



Marietta City Schools
2025–2026 District Unit Planner

Language and Literature Year 2

Unit Title/ Topic	Conceptual Understanding: <i>Identity, Representation, and Creativity</i>	Hours	60 hours
<p>Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): How can texts offer multiple perspectives of a single issue, topic or theme, and how do author choices help shape that meaning?</p> <p>Priority Standards Unit Learning Targets: Students will know, understand and interpret features of particular text types and literary forms; Students will analyze and evaluate ways in which texts convey meaning.</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 manner2. in a range of styles, registers and for a variety of purposes and situations			
Unit Description and texts			

<p>Unit description and texts:</p> <p>Literary- <i>Hedda Gabler</i>, by Henrik Ibsen</p> <p>Non-literary- Various advertisements and non-literary texts from InThinking, the Cambridge L&L workbook, and sundry other sources (see resource list)</p>	
Transfer goals/Skills	Approaches to learning (ATL)
<p>Students' 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>SOCIAL</p> <ul style="list-style-type: none"> creating classroom and discussion norms creating, through attitude and example, a safe classroom environment where challenging and diverse texts can be studied in a respectful manner 	<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"> Express ideas in clear, logical and persuasive ways Give and receive meaningful feedback <p>Self-Management:</p> <ul style="list-style-type: none"> Create plans to prepare for summative assessments (examinations and performances)
Content/skills/concepts	Learning process
<p><u>Students will know the following content:</u></p> <ul style="list-style-type: none"> Drama: 19th century realism; modernism History: 19th-century proto-feminism, roles of men and women in 19th century society (relevant to the play) 	<p>Lecture Socratic Seminar Fishbowl discussions Small group/pair work PowerPoint lecture/notes</p>

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<ul style="list-style-type: none"> • Elements of drama • Literary devices • Rhetorical transaction in non-literary texts • 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 • How literature and language both reflect and influence their times • The ways in which meaning is constructed, negotiated, expressed and interpreted • How texts offer insights and challenges about global perspectives • How context affects communication and perception • How different rhetorical modes influence a text's reception • The artful use of tropes, archetypes, and characterization in dramatic works 	<p>Individual presentations Group presentations Student lecture/leading Interdisciplinary learning</p>	
Language and Learning	TOK Connections	CAS connections
Activating background knowledge	Personal and shared knowledge	Creativity

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<p>Scaffolding for new learning Acquisition of new learning through practice Demonstrating Proficiency</p> <p>Details:</p> <p>This year, students will have to activate their background knowledge of analysis, authorial intent/choice, rhetoric, global issues, theme, and writing in order to complete their IB assessments. They will also experience new learning with different texts and text types. The IB assessments, along with our MHS common formatives and summatives, will show trending proficiency in students.</p>	<p>Ways of knowing Areas of knowledge The knowledge framework</p> <p>Details:</p> <p>One of the primary concepts this year focuses on is how the interaction of a text with other texts, brought about explicitly by the author or established by the reader in the act of reception, influences the perception of them and their meaning. In writing their comparative analysis, students will explore the concept above. They will also continue to use their learner portfolio to compare the different works they have read in both years of the course.</p> <p>Students will also understand In what ways interpretive strategies vary when reading a literary work and when reading a nonliterary text.</p>	<p>Activity Service</p> <p>Details:</p> <p>Students will engage in arts and other experiences that involve creative thinking as they interact with the various texts.</p>
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Inquiry Establishing the Purpose of the Unit

Student will recognize central technical and formal elements of texts to apply to previously unseen non-literary passages (P1, Learner Portfolio)

Students will recognize rhetorical modes in language (e.g., satire, propaganda, etc.) and understand their impact on a message.

Students will learn how history influences the creation and/or interpretation of texts.

Students will recognize patterns across texts and write comparatively for paper 2.

Students will identify how texts offer multiple perspectives of a single issue, topic or theme.

Students will identify several ways in which diverse texts share points of similarity.

Students will consider and justify how author's choices in content and form create meaning in texts.

Assessment Tasks
List of common formative and summative assessments.

