citing evidence ● Conventions ● Essay drafting and writing 	<p>Lecture</p> <p>Socratic Seminar</p> <p>Small group/pair work</p> <p>PowerPoint lecture/notes</p> <p>Individual presentations</p> <p>Group presentations</p> <p>Student lecture/leading</p> <p>Interdisciplinary learning</p> <p><i>(Keep pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning. Delete those not used and this statement)</i></p>

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<ul style="list-style-type: none"> Constructed response/short analysis of film and drama <p>Students will grasp the following concepts:</p> <ul style="list-style-type: none"> How authorial choice affects meaning How different texts types convey meaning differently How to differentiate between a theme and a global issue How we are affected by texts in various ways The ways in which meaning is constructed, negotiated, expressed and interpreted How texts offer insights and challenges about global perspectives 	
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Language and Learning	TOK Connections	CAS connections
XActivating background knowledge XScaffolding for new learning XAcquisition of new learning through practice XDemonstrating Proficiency Details: This first unit of the IBLL course is critical for language and learning. Students learn the language of analysis for several different text types and how to transfer that analysis skill from one genre/text to another. They will have many opportunities to practice using their elevated language and analysis skills as we move through the unit and the school year.	XPersonal and shared knowledge XWays of knowing XAreas of knowledge XThe knowledge framework Details: In reading a play, viewing a film and reading other various text types, students will begin to understand What we learn about through the study of a literary text and how this is different from what we learn through the study of a non-literary text. Students will also understand In what ways interpretive strategies vary when reading a literary work and when reading a nonliterary text.	XCreativity Activity Service Details: Students will engage in arts and other experiences that involve creative thinking as they interact with the various texts.

Inquiry Establishing the Purpose of the Unit

Students will recognize central technical and formal elements of texts to apply to previously unseen non-literary passages (P1, Learner Portfolio)
Students will understand global issues as presented in texts through analysis of content and form (IO, Learner Portfolio)
Students will understand comparative essay structure and construct comparative essays (P2, Learner Portfolio)

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Students will recognize a global issue within texts they read and will be able to articulate that issue in a claim statement.

Students will evaluate the effectiveness of author’s choices in conveying specific global issues.

Assessment Tasks
List of common formative and summative assessments.

DP Assessments	Assessment Objectives	Formative Assessments	Summative Assessments
	<p><i>Know, understand and interpret:</i></p> <ul style="list-style-type: none"> ● <i>a range of texts, works and/or performances, and their meanings and implications</i> ● <i>contexts in which texts are written and/or received</i> ● <i>elements of literary, stylistic, rhetorical, visual and/or performance craft</i> ● <i>features of particular text types and literary forms.</i> <p><i>Analyze and evaluate:ways in which the use of language creates meaning</i></p> <ul style="list-style-type: none"> ● <i>uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques</i> 	<p>Common formative assessment #1: Padlet historical context/global issue/global context presentation to prepare for literary anchor text.</p> <p>GSE Standards Addressed:</p> <p>SL1 (collaborative discussion)</p> <p>Students will participate in varied collaborative and academic discussions</p> <p>W7 Research to Build and Present Knowledge</p> <p>Students will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W8: Gather relevant information</p> <p>Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience</p> <p>Common formative assessment #2: Annotation journal analyzing ongoing themes and central ideas in literary anchor text</p>	<p>Summative Assessment #1: Literary Anchor Text Analysis Summative (<i>first anchor text</i>) Analytical Essay of appx. 3-5 pages answering a student-generated question analyzing the author’s choices (used as a scaffold for the HL essay for next year)</p> <p>GSE Priority Standards Addressed:</p> <p>RL3 - Authorial Choice</p> <p>Students will analyze and evaluate impact of author both literary and informational texts</p> <p>W1a.b.c.d - Write Arguments to Support Claims</p> <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>W4 - Produce clear and coherent writing</p> <p>Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>

