



Curriculum Map for English A: Language and Literature (Group 1) DP1

Unit Title (Time frame)	Standards	IB Objectives	Knowledge/Content	Skills	Assessments		Key resources
	<p>What are students expected to know and be able to do (knowledge and skills) by the end of a specific stage in their education?—General statements</p> <p>To be the same across all year levels</p>	<p><i>What IB Objectives (as stated in Subject Guides) will this unit address?</i></p>	<p><i>What key knowledge will students acquire as a result of this unit? This requires a summary of key content for the unit.</i></p>	<p>What skills will they acquire in this unit?</p>	<p><i>Through what tasks will students demonstrate the desired understanding? What IB criteria will be used to assess the students?</i></p> <p>Summative Assessments: All assessment tasks which will be used to calculate a student's semester grade (must be entered on Engage Gradebook). Must be IB type assessment.</p> <p>Formative Assessment: All assessment tasks which are used to provide students with periodic feedback so they are aware of their progress. These could include quizzes, posters, etc. (Do not enter on Engage Gradebook).</p>		<p>Textbook Other texts Websites Videos Movies Community as a resource? Trip</p>
					Formative	Summative	
<p>Part I: Language in Cultural Context (10 Weeks)</p>	<p>R.3 (5,6) Interpret words and phrases as they are used in a text, and analyze how specific word choices shape meaning or tone.</p> <p>R.4 (4,5,6) Assess how point of view, purpose, structure of texts, and syntax shape the content and style of a text.</p> <p>WL.3 (W4, W5, W6) Plan and revise to develop and strengthen writing.</p> <p>WL. 2 (W1, W3, W8, W9, W11, W12, W13, W14) Write clearly and accurately by using effective techniques and well-chosen detail in a well-structured sequential</p>	<p>Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections</p> <p>develop the students' powers of expression, in both oral and written communication</p> <p>encourage students to recognize the importance of the contexts in which texts are written and received</p> <p>encourage, through the study of texts, an appreciation of the different perspectives of people from</p>	<p>At least three of these topics: Gender (inequality, constructions of masculinity and femininity) sexuality (its construction through language); Language and power (linguistic imperialism, propaganda); History and evolution of the language (disappearing and revival languages, Creoles); Translation (what is added and what is lost); Language and social relations (social and professional status, race)</p>	<p>Analyze how audience and purpose affect the structure and content of text (use of persuasive language in political speeches; features of SMS messages; postcolonial readings of texts); Analyze the impact of language changes (the impact of electronic communication on meaning; the influence of government policy; the emergence of new vocabulary from the language of groups, such as young people; the disappearance of vocabulary and of languages themselves); Demonstrate an awareness of how language and meaning are shaped by culture and context (the ways in which jargon and professional language are used; the ways in which language affirms identity; the status given to standard and non-standard forms of the language; the status of minority languages in multilingual societies).</p>	<p>Presentations Classroom Discussions, Group work, Individual work, textual analysis, students sharing videos and starting classroom discussions; debate</p>	<p>FOA Paper 1 (Commentary on Unseen Texts) Written Task (Creative writing) Written Task 2 (For HL Students Only-based on one of the 6 prescribed questions);</p>	<p>http://www.thinkib.net/englishalanglit</p> <p>Martin Luther King Jr. & Kennedy Speeches</p> <p>Political Cartoons from online resources</p> <p>English A Course Companion</p> <p>Past Papers</p> <p>Rhetorical Devices for delivering an effective speech</p>



