



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Language and Literature A Year 1 HL

Unit Title/ Topic	Unit 1 Conceptual Understanding: Perspective and Culture	Hours:	60 hours
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Priority Standards/Unit Learning Targets:

Students will know, understand and interpret: a range of texts, works and/or performances, and their meanings and implications;

Students will communicate: ways in which the use of language creates meaning;

Support Standards/Unit Learning Targets:

Students will analyze and evaluate: relationships among different texts;

IBO Standards (Assessment Objectives):

Students will know, understand and interpret:

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.

Students will analyze and evaluate:

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.

Students will communicate:

1. ideas in clear, logical and persuasive manner
2. in a range of styles, registers and for a variety of purposes and situations

Unit Description and texts	
Unit description and texts: Literary - “ <i>Master Harold</i> ” ... and the Boys play by Athol Fugard Non-literary - <i>A Separation</i> (film) by Asghar Farhadi	
Transfer Goals/Skills	Approaches to learning (ATL)
Skills: Students’ thinking Research Communication Details: Student will recognize central technical and formal elements of texts to apply to previously unseen non-literary passages (P1, Learner Portfolio) Student will understand global issues as presented in texts through analysis of content and form (IO, Learner Portfolio)	Self-Management: Plan short- and long-term assignments; meet deadlines Reflection Skills: Identify strengths and weaknesses of personal learning strategies (self-assessment) Social: creating classroom and discussion norms; create, through attitude and example, a safe classroom environment where challenging and diverse texts can be studied in a respectful manner Thinking: 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
Content/skills/concepts	Learning process

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Students will know the following content:

- Historical Context- 1950s South Africa during the apartheid era; contemporary Middle East, with the social and family structures and gender roles/expectations therein
- Terms: IBDP terminology, global concepts, global mindedness, IB exams, learner portfolio, authorial choice, analysis wheel, evaluation, and drama and film terminology.

Students will develop the following skills:

Close reading and annotation skills

Understanding content and form of various text types

Cold read analysis response - read and analyze:

- ✓ *play*
- ✓ *artistic images as text*
- ✓ *video documentaries/film*
- ✓ *poetry*
- ✓ *graphic novel*
- Develop guiding questions as lens for passages
- Monitor and reflect on developing skills in relation to P1
- 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)
- Identifying global concepts and formulating global issues from those concepts
- Making connections between texts around similar global issues
- Articulating global issues
- Analysis of authorial choice
- Annotation and close reading
- Creating a line of inquiry
- Citing evidence
- Conventions
- Essay drafting and writing
- Constructed response/short analysis of film and drama

Lecture

Socratic Seminar

Small group/pair work

PowerPoint lecture/notes

Individual presentations

Group presentations

Student lecture/leading

Interdisciplinary learning

(Keep pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning. Delete those not used and this statement)

Students will grasp the following concepts: <ul style="list-style-type: none"> - How authorial choice affects meaning - How different texts types convey meaning differently - How to differentiate between a theme and a global issue - How we are affected by texts in various ways - The ways in which meaning is constructed, negotiated, expressed and interpreted - How texts offer insights and challenges about global perspectives 		
Language and Learning	TOK Connections	CAS connections
Activating background knowledge Scaffolding for new learning Acquisition of new learning through practice Demonstrating Proficiency Details: This first unit of the IBLL course is critical for language and learning. Students learn the language of analysis for several different text types and how to transfer that analysis skill from one genre/text to another. They will have many opportunities to practice using their elevated language and analysis skills as we move through the unit and the school year.	Personal and shared knowledge Ways of knowing Areas of knowledge The knowledge framework Details: In reading a play, viewing a film and reading other various text types, students will begin to understand what we learn about through the study of a literary text and how this is different from what we learn through the study of a non-literary text. Students will also understand In what ways interpretive strategies vary when reading a literary work and when reading a nonliterary text.	Creativity Activity Service Details: Students will engage in arts and other experiences that involve creative thinking as they interact with the various texts.
Inquiry Establishing the Purpose of the Unit		
Students will recognize central technical and formal elements of texts to apply to previously unseen non-literary passages (P1, Learner Portfolio) Students will understand global issues as presented in texts through analysis of content and form (IO, Learner Portfolio) Students will recognize a global issue within texts they read and will be able to articulate that issue in a claim statement. Students will evaluate the effectiveness of author’s choices in conveying specific global issues.		
Assessment Tasks List of common formative and summative assessments.		

DP Assessments	Assessment Objectives	Formative Assessments	Summative Assessments
<p>Individual Oral Assessment (Spring 2026) Students will choose one literary and one non-literary text from Y1 to compare, and analyze as an oral presentation to be given one-on-one with their teacher.</p>	<p><i>Know, understand and interpret:</i></p> <ul style="list-style-type: none"> • <i>a range of texts, works and/or performances, and their meanings and implications</i> • <i>contexts in which texts are written and/or received</i> • <i>elements of literary, stylistic, rhetorical, visual and/or performance craft</i> • <i>features of particular text types and literary forms.</i> <p><i>Analyze and evaluate: ways in which the use of language creates meaning</i></p> <ul style="list-style-type: none"> • <i>uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques</i> <ul style="list-style-type: none"> • <i>relationships among different texts</i> • <i>ways in which texts may offer perspectives on human concerns.</i> 	<p>Historical context/global issue/global context presentation to prepare for literary anchor text.</p> <p>Students will participate in varied collaborative and academic discussions</p> <p>Research to Build and Present Knowledge</p> <p>Students will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience</p> <p>Formative constructed response(s) analyzing ongoing themes and central ideas in literary anchor text</p> <p>Students will analyze and evaluate impact of authorial choices in both literary and informational texts</p>	<p>Summative Assessment #1: Literary Anchor Text Analysis Summative Analytical Essay of appx. 3-5 pages answering a student-generated question analyzing the author's choices (used as a scaffold for the HL essay for next year)</p> <p>Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Summative Assessment #2: Annotation journal analyzing ongoing themes and central ideas in film</p> <p>Students will analyze and evaluate impact of authorial choices in both literary and informational texts</p> <p>Summative #3: Non-Literary Anchor Text In-Class, Timed Essay (non-literary): In-class, timed essay of a studied non-literary text using two screengrabs either chosen by students or provided by instructors</p>

