

What does it mean to be an IB student?

<u>Language A: Literature</u> is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a course that suits the particular needs and interests of their students. It is divided into four parts, each with a particular focus. Part 1: Works in translation (junior year) Part 2: Detailed study (senior year) Fiction Part 3: Literary genres (senior year) Part 4: Options (in which works are freely chosen by school) (junior year)	Aims: ★ Identify literary devices and emergence of how they are used to shape meaning (key terms, PLUS others that emerge from your text: narrative style, theme, diction, structure. ★ Write strong thesis statements that include precise, arguable claims. ★ Provide ample support for claims and integrate quotations into own words. Develop strong literary analysis paragraphs. ★ Use of textual reference in speaking and writing. ★ Demonstrate ability to read, research and respond to reading and research in student's own words, documenting all external sources. ★ Speak with clarity and precision in making meaning of texts. ★ Appreciation of an international world. ★ Develop strategies to read challenging texts. ★ Form interpretations of texts. ★ Develop understanding of genre. ★ Further development of literary commentary skills. ★ Practice responding to unseen texts, on demand. ★ Practice poetry commentary.
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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

THE IB TESTS!

Assessment Component	Weighting
<i>External assessment (4 hours)</i>	(70%)
Paper 1: Literary commentary (2 hours) The paper consists of two passages: one prose and one poetry. Students choose one and write a literary commentary. (20 marks)	20%
Paper 2: Essay (2 hours) The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3. (25 marks)	25%
Written assignment Students submit a reflective statement and literary essay on one work studied in part (25 marks) The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.	25% (started junior year; revised senior year)

Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral commentary and discussion (20 minutes) Formal oral commentary on poetry studied in part 2 with subsequent questions(10 minutes) followed by a discussion based on one of the other part 2 works(10 minutes). (30 marks) Individual oral presentation (10–15 minutes) The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. (30 marks)	(30%) 15% 15% (completed junior year)
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Driving Question: Powerful literature provides insights into the human condition/experience. How does understanding of the art of writing allow readers to transcend personal bias of time, place, and stylistic preference to appreciate those insights? How does that work across literary genres, particularly in fiction?

What we'll read. :)

First Semester:	Second Semester:
Independent Reading (from IB list) Poetry of W.H. Auden <i>Hamlet</i> by William Shakespeare Short Story/ Hemingway Dystopian Novel (<i>1984</i> by George Orwell and <i>The Handmaid's Tale</i> by Margaret Atwood) supplemental poetry and non-fiction	Independent Reading (from IB list) Continuation of Dystopian Novel Unit <i>A Portrait of an Artist as a Young Man</i> by James Joyce (Free Indirect Style) <i>The Awakening</i> by Kate Chopin (Realism) supplemental poetry and non-fiction

[Literature, by its essential nature, allows us to explore places, cultures, values, beliefs, attitudes and ideas that we may not encounter in the course of our own daily lives. This is the wonder of books—their power to transport us to worlds outside our own. If, in the course of our reading this year, you find something objectionable, please let me, your teacher, know, so I can discuss alternatives with you.]

Supply/Needs List:

- spiral/composition book (bring to class daily for planning/note taking/journaling) ONLY FOR ENGLISH
- pens
- planner/organizer
- post-its
- colored pens/pencils (I have a supply of them, but many people like to have their own.)
- three-ring binder for handouts and projects

Though it is not required, it is highly advised that when students are able to that they buy their own copies of the books we'll read together. The benefit of this is that they can take notes while they read and have access to those notes any time they need to during the year.

We are also looking for donation of any of the following for use by the entire classroom:

- tissue
- hand sanitizer
- markers/ colored pencils/ paints
- arts supplies such as: magazines, fabric, yarn, beads, etc--anything you have around the house and are no longer using.)
- throw pillows/blankets for reading day

Cellphone Policy: Cell phones must be on silent and put away (not on your person) during class time.

Behavior Expectations: As a class we will discuss more specific classroom norms for group and individual work such as be on time or everyone contributes, but what is important to know about my philosophy of teaching is that I believe students should be active and engaged in their own learning and solving content-related problems most of the time. We live in an information-rich society, so only when necessary will your role as a student be to receive information from me. You will be thinking, writing, questioning, and posing problems every day.

Grades:

What you are graded on:	Scoring:	
*Engaged Learning: Academic work conducted during class time, homework, and evidence of reading. Daily note-taking and journal. 20% *Performance: Assessments graded on the IB rubrics. These assignments can be redone since they are linked to standards, with teacher approval and within the same time/unit as the standard was addressed. An intermediary assignment may be required before a standards assessment can be redone. This also includes test/quizzes. 80%	The grading scale for this class looks a bit different than in other classes because all assignments are graded on a 4 point scale where 4=A, 3=B, 2=C, 1=D, and 0=F. To encourage growth, a score of a 1 on any rubric is a REDO and will go in the gradebook as a 0 until you meet with me and redo the assignment until a score of 2 is achieved.	
Standards Include: WRITING: • Knowledge and Understanding of Works • Response to Question • Appreciation of Literary Conventions of the Genre • Organization/Development • Language • Understanding/Interpretation • Appreciation of Writer's Choices SPEAKING: • Knowledge and Understanding of Works • Language • Presentation/Organization • Knowledge and Understanding of the Poem • Appreciation of the Writer's Choices • Response to the Discussion Questions	A	92.5--100
	A-	86.67--92.49
	B+	80.84--86.66
	B	75--80.83
	B-	66.67--74.99
	C+	58.34--66.66
	C	50--58.33
	C-	41.67--49.99
	D+	33.34--41.66
	D	25-33.33
	F	0-24.9

All performance assessments can be redone for a higher score only after meeting with the teacher to discuss the assessment and a plan for revision.	
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Missed Work/Late Work:

It is important to check in with all teachers before or after school if you/your student has been absent. The first few minutes before or between classes are **a really bad time** to discuss the complexities of any assignment. Please see me before or after school or email me if this situation applies to you! Before you ask about what you missed, please also take the time to check the website/class calendar/Edmodo.

If you are absent on the day of a schedule presentation and it is a group presentation, your group will be expected to present without you, so all group work should be shared and not held by one person in the group. If you are absent on the day of an individual presentation, the presentation must be made up before or after school during regular office hours and arranged in advance.

Plagiarism: All incidences of plagiarism will be reported to administration. You'll earn a zero for the assignment in the class and will not have the opportunity to redo.

Choice Reading:

Students read 1 book of their own choosing beyond classroom reading each semester. Each student will be asked to record and/or present information about these books. The book must come from the IB booklist (linked on website).

Ms. Liz Shine

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Please visit the CHS school staff website to find out assignments and due dates. Feel free to email at any time. :)

Please sign and return- a copy is on my school website if you need to refer back to it later.

By signing, you acknowledge that you read the syllabus and letter to parents and students and that you understand the content and expectations for this class and how to contact the teacher should I have questions.

_____ Parent/Guardian signature Date _____

Parent/Guardian Name: _____ (Please print) Parent Email: _____

_____ Student signature Date _____

Student Name: _____ (Please print) Student Email: _____

I'm looking forward to a fantastic year with you/your student! Truly. :)