### Course Title
IB Language A: Language and Literature HL 2

<table>
<thead>
<tr>
<th>Course Title</th>
<th>IB Language A: Language and Literature HL 2</th>
<th>Course Code</th>
<th>F0485-486</th>
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</thead>
<tbody>
<tr>
<td>Transcript Title</td>
<td>IB Language and Literature HL 2</td>
<td>Grades Levels:</td>
<td>12</td>
</tr>
<tr>
<td>Content Area</td>
<td>Composition and Literature</td>
<td>GPA Scale:</td>
<td>Weighted</td>
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<tr>
<td>Credential Req</td>
<td>ELA</td>
<td>Graduation Subject Areas:</td>
<td>English</td>
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<tr>
<td>UC/CSU “A-G” Area Approvals</td>
<td></td>
<td>School Site that wrote and submitted the course:</td>
<td>NHHS</td>
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<tr>
<td>Prerequisite(s)</td>
<td>IB Language A: Language and Literature HL year 1</td>
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<tr>
<td>Next course(s)</td>
<td>none</td>
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### 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.
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.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>3-4 weeks</th>
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</thead>
<tbody>
<tr>
<td><strong>Key Vocabulary</strong></td>
<td><strong>Standards (referenced)</strong></td>
</tr>
<tr>
<td>Telling our own stories</td>
<td>Rhetorical and literary devices introduced in year 1</td>
</tr>
<tr>
<td><strong>Differentiation</strong></td>
<td><strong>Support -- for students who are struggling with the content</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Extension -- for high achieving students.</strong></td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td><strong>Formative Assessments</strong> (ongoing &amp; mid-lesson):&lt;br&gt;Timed-write: rhetorical and literary analysis of autobiographical narratives</td>
</tr>
<tr>
<td></td>
<td><strong>Summative Assessments</strong> (unit final evaluation):&lt;br&gt;Personal narrative (college-application essay)&lt;br&gt;Final revision of IB task 1</td>
</tr>
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**Newport-Mesa Unified School District**  
Office of Secondary Curriculum and Instruction  
High School Course of Study

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<table>
<thead>
<tr>
<th><strong>Unit 2</strong></th>
<th>4-5 weeks</th>
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</thead>
<tbody>
<tr>
<td><strong>Key Vocabulary</strong></td>
<td><strong>Standards (referenced)</strong></td>
</tr>
</tbody>
</table>
| 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 New Yorker 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 Terrorist, Foer, Extremely Loud and Incredibly Close, Schwartz, Writing on the Wall, McEwan, Saturday |

<table>
<thead>
<tr>
<th>Differentiation</th>
<th>Support -- for students who are struggling with the content</th>
</tr>
</thead>
</table>
| 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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<table>
<thead>
<tr>
<th>Unit 3</th>
<th>4-5 weeks</th>
<th>Key Vocabulary</th>
<th>Standards (referenced)</th>
<th>Model Tasks</th>
<th>Tools / Texts</th>
</tr>
</thead>
</table>
| Wealth and poverty in the media | Rhetorical and literary devices introduced in year 1 | Reading informational texts 2  
Reading informational texts 1  
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, The Power of Half  
Menzel, Material World: A Global Family Portrait  
Tough, Whatever It Takes  
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
### Unit 4

**4-5 weeks**

<table>
<thead>
<tr>
<th>Key Vocabulary</th>
<th>Standards (referenced)</th>
<th>Model Tasks</th>
<th>Tools / Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender in the media</td>
<td>Rhetorical and literary devices introduced in year 1</td>
<td>Reading informational texts 2 Reading informational texts 1 Reading informational texts 7 Writing 2 Speaking and listening 1 Speaking and listening 5</td>
<td>Daily reading, writing, and discussion Written and oral comparative analysis, based on similarities and differences in context, purpose, audience, rhetorical and literary devices</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Key Vocabulary</th>
<th>Standards (referenced)</th>
<th>Model Tasks</th>
<th>Tools / Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summation</td>
<td>Writing 4 Writing 5</td>
<td>Peer-editing</td>
<td>Trimble, Writing with Style</td>
</tr>
</tbody>
</table>

**Evaluation**

- **Summative Assessments** (unit final evaluation):
  - Final revision of IB task 2
**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.

