

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><b><u>IB Topic (Area of Exploration):</u></b> Readers, Writers, Texts</p> <p><b><u>IBO Standards (Assessment Objectives):</u></b> Students will know, understand and interpret:</p> <ol style="list-style-type: none"><li>a range of texts, works and/or performances, and their meanings and implications;</li><li>contexts in which texts are written and/or received;</li><li>elements of literary, stylistic, rhetorical, visual and/or performance craft;</li><li>features of particular text types and literary forms.</li></ol> <p><b><u>Students will analyze and evaluate:</u></b></p> <ol style="list-style-type: none"><li>ways in which the use of language creates meaning;</li><li>uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques;</li><li>relationships among different texts;</li><li>ways in which texts may offer perspectives on human concerns.</li></ol> <p><b><u>Students will communicate:</u></b></p> <ol style="list-style-type: none"><li>ideas in clear, logical and persuasive manner</li><li>in a range of styles, registers and for a variety of purposes and situations</li></ol> <p><b><u>Priority Standards:</u></b> <b>Students will know, understand and interpret:</b> a range of texts, works and/or performances, and their meanings and implications; <b>Students will communicate:</b> ways in which the use of language creates meaning;</p> <p><b>Supporting Standards:</b></p>	<p><b><u>IB Topic (Area of Exploration):</u></b> Time and Space, Identity</p> <p><b><u>IBO Standards (Assessment Objectives):</u></b> Students will know, understand and interpret:</p> <ol style="list-style-type: none"><li>a range of texts, works and/or performances, and their meanings and implications</li><li>contexts in which texts are written and/or received</li><li>elements of literary, stylistic, rhetorical, visual and/or performance craft</li><li>features of particular text types and literary forms.</li></ol> <p><b><u>Students will analyze and evaluate:</u></b></p> <ol style="list-style-type: none"><li>ways in which the use of language creates meaning</li><li>uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques</li><li>relationships among different texts</li><li>ways in which texts may offer perspectives on human concerns.</li></ol> <p><b><u>Students will communicate:</u></b></p> <ol style="list-style-type: none"><li>ideas in clear, logical and persuasive ways</li><li>in a range of styles, registers and for a variety of purposes and situations</li></ol> <p><b><u>Priority Standards:</u></b> <b>Students will know, understand and interpret:</b> contexts in which texts are written and/or received <b>Students will analyze and evaluate:</b> uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques</p> <p><b><u>Supporting Standards:</u></b> <b>Students will analyze and evaluate:</b> ways in which texts may offer perspectives on human concerns.</p>	<p><b><u>IB Topic (Area of Exploration):</u></b> Intertextuality</p> <p><b><u>IBO Standards (Assessment Objectives):</u></b> Students will know, understand and interpret:</p> <ol style="list-style-type: none"><li>a range of texts, works and/or performances, and their meanings and implications</li><li>contexts in which texts are written and/or received</li><li>elements of literary, stylistic, rhetorical, visual and/or performance craft</li><li>features of particular text types and literary forms.</li></ol> <p><b><u>Students will analyze and evaluate:</u></b></p> <ol style="list-style-type: none"><li>ways in which the use of language creates meaning</li><li>uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques</li><li>relationships among different texts</li><li>ways in which texts may offer perspectives on human concerns.</li></ol> <p><b><u>Students will communicate:</u></b></p> <ol style="list-style-type: none"><li>ideas in clear, logical and persuasive manner</li><li>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.</li></ol> <p><b><u>Priority Standards:</u></b> <b>Students will know, understand and interpret:</b> contexts in which texts are written and/or received uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques <b>Students will know, understand and interpret:</b> features of particular text types and literary forms.</p>