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	<ul style="list-style-type: none"> relationships among different texts ways in which texts may offer perspectives on human concerns. 	<p>Priority GSE Standards Addressed:</p> <p>RI3, RL3 - Authorial Choice</p> <p>Students will analyze and evaluate impact of authorial choices in both literary and texts</p> <p>GSE Standards Addressed:</p> <p>RL2 Development of two or more themes/central ideas over the course of a text</p> <p>Determine two or more themes or central ideas of a text and analyze their <u>development over the course of the text</u>, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RL6 - POV; what is directly stated vs. what is really meant</p> <p>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>RL1 - Cite Textual Evidence</p> <p>Students will cite strong and thorough textual evidence to support analysis of what literary texts indicate explicitly and implicitly</p> <p>Common formative assessment #3: Outline for literary anchor text essay, with effective thesis (line of inquiry), topic sentences (claims) and evidence (quotes).</p> <p>GSE Standards Addressed:</p> <p>W5 - Develop and Strengthen Writing</p>	<p>audience.</p> <p>L1, L2 - Students will show command of conventions</p> <ul style="list-style-type: none"> 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>GSE Support Standards Addressed:</p> <p>RL6 - POV; what is directly stated vs. what is really meant</p> <p>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>RL1 - Cite Textual Evidence</p> <p>Students will cite strong and thorough textual evidence to support analysis of what literary texts indicate explicitly and implicitly</p> <p>Summative Assessment #2: Annotation journal analyzing ongoing themes and central ideas in <i>second anchor text</i></p> <p>Priority GSE Standards Addressed:</p>
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		<p>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>W9 - Draw Evidence from texts</p> <p>Students will draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>RL1, RI1 - Cite Evidence</p> <p>Students will cite strong and thorough textual evidence to support analysis of what literary and informational texts indicate explicitly and implicitly</p> <p>Common formative assessment #4: Short, formally-written (constructed response) and verbalized (fishbowl) analysis of a studied non-literary text screengrab for non-literary anchor text.</p> <p>GSE Priority Standards Addressed:</p> <p>RI3 - Analysis of Author's Choices</p> <p>Students will analyze impact of author's choices in informational text</p> <p>W1a.b.c.d - Write Arguments to Support Claims</p> <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>GSE Standards Addressed:</p> <p>RI1 - Cite Textual Evidence / Informational (non-literary) text</p> <p>Students will cite strong and thorough textual evidence to support analysis of what informational texts indicate explicitly and implicitly</p> <p>RI5 - Analyze and Evaluate Effectiveness of Structure</p>	<p>RI3, RL3 - Authorial Choice</p> <p>Students will analyze and evaluate impact of author both literary and informational texts</p> <p>GSE Standards Addressed:</p> <p>RL2 Development of two or more themes/central ideas over the course of a text</p> <p>Determine two or more themes or central ideas of a text and analyze their <u>development over the course of the text</u>, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RL6 - POV; what is directly stated vs. what is really meant</p> <p>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>RL1 - Cite Textual Evidence</p> <p>Students will cite strong and thorough textual evidence to support analysis of what literary texts indicate explicitly and implicitly</p> <p>Summative #3: Non-Literary Anchor Text In-Class, Timed Essay (non-literary): In-class, timed essay of a studied non-literary text using two screengrabs they have not chosen yet (prep for paper 1 assessment and prep for IO in Spring;</p>
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		<p>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>L1, L2 - Students will show command of conventions</p> <p>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>scaffold = students will have seen the non-literary work)</p> <p>GSE Priority Standards Addressed:</p> <p>RI3 - Analysis of Author's Choices</p> <p>Students will analyze impact of author's choices in informational text</p> <p>W1a.b.c.d - Write Arguments to Support Claims</p> <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>GSE Standards Addressed:</p> <p>RI1 - Cite Textual Evidence / Informational (non-literary) text</p> <p>Students will cite strong and thorough textual evidence to support analysis of what informational texts indicate explicitly and implicitly</p> <p>RI5 - Analyze and Evaluate Effectiveness of Structure</p> <p>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>
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			<p>L1, L2 - Students will show command of conventions</p> <p>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>Common Learning Experiences</p> <p><i>Add additional rows as needed.</i></p>			
<p>Topic or Content</p>	<p>Learning Experiences</p>		<p>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>
<p>CLE 1: 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>DOK 1: Knowledge and Understanding</p> <p>DOK 2: Apply (Basic Reasoning)</p> <p>DOK 3: Analyze (Strategic Reasoning)</p>	<ol style="list-style-type: none"> 1. Teachers will introduce IBDP terminology, global concepts, global mindedness, IB exams, *learner portfolio, and course expectations. 2. Teachers will provide multiple mini-lessons on cultural iceberg, global concepts, global issues, authorial choice (if needed), analysis wheel, evaluation, and drama terminology. 3. Students will practice identifying global concepts in secondary texts, and will practice articulating a global issue within that concept. 4. Teachers will model academic presentations and discussions. 5. Students will complete group presentations on background context and author’s purpose for the anchor literary text. 6. As we start the play, teachers will model how to analyze the author's choices in the text using excerpts from the text and how to annotate for the wheel of analysis. 		<ul style="list-style-type: none"> ● Students will receive graphic organizers to organize retained information and related new learning ● Students will read full text for understanding, but will be given choice excerpts for in depth analysis ● Mini-lessons on close reading and annotation will be delivered as needed ● PLC constructed analysis mini-lesson will aid in norming expectations for student output (co-constructed success criteria) ● Gradual release for syntax and analysis