	<p>manner.</p> <p>LS.1 Prepare, initiate and participate in communicative situations regarding issues using appropriate command target language.</p> <p>LS.3 Collaborate with peers in a range of situations to achieve structured and reasoned communication.</p> <p>LS.6 Adapt speech to suit a variety of situations demonstrating a command of target language.</p>	<p>other cultures, and how these perspectives construct meaning</p> <p>encourage students to appreciate the formal, stylistic and aesthetic qualities of texts</p> <p>promote in students an enjoyment of, and lifelong interest in, language and literature.</p>					
<p>Part II: Language and Mass Communication (9 Weeks)</p>	<p><i>R.2 (7)</i> Analyze how two or more varied texts, including print and digital, address similar themes or topics, and compare or contrast the context and stylistic devices.</p> <p>WL.1 (W2, W7, W10) Write effectively and coherently for different text types, purposes and audience.</p> <p>LS.2 Comprehend and respond appropriately to a variety of stimuli using suitable conventions and formats.</p> <p>LS.3 Collaborate with peers in a range of situations to achieve structured and reasoned communication.</p>	<p>Introduce students to a range of texts from different periods, styles and genres</p> <p>Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections</p> <p>develop the students' powers of expression, in both oral and written communication</p> <p>encourage students to appreciate the formal, stylistic and aesthetic qualities of texts</p> <p>promote in students an enjoyment of, and lifelong interest in, language and literature.</p>	<p>At least three of these topics: Textual bias (news reporting, sports coverage); 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); Use of persuasive language (advertising, appeals); Arts and entertainment (radio and television drama, documentaries).</p>	<p><i>Examine different forms of communication within the media</i> (advertising, news coverage, opinion blogs, mobile media); <i>Show an awareness of the potential for educational, political or ideological influence of the media</i> (public service broadcasting, campaigns, censorship, satire, propaganda); <i>Show the way mass media use language and image to inform, persuade or entertain</i> (the diversity of audiences, use of style and register, overt and covert forms of bias, layout and use of images, deliberate manipulation of audience, placement and the selection of platform).</p>	<p>Presentations Classroom Discussions, Group work, Individual work, students sharing videos and starting classroom discussions; ad construction; posters; textual analysis</p>	<p>FOA Paper 1 Written Tasks</p>	<p>http://www.thinkib.net/englishalanglit</p> <p>Youtube videos of commercials</p> <p>Advertisements about gender issues (Online compilation)</p> <p>Propaganda Techniques (PowerPoint Presentation)</p> <p>Reel Bad Arabs (movie by Jack Shaheen)</p> <p>Bias, censorship Youtube videos</p>
<p>Part IV: Literature: Critical Study</p>	<p>WL. 4 Gather, analyze and collate information by using research skills and</p>	<p>Develop in students the ability to engage in close, detailed analysis of</p>		<p><i>Explore literary works in detail</i> (understand the explicit and implicit meanings in a text; identify and situate a text or an extract in</p>	<p>Presentations; Classroom Discussions, Group</p>	<p>IOC Written Tasks</p>	<p>http://www.thinkib.net/englishalanglit</p> <p>Course Companion</p>



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(10 Weeks)	<p>technology, while avoiding plagiarism.</p> <p>LS.4 Evaluate alternative points of view, reasoning and language structures.</p> <p>LS.5 Present information using diverse media formats to enhance understanding and explanation.</p>	<p>individual texts and make relevant connections</p> <p>develop the students' powers of expression, in oral communication</p> <p>encourage students to appreciate the formal, stylistic and aesthetic qualities of texts</p> <p>promote in students an enjoyment of, and lifelong interest in, language and literature.</p>		<p>the context of a larger work; respond to the key features of texts such as language, characterization and structure), <i>Analyze elements such as theme and the ethical stance or moral values of literary texts</i> (identify the evidence in the text for a particular stance; consider point of view in different literary genres), <i>Understand and make appropriate use of literary terms</i> (imagery, persona, tone, metaphor, irony).</p>	<p>work, Individual work, content quizzes; ad construction; posters; readers theater; passage analysis; research</p>		<p>Sample Oral Commentaries</p> <p>Novel study guides found online (such as Spark-notes, etc.)</p> <p>Chronicle of a Death Foretold, Marquez</p> <p>Master Harold and ...the boys, Fugard</p> <p>Poems, Frost</p> <p>Short Stories, Poe</p>
Exams					<p>Practice papers</p>	<p>Paper 1 (Semester One) Paper 1 (Semester Two) IOC (Semester Two)</p>	



