



Marietta City Schools
2024-2025 District Unit Planner

Language and Literature A Year 1 HL

| | | | |
|--------------------------|--|---------------|---------------------|
| Unit Title/ Topic | Unit 2 Conceptual Understanding: Perspective and Representation | Hours: | <i>60 hours</i> |
|--------------------------|--|---------------|---------------------|

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;

Students will understand: elements of literary, stylistic, rhetorical, visual and/or performance craft

Students will analyze and evaluate: uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques relationships among different texts

Support Standards/Unit Learning Targets:

Students will analyse and evaluate: ways in which the use of language creates meaning

Unit Description and texts

Unit description and texts: Students will analyze a literary and non literary text. They will complete a practice IO and the actual IO.

Literary- Selected poems, Wislawa Szymborska

Non-literary- Selected street art, Banksy

(more texts listed below)

| Transfer goals/Skills | Approaches to learning (ATL) |
|--|---|
| <p>Skills: Students' thinking Research Communication</p> <p>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)</p> | <p>Communication: Give and receive meaningful feedback; Use intercultural understanding to interpret communication; Use a variety of speaking techniques to communicate with a variety of audiences</p> <p>Social: Listen actively to other perspectives and ideas; Encourage others to contribute</p> <p>Self-Management: Create plans to prepare for summative assessments (examinations and performances)</p> <p>Thinking: Apply skills and knowledge in unfamiliar situations</p> |
| Content/skills/concepts | Learning process |
| <p>Students will know the following content:</p> <ol style="list-style-type: none"> 1. Background of author and historical context of poetry setting: Poland; post-WWII Europe; Environment, environmentalism <p>Students will develop the following skills:</p> <ol style="list-style-type: none"> 1. Close reading and annotation skills <ol style="list-style-type: none"> a. poetry b. artwork c. article d. audio 2. Understanding content and form of various text types 3. interviews from online magazines/websites/databases 4. Monitor and reflect on developing skills in relation to P1 and P2 5. Reflections on texts and the 7 central concepts 6. Pair texts around common themes/issues 7. Make connections between texts and areas of exploration, central concepts, 8. Investigate global issues in texts 9. Identify key passages from texts in relation to global issues through form and content | <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>10. Writing (essays, constructed responses, reflections, analysis, argument)</p> <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 - How texts offer insights and challenges - The importance of historical and cultural context to the production and reception of a text - The degree to which texts offer insight into other cultures | | |
|---|---|---|
| Language and Learning | TOK Connections | CAS connections |
| <p>XActivating background knowledge XScaffolding for new learning XAcquisition of new learning through practice XDemonstrating Proficiency</p> <p>Details: During the previous unit, students built the foundation for solid analysis. This unit builds on that knowledge by introducing new text types. Scaffolds will be in place as students learn the new vocabulary that goes with these new text types and will practice these skills. They will have multiple opportunities to demonstrate proficiency through formative and summative assignments with teacher feedback.</p> | <p>XPersonal and shared knowledge XWays of knowing XAreas of knowledge The knowledge framework</p> <p>Details: Students will see the shared knowledge of the authors in their respective places and time periods. Students will see how memory and imagination is used as a way of knowing. Students will explore the arts as an area of knowledge as they engage with the texts in this unit.</p> | <p>XCreativity Activity Service</p> <p>Details: Students will see the creativity the authors used in creating their texts. They will create their own creative texts.</p> |
| Inquiry Establishing the Purpose of the Unit | | |
| <p>-Students will recognize central technical and formal elements of texts to apply to previously unseen non-literary passages (P1, Learner Portfolio)</p> <p>-Students will understand global issues as presented in texts through analysis of content and form (IO, Learner Portfolio)</p> | | |

- Students will understand the elements of poetry for analysis
- Students will learn, understand and apply the devices appropriate to analysis of art.
- Students will explore how literary devices contribute to meaning/theme.
- Students will present their ideas orally

Assessment Tasks
List of common formative and summative assessments.

| DP Assessments | <u>IBO Standards (Assessment Objectives):</u> | Formative Assessments | Summative Assessments |
|--|---|---|--|
| <p><u>Individual Oral</u></p> <p><u>Paper 1 Practice</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>Common formative assessment #1 Class Discussion analyzing the anchor literary text</p> <p>Details: Students will engage in conversation about the anchor literary text, focusing on author choices in connection to a theme.</p> <p>Common formative assessment #2: outline and extract for practice mini IO</p> <p>Details: Students will choose up to 40 lines from one poem of the literary body of work. They will analyze the author's choices and explain how they connect to the global issue.</p> <p>Common formative assessment #3: visual analysis practice</p> <p>Details: Students will choose one extract of the non-literary text to analyze in depth in a written paragraph.</p> <p>Common formative assessment #4: outline and extract for actual IO</p> <p>Students will choose a literary extract of 40 lines and a non literary extract. They will create an outline that names each text choice and gives a bulleted list of their talking points.</p> | <p>Summative Assessment #1: Annotation journal analyzing ongoing themes and central ideas in <i>second anchor text</i></p> <p>Students will analyze and evaluate impact of author both literary and informational texts</p> <p>Determine two or more themes or central ideas of a text and analyze their <u>development over the course of the text</u>, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>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).</p> <p>Students will cite strong and thorough textual evidence to support analysis of what literary</p> |