DP Assessments	HL Essay (Winter 2025)	Formative Assessments	Summative Assessments	Summative Assessments
	<p>1200-1500 word formal essay using 1 work (literary/non-literary studied in course/not used in another assessment)</p> <p>Line of inquiry comes from Learner Portfolio</p> <p>Portfolio and 7 central concepts (identity, culture, creativity, communication, transformation, perspective, representation)</p> <ul style="list-style-type: none"> ● Develop a focused argument (literary or languages based) ● Maintain/support the argument ● Citations and References <p>Paper 1 Assessment (Guided Textual Analysis, May 2026)</p> <p>2 separate non-literary “passages” Students write 2 guided analysis (guiding questions) Scored on a scale 20 marks each-total 40</p> <p>Paper 2 Assessment (May, 2026):</p> <p>Students are required to write a comparative analysis and evaluation of two of the works studied in terms of the demands of a given question.</p>		<p>Gallery walk for Y1 texts-Students will fill out charts for the Y1 texts and create a “cheat sheet” for key concepts from Y1 texts</p> <p>Paper 1 practice writing (“Why I want a Wife”) Students will read the article and identify authorial choices that shape the meaning.</p> <p>Intertextuality Organizer Looking at gender roles within differing texts and comparing perspectives.</p> <p>Hedda Gabler Act Questions: Each Act will have reading-check questions to check for understanding and accountability.</p> <p>Fishbowls: Multiple fishbowl discussions will be conducted with our reading of the anchor text and grades given for participation and contributions.</p> <p>Paper 1 practices: Students will receive scaffolding practice with Paper 1 non-literary texts for analyzing and evaluating.</p>	<p>Anchor Text Analysis: Summative constructed response to a question about Ibsen’s <i>Hedda Gabler</i> and Ibsen’s characterization of the title character</p> <p>Paper 1 first attempt: (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>Annotation Journal: Students will create annotation journals for the anchor text and will be required to upload it to their learning portfolio.</p> <p>Paper 1 second attempt:</p> <p>In-class, timed essay of a studied non-literary text (prep for paper 1 assessment in Spring; scaffold = students will have not seen the non-literary work)</p>

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
LE 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: Application (Basic Reasoning) DOK 3 Analyze (Strategic Reasoning)	<ol style="list-style-type: none"> Teachers will gauge retention of previous taught concepts of rhetorical transaction and authorial choice, global concepts and big ideas. Transfer Skill: Teachers will explain to students the purpose behind various teaching strategies: using active learning techniques, such as role plays and debates during which students need to think and make decisions independently and spontaneously. Teachers will provide multiple mini-lessons on authorial choice (if needed), analysis, evaluation. Teachers will model academic presentations and discussions. Students will become conversant in the conventions of 19th-century theater and literary realism, will interpret and justify authorial choices pertaining to literary realism and realistic characterization, and will distinguish between characteristic text features. Students will explore and interpret authorial choice in the anchor text, and will participate in formative learning engagements that synthesize analysis conducted by themselves and their peers. 	<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
LE 2: Anchor Text Analysis and various literary and non-literary short texts DOK 2: Application (Basic Reasoning) DOK 3 Analyze (Strategic Reasoning)	<ol style="list-style-type: none"> Students will recall analysis and evaluation skills Transfer Skill: Teachers will facilitate learning engagements with various texts to foster thinking about 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. 	<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

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	<ol style="list-style-type: none"> Teachers provide scaffolded lessons intended to familiarize students with the four core principles of IB Language and Literature analysis. Students will recall analysis structure by collaboratively evaluating several sample Paper 1 essays. 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. Teachers will model analytical writing both in close reading and exemplar writing Students will practice writing by analyzing both literary and non-literary works Students will synthesize what they have learned about authorial choice, analysis, evaluation, and text types by writing a timed literary analysis answering a question focused on author choice. 	<ul style="list-style-type: none"> 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
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Content Resources

Anchor Text (s)

Hedda Gabler, by Henrik Ibsen

Supplemental/Ancillary Text(s)

- Excerpt, from "Art and Artifice," by Donna Tartt
- "When I Heard the Learn'd Astronomer," by Walt Whitman
- Excerpt, from *The Grass is Singing*, by Doris Lessing
- "Why I Want a Wife," by Judy Syfers
- "What is a Man?" by Tom Chiarella
- "An Open Apology," by Iris Higgins
- Podcast episode about *Hedda Gabler*

Various Visual Texts from InThinking and other sources

- Various *The Far Side* cartoons
- Images of refugees from Reuters and from Michael C. Brown's *90 Miles*

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- Apple's iPad Pro commercial, "Crush!"
- Various cartoons and print advertisements from Cambridge textbook
- Nike commercial, "Dream Crazier"