

IB Language and Literature HL Year 2 - MHS Subject Group Overview - Year 2

Unit Name	UNIT 4: IDENTITY, REPRESENTATION, CREATIVITY	UNIT 5: CULTURE, COMMUNITY, PERSPECTIVE	UNIT 6: POWER, POLITICS, JUSTICE
Time Frame	12 weeks	12 weeks	8 weeks
Standards /Topics	<p>IB Topic (Area of Exploration): Readers, Writers, Texts</p> <p>IBO Standards (Assessment Objectives):</p> <p>Students will know, understand and interpret: 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> <p>Students will 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.</p> <p>Students will communicate: ideas in clear, logical and persuasive manner in a range of styles, registers and for a variety of purposes and situations</p> <p>Reading Standards (Literary and Non-Literary)</p> <p>ELAGSE11-12RL3 Students will analyze impact of author’s choices in literary text</p> <p>ELAGSE11-12RI3 Students will analyze impact of author’s choices in informational text</p>	<p>IB Topic (Area of Exploration): Time and Space Global</p> <p>Concepts:</p> <p>IBO Standards - Assessment Objectives</p> <p>Students will know, understand and interpret: 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> <p>Students will 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.</p> <p>Students will communicate: ideas in clear, logical and persuasive ways 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> <p>Reading Standards/Literary and Non-Literary</p> <p>ELAGSE11-12RL2: Students will determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they</p>	<p>IB Topic (Area of Exploration): Intertextuality</p> <p>IBO Standards (Assessment Objectives):</p> <p>Students will know, understand and interpret: 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> <p>Students will 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.</p> <p>Students will communicate: ideas in clear, logical and persuasive manner in a range of styles, registers and for a variety of purposes and situations</p>