Curriculum Map for English A: Language and Literature (Group 1) DP2

Unit Title (Time frame)	Standards	IB Objectives	Knowledge/Content	Skills	Assessments		Key resources
	<p>What are students expected to know and be able to do (knowledge and skills) by the end of a specific stage in their education?—General statements</p> <p>To be the same across all year levels</p>	<p><i>What IB Objectives (as stated in Subject Guides) will this unit address?</i></p>	<p><i>What key knowledge will students acquire as a result of this unit? This requires a summary of key content for the unit.</i></p>	<p>What skills will they acquire in this unit?</p>	<p><i>Through what tasks will students demonstrate the desired understanding? What IB criteria will be used to assess the students?</i></p> <p>Summative Assessments: All assessment tasks which will be used to calculate a student's semester grade (must be entered on Engage Gradebook). Must be IB type assessment.</p> <p>Formative Assessment: All assessment tasks which are used to provide students with periodic feedback so they are aware of their progress. These could include quizzes, posters, etc. (Do not enter on Engage Gradebook).</p>		<p>Textbook Other texts Websites Videos Movies Community as a resource? Trip</p>
					Formative	Summative	
<p>Part III: Text and Context (15 Weeks)</p>	<p><i>R.1 (1,2, 3, 4)</i> Determine central ideas of a text and analyze their development; summarize the key supporting details and make logical inferences from it, citing specific textual evidence.</p> <p>WL. 4 Gather, analyze and collate information by using research skills and technology, while avoiding plagiarism.</p> <p>WL.3 (W4, W5, W6) Plan and revise to develop and strengthen writing.</p> <p>WL. 2 (W1, W3, W8, W9, W11, W12, W13, W14) Write clearly and accurately by using effective techniques and well-chosen detail in a well-structured sequential manner.</p>	<p>Introduce students to a range of texts from different periods, styles and genres</p> <p>Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections</p> <p>develop the students' powers of expression, in written communication</p> <p>encourage students to recognize the importance of the contexts in which texts are written and received</p> <p>encourage, through the study of texts, an appreciation of the different perspectives of people from</p>		<p><i>Consider the changing historical, cultural and social contexts in which particular texts are written and received</i> (the impact of different forms of publishing, for example, serialization; political pressure and censorship; dominant and minority social groups; the role of the individual and family in society; the impact of prevailing values and beliefs; protest and polemic), <i>Demonstrate how the formal elements of the text, genre and structure can not only be seen to influence meaning but can also be influenced by context</i> (narrative technique, characterization, elements of style and structure, poetic language), <i>Understand the</i></p>	<p>Presentations; quizzes; content tests; group work; individual research; posters; note taking and sharing;</p>	<p>Paper 2 (Formal Essays) Written Tasks (Creative Writing, based on one of the 6 IB prescribed questions).</p>	<p>http://www.thinkib.net/english/halanglit</p> <p>Course Companion</p> <p>Sample Paper 2 Essays</p>



	LS.4 Evaluate alternative points of view, reasoning and language structures.	<p>other cultures, and how these perspectives construct meaning</p> <p>encourage students to appreciate the formal, stylistic and aesthetic qualities of texts</p> <p>promote in students an enjoyment of, and lifelong interest in, language and literature.</p>		<p><i>attitudes and values expressed by literary texts and their impact on readers</i> (the context of reception, including the individual reader, influences the way a text is read; different values may be in contention within a text).</p>			
Review (10 weeks)	LF. 1 Demonstrate command of the conventions and usage of standard grammar and structures in written responses.	<p>develop the students' powers of expression, in written communication</p> <p>develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts</p> <p>encourage students to think critically about the different interactions between text, audience and purpose.</p>			Practice exam papers	Paper 1 Paper 2	<p>http://www.thinkib.net/english/halanglit</p> <p>Past Papers</p>