

IB Diploma Program Unit Planner: IBDP Language and Literature Year 2, Unit 6

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| Teacher(s) | IBLL PLC Teachers | Subject group and course | English A: Language and Literature HL | | |
| Course part and topic | UNIT 6 Conceptual Understanding Power, Politics, Justice | SL or HL/Year 1 or 2 | HL Year 2 | Dates | 12 Weeks approximately February 5 - April 29 |
| <p>Unit description and texts:</p> <p>Literary- <i>All the Pretty Horses</i>-Cormac McCarthy</p> <p>Non-literary - Various Non-Literary Text Types (Articles, Essays, Infographics, Brochures, Websites, Creative Nonfiction, etc.to prepare for Paper 1.</p> | | <p>DP assessment(s) for unit: Paper 1, Paper 2</p> | | | |
| <p>Priority Standards Unit Learning Targets:</p> <p>Reading Standards/Literary and Non-Literary</p> <p>ELAGSE11-12RL2:</p> <ul style="list-style-type: none"> 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>ELAGSE11-12RI3</p> <ul style="list-style-type: none"> Students will analyze impact of author’s choices in non-literary (IB) text <p>ELAGSE11-12RL3:</p> <ul style="list-style-type: none"> 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>ELAGSE11-12RI5:</p> | | <p>Support Standards Unit Learning Targets:</p> <p>ELAGSE11-12RL1</p> <ul style="list-style-type: none"> Students will cite strong and thorough textual evidence to support analysis of what literary texts indicate explicitly and implicitly <p>ELAGSE11-12RI1</p> <ul style="list-style-type: none"> Students will cite strong and thorough textual evidence to support analysis of what informational texts indicate explicitly and implicitly <p>ELAGSE11-12RL4/RI4</p> <ul style="list-style-type: none"> 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>ELAGSE11-12RI5</p> <ul style="list-style-type: none"> Students will analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure | | | |

- 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

All the Pretty Horses centers around a character who is in search of holding onto his heritage and identity that has passed. During this journey, he encounters forces greater than him when he ventures into Mexico which has different forms of power, politics, and their version of justice.

Lesson Delivery Differentiation :

- ✓ Socratic Seminar
- ✓ New American Lecture
- ✓ Literature Circles for reading of texts
- ✓ Think, pair share for discussion
- ✓ Varied grouping strategies

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

IB ASSESSMENTS DOC (For every unit reference):

Paper 1 Assessment (Guided Textual Analysis)

[EXTERNAL] Y2

2 separate non-literary “passages”

Students write 2 guided analysis (guiding questions)

Scored on a scale 20 marks each-total 40

Text types familiarity:

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| | <ul style="list-style-type: none"> • What's important? • Where do you go in the text type to gather meaning? • Language of the text type <p>Analysis:</p> <ul style="list-style-type: none"> • How do you <i>deconstruct</i>? • What can I say? <p style="text-align: center;">Paper 2 (Comparative Essay) [EXTERNAL]</p> <p>2 works studied in course (not used in any other assessment!)</p> <p>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>Learner Portfolio - students will continually add entries to a digital and/or hard copy portfolio throughout the year to demonstrate growth in the course</p> |
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INQUIRY: establishing the purpose of the unit

Transfer goals List here one to three big, overarching, long-term goals for this unit. Transfer goals are the major goals that ask students to “transfer” or apply their knowledge, skills, and concepts at the end of the unit under new/different circumstances, and on their own without scaffolding from the teacher.

- Student will write comparatively using texts studied in class
- Student will apply literary devices, themes, structure, style in analysis
- Student will apply knowledge of the elements of drama from year 1
- Student will understand and apply to analysis the bigger ideas present in literature and language

