

**MT. DIABLO UNIFIED SCHOOL DISTRICT  
COURSE OF STUDY**

<b>COURSE TITLE:</b>	<b>IB Language and Literature SL Y1</b>
<b>COURSE NUMBER:</b>	<b>340205</b>
<b>CBEDS NUMBER:</b>	<b>2160</b>
<b>DEPARTMENT:</b>	<b>English</b>
<b>LENGTH OF COURSE:</b>	<b>1 Year</b>
<b>CREDITS PER SEMESTER:</b>	<b>5</b>
<b>GRADE LEVEL(S):</b>	<b>12th</b>
<b>REQUIRED OR ELECTIVE:</b>	<b>This course fulfills 1 year of the four-year English graduation requirement and UC/CSU “b” requirement</b>
<b>PREREQUISITES:</b>	
<b>Required -</b>	Passing grade in 9th & 10th grade English, English III Honors
<b>Recommended -</b>	Teacher recommendation

**BOARD OF EDUCATION ADOPTION: April 17, 2017**

**NOTE:** This course is previously approved by the UC/CSU, under the International Baccalaureate Organization (IBO). The official IB Subject Guide was used to create the Course of Study submitted to the IBO on April 1, 2016, along with the Application for Authorization. The Course of Study submitted was approved by the IBO as meeting the requirements of the course. **Please see the attached Language A: language & literature guide published by the IBO, 2011, updated 2013.**

**COURSE DESCRIPTION:** The Language A: Language and Literature course (IB Language and Literature) aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices, and to encourage students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. Helping students to focus closely on the language of studied texts and to become aware of the role of wider context in shaping meaning is central to the course. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.<sup>1</sup>

**COURSE PURPOSE:** The aims of language A: language and literature standard level courses are to:

- 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 students’ powers of expression, both in oral and written communication.
- Encourage students to recognize the importance of the different context in which texts are written and received.
- Encourage an appreciation of the different perspectives of other cultures and how these perspectives construct meaning.
- Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts.

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<sup>1</sup> IBO, International Baccalaureate Diploma Programme Subject Brief, English A: Language and Literature - Standard Level, 2014

- 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.<sup>2</sup>

### **COURSE OUTLINE:**

(Please see Language A: Language and Literature Guide, pages 17 to 22, for details.)

#### **Language in cultural context**

- Effect of audience and purpose on the structure and content of texts
- Impact of language changes
- Effect of culture and context on language and meaning

#### **Literature—texts and contexts**

- Historical, cultural and social contexts in which texts are written and received
- Relationship between context and formal elements of the text, genre and structure
- Attitudes and values expressed by literary texts and their impact on readers

### **KEY ASSIGNMENTS:**

Assignments will be designed to give students an opportunity to demonstrate the following:

- Knowledge and understanding of a range of texts
- Understanding of the use of language, structure, technique and style
- Critical understanding of the ways in which readers construct meaning and the influence of context
- Understanding of how different perspectives influence the reading of a text
- Ability to choose an appropriate text type
- Ability to use terminology relevant to the various text types studied
- Ability to analyze the effects of language, structure, technique and style on the reader
- Awareness of the ways in which the production and reception of texts contribute to their meanings
- Ability to substantiate and justify ideas with relevant examples
- Ability to compare and contrast the formal elements, content and context of texts
- Discuss the ways in which language and image may be used in a range of texts
- Ability to evaluate conflicting viewpoints within and about a text
- Ability to express ideas clearly and with fluency, both written and orally
- Ability to use the oral and written forms of the language, in a range of styles, registers and situations
- Ability to discuss and analyze texts in a focused and logical manner

### **INSTRUCTIONS METHODS and/or STRATEGIES:**

(Please see Language A: Language and Literature Guide, pages 13 and 14, for details.)

General IB approaches to teaching are:

- Based on inquiry
- Focused on conceptual understanding
- Developed in local and global contexts
- Focused on effective teamwork and collaboration

- Differentiated to meet the needs of all learners
- Informed by formative and summative assessment

Strategies to meet these approaches with students include deliberate lesson planning that encourages students to develop these approaches to learning skills:

- Thinking
- Communication
- Social
- Self-management
- Research

### **ASSESSMENTS INCLUDING METHODS and/or TOOLS**

There are ongoing formative and summative assessments throughout the course as prepared by the instructor. In addition, there are specific IB assessments called Internal Assessment (IA) and External Assessment (EA). Preparation for both the IAs and EAs are ongoing throughout the course.

#### **External**

Paper 1: Written analysis of one of two unseen texts.

Paper 2: In response to one of six questions, an essay based on two literary texts studied.

Written Task: There are several written tasks based on the course material. One of these is submitted to IB for scoring.

#### **Internal**

Individual Oral Commentary: An oral commentary on an extract from a literary text studied. Two guiding questions are given.

Further Oral Activity: At least two further oral activities. The mark of one is submitted for final assessment.

Written Task

### **INSTRUCTIONAL MATERIALS:**

The IB provides two documents which serve as the basis for selecting literature for the ELA courses. The Prescribed Literature in Translation (PLT) list sets out to provide schools with a broad range of texts in a variety of languages. These works are appropriate for study at this level. The Prescribed List of Authors (PLA) contains the names of authors in categories of different genres.

More specific examples of works might be:

- Sherman Alexie short stories, selections from “Diary of a Part-Time Indian”
- Essays by Amy Tan and Sandra Cisneros
- Novels/Plays:
  - “Their Eyes Were Watching God” Zora Neale Hurston
  - “The Bluest Eye” Toni Morrison
  - “Black Boy” Richard Wright
  - “The Crucible” Arthur Miller
  - “The Great Gatsby” F. Scott Fitzgerald

Please see the attached PLT and PLA for more details.

**For Honors Distinction:**

**CORRESPONDING NON-HONORS COURSE:**

ERWC

**DIFFERENCES in HONORS/NON-HONORS COURSES:**

The Expository Reading and Writing Course focuses almost exclusively on reading and writing expository texts. While some expository skills are developed further in the IB English SL course, students will go much more in depth to develop their critical understanding of many different types of texts.

**Committee Members:**

**1. Sharon Thompson**

**4. Sasha Robinson**

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