

Unit Name	UNIT 1: PERSPECTIVE AND CULTURE	UNIT 2: PERSPECTIVE AND REPRESENTATION	UNIT 3: REPRESENTATION AND COMMUNICATION
Time Frame	12 weeks	12 weeks	12 weeks
Standards/ IB Topics	<p>IB Topic (Area of Exploration): Readers, Writers, Texts</p> <p>IBO Standards (Assessment Objectives): Students will know, understand and interpret:</p> <ol style="list-style-type: none"> a range of texts, works and/or performances, and their meanings and implications; contexts in which texts are written and/or received; elements of literary, stylistic, rhetorical, visual and/or performance craft; features of particular text types and literary forms. <p>Students will analyze and evaluate:</p> <ol style="list-style-type: none"> 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. <p>Students will communicate:</p> <ol style="list-style-type: none"> ideas in clear, logical and persuasive manner in a range of styles, registers and for a variety of purposes and situations <p>11-12 GSE Standards (for Year 1 EOC)</p> <p>Priority Standards:</p> <ul style="list-style-type: none"> • ELAGSE11-12RL2 (central idea development) • ELAGSE11-12RL3 (author choice analysis) • ELAGSE11-12W1a.b.c.d (write argument) • ELAGSE11-12L1 (grammar) • ELAGSE11-12L2 (capitalization, punctuation, spelling) <p>Supporting Standards:</p>	<p>IB Topic (Area of Exploration): Time and Space, Identity</p> <p>IBO Standards (Assessment Objectives): Students will know, understand and interpret:</p> <ol style="list-style-type: none"> a range of texts, works and/or performances, and their meanings and implications contexts in which texts are written and/or received elements of literary, stylistic, rhetorical, visual and/or performance craft features of particular text types and literary forms. <p>Students will analyze and evaluate:</p> <ol style="list-style-type: none"> 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. <p>Students will communicate</p> <ol style="list-style-type: none"> ideas in clear, logical and persuasive ways in a range of styles, registers and for a variety of purposes and situations <p>11-12 GSE Standards (for Year 1 EOC):</p> <p>Priority Standards:</p> <ul style="list-style-type: none"> • ELAGSE11-12SL4 (oral presentation) • ELAGSE11-12RL5 (analyze choice of structure and aesthetic impact) • ELAGSE11-12W1 (argument with sufficient evidence) <p>Supporting Standards:</p>	<p>IB Topic (Area of Exploration): Intertextuality</p> <p>IBO Standards (Assessment Objectives): Students will know, understand and interpret:</p> <ol style="list-style-type: none"> a range of texts, works and/or performances, and their meanings and implications contexts in which texts are written and/or received elements of literary, stylistic, rhetorical, visual and/or performance craft features of particular text types and literary forms. <p>Students will analyze and evaluate:</p> <ol style="list-style-type: none"> 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. <p>Students will communicate:</p> <ol style="list-style-type: none"> ideas in clear, logical and persuasive manner 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. <p>11-12 GSE Standards (for Year 1 EOC):</p> <p>Priority Standards:</p> <ul style="list-style-type: none"> • ELAGSE11-12RL3 (analyze impact of author choices) • ELAGSE11-12W2 (write explanatory text) • ELAGSE11-12W7 (create line of inquiry)

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	<ul style="list-style-type: none"> ● ELAGSE11-12RL1/RI1 (cite evidence) ● ELAGSE11-12RL3 (analyze impact of author's choices) ● ELAGSE11-12RL4 (determine meaning of words) ● ELAGSE11-12RL6 (distinguish sarcasm, irony) ● ELAGSE11-12W4 (write clearly) ● ELAGSE11-12W5 (revise and edit writing) ● ELAGSE11-12W7 (research to answer question, develop inquiry) ● ELAGSE11-12W8 (gather information from multiple sources) ● ELAGSE11-12W9 (use evidence to support analysis) ● ELAGSE11-12SL1 (collaborative discussion) 	<ul style="list-style-type: none"> ● ELAGSE11-12RL1/RI1 (cite evidence, inferences where text is uncertain) ● ELAGSE11-12RL2 (themes) ● ELAGSE11-12RL4 (analyze impact of word choices) ● ELAGSE11-12RL9 (how text from same time period treat similar themes or topics) ● ELAGSE11-12W4 (clear writing according to task) ● ELAGSE11-12W5 (strengthen writing by planning and rewriting) ● ELAGSE11-12W9 (use evidence to support analysis) ● ELAGSE11-12SL1a, c, d (prepare for and participate in collaborative discussions) ● ELAGSE11-12L4a,b,c,d (determine meaning of words) ● ELAGSE11-12L5a (demonstrate understanding of figurative language) ● ELAGSE11-12SL3 (evaluate speaker's point of view) 	<ul style="list-style-type: none"> ● ELAGSE11-12SL1: (participate effectively in discussion) <p>Supporting Standards:</p> <ul style="list-style-type: none"> ● ELAGSE11-12RL1/RI1 (cite evidence) ● ELAGSE11-12RI6 (point of view and purpose) ● ELAGSE11-12W3 (write narrative to reflect) ● ELAGSE11-12L1 (command of conventions)
Inquiry	<p><u>Inquiry:</u></p> <ul style="list-style-type: none"> ● *How and why are readers affected by texts? ● *In what ways is meaning constructed, negotiated, expressed and interpreted? ● *How do texts offer insights and challenges to individual and global perspectives? 	<p><u>Inquiry:</u></p> <ul style="list-style-type: none"> ● *How important is cultural and/ or historical context to the production and reception of a text? ● *To what extent do texts offer insight to another culture? 	<p><u>Inquiry:</u></p> <ul style="list-style-type: none"> ● *How do texts adhere to and deviate from conventions associated with literary forms or text types? ● *In what ways can diverse texts share points of similarity? ● *How can texts offer multiple perspectives of a single issue, topic or theme?

