

Unit Name	UNIT 4 Conceptual Understanding Politics, power and Justice	UNIT 5 Conceptual Understanding Culture identity and community	Exams/ Review
Time Frame	12 Weeks	12 Weeks	IBLL Assessments
Standards /IB Topics	<p>IB Topic (Area of Exploration): Intertextuality Global Concepts: Politics, Power, and Justice. Inquiry:</p> <ol style="list-style-type: none"> How do elements of propaganda impact a speaker's message? How do we recognize satire in literature and understand the criticism behind it? How does history influence texts and how is that history reflected in patterns of human behavior? Students will identify how texts offer multiple perspectives of a single issue, topic or theme. <p>IBO Standards (Assessment Objectives): Students will know, understand and interpret:</p> <ol style="list-style-type: none"> 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. <p>Students will analyze and evaluate:</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>Students will communicate:</p> <ol style="list-style-type: none"> ideas in clear, logical and persuasive manner in a range of styles, registers and for a variety of purposes and situations 	<p>IB Topic (Area of Exploration): Time and Space Global Concepts: Perspective, Identity, and Culture Inquiry:</p> <ol style="list-style-type: none"> How do texts adhere to and deviate from conventions associated with literary forms or text types? In what ways can diverse texts share points of similarity? How can texts offer multiple perspectives of a single issue, topic or theme? What are the many patterns across texts studied in class? <p>IBO Standards (Assessment Objectives): Students will know, understand and interpret:</p> <ol style="list-style-type: none"> 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. <p>Students will analyze and evaluate:</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>Students will communicate:</p> <ol style="list-style-type: none"> ideas in clear, logical and persuasive manner in a range of styles, registers and for a variety of purposes and situations 	<p>HL Essay (20%): Essay (1,200-1,500 Students submit an essay on 1 non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course.</p> <p>Paper 1 (35%): Guided Textual Analysis (2 hrs 15 mts) 2 non-literary passages from 2 different text types, each accompanied by a question. Students write analysis of each.</p> <p>Paper 2 (25%): Comparative Essay (1 hr 45 mts) 4 General questions. Students choose 1 and write a comparative essay based on two works studied in the course.</p>

	<p>Priority Standards Unit Learning Targets:</p> <p><u>Reading Standards/Literary and Non-Literary</u> ELAGSE11-12RL3 (authorial choice - literary) ELAGSE11-12RI3 (authorial choice - informational)</p> <p><u>Writing Standards:</u> ELAGSE11-12W1a.b.c.d (write arguments)</p> <p>Support Standards Unit Learning Targets: ELAGSE11-12RL1 (cite evidence-literary) ELAGSE11-12RI1 (cite evidence-non-literary) ELAGSE11-12RL4 (impact of word choices-literary) ELAGSE11-12RI4 (impact of word choices-informational) ELAGSE11-12RI5 (analyze structure) ELAGSE11-12RL6 (analyze POV-literary) ELAGSE11-12RI6 (analyze POV-informational) ELAGSE11-12W4 (produce clear and coherent writing) ELAGSE11-12W5 (process writing) ELAGSE11-12W9 (draw evidence from research) ELAGSE11-12L1 (command of conventions) ELAGSE11-12L2 (command of conventions) ELAGSE11-12SL1 (collaborative discussion)</p>	<p>Priority Standards Unit Learning Targets:</p> <p><u>Reading Standards/Literary and Non-Literary</u> ELAGSE11-12RL2: (analyze two or more themes) ELAGSE11-12RL3 (authorial choice - literary) ELAGSE11-12RI3 (authorial choice - informational) ELAGSE11-12RI5: (analyze structure)</p> <p><u>Writing Standards:</u> ELAGSE11-12W1a.b.c.d (write arguments) ELAGSE11-12W5: (process writing)</p> <p>Support Standards Unit Learning Targets: ELAGSE11-12RL1 (cite evidence-literary) ELAGSE11-12RI1 (cite evidence-non-literary) ELAGSE11-12RL4 (impact of word choices-literary) ELAGSE11-12RI4 (impact of word choices-informational) ELAGSE11-12RI5 (analyze structure) ELAGSE11-12RL6 (analyze POV-literary) ELAGSE11-12RI6 (analyze POV- non-literary) ELAGSE11-12W4 (produce clear and coherent writing) ELAGSE11-12W5 (process writing) ELAGSE11-12W9 (draw evidence from research) ELAGSE11-12L1 (command of conventions) ELAGSE11-12L2 (command of conventions) ELAGSE11-12SL1 (collaborative discussion)</p>	
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<p>Content Specific Information</p>	<p>Students will know the following content:</p> <ul style="list-style-type: none"> ● Shakespearean Dramas/Tragedy ● History during Elizabethan & Jacobean England (relevant to the play) ● Elements of drama: Soliloquy, Monologue, Aside, Characterization (Stock Characters, Dynamic Characters, Round/Flat), Tragic Hero, Foil ● Literary devices ● Rhetorical transaction in non-literary texts ● Understand bias and its influence on writer and reader <p>Writing Focus: literary/non-literary textual analysis, comparative analysis, essay</p> <p>Language Focus: thesis construction, sentence patterns/constructions, vocabulary, transitions, paragraph construction, conventions of writing, rhetorical analysis</p> <p>Students will develop the following skills:</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 	<p>Students will know the following content:</p> <ul style="list-style-type: none"> ● Cultural context: Religious, geographical, cultural ● Use of literary elements such as symbol, synecdoche, imagery to create deeper meaning ● Narrative structure, especially characterization and evaluation of a text's narrator ● Student will compare literary texts based on theme, content, big idea, purpose, or structure ● Student will understand and communicate the messages in photographs and their role as both language and literary texts <p>Writing Focus: literary/textual analysis, comparative analysis, constructed response</p> <p>Language Focus: thesis construction, sentence patterns/constructions, vocabulary, transitions, paragraph construction, conventions of writing, rhetorical analysis</p> <p>Students will develop the following skills:</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) 	
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<p>Common Assessments / Major Projects</p>	<p>*Ongoing practice and assessing in preparation for IB Assessments</p> <p>Summative Assessment #1:</p> <p>Anchor Text Analysis Summative 2-page constructed response and requirement of spoken analysis</p> <p>Answer one of five questions that would be asked in Paper-2 assessment</p> <p>Summative #2: (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>*Ongoing practice and assessing in preparation for IB Assessments</p> <p>Common Summative Assessments:</p> <p>Paper 1 Formal Practice- Two unseen non-lit. passages, S writes guided analysis of each focusing on central technical or formal element</p> <p>HL ESSAY: Student constructs a focused & analytical argument examining a work from a broad literary or language perspective. 1200-1500 word formal essay using 1 work (literary/non-literary studied in course/not used in another assessment)</p> <p>Paper 2 (Comparative Essay) Project</p> <p>2 works studied in course (not used in any other assessment!) 4 questions provided: students respond to 1 with the 2 texts.</p> <ul style="list-style-type: none"> • Develop an argument (thesis, support, organization) • Balance 2 texts • Move beyond literal to bigger idea 	
<p>Resources</p>	<p>See unit resources and texts in unit planners.</p>		

