Language and Literature A Year 1 HL

Unit Title/ Topic	**Unit 2** **Conceptual Understanding:** Perspective and Representation	Hours:	*60 hours*

Priority Standards/Unit Learning Targets:

ELAGSE11-12SL4:

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

ELAGSE11-12RL5:
Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

ELAGSE11-12W1:
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:
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain

ELAGSE11-12RL2:
Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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

ELAGSE11-12RL9:
Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth century foundational works (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics.

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

ELAGSE11-12SL1a, c, d:
Students will participate in varied collaborative and academic discussions.

ELAGSE11-12L4a,b,c,d:
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies

ELAGSE11-12L5a:
Demonstrate understanding of figurative language, word relationships, and nuances in word meaning

ELAGSE11-12SL3:
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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-*Pablo Neruda Body Of Work (collection of 16 poems)*

Non-literary-*Bill Traylor, Smithsonian Collection "Between Worlds" artwork*

(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)	**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 **Social:** Listen actively to other perspectives and ideas; Encourage others to contribute **Self-Management:** Create plans to prepare for summative assessments (examinations and performances) **Thinking:** Apply skills and knowledge in unfamiliar situations
Content/skills/concepts	**Learning process**

Students will know the following content:
 	
1. Background of author and historical context of poetry setting: Spain/South America
 	
Students will develop the following skills:
 	
1. Close reading and annotation skills
    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
10. Writing (essays, constructed responses, reflections, analysis, argument)
	✓ Lecture
	✓ Socratic Seminar
	✓ Small Group/Pair Work
	✓ PowerPoint Lecture/Notes
	✓ Individual Presentations
	✓ Group Presentations
	✓ Student Lecture/Leading
	✓ Interdisciplinary Learning

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 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
XActivating background knowledge XScaffolding for new learning XAcquisition of new learning through practice XDemonstrating Proficiency **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.	XPersonal and shared knowledge XWays of knowing XAreas 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.	XCreativity 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

-Students will recognize central technical and formal elements of texts to apply to previously unseen non-literary passages (P1, Learner Portfolio)

-Students will understand global issues as presented in texts through analysis of content and form (IO, Learner Portfolio)

-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

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<tr>
<td colspan="4" align="center">Assessment Tasks
List of common formative and summative assessments.</td>
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<td>DP Assessments

<u>Individual Oral</u>

<u>Paper 1 Practice</u></td>
<td><u>IBO Standards (Assessment Objectives):</u>

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.

<u>Students will analyze and evaluate:</u>
1. ways in which the use of language creates meaning
2. uses and effects of literary, stylistic, rhetorical, visual or</td>
<td>Formative Assessments

Common formative assessment #1 Class Discussion analyzing the anchor literary text

Details: Students will engage in conversation about the anchor literary text, focusing on author choices in connection to a theme.

GSE Standards Addressed: SL4; RL1; RL4; SL1

Common formative assessment #2: outline and extract for practice mini IO

Details: Students will choose 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.

GSE Standards Addressed: RL1; RL2; RL9

Common formative assessment #3: visual analysis practice

Details: Students will choose one extract of the non-literary text to analyze in depth in a written paragraph.

GSE Standards Addressed: RL5; W4

Common formative assessment #4: outline and extract for actual IO</td>
<td>Summative Assessments

Summative Assessment #1: Annotation journal analyzing ongoing themes and central ideas in second anchor text

Priority GSE Standards Addressed:

RI3, RL3 - Authorial Choice

Students will analyze and evaluate impact of auth[o] both literary and informational texts

GSE Standards Addressed:

RL2 Development of two or more themes/central ideas over the course of a text

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.

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</td>
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	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 ways 2. in a range of styles, registers and for a variety of purposes and situations	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. GSE Standards Addressed: RL1; RL2; RL9	meant (e.g., satire, sarcasm, irony, or understatement). **RL1 - Cite Textual Evidence** Students will cite strong and thorough textual evidence to support analysis of what literary texts indicate explicitly and implicitly **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) **GSE Priority Standards Addressed:** **RI3 - Analysis of Author's Choices** Students will analyze impact of author's choices in informational text **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 **GSE Standards Addressed:** **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
			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.
			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
			Summative Assessment #3: Mini Practice IO analyzing the Literary Anchor Text
			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.
			GSE Priority Standards Addressed: SL4
			GSE Support Standards Addressed: RL1; RL2
			Summative Assessment #2: Creation of a body

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of work with analysis

Details: Students will choose 15 pieces of artwork, connect all to one common global issue, and analyze at least 5 of those pieces in depth.

GSE Priority Standards Addressed: RL5; W1

GSE Support Standards Addressed: W4

Summative #4: Actual Individual Oral

Details: Students will choose an extract from a literary and non literary text studied in the year 1 course. They will analyze and discuss how the author choices support the global issue in both extracts as well as the body of work/whole text. They will have 10 minutes to speak, to be followed by 5 minutes of questions by the teacher.

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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 Analysis; class discussions **DOK 1**: Knowledge and Understanding **DOK 2:** Apply (Basic Reasoning)	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.	● Students will receive graphic organizers to organize retained information and related new learning

DOK 3: Analyze (Strategic Reasoning)	4. Students will practice poetry analysis. 5. Students will participate in formative discussions concerning their poetry analysis. *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.*	● 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
CLE 2: Practice Mini IO **DOK 2:** Apply (Basic Reasoning) **DOK 3:** Analyze (Strategic Reasoning)	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.	● Students will receive a graphic organizer for the outline ● Peer Review with rubric for outline and draft ● Teacher conferencing
CLE 3: Non Literary Anchor Text Analysis **DOK 2:** Application (Basic Reasoning) **DOK 3:** Application Analyze (Strategic Reasoning)	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.	● Students will receive a graphic organizer for the annotation journal ● Teacher conferences, as needed

	6. Students will choose their own pieces from the non literary text to create a body of work. 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.	
CLE 4: IO preparation and delivery **DOK 3:** Application Analyze (Strategic Reasoning) **DOK 4:** Evaluate director's choices in film; choose screengrabs to analyze; write analysis in class	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.	● Teacher conferences, as needed
Content Resources		

Anchor Text (s)

Literary - *Pablo Neruda Body Of Work (collection of 16 poems)*

- "Only Death"
- "Oneness"
- "Ode with a Lament"
- "Leaning into the Evening"
- "It Means Shadows"
- "I like it when you're quiet"
- "I explain a few things"
- "Dead gallop"

- "Ars Poetica"
- "United Fruit Company Version 1"
- "There's no forgetting"
- "The Dictators"
- "The Beggars"
- "System of Gloom"
- "Sleeping Assassin"
- "Procession in Lema"

Non-literary - *Bill Traylor, Smithsonian Collection "Between Worlds" artwork*

Supplemental/Ancillary Text (s)

"Because I could not stop for death" by Emily Dickinson

"Pablo Neruda and the struggle for political memory" article by Roland Bleiker in Third World Quarterly 1999

Audio tour of "Between the Worlds: The Art Of Bill Traylor" (16 audio clips)

A Streetcar Named Desire directed by Elia Kazan (film)