| | | | |
|--|---|---|--|
| | <p><u>Students will analyze and evaluate:</u></p> <ol 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><u>Students will communicate</u></p> <ol 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 | <p>GSE Standards Addressed: RL1; RL2; RL9</p> | <p>texts indicate explicitly and implicitly</p> <p>Summative #2: Non-Literary Anchor Text In-Class, Timed Essay (non-literary): In-class, timed essay of a studied non-literary text using two screengrabs they have not chosen yet (prep for paper 1 assessment and prep for IO in Spring; scaffold = students will have seen the non-literary work)</p> <p>Students will analyze impact of author’s choices in informational text</p> <p>Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>Students will cite strong and thorough textual evidence to support analysis of what informational texts indicate explicitly and implicitly</p> <p>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.</p> <p>Students will demonstrate command of conventions of standard English grammar when writing or speaking as appropriate to tasks, especially noting that usage is a matter of convention and can change over time; students will demonstrate command of conventions of standard English capitalization, punctuation, and</p> |
|--|---|---|--|

| | | | |
|--|--|--|--|
| | | | <p>spelling</p> <p>Summative Assessment #3: Mini Practice IO analyzing the Literary Anchor Text</p> <p>Details: Students will choose an extract from the anchor literary text. They will orally analyze the choices made by the author in relation to a global issue.</p> <p>Summative Assessment #4: Creation of a body of work with analysis</p> <p>Details: Students will choose from the selection of artwork, connect all to one common global issue, and analyze in depth.</p> |
| <p>Common Learning Experiences</p> <p><i>Add additional rows as needed.</i></p> | | | |
| 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 |
| <p>CLE 1: Literary Analysis; class discussions</p> <p>DOK 1: Knowledge and Understanding</p> <p>DOK 2: Apply (Basic Reasoning)</p> <p>DOK 3: Analyze (Strategic Reasoning)</p> | <ol style="list-style-type: none"> 1. Teachers will provide multiple mini-lessons on poetry terms including mood, imagery, tone, etc. 2. Students will complete group presentations on background context and author’s purpose for the anchor literary text. 3. Teachers will model poetry analysis. 4. Students will practice poetry analysis. 5. Students will participate in formative discussions concerning their poetry analysis. | | <ul style="list-style-type: none"> ● Students will receive graphic organizers to organize retained information and related new learning and to use as outlines ● 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 |

| | | |
|--|--|---|
| | <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"> ● PLC constructed analysis mini-lesson will aid in norming expectations for student output (co-constructed success criteria) ● Gradual release for syntax and analysis |
| <p>CLE 2: Practice Mini IO</p> <p>DOK 2: Apply (Basic Reasoning)</p> <p>DOK 3: Analyze (Strategic Reasoning)</p> | <ol style="list-style-type: none"> 1. Teachers will provide mini lessons on the individual oral including expectations and the rubric. 2. Students will evaluate sample IOs using the rubric. 3. Teacher will provide a mini lesson on how to choose extracts and create the outline. 4. Students will choose one of the literary anchor texts to use for their practice IO. 5. Students will create an outline to aid them in their practice IO. 6. Students work in groups to evaluate each other's practice IO using a rubric based on the IB criterion (A B C D) and the GSE standards (RL3, W1, W4, L1, L2). 7. Teachers will provide general trended feedback for common mistakes and provide appropriate mini-lessons (as needed) 8. Students will give their practice IO one on one with their teacher. | <ul style="list-style-type: none"> ● Peer Review with rubric for outline and draft ● 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"> 1. Teachers will use data from the Practice IO to gauge student understanding of analysis, the analysis wheel, authorial choice, global concepts/issues, and conventions and will offer mini lessons/remediation as needed. 2. Teachers provide a mini lesson on visual terminology including the OPTIC strategy, the 7 elements of art, and various visual analysis lenses. 3. Students will practice identifying visual terminology in secondary texts. 4. Students will complete group presentations on background context and author's purpose for the anchor non literary text. 5. As students start to look at the non-literary text, teachers will model how to analyze the author's choices in the text and how to annotate for the wheel of analysis using pieces from the anchor non literary text. 6. Students will choose their own pieces from the non literary text to create a body of work. | <ul style="list-style-type: none"> ● Students will receive a graphic organizer for the annotation journal ● Teacher conferences, as needed |

| | | |
|--|--|--|
| | <ol style="list-style-type: none"> 7. Students will explain the connection between the pieces chosen and the global issue they created. 8. Students will choose five pieces from their body of work to closely analyze. 9. Students will submit their body of work and analysis. | |
| <p>CLE 4: IO preparation and delivery</p> <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"> 1. Teachers will use data from summative #2 to gauge student understanding of analysis, the analysis wheel, authorial choice, and global concepts/issues and will offer mini lessons/remediation as needed. 2. Teachers will provide mini lessons on choosing effective extracts for the actual IO. 3. Students will choose and submit their extracts for the actual IO and receive teacher feedback. 4. Students will create and submit an outline to aid them in their IO. 5. Students work in groups to practice with and evaluate each other’s IO using a rubric based on the IB criterion (A B C D) and the GSE standards (RL3, W1, W4, L1, L2). 6. Students will complete their actual IO on the date and time they choose on the calendar that will be provided. | <ul style="list-style-type: none"> ● Teacher conferences, as needed |

Content Resources

Anchor Text (s)

Literary - *Wisława Szymborska, Body Of Work (collection of 11 poems)*

- The End and The Beginning
- Cat in an Empty Apartment
- Some People
- On Death, without Exaggeration
- Hitler’s First Photograph
- Maps
- Hatred
- Hunger Camp at Jaslo

- Children of Our Age
- Two Monkeys at Brueghel
- Utopia

Non-literary - *Banksy, Body of Work (selected street art)*

Supplemental/Ancillary Text (s)