ACTION: teaching and learning through inquiry

| Content/skills/concepts—essential understandings | Learning process <i>Check the boxes for any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.</i> |
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| <p><u>Students will know the following content:</u></p> <ul style="list-style-type: none"> ● Background info for the “wild west” of the Americas. ● America in the 1950’s vs the old world of cowboys/ranchers ● Mexico history (Vaqueros, Mexican revolution, etc.) ● Elements of a novel: Characterization (Stock Characters, Dynamic Characters, Round/Flat), Tragic Hero, Foil, etc. ● 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><u>Students will develop the following skills:</u></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 ● 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><u>Students will grasp the following concepts:</u></p> <ul style="list-style-type: none"> ● How we are affected by texts in various ways ● The ways in which meaning is constructed, negotiated, expressed and interpreted | <p>Learning experiences and strategies/planning for self-supporting learning:</p> <ul style="list-style-type: none"> ✓ Lecture ✓ Socratic Seminar ✓ Small Group/Pair Work ✓ PowerPoint Lecture/Notes ✓ Individual Presentations ✓ Group Presentations ✓ Student Lecture/Leading ✓ Interdisciplinary Learning <p>Formative Assessment:</p> <ul style="list-style-type: none"> ● Anchor text analysis ● Socratic seminar ● Paper 1 Practice <p>Summative Assessments:</p> <p>Common Summative #1 double feature:</p> <ul style="list-style-type: none"> ● Students will create a movie poster for <i>All the Pretty Horses</i> and one other literary text of their choosing. They will use authorial choices to highlights concepts within both and write a paragraph that shows the connection between the two texts. <p>GE Standards Addressed ELAGSE11-12RL1</p> <p>Common Summative #2: Paper 1 Assessment to Prep for External Paper 1</p> <ul style="list-style-type: none"> ● Paper 1- (May external assessment-preparation in class) |

- How texts offer insights and challenges about global perspectives

Formative Assessments:

Common formative #1: anchor text analysis

Details: Guided and graded class discussion analyzing an excerpt from chosen anchor text (literary), paired with a constructed response written deliverable.

GSE Standards Addressed: RL2; RL3

Common Formative #2:

-Socratic discussion of *All the Pretty Horses*, concepts and authorial choices used.

GSE Standards Addressed: ELAGSE11-12RL2

Common formative assessment #3: Analysis of Non-Literary

Details: Short, formally-written (constructed response) analysis of a **studied** non-literary text (prep for paper 1 assessment in Spring; scaffold = students will have seen the non-literary work)

GSE Standards Addressed: RI3; W1; RI1; RI5; L1; L2

Common formative assessment #4: Analysis of Non-Literary

Details: Short, formally-written (constructed response) analysis of a previously unseen non-literary text (prep for paper 1 assessment in Spring; **removed scaffold** = students will not have seen the non-literary work)

GSE Standards Addressed: RI3; W1; RI1; RI5; L1; L2

- prepare for paper 1 in class by learning text type specific language (in this unit-Variou Non-Literary Text Types (Articles, Essays, Infographics, Brochures, Websites, Creative Nonfiction, Short Non-Fiction, Pastiche, and other assorted non-literary text-types)
- apply terms to analysis of the rhetorical transaction
- write an analysis of text (600-800 words)

GE Standards Addressed: RI2; W1

Common Summative #3 -MOCK IB Exam Day: Students will write a Paper 2 Exam

- Paper 2: Students will write a paper of 1200-1500 words in which they find similar global issues and themes around two **literary works** they have studied in the course. They must also contrast themes and textual (authorial choices) in the texts. Students will cite quotes from each source to use as evidence.

GE Standards Addressed: W1; RL2

GE Standards Addressed: RI2; W1

Differentiation:

- ✓ Affirm Identify/Build Self-Esteem
- ✓ Value Prior Knowledge
- ✓ Scaffold Learning
- ✓ Extend Learning

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| <p>Approaches to learning (ATL) Check the boxes for any explicit approaches to learning connections made during the unit. For more information on ATL, please see the guide.</p> | |
| <ul style="list-style-type: none"> ✓ Thinking ✓ Social ✓ Communication ✓ Self-management ✓ Research <p>THINKING:</p> <ul style="list-style-type: none"> ✓ 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. <p>COMMUNICATION:</p> <ul style="list-style-type: none"> ✓ articulating a well-developed and well-supported personal response to a text ✓ carrying out group and individual presentations, using a variety of presentation formats, and encouraging attentive listening from the rest of the class and presenter/audience interaction ✓ using digital tools to enrich learning and improve communication and feedback in the class learning environment <p>SOCIAL:</p> <ul style="list-style-type: none"> ✓ creating classroom and discussion norms ✓ creating, through attitude and example, a safe classroom environment | <p>Assessment Objectives</p> <p>Know, understand and interpret:</p> <ul 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>Analyze and evaluate:</p> <ul 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>Communicate</p> <ul 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 ✓ (for literature and performance only) ideas, emotion, character and atmosphere through performance. |

where challenging and diverse texts can be studied in a respectful manner

Common Learning Experiences

Add additional rows as needed.

