Marietta City Schools

District Unit Planner

English A: Language and Literature HL Year 2

Unit Title/ Topic	UNIT 6 Conceptual Understanding Power, Politics, Justice	Hours: 60	12 Weeks approximately **February 5 - April 29**

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?* How do authors convey different kinds of power, and how do audiences engage with texts that offer nuance to the forms of justice?

IBO Standards - Assessment Objectives

Know, understand and interpret:

- a range of texts, works and/or performances, and their meanings and implications
- contexts in which texts are written and/or received
- elements of literary, stylistic, rhetorical, visual and/or performance craft
- features of particular text types and literary forms.

Analyze and evaluate:

- 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.

Communicate

- ideas in clear, logical and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations
- (for literature and performance only) ideas, emotion, character and atmosphere through performance.

All the Pretty Horses centers around a character who is in search of holding onto his heritage and identity that has passed. During this journey, he encounters forces greater than him when he ventures into Mexico which has different forms of power, politics, and their version of justice.

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Unit Description and texts

Unit description and texts:

Literary- *All the Pretty Horses*-Cormac McCarthy

Non-literary - Various Non-Literary Text Types (Articles, Essays, Infographics, Brochures, Websites, Creative Nonfiction, etc.to prepare for Paper 1.

Transfer goals/Skills	Approaches to learning (ATL)
Skills: ● Student will write comparatively using texts studied in class ● Student will apply literary devices, themes, structure, style in analysis ● Student will apply knowledge of the elements of drama from year 1 ● Student will understand and apply to analysis the bigger ideas present in literature and language	✔ Thinking ✔ Social ✔ Communication ✔ Self-management ✔ Research THINKING: ✔ 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. COMMUNICATION: ✔ articulating a well-developed and well-supported personal response to a text ✔ carrying out group and individual presentations, using a variety of presentation formats, and encouraging attentive listening from the rest of the class and presenter/audience interaction ✔ using digital tools to enrich learning and improve communication and feedback in the class learning environment SOCIAL:

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	✔ 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
Content/skills/concepts	**Learning process**
Students will know the following content: ● Background info for the "wild west" of the Americas. ● America in the 1950's vs the old world of cowboys/ranchers ● Mexico history (Vaqueros, Mexican revolution, etc.) ● Elements of a novel: Characterization (Stock Characters, Dynamic Characters, Round/Flat), Tragic Hero, Foil, etc. ● 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 **Students will develop the following skills:** ● 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) **Students will grasp the following concepts:** ● How we are affected by texts in various ways	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)*

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- 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	✓ Personal and shared knowledge ✓ Ways of knowing ✓ Areas of knowledge ✓ The knowledge framework	Creativity Activity Service

Essential Understandings and Questions

Factual: How do the historical shifts in the 1950s American West and the post-Revolutionary Mexican landscape influence the characterization and motivations of the "tragic hero" in *All the Pretty Horses*?

Conceptual: How do writers of literary and non-literary texts use specific text-type conventions and rhetorical devices to construct or challenge perspectives on justice and authority?

Debatable: To what extent is the pursuit of personal "power" or autonomy inevitably constrained by the political and social systems within which an individual exists?

Common Assessment Tasks
List of formative and summative assessments.

DP Assessments	Formative Assessments	Summative Assessments
	● **Common formative #1: anchor text analysis** ● Details: Guided and graded class discussion	**Common Summative #1 All the Pretty Horses Annotation Journal/Organizer**

Assessment Objectives

Paper 1 Assessment (Guided Textual Analysis) [EXTERNAL] Y2

2 separate non-literary "passages"
Students write 2 guided analysis (guiding questions)
Scored on a scale 20 marks each-total 40

Text types familiarity:
- What's important?
- Where do you go in the text type to gather meaning?
- Language of the text type

Analysis:
- How do you *deconstruct*?
- What can I say?

Paper 2 (Comparative Essay) [EXTERNAL]

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

Learner Portfolio - students will continually add entries to a digital and/or hard copy portfolio throughout the year to demonstrate growth in the course

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analyzing an excerpt from chosen anchor text (literary), paired with a constructed response written deliverable.
- **Common Formative #2:**
- -Socratic discussion of *All the Pretty Horses,* concepts and authorial choices used.
- **Common formative assessment #3: Analysis of Non-Literary**
- Details: Short, formally-written (constructed response) analysis of a **studied** non-literary text (prep for paper 1 assessment in Spring; scaffold = students will have seen the non-literary work)
- **Common formative assessment #4: Analysis of Non-Literary**
- Details: Short, formally-written (constructed response) analysis of a previously unseen non-literary text (prep for paper 1 assessment in Spring; **removed scaffold** = students will not have seen the non-literary work)

(25pts):

Students will complete an annotation journal organizer for the novel as they read. It will focus on the concepts presented, and how McCarthy made intentional choices to convey those messages. The journal will be available for use for the written summative of the novel.

