

Unit Name	UNIT 4: IDENTITY, REPRESENTATION, CREATIVITY	UNIT 5: CULTURE, COMMUNITY, PERSPECTIVE	UNIT 6: POWER, POLITICS, JUSTICE
Time Frame	8 weeks	14 weeks	14 weeks
Standards /Topics	<p>IB Topic (Area of Exploration): Identity, Representation, and Creativity</p> <p><u>IBO Standards (Assessment Objectives):</u></p> <p><u>Students will know, understand and interpret:</u></p> <ol style="list-style-type: none"> 1. a range of texts, works and/or performances, and their meanings and implications; 2. contexts in which texts are written and/or received; 3. elements of literary, stylistic, rhetorical, visual and/or performance craft; 4. features of particular text types and literary forms. <p><u>Students will analyze and evaluate:</u></p> <ol style="list-style-type: none"> 1. ways in which the use of language creates meaning; 2. uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques; 3. relationships among different texts; 4. ways in which texts may offer perspectives on human concerns. <p><u>Students will communicate:</u></p> <ol style="list-style-type: none"> 1. ideas in clear, logical and persuasive manner 2. in a range of styles, registers and for a variety of purposes and situations <p><u>Priority Standards:</u></p> <p>Students will know, understand and interpret features of particular text types and literary forms</p> <p>Students will analyze and evaluate ways in which texts may offer perspectives on human concerns</p>	<p>IB Topic (Area of Exploration): Culture, Identity, and Community</p> <p><u>IBO Standards (Assessment Objectives):</u></p> <p>Students will know, understand and interpret:</p> <ol style="list-style-type: none"> 1. a range of texts, works and/or performances, and their meanings and implications; 2. contexts in which texts are written and/or received; 3. elements of literary, stylistic, rhetorical, visual and/or performance craft; 4. features of particular text types and literary forms. <p><u>Students will analyze and evaluate:</u></p> <ol style="list-style-type: none"> 1. ways in which the use of language creates meaning; 2. uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques; 3. relationships among different texts; 4. ways in which texts may offer perspectives on human concerns. <p><u>Students will communicate:</u></p> <ol style="list-style-type: none"> 1. ideas in clear, logical and persuasive manner 2. in a range of styles, registers and for a variety of purposes and situations <p><u>Priority Standards:</u></p> <p>Students will know, understand and interpret elements of literary, stylistic, rhetorical, visual and/or performance craft</p>	<p>IB Topic (Area of Exploration): Power, Politics, Justice</p> <p><u>IBO Standards (Assessment Objectives):</u></p> <p>Students will know, understand and interpret:</p> <ol style="list-style-type: none"> 1. a range of texts, works and/or performances, and their meanings and implications; 2. contexts in which texts are written and/or received; 3. elements of literary, stylistic, rhetorical, visual and/or performance craft; 4. features of particular text types and literary forms. <p><u>Students will analyze and evaluate:</u></p> <ol style="list-style-type: none"> 1. ways in which the use of language creates meaning; 2. uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques; 3. relationships among different texts; 4. ways in which texts may offer perspectives on human concerns. <p><u>Students will communicate:</u></p> <ol style="list-style-type: none"> 1. ideas in clear, logical and persuasive manner 2. in a range of styles, registers and for a variety of purposes and situations <p><u>Priority Standards:</u></p> <p>Students will analyze and evaluate ways in which the use of language creates meaning; relationships among different texts</p>

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		<p>Supporting Standards: Students will know, understand and interpret: contexts in which texts are written and/or received</p>	<p>Students will communicate ideas in clear, logical and persuasive manner</p> <p>Supporting Standards: Students will analyze and evaluate uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques</p>	<p>Supporting Standards: Students will communicate in a range of styles, registers and for a variety of purposes and situations;</p>
	Inquiry	<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>

<p>Content/ Skills/Concepts</p>	<p>Content: Anchor Text: Translated play and images</p> <ul style="list-style-type: none"> History during time period of the play 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: Artist Body of Work or novel</p> <ul style="list-style-type: none"> Cultural context-religious, geographical, historical use of literary elements such as symbol, synecdoche, imagery to create deeper meaning 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 Pair texts around common themes/issues Make connections between texts and areas of exploration, central concepts, Investigate global issues in texts 	<p>Content: Anchor Text: Novel and/or short stories</p> <ul style="list-style-type: none"> Narrative structure of a novel Cultural context-religious, geographical, historical Effects of setting on texts Effectiveness of author choices on audience 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 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
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			<ul style="list-style-type: none"> • 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"> • 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: 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 Assessments:</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>Paper 1 Summative (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) 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) Balance 2 texts Move beyond literal to bigger idea</p>
<p>Differentiation For Tiered Learners</p>	<p>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.</p>		