| 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 |
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| <p>LE 1: Anchor Text Analysis, <i>All the Pretty Horses</i></p> <p>DOK 2: Application (Basic Reasoning)</p> <p>DOK 3 Analyze (Strategic Reasoning)</p> | <ol style="list-style-type: none"> Students will recall analysis and evaluation skills, and will recall what they remember about American history. Transfer Skill: 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 Paper 2. <i>All the Pretty Horses</i> is one of the literary works that students may choose to use for their IB Paper 2 Exam. Extension from Unit 5 of Knowledge and Analytical Understanding: Teachers provide a 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 produce a complex account <ol style="list-style-type: none"> Teacher will give a lesson on analyzing patterns in literary works. Patterns can be thematic, textual, plot, figurative | <p>Differentiation:</p> <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) <p>Gradual release for syntax and analysis</p> |

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| <p>LE 2: RL3 - Analysis of Author's Choices Students will analyze the impact of author's choices in literary text and will find patterns of those choices throughout the text, while comparing and contrasting those choices to two other literary works. Finally, students will evaluate the effectiveness of those choices. DOK 2: Application (Basic Reasoning) DOK 3 Analyze (Strategic Reasoning)</p> <p>LE 3: RI3 - Analysis of Author's Choices Students will analyze impact of author's choices in informational texts and in various Non-Literary Text Types (Articles, Essays, Infographics, Brochures, Websites, Creative Nonfiction, etc.) to prepare for Paper 1. DOK 2: Application (Basic Reasoning) DOK 3 Analyze (Strategic Reasoning)</p> | <p>language, etc.</p> <ol style="list-style-type: none"> 2. Students understand how to analyze authorial choice. Now, they will analyze patterns, choice in organization, and comparison/contrasts to other literary works. 3. Students will have group discussions about themes in <i>All the Pretty Horses</i> and how those themes connect with other texts we have read. 4. Students will have group discussions linking themes in <i>All the Pretty Horses</i> to potential answers to Paper 2 questions. 5. Students will isolate excerpts in pairs and will analyze for plot, figurative language, theme, and patterns. <ol style="list-style-type: none"> 1. Teachers will display many of the different non-literary text types and will ask students to recall what they know about the purpose/intent of those text-types 2. Students will recall the vocabulary they would use to analyze those text types. 3. Teacher will fill in gaps, and will give mini lessons on some of the more difficult ones (pastiche, etc.) 4. Students will conduct a gallery walk group analysis in which groups analyze different text types and place sticky notes with analysis of authorial choices. | |
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| Language and learning <i>Check the boxes for any explicit language and learning connections made during the unit. For more information on the IB's approach to language and learning, please see the guide.</i> | TOK connections <i>Check the boxes for any explicit TOK connections made during the unit</i> | CAS connections <i>Check the boxes for any explicit CAS connections. If you check any of the boxes, provide a brief note in the "details" section explaining how students engaged in CAS for this unit.</i> |
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| <ul style="list-style-type: none"> ✓ Activating background knowledge ✓ Scaffolding for new learning ✓ Acquisition of new learning through practice ✓ Demonstrating proficiency | <ul style="list-style-type: none"> ✓ Personal and shared knowledge ✓ Ways of knowing <input type="checkbox"/> Areas of knowledge <input type="checkbox"/> The knowledge framework | <ul style="list-style-type: none"> <input type="checkbox"/> Creativity <input type="checkbox"/> Activity <input type="checkbox"/> Service |
| Other Resources <i>List and attach (if applicable) any resources used in this unit.</i> | | |
| See above in unit planner for active links to learning experiences resources. Workbook, <i>English A: Language and Literature</i>, Cambridge University Press. **use rhetorical transaction material with non-literary text as well as paper 1 material here | | |

Curriculum Unit Approval Statement
Every team member is expected to read and review the unit planner and contents contained in the unit planner.

This unit meets the rigorous review and approval process of Marietta City Schools. All components of the unit have been reviewed and approved including learning experiences, materials, resources, texts, and assessments. This unit's components:

- Are aligned to Georgia Standards of Excellence and MYP/DP subject area guide (if applicable)
- Are aligned to the pacing of the approved Subject Group Overview
- Provide resources that are appropriate for students' grade level, subject/course level, etc.
- Provide learning experiences that prepare students for course assessments

PLCs review each learning experience using three criteria and collaborate to provide explicit and specific information.

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| <p>Criteria I: Standards Alignment:</p> <p><i>Learning experiences should provide alignment to the standards and the MYP subject area guide (if applicable).</i></p> | <p>Criteria II: Materials, Resources, and Text Complexity and Controversial Topics and Issues:</p> <p><i>Materials, resources, and texts are grade level and content appropriate.</i></p> | <p>Criteria III: Assessment Alignment:</p> <p><i>Since assessment drives instruction, learning experiences must align to and prepare students for regular common formative and summative assessments used to determine whether students are mastering standards-based content and ATL skills.</i></p> |
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