

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>IB Language A: Language and Literature HL year 1</i>	Course Code	<i>F0483-484</i>
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Transcript Title:	IB Language and Literature HL 1		Grades Levels:	11	Board Adoption Date:	July 2013	
Content Area:	Composition and Literature		GPA Scale:	Weighted	Date Course Submitted:	Jan 2013	
Credential Req:	ELA		Graduation Subject Areas:	English	Elective		
UC/CSU "A-G" Area Approvals:				School Site that wrote and submitted the course:		NHHS	
Prerequisite(s):	none						
Next course(s):	IB Language A: Language and Literature HL year 2						

COURSE DESCRIPTION (catalog summary):

In the first year of this two-year college-level course, students will study two of the four parts of the IB curriculum: language in cultural context—including how language develops in specific cultural contexts, how it impacts the world, and how it shapes identity—and literature: critical study.

GOALS (expected performance outcomes for students):

As prescribed by the IB Language A: Language and Literature Guide (page 9), this course will:

- introduce students to a range of texts from different periods, styles and genres
- develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- develop the students' powers of expression, both in oral and written communication
- encourage students to recognize the importance of the contexts in which texts are written and received
- encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- promote in students an enjoyment of, and lifelong interest in, language and literature.
- develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
- encourage students to think critically about the different interactions between text, audience and purpose.

CALIFORNIA CONTENT STANDARDS (how the course aligns with California and/or national curriculum standards):

This course meets the CST ELA standards and the Common Core priorities.

EVALUATION (how the effectiveness of the course will be monitored and assessed):

Students will prepare to pass the IB Language and Literature HL assessments, which includes two oral presentations, one oral commentary, two written tasks, and two essay exams. The course's effectiveness will be monitored by our pass rates and the feedback received from IB.

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Semester 1: Language in Cultural Context (IB Language A: Language and Literature Part 1)

Students will analyze how audience and purpose affect the structure and content of texts; analyze the impact of language changes; and demonstrate an awareness of how language and meaning are shaped by culture and context (Guide, 18).

Starting in unit two, students will write three versions of IB task 1, one of which be polished in year 2. IB task 1 is an 800-1000 word text of any type (story, speech, etc.) except an essay, plus a 200-300 word rationale. Students select the text type.

Students will also give two **IB presentations**; the higher grade will be submitted to IB in the spring of year 2. The presentations will be analytical; students select the form and content.

Unit 1	3-4 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Introduction to rhetorical analysis	speaker, audience, purpose, context ethos, pathos, and logos	Reading informational texts 2 Writing 2 Speaking and Listening 1	Close reading of images and poems to determine speaker, subject, and purpose.	<u>Picturing Texts</u> <u>Everything's an Argument</u> Additional readings
Differentiation	Support -- for students who are struggling with the content	Content: Readings will be scaffolded Process: Participate in small group discussions Product: Visual synthesis essay: two-three images; images will be contemporary advertisements		
	Extension – for high achieving students.	Content: Additional readings will be available Process: Lead small group discussions Product: Visual synthesis essay: three-five images; images will include art and historical photographs		
Evaluation	Formative Assessments (ongoing & mid-lesson): Class discussions Terms quiz Practice timed-writes			
	Summative Assessments (unit final evaluation): Essay: visual synthesis			

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Unit 2	4-6 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Persuasion: Julius Caesar	Repeat unit one vocabulary denotation, connotation image, metaphor, and symbol irony	Reading literature 2 Reading literature 1 Reading literature 4 Reading literature 9 Writing 1 Writing 2 Writing 3 Speaking and Listening 1 Speaking and Listening 4 Speaking and Listening 6	Close reading of speeches, letters, and images to determine speaker, subject, and purpose, as developed through rhetorical and literary devices Expansion of close reading through secondary, scholarly material and mass media	<u>Sound and Sense</u> Shakespeare, <u>Julius Caesar</u> Excerpts from Bryson, <u>Shakespeare</u> Clips from Mankiewicz’ “Julius Caesar” Assorted scholarly articles
Differentiation	Support -- for students who are struggling with the content	Content: Focus on selected speeches from the play Process: Participate in small group discussions Product: IB task 1 allows for student-selected differentiation		
	Extension – for high achieving students.	Content: Read the entire play Process: Lead small group discussions Product: IB task 1 allows for student-selected differentiation		
Evaluation	Formative Assessments (ongoing & mid-lesson): Class discussions Practice timed-writes on the rhetorical and literary devices used in the play			
	Summative Assessments (unit final evaluation): IB task 1 IB presentation			

