



Marietta City Schools
2023–2024 District Unit Planner

Language and Literature Year 2

Unit Title/ Topic	Conceptual Understanding: <i>Politics, Power, and Justice</i>	Hours	60 hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Priority Standards Unit Learning Targets:

Reading Standards (Literary and Non-Literary)

ELAGSE11-12RL3

- Students will analyze impact of author's choices in literary text

ELAGSE11-12RI3

- Students will analyze impact of author's choices in informational text

Writing Standards:

ELAGSE11-12W1a.b.c.d

- Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

Support Standards Unit Learning Targets:

ELAGSE11-12RL1

- Students will cite strong and thorough textual evidence to support analysis of what literary texts indicate explicitly and implicitly

ELAGSE11-12RI1

- Students will cite strong and thorough textual evidence to support analysis of what informational texts indicate explicitly and implicitly

ELAGSE11-12RL4

- Students will determine meaning of words and phrases (figurative and connotative), and analyze the impact of specific word choices on meaning and tone in literary texts

ELAGSE11-12RI4

- Students will determine meaning of words and phrases (figurative and connotative), and analyze the impact of specific word choices on meaning and tone in informational texts

ELAGSE11-12RI5

- 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.

ELAGSE11-12RL6

- 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).

ELAGSE11-12RI6

- Students will determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text

ELAGSE11-12W4

- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELAGSE11-12W5

- Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

ELAGSE11-12W9

- Students will draw evidence from literary or informational texts to support analysis, reflection, and research

ELAGSE11-12L1

- 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

ELAGSE11-12L2

- Students will demonstrate command of conventions of standard English capitalization, punctuation, and spelling

ELAGSE11-12SL1 (collaborative discussion)

- Students will participate in varied collaborative and academic discussions

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

Unit Description and texts	
<p>Unit description and texts:</p> <p>Literary- <i>King Lear</i>, by William Shakespeare, and selected other passages from Shakespeare</p> <p>Non-literary- Various advertisements and non-literary texts from InThinking and 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"> Shakespearean Dramas/Tragedy History during Elizabethan & Jacobean England (relevant to the play) Elements of drama Literary devices 	<p>Lecture</p> <p>Socratic Seminar</p> <p>Fishbowl discussions</p> <p>Small group/pair work</p> <p>PowerPoint lecture/notes</p> <p>Individual presentations</p>

<ul style="list-style-type: none"> • 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 are a reflection of the times and can influence • 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>Group presentations Student lecture/leading Interdisciplinary learning</p>	
Language and Learning	TOK Connections	CAS connections
XActivating background knowledge XScaffolding for new learning XAcquisition of new learning through practice XDemonstrating Proficiency	XPersonal and shared knowledge XWays of knowing XAreas of knowledge XThe knowledge framework	XCreativity Activity Service

Details: 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 formative and summative, will show trending proficiency in students.	Details: 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. Students will also understand In what ways interpretive strategies vary when reading a literary work and when reading a nonliterary text.	Details: Students will engage in arts and other experiences that involve creative thinking as they interact with the various texts.
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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	Formative Assessments	Common formative assessment #1: Fishbowl discussion analyzing an excerpt from chosen anchor text (literary)	Summative Assessments	Summative Assessment #1:
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	<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</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)</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: 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>Priority GSE Standards Addressed: RI3, RL3 - Authorial Choice Students will analyze and evaluate impact of author both literary and informational texts</p> <p>GSE Standards Addressed: SL1 (collaborative discussion) Students will participate in varied collaborative and academic discussions</p> <p>RL6 - POV; what is directly stated vs. what is really meant 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>RL1 - Cite Textual Evidence Students will cite strong and thorough textual evidence to support analysis of what literary texts indicate explicitly and implicitly</p> <p>Common formative assessment #2: Line of Inquiry and Outline for HL essay, with effect of inquiry), topic sentences (claims) and evidence (quotes).</p> <p>GSE Standards Addressed: W5 - Develop and Strengthen Writing Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W9 - Draw Evidence from texts Students will draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>RL1, RI1 - Cite Evidence</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>GSE Priority Standards Addressed: RI3, RL3 - Authorial Choice Students will analyze and evaluate impact of authorial choices in both literary and informational texts</p> <p>W1a.b.c.d - Write Arguments to Support Claims 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>W4 - Produce clear and coherent writing Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>GSE Support Standards Addressed: SL1 - Collaborative discussion Students will participate in varied collaborative and academic discussions</p> <p>RL6 - POV; what is directly stated vs. what is really meant 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</p>
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			<p>Students will cite strong and thorough textual evidence to support analysis of what literary and informational texts indicate explicitly and implicitly</p> <p>RI1</p> <p>Common formative assessment #3:</p> <p>Short, formally-written (constructed response) and verbalized (fishbowl) analysis of a studied non-literary text (prep for paper 1 assessment in Spring; scaffold = students will have seen the non-literary work)</p> <p>GSE Priority Standards Addressed:</p> <p>RI3 - Analysis of Author's Choices Students will analyze impact of author's choices in informational text</p> <p>W1a.b.c.d - Write Arguments to Support Claims 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>GSE Standards Addressed:</p> <p>RI1 - Cite Textual Evidence / Informational (non-literary) text Students will cite strong and thorough textual evidence to support analysis of what informational texts indicate explicitly and implicitly</p> <p>RI5 - Analyze and Evaluate Effectiveness of Structure 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>(e.g., satire, sarcasm, irony, or understatement).</p> <p>W9 - Draw Evidence Students will draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>RL1 - Cite Textual Evidence Students will cite strong and thorough textual evidence to support analysis of what literary texts indicate explicitly and implicitly</p> <p>RI5 - Analysis and Evaluate Effectiveness of Structure 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>L1, L2 - Students will show command of conventions 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 spelling</p> <p>Summative #2: (non-literary/informational)</p>
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			<p>L1, L2 - Students will show command of conventions</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 spelling</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>GSE Priority Standards Addressed:</p> <p>RI3 - Analysis of Author's Choices Students will analyze impact of author's choices in informational text</p> <p>W1a.b.c.d - Write Arguments to Support Claims 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>GSE Standards Addressed:</p> <p>RI1 - Cite Textual Evidence / Informational (non-literary) text Students will cite strong and thorough textual evidence to support analysis of what informational texts indicate explicitly and implicitly</p> <p>RI5 - Analyze and Evaluate Effectiveness of Structure 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>L1, L2 - Students will show command of conventions Students will demonstrate command of conventions of standard English grammar when writing or speaking as</p>
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					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 spelling
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 Elizabethan English, will interpret and justify their rhetorical choices in paraphrasing Elizabeth English, 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 	

