### Language and Literature HL

<table>
<thead>
<tr>
<th>Board Approval Date: March 26, 2020</th>
<th>Course Length: 4 Semesters</th>
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<tbody>
<tr>
<td>Grading: A-F</td>
<td>Credits: 5 Credits per Semester</td>
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<tr>
<td>Proposed Grade Level(s): 11, 12</td>
<td>Subject Area: English</td>
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<td></td>
<td>Elective Area (if applicable):</td>
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<tr>
<td>Prerequisite(s): “C” or better in English 2</td>
<td>Corequisite(s): Enrollment in Theory of Knowledge is strongly recommended</td>
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<tr>
<td>CTE Sector/Pathway:</td>
<td></td>
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<tr>
<td>Intent to Pursue ‘A-G’ College Prep Status: Yes</td>
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<tr>
<td>A-G Course Identifier: (b) English</td>
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<td>Graduation Requirement: Yes</td>
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<td>Course Intent: Site Specific Program (if applicable): IB</td>
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**COURSE DESCRIPTION:**

The Language and Literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption.

The course is organized into three areas of exploration: readers, writers, and texts; time and space; and intertextuality. The course material invites students to explore the language of global issues through the seven concepts for understanding the purpose, audience, meaning, and effect of both literary and non-literary texts. These seven concepts are identity, culture, creativity, communication, perspective, transformation, and representation. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.
<table>
<thead>
<tr>
<th>Unit Number/Title</th>
<th>Unit Essential Questions</th>
<th>Examples of Formative Assessments</th>
<th>Examples of Summative Assessment</th>
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<tbody>
<tr>
<td>1. Language and Race</td>
<td>How do writers use language to communicate their identity, culture, and perspective? How do racial representations transform societal expectations?</td>
<td>*Literature circle small group discussions *Mind mapping *Gallery walks *Quick writes</td>
<td>*Timed essay writing *Group oral presentation</td>
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<tr>
<td>2. Language and Gender</td>
<td>How does identity and gender impact access to power and privilege? How does access to power and privilege change over time and space, as reflected in multiple texts?</td>
<td>*Guided research *Inquiry question genesis *Mind mapping *Gallery walks *Quick writes</td>
<td>*HL Essay (research)</td>
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<tr>
<td>3. Language and Mental Illness</td>
<td>How has mass media and narrative fiction represented mental illness, and how does that impact our perceptions? How does the structure and style of a text impact meaning?</td>
<td>*Guided research *Inquiry question genesis *Mind mapping *Gallery walks *Quick writes</td>
<td>*Timed essay writing *Group oral presentation</td>
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<td>4. Language and Mortality</td>
<td>How do texts adhere to and deviate from conventions associated with literary forms or text type? What does our language reveal about our attitudes towards death in our culture? How does the language of science compare and contrast with the literary interpretation of the afterlife?</td>
<td>*Guided research *Inquiry question genesis *Mind mapping *Gallery walks *Quick writes</td>
<td>*HL Essay (research) *Timed essay writing *Individual oral presentation</td>
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<tr>
<td>5. Language and Politics</td>
<td>How do rhetorical choices shape public opinion and political policy? Where is the line between</td>
<td>*Group discussion research *Mind mapping *Gallery walks *Quick writes</td>
<td>*HL Essay (research)</td>
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| 6. Language and Creativity | How can literary and stylistic devices be used to express a range of potential meanings? How can texts offer multiple perspectives of a single issue, topic, or theme? | *Group discussion*  
*Research*  
*Mind mapping*  
*Gallery walks*  
*Quick writes* | *IB Internal Assessment: Individual Oral*

| 7. Language and Transformation | How important is cultural or historical context to the production and reception of a text? How can reading a text transform the reader's perspective? | *Group discussion*  
*Research*  
*Mind mapping*  
*Gallery walks*  
*Quick writes* | *IB Predicted Course Score*

| 8. Intertextuality | In what ways can diverse texts share points of similarity? | *Practice paper 1*  
*Timed writing*  
*Group discussion*  
*Research mind mapping*  
*Gallery walks*  
*Quick writes* | *Timed writing*  
*Mock paper 1*  
*Mock paper 2*

**ESSENTIAL STANDARDS:**

**Reading 11-12:**
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Writing 11-12:**
Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
They will also be writing informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the elective selection, organization, and analysis of content.
Students will also write narratives to develop real or imagined experiences or events using elective technique, well-chosen details, and well-structured event sequences.
Speaking and Listening 11-12:
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:**

**Link to Common Core Standards (if applicable):**
Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.
http://www.corestandards.org/ELA-Literacy/CCRA/R/

**Link to Framework (if applicable):**
Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

**Link to Subject Area Content Standards (if applicable):**
Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

**Link to Program Content Area Standards (if applicable):**
Program Content Area Standards applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.
This course will follow the prescribed content and assessment as outlined by the IB Language and Literature Subject Guide.

**TEXTBOOKS AND RESOURCE MATERIALS:**

<table>
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<tr>
<th>Board Approved</th>
<th>Pilot Completion Date (If applicable)</th>
<th>Textbook Title</th>
<th>Author(s)</th>
<th>Publisher</th>
<th>Edition</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text approved/recommended by IBO</td>
<td></td>
<td>English A: Language and Literature</td>
<td>Rob Allison, Brian Chanen</td>
<td>Oxford Press</td>
<td>2nd</td>
<td>1/1/2019</td>
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Other Resource Materials

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, programs).