

**GRADE 11 PORTUGUESE LITERATURE & COMPOSITION – IB PORTUGUESE LANGUAGE & LITERATURE YEAR 1  
FRAMEWORK**

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**EXPECTATIONS**

There are three broad areas of learning expectations for English Language & Literature:

1. 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.

2. 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.

3. Communicate

- Ideas in clear, logical and persuasive ways
- In a range of styles, registers and for a variety of purposes and situations

## **READING LIST**

### **NON-LITERARY TEXT TYPES**

May include some of the following:

- Advertisement
- Parody
- Appeal
- Essay
- Pastiche
- Biography
- Blog
- Guide book
- Brochure/leaflet
- Interview
- Report
- Cartoon
- Letter (formal)
- Letter (informal)
- Set of instructions
- Magazine article
- Song lyrics
- Manifesto
- Speech
- Diary
- Memo
- Editorial/Op-Ed
- News report
- Travel writing
- Electronic texts
- Opinion column

### **NOVELS**

- *Rapaz, Neve e Ave*, Helen Oyeyemi;
- *O marinheiro que perdeu as graças do mar*, Yukio Mishima;

### **POETS STUDIED**

- Cesário Verde

### **DRAMA/PLAYS**

- *Frei Luís de Sousa*, Almeida Garrett.

Students wanting to pursue Advanced Study/IB HL will be required to complete a more in depth analysis of:

- Cesário Verde;
- *O marinheiro que perdeu as graças do mar*, Yukio Mishima.

## **PERFORMANCE INDICATORS**

### **READING LITERATURE AND NON-LITERARY TEXTS**

Read and analyze a range of texts from different periods, styles and genres.

Situate historically the literary works studied.

Express an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning.

Engage in close, detailed analysis of texts and make relevant connections to global issues.

Show appreciation for the formal, stylistic and aesthetic qualities of texts.

### **WRITING**

Think and respond critically about the different interactions between text, audience and purpose.

Maintain linguistic and structural cohesion.

Acquire and use vocabulary appropriate to the analysis of texts.

Develop detailed critical analysis of texts in assembling evidence to justify the validity of their reading.

### **SPEAKING AND LISTENING**

Maintain formal register in oral communication.

Acquire the vocabulary appropriate to the analysis of texts.

Develop the ability to express their ideas in clear, unambiguous language while listening to class discussions

Effectively use register and style as required for different audiences and purposes.

Show fluency in oral communication.

### **LANGUAGE**

Use language that is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction.

Use register and style which are effective and appropriate to the task.

### **ASSESSMENT**

For students to receive a credit towards their High School Diploma, they must demonstrate proficiency on:

- Summative assessments set by the class teacher which may take the form of
  - o in-class or out-of-class essays
  - o tests which assess both knowledge and skill acquisition
  - o oral commentaries or presentations
- Other types of projects connected to works studied set by the teacher
- A final exam at the end of the year unless exempt from this exam by other factors.
- All students will keep a learner portfolio which is an individual collection of the student work done throughout the course.

Students who are pursuing the IB Diploma in addition to the High School Diploma must complete both years of the program and in Grade 11//Year 1 will complete the following, which will be submitted to the IBO which will assess them and determine the IB score awarded to the students for the IB Portuguese Language & Literature course:

- Individual Oral Commentary (15-minute recorded commentary supported by an extract from one non-literary text and one literary work which includes a discussion on a global issue).
- HL will also write an essay of 1200-1500 words in length based on one non-literary text by one author or a literary text studied during the course.