Marietta City Schools

2025- 2026 District Unit Planner

Language and Literature A Year 1 HL			
Unit Title/ Topic	**Unit 3** **Conceptual Understanding: Representation and Communication**	**Hours:**	*60 hours*

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

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Unit Description and texts

Unit description and texts:

Literary-*Boxers and Saints* companion graphic novels by Gene Luen Yang

 Non-literary-
- "Comics belong in the classroom" TedTalk by Gene Luen Yang

(more texts listed below)

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, HL essay) -Student will understand comparative essay structure and construct comparative essays (P2, Learner Portfolio,) -Student will choose questions for exploration and related texts to narrow focus for research driven essay (HL Essay, Learner Portfolio)	**Thinking:** fostering thinking through the juxtaposition of texts from different times, cultures, literary forms and text types **Self-management:** helping students increase their autonomy and take responsibility over the organization of their own work, developing in the process an awareness of the challenges that deadlines pose for them individually. **Research:** development in the student of the ability to distinguish between a sound, well-grounded and well-researched interpretation of a text and one that isn't, and the ability to evaluate the validity of the claims of different critical perspectives on texts

Content/skills/concepts	Learning process

Students will know the following content:
 	
● Structure and form of graphic novel
● Historical Context- Boxer rebellion in China, history of Christianity, imperialism, colonialism
● Use and role of satire in language, literature, media
● Documentary Film in relation to Language and Communication
 	
Students will develop the following skills:
 	
1. Close reading and annotation skills
2. Understanding content and form of various text types: graphic novel and film
3. Cold read analysis response - read and analyze:
    a. artistic images as text
    b. video documentaries
    c. film
4. Develop guiding questions as lens for passages
5. Monitor and reflect on developing skills in relation to P1
6. Reflections on texts and the 7 central concepts
7. Pair texts around common themes/issues
8. Make connections between texts and areas of exploration, central concepts,
9. Investigate global issues in texts
10. Identify key passages from texts in relation to global issues through form and content
11. Writing (essays, constructed responses, reflections, analysis, argument)
 	
Students will grasp the following concepts:
 	
● 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 cultural and historical context to the production and reception of a
	Lecture
	Socratic Seminar
	Small group/pair work
	PowerPoint lecture/notes
	Individual presentations
	Group presentations
	Student lecture/leading
	Interdisciplinary learning

text
● The degree to which texts offer insight into other cultures

Language and Learning	TOK Connections	CAS connections
Activating background knowledge Scaffolding for new learning Acquisition of new learning through practice Demonstrating Proficiency **Details:** During the previous unit, students built the foundation for solid oral 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.	Personal and shared knowledge Ways of knowing Areas of knowledge The knowledge framework **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.	Creativity Activity Service **Details:** Students will see the creativity the authors used in creating their texts. They will create their own creative texts.

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) -Student will understand global issues as presented in texts through analysis of content and form (IO, Learner Portfolio, HL essay) -Student will understand comparative essay structure and construct comparative essays (P2, Learner Portfolio,) -Student will choose questions for exploration and related texts to narrow focus for research driven essay (HL Essay, Learner Portfolio)

Assessment Tasks
List of common formative and summative assessments.

DP Assessments	IBO Standards (Assessment Objectives):	Formative Assessments	Summative Assessments
Paper 1 Practice		Common formative assessment #1: Anchor literary text analysis	Summative Assessment #1: Literary

	Students will know, understand and interpret:	Students will practice analyzing the text by answering questions.	**Anchor Text Analysis Summative**
Paper 2 Practice HL Essay Prep	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	**Common formative assessment #2: Anchor non-literary text analysis** Students will analyze the visual aspects of the text. **Common formative assessment #3: Line of inquiry** Students will create potential lines of inquiry for texts read in year 1 in preparation for IB Exams that will come in year 2 of this course. **Common formative assessment #4: Mock IO** Students will practice delivering an Individual Oral by analyzing paired texts and responding to a teacher-provided prompt, receiving feedback to prepare for the official IB assessment.	Students will analyze the text by pursuing a self-authored line of inquiry.. **Summative Assessment #2: Discussion and Reflection** Students will participate in a Socratic seminar about the anchor text, which will give them formative practice at writing their own analysis questions / lines of inquiry. **Summative Assessment #3: Individual Oral Assessment** Students will deliver a 15 minute structured oral presentation that analyzes author's choices develop meaning in two text studied (by comparing 1 literary and 1 non-literary), using evidence to support their interpretation.

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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 ways 2. in a range of styles, registers and for a variety of purposes and situations	

Common Learning Experiences
Add additional rows as needed.

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: Literary Text Analysis; Graphic novel Terms; Literary Analysis; Line of Inquiry - how to create questions **DOK 1**: Knowledge and Understanding **DOK 2:** Apply (Basic Reasoning) **DOK 3:** Analyze (Strategic Reasoning)	1. Teachers will introduce graphic novel terminology. 2. Students will conduct their own individual research on background context and author's purpose for the anchor literary text. 3. As we start the graphic novel, 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.	● Students will receive graphic organizers to organize retained information and related new learning ● Students will read full text for understanding, but will be

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	4. Students will practice analyzing the literary text and answer questions. 5. Teachers will model how to create questions. 6. As students read the anchor literary text, students will create and answer their own questions using the literary text. 7. Students will turn in the literary summative after reading the anchor literary text. *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.*	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
DOK 1: Knowledge and Understanding **DOK 2:** Apply (Basic Reasoning) **DOK 3:** Analyze (Strategic Reasoning)	1. Teachers will provide mini lessons on the structure of the EOC. 2. Students will show mastery of conventions using multiple choice quizzes (modeled after the EOC) and noredink. 3. Students work in groups to evaluate sample writing responses based on previous EOC prompts. 4. Students will practice the various forms of writing expected on the EOC. Teachers will provide general trended feedback for common mistakes and provide appropriate mini-lessons (as needed) 5. Students will take practice EOC tests.	● Students will receive a graphic organizers ● Students will practice reading various texts and answering questions on their own.
CLE 3: Non Literary Anchor Text Analysis **DOK 2:** Application (Basic Reasoning) **DOK 3:** Application Analyze (Strategic Reasoning)	1. Students will recall visual analysis terminology learned in Unit 1. 2. Teachers provide a mini lesson on visual analysis terminology. 3. After teacher modeling, students will practice identifying visual analysis terminology in the text. 4. Students will conduct their own research on background context and author's purpose for the anchor non literary text. 5. 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 receive a graphic organizer for the annotation journal

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	6. Students will submit the annotation journal after watching the non-literary text.	
CLE 4: HL Essay Introduction, Line of Inquiry, Reflection **DOK 1**: Knowledge and Understanding **DOK 2:** Application (Basic Reasoning) **DOK 3:** Application Analyze (Strategic Reasoning)	1. Teacher will introduce the HL Essay and IB exam expectations. 2. Teacher will give mini lessons on how to create strong lines of inquiry. 3. Students will create their own line of inquiries for the texts read in Year 1 in preparation for the IB exam that will take place at the start of Year 2. 4. Students will participate in discussions about analysis and reflection on skills gained throughout the year that will carry into year 2.	● Students will receive a graphic organizer for the line of inquiry assignment.

Content Resources

Anchor Text (s)

Boxers and Saints companion graphic novels by Gene Luen Yang

Supplemental/Ancillary Text (s)
- "Comics belong in the classroom" TedTalk by Gene Luen Yang
- Review of Boxers and Saints from Dallas Public Library

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