



**Marietta City Schools**

**2024-2025 District Unit Planner**

*Language and Literature A Year 2 HL*

**Unit Title/ Topic**

**Unit 5**

**Conceptual Understanding: Culture, Identity, and Community**

**Hours: 60**

**Priority Standards Unit Learning Targets:**

**Reading Standards/Literary and Non-Literary**

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

ELAGSE11-12RL3

- Students will analyze impact of author’s choices in non-literary (IB) text

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

**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/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

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

ELAGSE11-12W5:

- 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.

ELAGSE11-12W4

- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, 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

- Students will participate in varied collaborative and academic discussions

### **IBO Standards - Assessment Objectives**

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.

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
- 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.

### **Unit Description and texts**

#### **Unit description and texts:**

- **Literary**--*Things Fall Apart* Chinua Achebe
- **Non-literary Body of Work**-HSBC selected commercials

#### **Supplemental Texts:**

- Jamaica Kincaid--"On Seeing England for the First Time"
- George Orwell--"Shooting an Elephant"
- Binyavanga Wainaina "How to Write About Africa"
- Ugur Gallenkus--"Parallel Universes"

**Transfer goals/Skills**

**Approaches to learning (ATL)**

<ul style="list-style-type: none"> <li>• Student will compare literary texts based on theme, content, big idea, purpose, or structure</li> <li>• Student will understand and communicate the messages in photographs and their role as both language and literary texts</li> <li>• Student will compose response to non-literary texts using rhetorical analysis skills and the language of the text type</li> </ul>	<p>Communication:</p> <ul style="list-style-type: none"> <li>• Use a variety of organizers for academic writing tasks</li> <li>• Structure information in summaries, essays and reports</li> </ul> <p>Thinking</p> <ul style="list-style-type: none"> <li>• Draw reasonable conclusions and generalizations</li> </ul> <p>Self-Management:</p> <ul style="list-style-type: none"> <li>• Identify strengths and weaknesses of personal learning strategies (self-assessment)</li> </ul>
<p><b>Content/skills/concepts</b></p>	<p><b>Learning process</b></p>
<p><b>Students will know the following content:</b></p> <ul style="list-style-type: none"> <li>• Setting context of colonial Africa</li> <li>• Cultural context-religious, geographical, cultural of 19th and 20th century Nigeria</li> <li>• narrative structure: foreshadowing, ambiguity, non-redemptive</li> <li>• narrative of colonialism and perspective of both sides</li> <li>• identity found within southern culture</li> <li>• Background info for Chinua Achebe</li> <li>• Context for HSBC commercials and culture</li> </ul> <p><b>Students will develop the following skills:</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> </ul>	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Socratic Seminar</li> <li>✓ Small Group/Pair Work</li> <li>✓ PowerPoint Lecture/Notes</li> <li>✓ Individual Presentations</li> <li>✓ Group Presentations</li> <li>✓ Student Lecture/Leading</li> <li>✓ Interdisciplinary Learning</li> </ul>

<ul style="list-style-type: none"> <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>Students will grasp the following concepts:</b></p> <ul style="list-style-type: none"> <li>How we are affected by texts in various ways</li> <li>The ways in which meaning is constructed, negotiated, expressed and interpreted</li> <li>How texts offer insights and challenges about global perspectives</li> </ul>		
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> Students have analyzed a novel before, so they are familiar with its narrative structure. There are some terms that will be new, and there will be opportunities to practice analyzing these author choices in order to demonstrate mastery.</p>	<p>XPersonal and shared knowledge XWays of knowing XAreas of knowledge XThe knowledge framework</p> <p><b>Details:</b> Students will see how the authors use their texts to represent their cultures and shared knowledge. Students will see how memory and imagination is used as a way of knowing.</p>	<p>XCreativity XActivity XService</p> <p><b>Details:</b> Students will demonstrate their knowledge of the texts in creative ways</p>
<p style="text-align: center;"><b>Assessment Tasks</b> List of common formative and summative assessments.</p>		
DP Assessments	Formative Assessments	Summative Assessments
<p><u>HL Essay</u></p> <p>[EXTERNAL] 1200-1500 word formal essay using 1 work (literary/non-literary studied in course/not used in another assessment)</p>	<p><b>Common formative #1: anchor text analysis</b></p> <p>Details: Guided and graded class discussion analyzing an excerpt from chosen anchor text (literary), paired with a constructed response written deliverable.</p> <p>GSE Standards Addressed: RL2; RL3</p>	<p><b>Common Summative #1: HL Essay Completed Draft</b> (done internally-uploaded to IB for scoring)</p> <ul style="list-style-type: none"> <li>choose a text from the course that has not been used on any IB assessment</li> <li>choose a line of inquiry based on class exploration and resources</li> <li>research and gather text examples from</li> </ul>