Common Learning Experiences <i>Add additional rows as needed.</i>			
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	
CLE 1: Authorial choice; Analysis and Evaluation; rhetorical situation; Global concepts and thematic big ideas, Independent reading of the anchor text, with excerpts in class DOK 1: Knowledge and Understanding DOK 2: Apply (Basic Reasoning) DOK 3: Analyze (Strategic Reasoning)	<ol style="list-style-type: none"> Teachers will introduce IBDP terminology, global concepts, global mindedness, IB exams, *learner portfolio, and course expectations. Teachers will provide multiple mini-lessons on cultural iceberg, global concepts, global issues, authorial choice (if needed), analysis wheel, evaluation, and drama terminology. Students will practice identifying global concepts in secondary texts, and will practice articulating a global issue within that concept. Teachers will model academic presentations and discussions. Students will complete group presentations on background context and author's purpose for the anchor literary text. As we start the play, teachers will model how to analyze the author's choices in the text using excerpts from the text and how to annotate for the wheel of analysis. As students read the anchor literary text, students will participate in formative fishbowl discussions regarding authorial choice. Students will turn in the annotation journal after reading the anchor literary text. <p><i>*Throughout all units, students will be adding work, feedback, and reflections to their IBLL Learner Portfolio. The purpose of this portfolio is to gather documents in order to better prepare students for IB exams in Year 1 and Year 2.</i></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) Gradual release for syntax and analysis 	
CLE 2: Outline, draft, final submission, focus on conventions	<ol style="list-style-type: none"> Teachers will provide mini lessons on line of inquiry, citing evidence, conventions, and the organization of the essay outline. Students will show mastery of conventions using multiple choice quizzes (modeled after the EOC) and noredink. 	<ul style="list-style-type: none"> Students will receive a graphic organizer for the outline Peer Review with rubric for outline and draft 	

Published: 8/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

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<p>DOK 2: Apply (Basic Reasoning)</p> <p>DOK 3: Analyze (Strategic Reasoning)</p>	<ol style="list-style-type: none"> Students will write the essay outline using their annotation journal. Students work in groups to evaluate each other's essay outline using a rubric based on the IB criterion (A B C D) and the GSE standards (RL3, W1, W4, L1, L2). Teachers will provide general trended feedback for common mistakes and provide appropriate mini-lessons (as needed) Teacher will provide a mini lesson on how to turn an outline into a rough draft and using turnitin. Students will write and submit their completed draft. Students work in groups to evaluate each other's draft using a rubric based on the IB criterion (A B C D) and the GSE standards (RL3, W1, W4, L1, L2). Students will conference with teachers for feedback on their drafts. Students will make edits to their drafts and submit their final draft using turnitin. 	<ul style="list-style-type: none"> Teacher conferencing
<p>CLE 3: Non Literary Anchor Text Analysis</p> <p>DOK 2: Application (Basic Reasoning)</p> <p>DOK 3: Application Analyze (Strategic Reasoning)</p>	<ol style="list-style-type: none"> Teachers will use data from Summative #1 (analysis essay) to gauge student understanding of analysis, the analysis wheel, authorial choice, global concepts/issues, and conventions and will offer mini lessons/remediation as needed. Teachers provide a mini lesson on film terminology. Students will practice identifying film terminology in secondary texts. Students will complete group presentations on background context and author's purpose for the anchor non literary text. As we start the film, teachers will model how to analyze the author's choices in the text and how to annotate for the wheel of analysis using clips from the anchor non literary text. As students watch the anchor non-literary text, students will fill out the annotation journal and will participate in formative fishbowl discussions regarding authorial choice. Students will submit the annotation journal after watching the film. 	<ul style="list-style-type: none"> Students will receive a graphic organizer for the annotation journal Teacher conferences, as needed
<p>CLE 4: Timed Essay, Non-Literary Analysis and Evaluation</p>	<ol style="list-style-type: none"> Teachers will use data from the annotation journal to gauge student understanding of analysis, the analysis wheel, authorial choice, and global concepts/issues and will offer mini lessons/remediation as needed. 	<ul style="list-style-type: none"> Teacher conferences, as needed

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<p>DOK 3: Application Analyze (Strategic Reasoning)</p> <p>DOK 4: Evaluate director’s choices in film; choose screengrabs to analyze; write analysis in class</p>	<ol style="list-style-type: none"> 2. Teachers will provide mini lessons on choosing effective screengrabs and will teach students how choosing screengrabs and extracts shows their ability to evaluate. 3. Students will practice choosing screengrabs and writing constructed responses evaluating author choices with teacher feedback. 4. Teachers will provide general trended feedback for common mistakes and provide appropriate mini-lessons (as needed) 5. Students will complete the timed analysis essay for the anchor non literary text. 	
<p style="text-align: center;">Content Resources</p>		
<p>Anchor Text (s) <i>Master Harold and the boys</i> by Athol Fugard (play) <i>A Separation</i> directed by Asghar Farhadi (film)</p> <p>Supplemental/Ancillary Text (s)</p> <p>“The Story of an Hour” by Kate Chopin</p> <p>Radiohead, “Street Spirit”</p>		