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Unit 3	4-6 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Persuasion: Lincoln	Continue unit 1 and 2 vocabulary Syntax Sentence types: simple, compound, complex, compound-complex	Reading informational texts 2 Reading informational texts 1 Reading informational texts 4 Reading informational texts 6 Reading informational texts 9 Writing 1 Writing 2 Writing 3 Speaking and Listening 1 Speaking and Listening 4 Speaking and Listening 6	Close reading of speeches, letters, and images to determine speaker, subject, and purpose, as developed through rhetorical and literary devices Expansion of close reading through secondary, scholarly material and mass media	Lincoln's speeches and letters Excerpts from: Goodwin, <u>Team of Rivals</u> Wills, <u>Lincoln at Gettysburg</u> White, <u>The Eloquent President</u> Carroll, <u>Letters of a Nation</u> Images by Matthew Brady, Norman Rockwell and others The Lincoln Memorial Clips from Ford's "Young Mr. Lincoln," Spielberg's "Lincoln," and Burns' "The Civil War"
Differentiation	Support -- for students who are struggling with the content	Content: Readings will be scaffolded Process: Participate in small-group discussions Product: IB task 1 allows for student-selected differentiation		
	Extension – for high achieving students.	Content: Additional chapters from the scholarly secondary material Process: Lead small-group discussions Product: IB task 1 allows for student-selected differentiation		
Evaluation	Formative Assessments (ongoing & mid-lesson): Class discussions Practice timed-writes			
	Summative Assessments (unit final evaluation): IB task 1 IB presentation			

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Unit 4	4-6 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Persuasion: Martin Luther King, Jr.	Continue unit 1, 2, and 3 vocabulary More sentence types: periodic, loose, balanced parallel structure	Reading informational texts 2 Reading informational texts 1 Reading informational texts 4 Reading informational texts 6 Reading informational texts 8 Writing 1 Writing 2 Writing 3 Speaking and Listening 1 Speaking and Listening 3 Speaking and Listening 4 Speaking and Listening 6	Close reading of speeches, sermons, letters, and images to determine speaker, subject, and purpose, as developed through rhetorical and literary devices Expansion of close reading through secondary, scholarly material and mass media	King’s speeches and letters Audio of speeches Historical photographs Clips from “Eyes on the Prize” MLK Memorial Assorted scholarly articles
Differentiation	Support -- for students who are struggling with the content	Content: Simpler scholarly articles Process: Participate in small-group discussions Product: IB task 1 allows for student-selected differentiation		
	Extension – for high achieving students.	Content: More complex scholarly articles Process: Lead small-group discussions Product: IB task 1 allows for student-selected differentiation		
Evaluation	Formative Assessments (ongoing & mid-lesson): Class discussions Practice timed-writes			
	Summative Assessments (unit final evaluation): IB task 1 IB presentation			

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Semester 2: Literature—Critical Study (IB Language A: Language and Literature Part 4)

Students will: consider the changing historical, cultural and social contexts in which particular texts are written and received; demonstrate how the formal elements of the text, genre and structure can not only be seen to influence meaning but can also be influenced by context; and understand the attitudes and values expressed by literary texts and their impact on readers (Guide, 21). Students will write three versions of IB task 2; one of which will be polished in year 2 for submission to IB. **IB task 2** is an outline and an 800-100 word essay on one of 3 topics: reader, culture and text; power and privilege; text and genre. The final assessment of the semester will be the IB individual oral commentary. After a 15-minute preparation, the student explains to the teacher the use and effect of literary devices in a ten-minute recorded talk, followed by a 5-minute question/answer session. The recording is submitted to IB in year 2.