<p><u>Learner Portfolio</u> - students will continually add entries to a digital and/or hard copy portfolio throughout the year to demonstrate growth in the course</p>	<p><b>Common Formative #2: Annotation Journal for Anchor Texts</b></p> <p>GSE Standards Addressed: RL1; W9</p> <p><b>Common formative assessment #3: Analysis of Non-Literary</b></p> <p>Details: Short, formally-written (constructed response) analysis of a <b>studied</b> non-literary text (prep for paper 1 assessment in Spring; scaffold = students will have seen the non-literary work)</p> <p>GSE Standards Addressed: RI3; W1; RI1; RI5; L1; L2</p> <p><b>Common formative assessment #4: Analysis of Non-Literary</b></p> <p>Details: Short, formally-written (constructed response) analysis of a previously unseen non-literary text (prep for paper 1 assessment in Spring; <b>removed scaffold</b> = students will not have seen the non-literary work)</p> <p>GSE Standards Addressed: RI3; W1; RI1; RI5; L1; L2</p> <p><b>Common Formative #5: Brainstorm graphic (Paper 2 Practice)</b></p> <p>Details: in the format of the students' choice to prepare for the creative comparative analysis summative.</p> <ul style="list-style-type: none"> <li>● determine the points of comparison between two literary texts</li> <li>● organize a written response driven by the</li> </ul>	<p>primary source text that support the line of inquiry</p> <ul style="list-style-type: none"> <li>● consider a secondary source if needed</li> <li>● create a thesis based on the text gathered</li> <li>● write a 1200-1500 word essay in response to the line of inquiry that uses text and is analytical in nature</li> </ul> <p>GE Standards Addressed: RL2; W5</p> <p><b>Common Summative #2: Paper 1 Assessment to Prep for External Paper 1</b></p> <ul style="list-style-type: none"> <li>● Paper 1- (May external assessment-preparation in class)</li> <li>● prepare for paper 1 in class by learning text type specific language (in this unit-photographs)</li> <li>● apply terms to analysis of the rhetorical transaction</li> <li>● write an analysis of text (600-800 words)</li> </ul> <p>GE Standards Addressed: RI2; W1</p> <p><b>Common Summative #3: Written Comparative analysis (Paper 2 Practice)</b></p> <p>Students will write a short comparative analysis to prepare for Paper-2 Using a choice of two texts that link thematically to their existing texts in the course.</p> <ul style="list-style-type: none"> <li>● determine the points of comparison between two literary texts</li> <li>● organize a written response driven by the question/line of inquiry</li> </ul>
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	<p>question/line of inquiry</p> <ul style="list-style-type: none"> <li>• using graphic organizer introduced in the course</li> <li>• complete a “finished” draft that is analytical rather than a summary and responds to the question of choice</li> </ul> <p>GSE Standards Addressed: RL2</p>	<ul style="list-style-type: none"> <li>• using graphic organizer introduced in the course</li> <li>• complete a “finished” draft that is analytical rather than a summary and responds to the question of choice</li> </ul> <p>GE Standards Addressed: W1; RL2</p>
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**Common Learning Experiences**

*Add additional rows as needed.*

<b>Topic or Content</b>	<b>Learning Experiences</b>	<b>Personalized Learning and Differentiation</b> 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> Anchor Text Analysis (<i>Things Fall Apart</i>) <b>DOK 2:</b> Application (Basic Reasoning) <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:</b> Teachers 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 our course, but cross-curricularly. Studying different text types also prepares students for the Paper-1 IB Assessment, which is a guided analysis of a non-literary text (they will be required to analyze two different text types).</li> <li>3. Teachers provide a mini lesson around the ideas of unreliable narrator, collective sin/guilt, and the use of synecdoche, symbolism, and other literary devices to enhance/create meaning.</li> <li>4. <b>Extension from Unit 4 of Knowledge and Analytical Understanding:</b> Teachers provide a <b>mini lesson the difference between analyzing one isolated incidence of theme and determining two or more themes or central ideas of text and analyzing their development over the course of the text, including how they interact and build on one another to</b></li> </ol>	<p><b>Differentiation:</b></p> <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> </ul> <p>Gradual release for syntax and analysis</p>