<p>Content / Skills / Concepts</p>	<p>Content:</p> <ul style="list-style-type: none"> Anchor text: “<i>Master Harold</i>” ... and the Boys, by Athol Fugard; Anchor text: <i>A Separation</i>, by Asghar Farhadi Other selected texts in unit planner Historical Context- South African Apartheid, Colonialism, Imperialism, Socialism; contemporary Middle East, gender roles, families, ethics/morality/justice Terms: IBDP terminology, global concepts, global mindedness, IB exams, learner portfolio, authorial choice, analysis wheel, evaluation, and drama and film terminology Text types: drama, film, short story, news broadcast/interview <p>Writing Focus:</p> <ul style="list-style-type: none"> literary/textual analysis, comparative analysis, constructed responses, Rhetorical Analysis <p>Language Focus:</p> <ul style="list-style-type: none"> thesis construction, sentence patterns/constructions, vocabulary, transitions, paragraph construction, conventions of writing <p>Global Concepts: Identity, Culture, Communication</p>	<p>Content:</p> <ul style="list-style-type: none"> Anchor text: Selected poems, Wislawa Szymborska; Anchor text: Selected street art, Banksy Historical context - Background of author and of poetry setting: 20th century post-war Europe; contemporary urban society, public art, outsider art, environmentalism Terms: tone, mood, imagery, visual analysis strategies (OPTIC, transitional lens, allegorical lens, symbolism) Text types: poetry, artwork, article, audio commentary <p>Writing Focus:</p> <ul style="list-style-type: none"> literary/textual analysis, comparative analysis, constructed response, Rhetorical Analysis <p>Language Focus:</p> <ul style="list-style-type: none"> thesis construction, sentence patterns/constructions, vocabulary, transitions, paragraph construction, conventions of writing, Rhetorical Analysis <p>Global Concepts: Identity, Perspective, Communication</p>	<p>Content:</p> <ul style="list-style-type: none"> Anchor text: <i>Boxers and Saints</i>, Gene Yang Historical Context- Boxer rebellion, history of Christianity in Japan, imperialism, colonialism Terms: Film Terminology (camera angle, mise-en-scene, lighting, diegetic, etc.), Line of inquiry, claim, thesis, essay, comparative analysis. Text types: graphic novel, documentary, book review, articles <p>Writing Focus:</p> <ul style="list-style-type: none"> literary/textual analysis, comparative analysis, constructed responses, Rhetorical Analysis <p>Language Focus:</p> <ul style="list-style-type: none"> thesis construction, sentence patterns/constructions, vocabulary, transitions, paragraph construction, conventions of writing, Rhetorical Analysis <p>Global Concepts: Politics, Power, and Justice; Art and Creativity</p>
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<p>Assessments/ Performance Tasks</p>	<p>*Ongoing practice and assessing in preparation for IB Assessments</p> <p><u>Unit Assessment Focus</u></p> <ul style="list-style-type: none"> ● Literary Analysis Essay ● Annotation Journal ● Non-Literary In-Class, Timed Analysis Essay <p>Begin Paper 1 Practice- Two unseen non-lit. passages, Student writes guided analysis of each focusing on central technical or formal element</p> <p><u>Year 1 EOC Common Assessment practice:</u></p> <ul style="list-style-type: none"> ● Text-Dependent Questions ● Constructed Response ● Narrative writing ● Argument and Informational writing 	<p>*Ongoing practice and assessing in preparation for IB Assessments</p> <p><u>Unit Assessment Focus</u></p> <ul style="list-style-type: none"> ● Mini Practice IO ● Non-literary Body Of Work Creation and Analysis ● Individual Oral <p>Begin Paper 2 practice- 4 questions-Student chooses 1 brings 2 works studied during course and compare & contrast 2 works in response to the question-Students will begin Paper 2 Practice here with one text</p> <p>Individual Oral- 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>PROMPT: 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><u>Year 1 EOC Common Assessment practice:</u></p> <ul style="list-style-type: none"> ● Text-Dependent Questions ● Constructed Response ● Narrative writing ● Argument & Informational writing 	<p>*Ongoing practice and assessing in preparation for IB Assessments</p> <p><u>Unit Assessment Focus</u></p> <ul style="list-style-type: none"> ● Line of Inquiry Development and Literary Analysis Assignment ● Reflective Discussion <p>HL ESSAY (first steps of the process) : Student constructs a focused & 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"> ● Develop a focused argument (literary or languages based) ● Maintain/support the argument ● Citations and References <p><u>Year 1 EOC Common Assessment practice:</u></p> <ul style="list-style-type: none"> ● Text-Dependent Questions ● Constructed Response ● Narrative writing ● Argument & Informational writing
<p>Differentiation For Tiered Learners</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>		