

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

Course Title		IB Language A: Language and Literature HL 2				Course Code		F0485-486		
Transcript Title:	IB Language and Literature HL 2		Grades Levels:		12		Board Adoption Date:		July 2013	
Content Area:	Composition and Literature		GPA Scale:		Weighted		Date Course Submitted:		January 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):	IB Language A: Language and Literature HL year 1									
Next course(s):	none									

COURSE DESCRIPTION (catalog summary):

In the second year of this two-year college-level course, students will study the remaining two parts of the IB curriculum: language and mass media, and literature: texts and cont.

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 and Mass Communication (IB Language A: Language and Literature Part 2)

Students will: examine different forms of communication within the media; show an awareness of the potential for educational, political or ideological influence of the media; and show the way mass media use language and image to inform, persuade or entertain (Guide, 19). The focus of the semester will be comparative textual analysis, the skill tested in one of the two IB exams in the spring. Starting in unit two, students will give two **IB presentations**; the higher grade will be submitted to IB. The presentations will be comparative; students select the form and content. The summative assessment of units two through four and the semester final will be written comparisons.

Unit 1	3-4 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Telling our own stories	Rhetorical and literary devices introduced in year 1	Reading informational texts 2 Reading informational texts 5 Reading informational texts 6 Writing 3 Speaking and listening 1 Speaking and listening 3	Daily reading, writing, and discussion Quick writes to imitate the structure of the studied autobiographical narratives	Lamott, <u>Bird by Bird</u> Stories from “This American Life” (radio show) Assorted autobiographical narratives
Differentiation	Support -- for students who are struggling with the content	Content: simpler autobiographical narratives Process: participate in small-group discussions Product: essays allow for differentiation; struggling students may write simpler narratives		
	Extension – for high achieving students.	Content: more difficult autobiographical narratives Process: lead small-group discussions Product: essays allow for differentiation; advanced students may write more complex narratives		
Evaluation	Formative Assessments (ongoing & mid-lesson): Timed-write: rhetorical and literary analysis of autobiographical narratives			
	Summative Assessments (unit final evaluation): Personal narrative (college-application essay) Final revision of IB task 1			

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Unit 2	4-5 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Terror in the media	Rhetorical and literary devices introduced in year 1	Reading informational texts 2 Reading informational texts 1 Reading informational texts 7 Writing 2 Speaking and listening 1 Speaking and listening 5	Daily reading, writing, and discussion Written and oral comparative analysis, based on similarities and differences in context, purpose, audience, rhetorical and literary devices	Assorted materials related to 9/11 including: Autobiographical accounts Photographs Political cartoons Art Spiegelman's <u>New Yorker</u> covers Opinion pieces Chronologies and maps Poetry, including "Skyscrapers" Clips from films including "Zero Dark Thirty," "Flight 93," "The Siege," "World Trade Center" Clips from documentaries Selections from novels, including Updike's <u>Terrorist</u> , Foer, <u>Extremely Loud and Incredibly Close</u> , Schwartz, <u>Writing on the Wall</u> , McEwan, <u>Saturday</u>
Differentiation	Support -- for students who are struggling with the content	Content: a range of readings will be provided Process: participate in small-group discussions Product: essays allow for student-selected differentiation		
	Extension – for high achieving students.	Content: a range of readings will be provided Process: lead small-group discussions Product: essays allow for student-selected differentiation		
Evaluation	Formative Assessments (ongoing & mid-lesson): Class discussions Comparative textual analyses drawn from course material			
	Summative Assessments (unit final evaluation): IB presentation Comparative textual analysis drawn from new material			

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Unit 3	4-5 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Wealth and poverty in the media	Rhetorical and literary devices introduced in year 1	Reading informational texts 2 Reading informational texts 1 Reading informational texts 7 Writing 2 Speaking and listening 1 Speaking and listening 5	Daily reading, writing, and discussion Written and oral comparative analysis, based on similarities and differences in context, purpose, audience, rhetorical and literary devices	Assorted materials related to wealth and poverty including: Singer, “The Singer Solution to World Poverty” Gelinas “Capitalism is the Cure to Poverty” Salwen, <u>The Power of Half</u> Menzel, <u>Material World: A Global Family Portrait</u> Tough, <u>Whatever It Takes</u> Poetry Charts Maps
Differentiation	Support -- for students who are struggling with the content	Content: a range of readings will be provided Process: participate in small-group discussions Product: essays allow for student-selected differentiation		
	Extension – for high achieving students.	Content: a range of readings will be provided Process: lead small-group discussions Product: essays allow for student-selected differentiation		
Evaluation	Formative Assessments (ongoing & mid-lesson): Class discussions Comparative textual analyses drawn from course material			
	Summative Assessments (unit final evaluation): IB presentation Comparative textual analysis drawn from new material			