	<p>produce a complex account</p> <ol style="list-style-type: none"> <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 <b>timed literary analysis</b> answering a question focused on <b>author choice in the anchor text and the development of a theme over the course of the text.</b></li> </ol>	
<p><b>LE 2:</b> MLA formatting/quote integration for HL Essay/Drafting of HL <b>DOK 2:</b> Application (Basic Reasoning) <b>DOK 3</b> Analyze (Strategic Reasoning)</p>	<ol style="list-style-type: none"> <li>1. Teacher will give mini lessons on MLA in general, HL Essay-specific formatting requirements.</li> <li>2. Teacher will provide a mini lesson on goals for HL, how to reflect, and also a reminder of expectations.</li> <li>3. Students will evaluate samples of HL essays to understanding formatting and length requirements</li> <li>4. Students will create a shell of their HL Essay and incorporate MLA formatting as well as HL Essay requirements</li> <li>5. Teacher will give a mini lesson on citing sources and embedding text (as used in the HL essay)</li> <li>6. Students will practice embedding text with a paragraph written in class, on a supplemental text.</li> <li>7. Teacher will use HL models and exemplary writing to show students how to write introductions and body paragraphs for different text types.</li> <li>8. Students will work on their draft of the HL essay, and will work together, peer editing and workshopping.</li> </ol>	<ul style="list-style-type: none"> <li>● outline provided</li> </ul>



<p><b>LE 3:</b> HL Draft, Completed Works Cited, Embedding Text <b>DOK 2</b> Apply (Basic Reasoning) <b>DOK 3</b> Analyze (Strategic Reasoning)</p>	<ol style="list-style-type: none"> <li>1. Teacher will give several mini-lessons on the stages of the editing process</li> <li>2. Students will go through a 4-part editing process: Big Ideas/Argument/Cohesion, Thesis and Topic sentences, Quote integration and analysis, and grammar/punctuation.</li> <li>3. Students will synthesize feedback from peers by writing a reflection in which they design a plan for their final HL essay.</li> <li>4. Students will conference with teachers for additional feedback of edits on draft</li> <li>5. Teacher will provide a mini-lesson on strength of analysis arguments, embedding text, and citations</li> <li>6. Students will participate in guided round-robin peer editing</li> <li>7. Teachers will provide general trended feedback for common mistakes and provide appropriate mini-lessons (as needed)</li> <li>8. Students work in groups to evaluate and critique each other's HL essay using the IB rubric</li> <li>9. Students will submit their completed draft with works cited</li> </ol>	<p><i>Differentiation:</i></p> <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><i>*Note: As per the IB, While working on the HL essay, which is an externally-graded IB assessment, students may not receive detailed feedback/edits from the teacher. 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>
<p><b>LE 4: RI3 - Analysis of Author's Choices</b> Students will analyze impact of author's choices in informational text <b>DOK 2:</b> Application (Basic Reasoning) <b>DOK 3</b> Analyze (Strategic Reasoning)</p>	<ol style="list-style-type: none"> <li>1. Teacher will gauge prior knowledge of visual rhetoric/photography analysis terms and tools.</li> <li>2. Students will work together to define terminology and use correct language with elements of photography</li> <li>3. 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 and the BOW (non-literary).</b></li> <li>4. Teachers will model analytical writing both in close reading and exemplar writing</li> <li>5. Students will practice writing by analyzing non-literary works both in our unit and of their choice</li> <li>6. Students will explore and interpret authorial choice in the</li> </ol>	<p>Literature Circles for reading of texts as well as for research XThink, pair share for discussion XVaried grouping strategies</p>

	<p>anchor text, and will participate in formative, guided classroom discussions that synthesize analysis they and their peers conduct.</p> <p>7. Students will synthesize what they have learned about authorial choice, analysis, evaluation, and text types by writing a timed non-literary analysis answering a question focused on author choice.</p>	
<p><b>LE 5: Comparative Analysis</b> <b>DOK 2 Apply (Basic Reasoning)</b> <b>DOK 3 Analyze (Strategic Reasoning)</b> <b>DOK 4 Create</b></p>	<ol style="list-style-type: none"> <li>1. Teacher will provide a mini lesson on the types of questions for Paper 2 summative</li> <li>2. Students will evaluate samples of paper 2 exemplaries</li> <li>3. Teacher will provide a mini lesson on the difference between analysis and summary—especially in the case of comparative analysis.</li> <li>4. Students will take an interpretation paragraph and will rewrite it as an analytical paragraph</li> <li>5. Teacher will give a mini lesson on finding anchor connections between two literary pieces</li> <li>6. Students will determine the points of comparison between two literary texts by brainstorming possible anchor connections under the question</li> <li>7. Students will place all these connections and paragraphs in their learner portfolio</li> </ol>	<ul style="list-style-type: none"> <li>✓ Affirm Identify/Build Self-Esteem</li> <li>✓ Value Prior Knowledge</li> <li>✓ Scaffold Learning</li> <li>✓ Extend Learning</li> </ul>

**Content Resources**

**Anchor Texts:**

- **Literary**--*Things Fall Apart* Chinua Achebe
- **Non-literary Body of Work**-HSBC selected commercials

Supplemental Texts:

- Jamaica Kincaid--"On Seeing England for the First Time"

- George Orwell-“Shooting an Elephant”
- Binyavanga Wainaina “How to Write About Africa”
- Ugur Gallenkus-“Parallel Universes”