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	<p>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</p> <p>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</p> <p>ELAGSE11-12RI1 Students will cite strong and thorough textual evidence to support analysis of what informational texts indicate explicitly and implicitly</p> <p>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</p> <p>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</p> <p>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.</p> <p>ELAGSE11-12RL6</p>	<p>interact and build on one another to produce a complex account</p> <p>ELAGSE11-12RL3 Students will analyze impact of author’s choices in non-literary (IB) text</p> <p>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</p> <p>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</p> <p>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</p> <p>ELAGSE11-12RI1 Students will cite strong and thorough textual evidence to support analysis of what informational texts indicate explicitly and implicitly</p> <p>ELAGSE11-12RL4/RI4 Students will determine meaning of words and phrases (figurative and connotative), and analyze the impact of specific word choices on meaning and tone in texts</p> <p>ELAGSE11-12RI5</p>	<p>Reading Standards/Literary and Non-Literary</p> <p>ELAGSE11-12RL2: Students will 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</p> <p>ELAGSE11-12RI3 Students will analyze impact of author’s choices in non-literary (IB) text</p> <p>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).</p> <p>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</p> <p>Writing Standards: ELAGSE11-12W1a.b.c.d Students will write arguments to support claims in an analysis of</p>
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	<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>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</p> <p>ELAGSE11-12W4 Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>ELAGSE11-12W9 Students will draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>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</p> <p>ELAGSE11-12L2 Students will demonstrate command of conventions of standard English capitalization, punctuation, and spelling</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> <p>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).</p> <p>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</p> <p>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.</p> <p>ELAGSE11-12W4 Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>ELAGSE11-12W9 Students will draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>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</p>	<p>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</p> <p>ELAGSE11-12RI1 Students will cite strong and thorough textual evidence to support analysis of what informational texts indicate explicitly and implicitly</p> <p>ELAGSE11-12RL4/RI4 Students will determine meaning of words and phrases (figurative and connotative), and analyze the impact of specific word choices on meaning and tone in texts</p> <p>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.</p> <p>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</p>
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	<p>ELAGSE11-12SL1 (collaborative discussion) Students will participate in varied collaborative and academic discussions</p>	<p>ELAGSE11-12L2 Students will demonstrate command of conventions of standard English capitalization, punctuation, and spelling</p> <p>ELAGSE11-12SL1 Students will participate in varied collaborative and academic discussions</p>	<p>(e.g., satire, sarcasm, irony, or understatement).</p> <p>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</p> <p>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.</p> <p>ELAGSE11-12W4 Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>ELAGSE11-12W9 Students will draw evidence from literary or informational texts to support analysis, reflection, and research</p>
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<p>Inquiry</p>	<p>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>	<p>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? What are the many patterns across texts studied in class?</p>	<p>How do elements of narrative structure impact a speaker's message? How do we recognize secondary characters in literature and understand their roles? How does history influence texts and how is that history reflected in patterns of human behavior? Students will identify how texts offer multiple perspectives of a single issue, topic or theme.</p>
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<p>Content/ Skills/Concepts</p>	<p>Content: Anchor Text: “Hedda Gabler”-Henrik Ibsen</p> <ul style="list-style-type: none"> ● History During 19th Century Norway ● Traditional female roles within 19th Century literature ● Elements of drama ● literary devices ● Rhetorical transaction in non-literary texts ● In non-literary-learn the interview techniques of an interviewer and their effect ● understand bias and its influence on writer and reader <p>Writing Focus: literary/non-literary textual analysis, comparative analysis, essay</p> <p>Language Focus: thesis construction, sentence patterns/constructions, vocabulary, transitions, paragraph construction, conventions of writing, Rhetorical Analysis</p> <p>Students will develop the following skills:</p> <ul style="list-style-type: none"> ● Close reading and annotation skills ● Understanding content and form of various text types ● Cold read analysis and response ● Develop guiding questions as lens for passages ● Monitor and reflect on developing skills in relation to assessments ● Reflections on texts and the 7 central concepts ● Pair texts around common themes/issues <p>Global Concepts:</p> <p>Identity, representation, creativity</p>	<p>Content: Anchor Text: <i>Things Fall Apart</i>-Chinua Achebe</p> <ul style="list-style-type: none"> ● Cultural context-religious, geographical, cultural ● use of literary elements such as symbol, synecdoche, imagery to create deeper meaning ● History of 19th Century Nigeria and greater African areas ● History of colonialism and “western” culture being spread to other countries. ● narrative structure ● Student will compare literary texts based on theme, content, big idea, purpose, or structure ● Student will understand and communicate the messages in photographs and their role as both language and literary texts <p>Writing Focus: literary/textual analysis, comparative analysis, constructed response</p> <p>Language Focus: thesis construction, sentence patterns/constructions, vocabulary, transitions, paragraph construction, conventions of writing, Rhetorical Analysis</p> <p>Students will develop the following skills:</p> <ul style="list-style-type: none"> ● Close reading and annotation skills ● Understanding content and form of various text types ● Cold read analysis and response ● Develop guiding questions as lens for passages ● Monitor and reflect on developing skills in relation to assessments ● Reflections on texts and the 7 central concepts 	<p>Content: Anchor Text: <i>All the Pretty Horses</i>-Cormac McCarthy</p> <ul style="list-style-type: none"> ● History of the American west and Mexico during the 1940’s ● Mexican culture, power, and politics, and how they affect the people and places they are in. ● Effects of setting on texts ● How authors use characters and systems to show power within a greater context. ● How to speak clearly in comparing two texts they have read ● Students will understand the relationship of the author and audience. <p>Writing Focus: literary/textual analysis, comparative analysis, constructed responses, Rhetorical Analysis</p> <p>Language Focus: thesis construction, sentence patterns/constructions, vocabulary, transitions, paragraph construction, conventions of writing</p> <p>Students will develop the following skills:</p> <ul style="list-style-type: none"> ● Close reading and annotation skills
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		<ul style="list-style-type: none"> ● 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) <p>Global Concepts:</p> <p>Culture, community, perspective</p>	<ul style="list-style-type: none"> ● Understanding content and form of various text types ● Cold read analysis and response ● Develop guiding questions as lens for passages ● Monitor and reflect on developing skills in relation to assessments ● 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 specific Paper 1 and Paper 2 essays and responding to prompt questions. <p>Global Concepts:</p> <p>Politics, Power, and Justice.</p>
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<p>Assessments/Performance Tasks</p>	<p>*Ongoing practice and assessing in preparation for IB Assessments</p> <p>Summative Assessment #1:</p> <p>Anchor Text Analysis Summative 2-page constructed response</p> <p>Answer one of five questions that would be asked in Paper-2 assessment</p> <p>Summative #2: (non-literary/informational)</p> <p>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>*Ongoing practice and assessing in preparation for IB Assessments</p> <p>Summative Assessments:</p> <p>Paper 1 Formal Practices- Two unseen non-lit. passages, S writes guided analysis of each focusing on central technical or formal element</p> <p>HL ESSAY: 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)</p>	<p>*Ongoing practice and assessing in preparation for IB Assessments</p> <p>Summative Assessments:</p> <p>Paper 2 (Comparative Essay) Project</p> <p>2 works studied in course (not used in any other assessment!) 4 questions provided: students respond to 1 with the 2 texts.</p> <ul style="list-style-type: none"> ● Develop an argument (thesis, support, organization) ● Balance 2 texts ● Move beyond literal to bigger idea <p>Paper 1 Practice</p> <p>Unit Assessment Focus:</p> <p>EXTERNAL: Paper 1 - Two unseen non-lit. passages, student writes guided analysis of each focusing on central technical or formal element</p> <p>EXTERNAL: Paper 2 (Comparative Essay)</p> <p>2 works studied in course (not used in any other assessment!) 4 questions provided: students respond to 1 with the 2 texts. Develop an argument (thesis, support, organization)</p> <p>Balance 2 texts</p> <p>Move beyond literal to bigger idea</p>
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	Differentiation For Tiered Learners	Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners.
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