IBO Mission Statement

- The International Baccalaureate Organization 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.

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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.

IB Learners strive to be:

1. **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. University faculties regularly note IB students’ passion for discovery.

2. **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. IB students are extraordinarily well prepared for the academic requirements of university coursework.

3. **Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. IB students contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, follow up by asking “why?”

4. **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. IB students regularly deliver stimulating presentations and drive excellence in group assignments.

5. **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. IB students are infused with the academic integrity that is a fundamental value of universities and colleges.

6. **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. IB students have a deep understanding of various cultures and views, bringing an appreciation of new views to both their academic study and their involvement in local and wider communities. Their international mindedness complements the missions of the best tertiary institutions.

7. **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. IB students tell us they bring this commitment to community and others to their activities and leadership roles at university and carry it throughout their lives.

8. **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. IB students transition well to challenging university settings and show resilience and determination in their work. In academics, they have the confidence to approach new or unfamiliar subjects or material.

9. **Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. IB students are active participants in a wide range of aspects of campus life, as well as focusing on their academic development.

10. **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. IB students have developed an ability to reflect on their learning and to articulate how they learnt. They have learned that critical reflection is an important academic and life skill.

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**Course Outline**

- The following course outline follows the **seven guiding concepts** in the course and uses them to frame the units of study.

- In your **learner portfolio** – when relevant – you will want to connect to the areas of exploration; concepts; global issues; and assessment components. They are listed below to help remind you of them.

- **7 Guided Concepts List**: Identity, Culture, Creativity, Communication, Perspective, Transformation, Representation

- **Global Issues List**: a) Culture, identity and community  
  b) Beliefs, values and education  
  c) Politics, power and justice  
  d) Art, creativity and imagination
e) Science, technology and the environment

Fall, Senior Year 2019 : Language and Mass Communication (Part 2), including Further Oral Activity and a Written Task

- The FOA will be assigned in late September.
- The students will begin by reviewing their reflection from their first FOA.
- Then, we will be completing mini oral presentations, focusing feedback on areas for improvement from first FOA.
- Students will present at the end of October.
- The WT process will begin Early November.
- Students will select their topic and submit a proposal, complete a first draft, revise/edit, and submit by the first week in December.

Spring, Senior Year 2020 : Literary, Texts and Contexts (Part 3), including a Written Task, Paper 1, and Paper 2.

- The written task process will begin in early January with student-teacher conferences. The student will then draft a proposal, complete a draft, which will be submitted for teacher feedback, and then by mid-February, submit the final draft.
- Paper 1 will be given in early May; Paper 2 will be given in mid May.
- Prior to these assessments, students will practice timed writing in order to prepare themselves for the official written tasks.

Parts I, II, III & IV Text Types- OVERVIEW

Link: https://www.thinkib.net/englishalanglit/page/10125/selecting-texts

Part II- Language & Mass Communication

The following list provides examples of lessons on Part 2 'topics'. They explore the relationship between medium and message. They help you achieve the learning outcomes for Part 2.

Textual bias (news reporting, sports coverage) Text to purchase- Friday Night Lights (Study of Sports in Media: Gender & Stereotypes)

Stereotypes (gender, ethnicity)

Popular culture (comics, soap operas)

Language and presentation of speeches and campaigns (elections, lobbying)
Language and the state (public information, legislation)

Media institutions (television channels, internet search engines)

Role of editing (news bulletins, websites) War and study of news & how war is reported

Use of persuasive language (advertising, appeals)

Arts and entertainment (radio and television drama, documentaries “Fog of War”)

Learning Outcomes

- Examine different forms of communication within the media.
- Show an awareness of the potential for educational, political or ideological influence of the media
- Show the way mass media use language to inform, persuade or entertain.

Part III Literature: Texts and Contexts

- Focuses on how context influences both the composition and the interpretation of literary texts.
- Given the small number of texts, and the fact that 25% of the final IB grade is based on the way these texts are used in one essay question, we can assume that a significant amount of dedicated time and a detailed and varied approach to the texts are expected.
- These texts will be presented towards the end of this second year of study, as they will be the material that students will refer to on the Paper 2 part of the final exam.

Literary texts (4) that you MUST PURCHASE!

- *Black Boy* by Richard Wright
- *Brave New World* by Aldous Huxley
- *Nineteen Eighty-Four* by George Orwell
• *The Crucible* by Arthur Miller

**Learning Outcomes**

- Consider the changing historical, cultural and social contexts in which particular texts are written and received.
- Demonstrate how form, structure and style can not only be seen to influence meaning but can also be influenced by context.
- Understand the attitudes and values expressed by literary texts and their impact on readers.

**Time**

- The following hours of tuition should be spent on Part 3 and preparation for its corresponding forms of assessment= **70 hours for HL**

**Assessment**

- The Paper 2 exam is an essay on one of six unseen questions.
- Students answer one of the questions with reference to at least two of the Part 3 literary works that were studied in class.
- Students receive 2 hours at HL to write their essay. This form of assessment is also externally assessed for 25% of the final mark.

**Sequence and External Assessment**

*Working backwards, we can start at the end, with the exam in May or November. During the exam session, students have two papers to sit.*
**Paper 1** - students use the analytical skills they have learned in Parts 1 and 2 to analyze two (Higher Level) non-fiction texts. Because this exam tests skills, we need to be sure we are developing these skills continuously through the course. Skills are slow-growing plants, and need frequent watering and feeding, so we need to be sure that we scaffold our students' learning at the start of the two years so that they can perform independently by the end.

**Paper 2** - students respond to one question and use their Part 3 texts to answer the question. It is therefore important for students to have studied their Part 3 texts last, right before the exam, as these texts will be fresh in their minds, and examples will hopefully be ready and present in their memories.