<p>LE 2: Anchor Text Analysis and various Advertisements non-literary)</p> <p>DOK 2: Application (Basic Reasoning)</p> <p>DOK 3 Analyze (Strategic Reasoning)</p>	<ol style="list-style-type: none"> 1. Students will recall analysis and evaluation skills 2. 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. 3. Teachers provide scaffolded lessons intended to familiarize students with the four core principles of IB Language and Literature analysis. 4. Students will recall analysis structure by collaboratively evaluating several sample HL essays and Paper-1 essays. 5. 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. 6. Teachers will model analytical writing both in close reading and exemplar writing 7. Students will practice writing by analyzing both literary and non-literary works 8. 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"> ● Graphic Organizer for HL essay outline and for each IB assessment (Paper 1, Paper 2, HL essay) ● Class constructed Single-Point Rubric for HL essay using mentor texts
<p>LE 3: HL Outline, introduction draft and feedback of HL essay</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 a mini lesson on line of inquiry and the organization of the HL essay outline. 2. Transfer Skill: Teachers will encourage 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. 3. Students will write the HL essay outline 4. Students work in groups to evaluate each other's HL essay outline using the IB rubric 5. Students will conference with teachers for additional feedback of edits on outline made after initial conferencing 6. Teachers will provide general trended feedback for common mistakes and provide appropriate mini-lessons (as needed) 7. Students will submit their completed outline 	<ul style="list-style-type: none"> ● Peer Review with rubric for written analysis and HL essay outline ● Teacher conferencing ● Visual representation of the structure of an academic analysis essay

	<p>8. Students will begin developing their formal, HL essay by writing their introduction, thesis, and first body paragraph draft, which will be continued in the next unit.</p> <p>*Note: <i>As per the IB, while working on the HL essay, which is an externally-graded IB assessment, the IB does not allow teachers to give students detailed feedback or recommend edits. The teacher may give broad, verbal or written suggestions (i.e. “think about overarching organization; edit your paper for conventions, do you think your topic sentences make claims that support your line of inquiry?”)</i></p>	
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Content Resources

Anchor Text (s)

Macbeth, by William Shakespeare

Supplemental/Ancillary Text(s)

“Where Ships of Purple—gently toss—” by Emily Dickinson

“When I Heard the Learn’d Astronomer,” by Walt Whitman

“Shooting an Elephant” by George Orwell

Selections from Shakespeare, including:

- Sonnet 73 (“That time of year thou mayst in me behold”)
- Two soliloquies from Hamlet (“To be or not to be” and Polonius’ advice to Laertes)

Various Visual Texts from InThinking and other sources

- Calvin & Hobbes cartoon
- Dodge Durango, “Cheeseburger”
- “Sonorama/EKOKUT Sound System”
- “Rubber Gloves/Edmont-Wilson”
- “Slimming/AYDS Vitamin Candy”
- “Anti-Smoking/Philip Morris Youth Smoking Prevention”
- “Boeing/Stratocruiser”
- “Army Recruiting”
- “TDK Cassette”
- “Oil of Olay”

- “Air Force Recruiting”
- “Cheap Jeans vs. The Army”