Common Summative #2 Paper 2 Essay
- Students will compare two texts *Things Fall Apart* and *All the Pretty Horses*

Common Summative #3: Paper 1 Assessment to prep for External Paper 1 (mini assessment 25pts)
- Paper 1- (May external assessment-preparation in class)
- prepare for paper 1 in class by learning text type specific language (in this unit-Various Non-Literary Text Types (Articles, Essays, Infographics, Brochures, Websites, Creative Nonfiction, Short Non-Fiction, Pastiche, and other assorted non-literary text-types)
- apply terms to analysis of the rhetorical transaction
- write an analysis of text (300-600 words)

Common Summative #4: Paper 1 Assessment to Prep for External Paper 1 (50 points)
- Paper 1- (May external assessment-preparation in class)
- prepare for paper 1 in class by learning text type specific language (in this unit-Various

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		Non-Literary Text Types (Articles, Essays, Infographics, Brochures, Websites, Creative Nonfiction, Short Non-Fiction, Pastiche, and other assorted non-literary text-types) ● apply terms to analysis of the rhetorical transaction ● write an analysis of text (600-800 words) **Common Summative #5 -MOCK IB Exam Day: Students will write a Paper 2 Exam (mini assessment 25pts)** ● <u>Paper 2:</u> Students will write a paper of 600-800 words in which they find similar global issues and themes around two **literary works** they have studied in the course. They must also contrast themes and textual (authorial choices) in the texts. Students will cite quotes from each source to use as evidence. **Common Summative #6 -MOCK IB Exam Day: Students will write a Paper 2 Exam (50 points)** ● <u>Paper 2:</u> Students will write a paper of 1200-1500 words in which they find similar global issues and themes around two **literary works** they have studied in the course. They must also contrast themes and textual (authorial choices) in the texts. Students will cite quotes from each source to use as evidence.

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Learning Experiences		
Add additional rows below 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
LE 1: Anchor Text Analysis, *All the Pretty Horses* **DOK 2**: Application (Basic Reasoning) **DOK 3** Analyze (Strategic Reasoning) **Analysis of Author's Choices** Students will analyze the impact of author's choices in literary text and will find patterns of those choices throughout the text, while comparing and contrasting those choices to two other literary works. Finally, students will evaluate the effectiveness of those choices. **DOK 2**: Application (Basic Reasoning) **DOK 3** Analyze (Strategic Reasoning)	1. Students will recall analysis and evaluation skills, and will recall what they remember about American history. 2. Transfer Skill: Teachers will encourage students to understand that we are studying different works in order to foster thinking through 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. Studying different text types also prepares students for Paper 2. *All the Pretty Horses* is one of the literary works that students may choose to use for their IB Paper 2 Exam. 3. Extension from Unit 5 of Knowledge and Analytical Understanding: Teachers provide a mini lesson the difference between analyzing one isolated incidence of theme and determining two or more themes or central	• 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

	ideas of text and analyzing their development over the course of the text, including how they interact and build on one another to produce a complex account	
Analysis of Author's Choices Students will analyze impact of author's choices in informational texts and in various Non-Literary Text Types (Articles, Essays, Infographics, Brochures, Websites, Creative Nonfiction, etc.) to prepare for Paper 1. **DOK 2**: Application (Basic Reasoning) **DOK 3** Analyze (Strategic Reasoning)	1. Teacher will give a lesson on analyzing patterns in literary works. Patterns can be thematic, textual, plot, figurative language, etc. 2. Students understand how to analyze authorial choice. Now, they will analyze patterns, choice in organization, and comparison/contrasts to other literary works. 3. Students will have group discussions about themes in *All the Pretty Horses* and how those themes connect with other texts we have read. 4. Students will have group discussions linking themes in *All the Pretty Horses* to potential answers to Paper 2 questions. 5. Students will isolate excerpts in pairs and will analyze for plot, figurative language, theme, and patterns.	
	1. Teachers will display many of the different non-literary text types and will ask students to recall what they know about the purpose/intent of those text-types 2. Students will recall the vocabulary they would use to analyze those text types. 3. Teacher will fill in gaps, and will give mini lessons on some of the more difficult ones (pastiche, etc.) 4. Students will conduct a gallery walk group analysis in which groups analyze different text types and place sticky notes with analysis of authorial choices.	
Content Resources		

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Additional support in this unit should include: See above in unit planner for active links to learning experiences resources.

Workbook, *English A: Language and Literature***, Cambridge University Press.**

use rhetorical transaction material with non-literary text as well as paper 1 material

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