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Unit 4	4-5 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Gender in the media	Rhetorical and literary devices introduced in year 1	Reading informational texts 2 Reading informational texts 1 Reading informational texts 7 Writing 2 Speaking and listening 1 Speaking and listening 5	Daily reading, writing, and discussion Written and oral comparative analysis, based on similarities and differences in context, purpose, audience, rhetorical and literary devices	Assorted materials related to gender, including: Autobiographical accounts Historical documents Photographs Political cartoons Opinion pieces Charts and chronologies Poetry, including “The Changeling” and “The Centaur”
Differentiation	Support -- for students who are struggling with the content	Content: a range of readings will be provided Process: participate in small-group discussions Product: essays allow for student-selected differentiation		
	Extension – for high achieving students.	Content: a range of readings will be provided Process: lead small-group discussions Product: essays allow for student-selected differentiation		
Evaluation	Formative Assessments (ongoing & mid-lesson): Class discussions Comparative textual analyses drawn from course material			
	Summative Assessments (unit final evaluation): IB presentation Comparative textual analysis drawn from new material			

Unit 5	2 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Summation		Writing 4 Writing 5	Peer-editing	Trimble, <u>Writing with Style</u>
Evaluation	Summative Assessments (unit final evaluation): Final revision of IB task 2			

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Semester 2: Literature—Texts and Context (IB Language A: Language and Literature Part 3)

Students will: explore literary works in detail; analyze elements such as theme and the ethical stance or moral values of literary texts; and understand and make appropriate use of literary terms ([Guide](#) 21. 22). The focus of the semester will be literary analysis, the skill tested in the second of the two IB exams in May, but students will continue to practice comparative textual analysis.

Unit 6	5-6 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Tragedy: <u>Hamlet</u>	Rhetorical and literary devices introduced in year 1	Reading literature 2 Reading literature 1 Reading literature 6 Writing 2 Speaking and listening 1	Daily reading, writing, and discussion	Sophocles, <u>Oedipus</u> Shakespeare, <u>Hamlet</u> Kipling, "If" Erdich, "Advice to Myself" Atwood, "Gertrude Talks Back" Clips from various film versions of <u>Hamlet</u> Assorted scholarly articles on production and reception
Differentiation	Support -- for students who are struggling with the content	Content: a range of readings will be provided Process: participate in peer-editing Product: essays allow for student-selected differentiation		
	Extension – for high achieving students.	Content: a range of readings will be provided Process: lead peer-editing Product: essays allow for student-selected differentiation		
Evaluation	Formative Assessments (ongoing & mid-lesson): Class discussion Practice timed-write literary analysis Practice comparative textual analysis			
	Summative Assessments (unit final evaluation): Timed-write literary analysis Comparative textual analysis drawn from new material related to <u>Hamlet</u> ("Reviving Ophelia")			

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Unit 7	4-6 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Tragedy: <u>Hedda</u>	Rhetorical and literary devices introduced in year 1	Reading literature 2 Reading literature 1 Reading literature 6 Writing 2 Speaking and listening 1	Daily reading, writing, and discussion	Ibsen, <u>Hedda Gabler</u> Assorted scholarly articles on production and reception
Differentiation	Support -- for students who are struggling with the content	Content: a range of readings will be provided Process: participate in small-group discussions Product: essays allow for student-selected differentiation		
	Extension – for high achieving students.	Content: a range of readings will be provided: Process: lead small-group discussions Product: essays allow for student-selected differentiation		
Evaluation	Formative Assessments (ongoing & mid-lesson): Class discussion Practice timed-write literary analysis Practice comparative textual analysis			
	Summative Assessments (unit final evaluation): Timed-write literary analysis Comparative textual analysis drawn from new material related to <u>Hedda Gabler</u>			

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Unit 8	4-6 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Tragedy: <u>Maus</u>	Rhetorical and literary devices introduced in year 1	Reading literature 2 Reading literature 1 Reading literature 6 Writing 2 Speaking and listening 1	Daily reading, writing, and discussion	Spiegelman, <u>Maus</u> Assorted scholarly articles on production and reception
Differentiation	Support -- for students who are struggling with the content	Content: a range of readings will be provided: Process: participate in small-group discussions Product: essays allow for student-selected differentiation		
	Extension – for high achieving students.	Content: a range of readings will be provided: Process: lead small-group discussions Product: essays allow for student-selected differentiation		
Evaluation	Formative Assessments (ongoing & mid-lesson): Class discussion Practice timed-write literary analysis Practice comparative textual analysis			
	Summative Assessments (unit final evaluation): Timed-write literary analysis Comparative textual analysis drawn from new material related to <u>Maus</u>			

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Unit 9	2 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
IB exam practice	Rhetorical and literary devices introduced in year 1	Writing 2	Daily reading and writing practice	Practice tests
Evaluation	Summative Assessments (unit final evaluation): IB paper 1 and paper 2			

Unit 10	2-3 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Senior Exit Project	Rhetorical and literary devices introduced in year 1	Reading literature 10 Writing 3 Writing 4 Writing 5	Daily writing and reading	Independent-choice novels
Evaluation	Summative Assessments (unit final evaluation): Senior Exit Project			