**Written task** - The written tasks can be related to any part of the course. Standard Level students complete at least three tasks, while Higher Level students must complete at least four. Students need to be given ample opportunities to practice their skills in this area, and we suggest writing at least one written task for each part of the course. This way students have a choice in what they submit.

**Sequence and Internal Assessment**

**Individual oral commentary** - students analyze an extract from a text for Part 4 of the course. The latest possible date will be just a week before the IBO deadline. It may be possible to do this oral earlier in the second year, so that students are not focusing solely on Part 3 and Part 4 for the last six months of the course.

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**Learner Portfolio**

- The learner portfolio is a wonderful opportunity for your students to chart their growth and their learning over the two year Language and Literature course.
- It is meant to act as a tool to aid in their learning, but it's not only that.
- It's also a space for reflective and analytical thinking, creative and formal writing, spontaneous and studious readings of texts and works.
- Students are to use the learner portfolio to connect to the assessment components of the course, especially the individual oral and the higher level essay, but it's more than a tool for assessment purposes.
- It's a place for students to find themselves as readers, writers, and thinkers.
- It's a place for students to grow and develop over time as students of English. And hopefully, if done right, students should find it enjoyable and dare we say it, a little bit of fun too.

- Some students struggle with IB requirements - and having a learner portfolio is a must for all students.
Those struggles can sometimes be alleviated when students understand the purpose behind the concept.
The following handout, gives students the key information about the learner portfolio without overwhelming them.

Link to LP handout:  

In the end, the goal is for the learner portfolio to be a transformational tool that assists students in their growth as readers, writers, and thinkers in the course.

**Formatting the Learner Portfolio**

- There are many ways to format the learner portfolio and you will find there is no single right way.
- There is a wide variety of options, from analog to digital to a combination of the two to get you on the path toward creating a successful learner portfolio.
- We will be using both options: analog and digital.

**Google Drive folder:**

- Using Google Docs, you can upload your work and much, much more in one personalized Google Drive folder.

**Class Notebook**

- An old-school option (a notebook with blank pages) that you will use and leave in the class.

**Grading Policy & Assessments**

1) Summative Assessments (including common assessments, formal essays and oral presentations, unit tests, projects, and the midterm) = 40%

2) Formative Assessments (including class work, presentations, homework, and quizzes) = 40%

3) Final Exam = 20% (Paper 2 different scale)

4) All written assignments, with the exception of in-class timed assignments, will be due by 8:45am the morning on which the assignment is due.

* This is a weighted course. All passing grades will receive ten additional points (i.e. 75% becomes 85%).

The IOC will be graded based on your understanding of the work, the effectiveness of the presentation, and your use of language.
You must use the proper format for the outline.

The IOC comprises 15% of the overall IB score for those testing.

*Per IB rules, students cannot redo this assessment*

*RUBRICS will be distributed during the first week of classes*

**Academic Honesty:**

Have in mind that plagiarism will lead to serious consequences, including the possibility of being unable to participate in the IB Diploma Program. Work sent to the IB that is not properly cited or plagiarized in any part with work or ideas that are not your own will result in a 0 and failure in the IB Diploma Program.

Distinguish between correct paraphrasing, direct quotation, and citation formats. Please consult the proper citation and note-taking resources on our class website or ask if you are unsure about how and when to cite. ALL formal assessment tasks MUST include citations and a Works Cited page.

For more information, please see the ISB Assessment and Academic honesty policy document.

**Recovery Policy**

Criteria and steps to recovery

1. GPA must be 79% or below
2. Student initiates a conversation with the teacher
3. Student turns in all missing assignments
4. If average remains below 80%, student will meet with teacher to choose which assessment they would like to retake (student MUST attend help session prior to retake)
5. Repeat as needed

*all work must be completed 10 days before the end of the semester

*late assignments will be penalized 10 points

*retakes will be assessed at 100%

**Please Note**
There are a limited number of certain texts available for check out. Texts will be checked out at the beginning of each unit on a first-come, first-served basis. With this being said, you may need to check out texts from the library, borrow from an older brother or sister, or you may also choose to purchase texts at a bookstore. Texts in addition to those listed above may also be used throughout the year. Please refer to the “Centennial High School Grading and Assessment Policy” for further information on the grading scale, make up work, retakes, and/or late work.

Additional Classroom Expectations:

• It is your responsibility to get your make-up work (before or after class) on the day that you return to school, so don’t forget to see me.

Tests will be made up by appointment – In other words, you will have to come talk to me (before or after class) to arrange a time to make up your test.

• Tardies: Please be in your assigned seat by the bell.

• Raise your hand if you have something to say. Please do not talk out of turn or interrupt others.

• Test and quiz policy: Talking, passing notes, iPads, phones, headphones, and apple watches will not be tolerated until ALL testing is over.

If you finish before your peers, sit quietly and work on something. If you have a question during the test, raise your hand, and I will answer you in turn.

• Plagiarism: Plagiarism means copying from another source. Please refer to the “Centennial High School Academic Honesty Policy” for more details.

• Cell phones should be silenced and put away during class time.

Student Signature & Acknowledgement

I have read and understand the course requirements for English 12 IB Language & Literature HL.

I have also read and understand the Centennial High School Grading and Assessment Policy and Academic Honesty Policy.

Again, please note: Per IB rules, students only have one attempt at the IOC and cannot redo the Part I written assignment for full credit.

Student Name (please print) ____________________________________________
*THE BEST FORM OF COMMUNICATION IS VIA EMAIL (Mon-Fri between the hours of 8:15-3:30)*

*Tutorials- Mondays & Wednesdays 7:50-8:20 am.*