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	<p>7. As students read the anchor literary text, students will participate in formative fishbowl discussions regarding authorial choice.</p> <p>8. Students will turn in the annotation journal after reading the anchor literary text.</p> <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>	
<p>CLE 2: Outline, draft, final submission, focus on conventions</p> <p>DOK 2: Apply (Basic Reasoning)</p> <p>DOK 3: Analyze (Strategic Reasoning)</p>	<ol style="list-style-type: none"> 1. Teachers will provide mini lessons on line of inquiry, citing evidence, conventions, and the organization of the essay outline. 2. Students will show mastery of conventions using multiple choice quizzes (modeled after the EOC) and noredink. 3. Students will write the essay outline using their annotation journal. 4. Students work in groups to evaluate each other's essay outline using a rubric based on the IB criterion (A B C D) and the GSE standards (RL3, W1, W4, L1, L2). 5. Teachers will provide general trended feedback for common mistakes and provide appropriate mini-lessons (as needed) 6. Teacher will provide a mini lesson on how to turn an outline into a rough draft and using turnitin. 7. Students will write and submit their completed draft. 8. Students work in groups to evaluate each other's draft using a rubric based on the IB criterion (A B C D) and the GSE standards (RL3, W1, W4, L1, L2). 9. Students will conference with teachers for feedback on their drafts. 10. Students will make edits to their drafts and submit their final draft using turnitin. 	<ul style="list-style-type: none"> ● Students will receive a graphic organizer for the outline ● Peer Review with rubric for outline and draft ● Teacher conferencing
<p>CLE 3: Non Literary Anchor Text Analysis</p> <p>DOK 2: Application (Basic Reasoning)</p> <p>DOK 3: Application Analyze (Strategic Reasoning)</p>	<ol style="list-style-type: none"> 1. Teachers will use data from Summative #1 (analysis essay) to gauge student understanding of analysis, the analysis wheel, authorial choice, global concepts/issues, and conventions and will offer mini lessons/remediation as needed. 	<ul style="list-style-type: none"> ● Students will receive a graphic organizer for the annotation journal ● Teacher conferences, as needed

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	<ol style="list-style-type: none"> 2. Teachers provide a mini lesson on film terminology. 3. Students will practice identifying film terminology in secondary texts. 4. Students will complete group presentations on background context and author’s purpose for the anchor non literary text. 5. As we start the film, teachers will model how to analyze the author's choices in the text and how to annotate for the wheel of analysis using clips from the anchor non literary text. 6. As students watch the anchor non-literary text, students will fill out the annotation journal and will participate in formative fishbowl discussions regarding authorial choice. 7. Students will submit the annotation journal after watching the film. 	
<p>CLE 4: Timed Essay, Non-Literary Analysis and Evaluation</p> <p>DOK 3: Application Analyze (Strategic Reasoning)</p> <p>DOK 4: Evaluate director’s choices in film; choose screengrabs to analyze; write analysis in class</p>	<ol style="list-style-type: none"> 1. Teachers will use data from the annotation journal to gauge student understanding of analysis, the analysis wheel, authorial choice, and global concepts/issues and will offer mini lessons/remediation as needed. 2. Teachers will provide mini lessons on choosing effective screengrabs and will teach students how choosing screengrabs and extracts shows their ability to evaluate. 3. Students will practice choosing screengrabs and writing constructed responses evaluating author choices with teacher feedback. 4. Teachers will provide general trended feedback for common mistakes and provide appropriate mini-lessons (as needed) 5. Students will complete the timed analysis essay for the anchor non literary text. 	<ul style="list-style-type: none"> ● Teacher conferences, as needed
Content Resources		
<p>Anchor Text (s) <i>Master Harold and the boys</i> by Athol Fugard (play) <i>A Streetcar Named Desire</i> directed by Elia Kazan (film)</p> <p>Supplemental/Ancillary Text (s)</p>		

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“The Story of an Hour” by Kate Chopin

Interview/News Broadcast on What Are the Signs of PTSD?

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