Unit Name	UNIT 6 Conceptual Understanding Power, Identity, and Communication	Exams/ Review
Time Frame	12 Weeks	IBLL Assessments
Standards /IB Topics	<p><u>IB Topic (Area of Exploration):</u> Readers, Writers, Texts</p> <p><u>Global Concepts:</u> Cultural identity and community</p> <p><u>Inquiry:</u></p> <ol style="list-style-type: none"> 1. How do texts adhere to and deviate from conventions associated with literary forms or text types? 2. In what ways can diverse texts share points of similarity? 3. How can texts offer multiple perspectives of a single issue, topic or theme? <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 manner 2. in a range of styles, registers and for a variety of purposes and situations <p><u>Reading Standards/Literary and Non-Literary</u></p> <p>ELAGSE11-12RL2: (analyze two or more themes)</p> <p>ELAGSE11-12RL3 (authorial choice - literary)</p> <p>ELAGSE11-12RI3 (authorial choice - informational)</p> <p>ELAGSE11-12RI5: (analyze structure)</p> <p><u>Writing Standards:</u></p> <p>ELAGSE11-12W1a.b.c.d (write arguments)</p>	

ELAGSE11-12W5: (process writing)

Support Standards Unit Learning Targets:

ELAGSE11-12RL1 (cite evidence-literary)

ELAGSE11-12RI1 (cite evidence-non-literary)

ELAGSE11-12RL4 (impact of word choices-literary)

ELAGSE11-12RI4 (impact of word choices-informational)

ELAGSE11-12RI5 (analyze structure)

ELAGSE11-12RL6 (analyze POV-literary)

ELAGSE11-12RI6 (analyze POV- non-literary)

ELAGSE11-12W4 (produce clear and coherent writing)

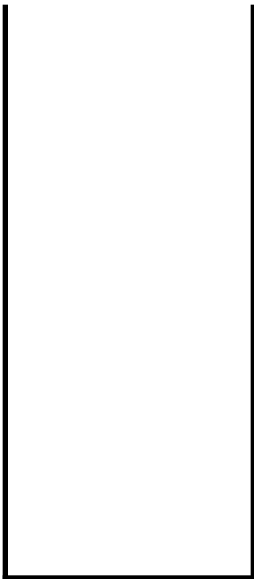
ELAGSE11-12W5 (process writing)

ELAGSE11-12W9 (draw evidence from research)

ELAGSE11-12L1 (command of conventions)

ELAGSE11-12L2 (command of conventions)

ELAGSE11-12SL1 (collaborative discussion)



<p>Content Specific Information</p>	<p><u>Content:</u></p> <ul style="list-style-type: none"> • Genre characteristics • Text types and conventions thereof, esp. regarding deviations from established convention • Similarities and differences between text types • Rhetorical modes, including satire, propaganda, etc. • Point of view/perspective, esp. regarding multiple points of view of a single issue, topic, or theme • Allusion <p><u>Writing Focus:</u> literary/textual analysis, comparative analysis, constructed responses, Rhetorical Analysis</p> <p><u>Language Focus:</u> thesis construction, sentence patterns/constructions, vocabulary, transitions, paragraph construction, conventions of writing</p>	
<p>Common Assessments / Major Projects</p>	<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Paper 1 Practice • Paper 2 Practice 	
	<p>*Ongoing practice and assessing in preparation for IB Assessments</p> <p><u>Unit Assessment Focus:</u></p> <p>EXTERNAL: Paper 1 - Two unseen non-lit. passages, student writes guided analysis of each focusing on central technical or formal element</p> <p>EXTERNAL: Paper 2 (Comparative Essay) 2 works studied in course (not used in any other assessment!) 4 questions provided: students respond to 1 with the 2 texts.</p> <ul style="list-style-type: none"> • Develop an argument (thesis, support, organization) • Balance 2 texts • Move beyond literal to bigger idea <p><u>IB Literary Work</u> Selected from IB Prescribed Author's List and requirements <i>See unit texts in Unit Planner</i></p> <p>MHS Novel List</p>	
<p>Resources</p>		

Literary and Non-Literary requirements of the Course at HL Level

-6 total literary works which meet IB Prescribed guidelines for works in translation (2), time periods (3), country of origin (2), continents (2) and genre requirements.

-Must include a variety of non-literary, visual, and performance texts as required accompanying Body of Work.