<table>
<thead>
<tr>
<th>Unit 6</th>
<th>5-6 weeks</th>
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</thead>
<tbody>
<tr>
<td><strong>Key Vocabulary</strong></td>
<td><strong>Standards (referenced)</strong></td>
</tr>
<tr>
<td>Tragedy: Hamlet</td>
<td>Rhetorical and literary devices introduced in year 1</td>
</tr>
</tbody>
</table>

**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 Hamlet (“Reviving Ophelia”)
### Unit 7

4-6 weeks

<table>
<thead>
<tr>
<th>Key Vocabulary</th>
<th>Standards (referenced)</th>
<th>Model Tasks</th>
<th>Tools / Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tragedy: <strong>Hedda</strong></td>
<td>Rhetorical and literary devices introduced in year 1</td>
<td>Daily reading, writing, and discussion</td>
<td>Ibsen, <em>Hedda Gabler</em></td>
</tr>
<tr>
<td></td>
<td>Reading literature 2</td>
<td></td>
<td>Assorted scholarly articles on production and reception</td>
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<tr>
<td></td>
<td>Reading literature 1</td>
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<tr>
<td></td>
<td>Reading literature 6</td>
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<tr>
<td></td>
<td>Writing 2</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Speaking and listening 1</td>
<td></td>
<td></td>
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<tr>
<td><strong>Differentiation</strong></td>
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<tr>
<td>Support -- for students who are struggling with the</td>
<td>Content: a range of readings will be provided</td>
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<tr>
<td>content</td>
<td>Process: participate in small-group discussions</td>
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<td></td>
<td>Product: essays allow for student-selected differentiation</td>
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<tr>
<td>Extension – for high achieving students.</td>
<td>Content: a range of readings will be provided:</td>
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<tr>
<td></td>
<td>Process: lead small-group discussions</td>
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<tr>
<td></td>
<td>Product: essays allow for student-selected differentiation</td>
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</tbody>
</table>

### 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 *Hedda Gabler*
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<table>
<thead>
<tr>
<th>Unit 8</th>
<th>4-6 weeks</th>
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</thead>
<tbody>
<tr>
<td><strong>Key Vocabulary</strong></td>
<td>Rhetorical and literary devices introduced in year 1</td>
</tr>
</tbody>
</table>
| **Standards (referenced)** | Reading literature 2  
Reading literature 1  
Reading literature 6  
Writing 2  
Speaking and listening 1 |
| **Model Tasks** | Daily reading, writing, and discussion |
| **Tools / Texts** | Spiegelman, *Maus*  
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 *Maus*
<table>
<thead>
<tr>
<th>Unit</th>
<th>Duration</th>
<th>Key Vocabulary</th>
<th>Standards (referenced)</th>
<th>Model Tasks</th>
<th>Tools / Texts</th>
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<tbody>
<tr>
<td>Unit 9</td>
<td>2 weeks</td>
<td>IB exam practice</td>
<td>Writing 2</td>
<td>Daily reading and writing practice</td>
<td>Practice tests</td>
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<td></td>
<td>Rhetorical and literary devices introduced in year 1</td>
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<tr>
<td>Evaluation</td>
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<td>Summative Assessments (unit final evaluation):</td>
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<td>IB paper 1 and paper 2</td>
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<tr>
<td>Unit 10</td>
<td>2-3 weeks</td>
<td>Senior Exit Project</td>
<td>Reading literature 10</td>
<td>Daily writing and reading</td>
<td>Independent-choice novels</td>
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<td>Rhetorical and literary devices introduced in year 1</td>
<td>Writing 3</td>
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<td>Writing 4</td>
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<td>Writing 5</td>
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<td>Summative Assessments (unit final evaluation):</td>
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<td>Senior Exit Project</td>
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