		<b>Students will analyze and evaluate:</b> relationships among different texts;		<b>Supporting Standards:</b> <b>Students will communicate:</b> ideas in clear, logical and persuasive manner
<b>Inquiry</b>	<b><u>Inquiry:</u></b> <ul style="list-style-type: none"><li>● *How and why are readers affected by texts?</li><li>● *In what ways is meaning constructed, negotiated, expressed and interpreted?</li><li>● *How do texts offer insights and challenges to individual and global perspectives?</li></ul>	<b><u>Inquiry:</u></b> <ul style="list-style-type: none"><li>● *How important is cultural and/ or historical context to the production and reception of a text?</li><li>● *To what extent do texts offer insight to another culture?</li></ul>	<b><u>Inquiry:</u></b> <ul style="list-style-type: none"><li>● *How do texts adhere to and deviate from conventions associated with literary forms or text types?</li><li>● *In what ways can diverse texts share points of similarity?</li><li>● *How can texts offer multiple perspectives of a single issue, topic or theme?</li></ul>	
<b>Content / Skills / Concepts</b>	<b><u>Content:</u></b> <ul style="list-style-type: none"><li>● Other selected texts in unit planner</li><li>● Historical Context- South African Apartheid, Colonialism, Imperialism, Socialism; contemporary Middle East, gender roles, families, ethics/morality/justice</li><li>● Terms: IBDP terminology, global concepts, global mindedness, IB exams, learner portfolio, authorial choice, analysis wheel, evaluation, and drama and film terminology</li><li>● Text types: drama, film, short story, news broadcast/interview</li></ul> <b><u>Writing Focus:</u></b> <ul style="list-style-type: none"><li>● literary/textual analysis, comparative analysis, constructed responses, Rhetorical Analysis</li></ul> <b><u>Language Focus:</u></b> <ul style="list-style-type: none"><li>● thesis construction, sentence patterns/constructions, vocabulary, transitions, paragraph construction, conventions of writing</li></ul> <b><u>Global Concepts:</u></b> Identity, Culture, Communication	<b><u>Content:</u></b> <ul style="list-style-type: none"><li>● Historical context - Background of author and of poetry setting: 20th century post-war Europe; contemporary urban society, public art, outsider art, environmentalism</li><li>● Terms: tone, mood, imagery, visual analysis strategies (OPTIC, transitional lens, allegorical lens, symbolism)</li><li>● Text types: poetry, artwork, article, audio commentary</li></ul> <b><u>Writing Focus:</u></b> <ul style="list-style-type: none"><li>● literary/textual analysis, comparative analysis, constructed response, Rhetorical Analysis</li></ul> <b><u>Language Focus:</u></b> <ul style="list-style-type: none"><li>● thesis construction, sentence patterns/constructions, vocabulary, transitions, paragraph construction, conventions of writing, Rhetorical Analysis</li></ul> <b><u>Global Concepts:</u></b> Identity, Perspective, Communication	<b><u>Content:</u></b> <ul style="list-style-type: none"><li>● Historical Context- culture, geography, etc.</li><li>● Terms: Film Terminology (camera angle, mise-en-scene, lighting, diegetic, etc.), Line of inquiry, claim, thesis, essay, comparative analysis.</li><li>● Text types: graphic novel, documentary, book review, articles</li></ul> <b><u>Writing Focus:</u></b> <ul style="list-style-type: none"><li>● literary/textual analysis, comparative analysis, constructed responses, Rhetorical Analysis</li></ul> <b><u>Language Focus:</u></b> <ul style="list-style-type: none"><li>● thesis construction, sentence patterns/constructions, vocabulary, transitions, paragraph construction, conventions of writing, Rhetorical Analysis</li></ul> <b><u>Global Concepts:</u></b> Politics, Power, and Justice; Art and Creativity	

IB Language and Literature HL Year 1 - MHS Subject Group Overview - Year 1

	<b>Assessments/ Performance Tasks</b>	<p>*Ongoing practice and assessing in preparation for IB Assessments</p> <p><b><u>Unit Assessment Focus</u></b></p> <ul style="list-style-type: none"><li>● Literary Analysis Essay</li><li>● Annotation Journal</li><li>● Non-Literary In-Class, Timed Analysis Essay</li></ul> <p><b>Begin Paper 1 Practice-</b> Two unseen non-lit. passages, Student writes guided analysis of each focusing on central technical or formal element</p>	<p>*Ongoing practice and assessing in preparation for IB Assessments</p> <p><b><u>Unit Assessment Focus</u></b></p> <ul style="list-style-type: none"><li>● Mini Practice IO</li><li>● Non-literary Body Of Work Creation and Analysis</li></ul> <p><b>Begin Paper 2 practice-</b> 4 questions-Student chooses 1 brings 2 works studied during course and compare &amp; contrast 2 works in response to the question-Students will begin Paper 2 Practice here with one text</p> <p><b>PROMPT:</b> 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>*Ongoing practice and assessing in preparation for IB Assessments</p> <p><b><u>Unit Assessment Focus</u></b></p> <ul style="list-style-type: none"><li>● Line of Inquiry Development and Literary Analysis Assignment</li><li>● Reflective Discussion</li><li>● Individual Oral</li></ul> <p><b>Individual Oral-</b> 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><b>HL ESSAY</b> (first steps of the process) : Student constructs a focused &amp; 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"><li>● Develop a focused argument (literary or languages based)</li><li>● Maintain/support the argument</li><li>● Citations and References</li></ul>
	<b>Differentiation For Tiered Learners</b>	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.		