Unit 5	4-5 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
The American Dream: <u>Beloved</u>	Literary devices	Reading literature 2 Reading literature 1 Reading literature 9 Writing 1 Writing 2 Writing 3 Speaking and Listening 1 Speaking and Listening 4 Speaking and Listening 6	Close reading of passages to determine speaker, subject, and purpose, as developed through rhetorical and literary devices	Morrison, <u>Beloved</u> Lester, <u>To Be a Slave</u> Lester, <u>Uncle Remus: The Complete Tales</u> Assorted poems about violence: Robert Hayden, Rita Dove, Sharon Olds, etc.
Differentiation	Support -- for students who are struggling with the content	Content: Readings will be scaffolded Process: Participate in small-group discussions Product: IB task 2 allows for student-selected differentiation		
	Extension – for high achieving students.	Content: Additional readings will be available Process: Lead small-group discussions Product: IB task 2 allows for student-selected differentiation		
Evaluation	Formative Assessments (ongoing & mid-lesson): Class discussion Practice timed-writes IB individual oral commentary practice			
	Summative Assessments (unit final evaluation): IB task 2 Timed-write on use and effect of literary devices in an excerpt from the novel			

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Unit 6	4-5 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
The American Dream: <u>The Great Gatsby</u>	Literary devices	Reading literature 2 Reading literature 1 Reading literature 9 Writing 1 Writing 2 Writing 3 Speaking and Listening 1 Speaking and Listening 4 Speaking and Listening 6	Close reading of passages to determine speaker, subject, and purpose, as developed through rhetorical and literary devices	Fitzgerald, <u>The Great Gatsby</u> Horatio Alger, assorted stories Fairy tales Assorted poems about love: Shakespeare, Donne, Millay, Collins
Differentiation	Support -- for students who are struggling with the content	Content: Readings will be scaffolded Process: Participate in small-group discussions Product: IB task 2 allows for student-selected differentiation		
	Extension – for high achieving students.	Content: Additional readings will be provided Process: Lead small-group discussions Product: IB task 2 allows for student-selected differentiation		
Evaluation	Formative Assessments (ongoing & mid-lesson): Class discussion Practice timed-writes IB individual oral commentary practice			
	Summative Assessments (unit final evaluation): B task 2 Timed-write on use and effect of literary devices in an excerpt from the novel			

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Unit 7	4-5 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
The American Dream: <u>All the Pretty Horses</u>	Literary devices	Reading literature 2 Reading literature 1 Reading literature 9 Writing 1 Writing 2 Writing 3 Speaking and Listening 1 Speaking and Listening 4 Speaking and Listening 6	Close reading of passages to determine speaker, subject, and purpose, as developed through rhetorical and literary devices	McCarthy, <u>All the Pretty Horses</u> Excerpts from various John Ford films. Kooser, Ted, assorted poems
Differentiation	Support -- for students who are struggling with the content	Content: Readings will be scaffolded Process: Participate in small-group discussions Product: IB tasks 1 and 2 allow for student-selected differentiation		
	Extension – for high achieving students.	Content: Additional readings will be provided Process: Lead small-group discussions Product: IB task 2 allows for student-selected differentiation		
Evaluation	Formative Assessments (ongoing & mid-lesson): Class discussion Practice timed-writes IB individual oral commentary practice			
	Summative Assessments (unit final evaluation): B task 2 Timed-write on use and effect of literary devices in an excerpt from the novel			

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Unit 8	2-3 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Summation	Literary devices	Reading literature 10 Writing 4 Writing 5	Peer-editing	"Draft" (a series of New York Times articles on writing) Independent-choice novels
Evaluation	Summative Assessments (unit final evaluation): IB individual oral commentary Revision of one IB task 1 and one IB task 2			