

IB English SL1  
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2010-2011  
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### **Course Goals:**

Students will be challenged to read and think critically, and demonstrate these skills through written and oral communication. We will do exceptionally well on the IB assessments, prepare ourselves for college and/or the workplace, and appreciate thought, discussion, and literature.

### **Course Objectives:**

Emphasis will be placed on ensuring that all students are fully capable of completing the IB requirements for A1 Language (language of instruction). Senior IB assessments include one oral commentary and the final IB exam as well as finishing and revising the world literature essay

### **Purpose:**

- To foster higher order thinking about literary texts through close reading, analysis, reflection, and discussion
- To foster an appreciation for literary texts so that students may find personal value in what they read in high school, college, and beyond
- To practice and improve written expression through a variety of assignments and assessments
- To improve students' oratory skills through class discussions, debates, and oral presentations
- To prepare students for IB English assessments through model assessments, exposure to the IB Learner Profile traits, and consistent practice

### **Beliefs:**

- The consistent practice of positive traits and skills will prepare students for IB English assessments and beyond
- Literature can be used as a means of self-reflection
- Literature can inform us of worlds that were previously unknown to us
- We are better off for seeking to examine ourselves and the world around us
- Communicating with others about our interpretations of literature expands our knowledge of self and the world
- Literature contains many truths, many of which are hidden but can be discovered through analysis of the text and our own reactions to it
- Every text offers layers of understanding worth examining The best learning comes from personal inquiry and public discussion

## Skills:

- Close reading and analysis of literary texts
- The art of public speaking
- The art of composition
- Application of advanced vocabulary and grammar in both written and spoken word
- Advanced research skills
- Organization and time management
- Use of technology

## Essential Questions:

- What is a text? What makes a text “literature”?
- What is the proper function of literature? To what extent is a work of literature effective?
- What role does literature play in people’s lives? Does literature tell the truth?

## Areas of Knowing Questions:

- Is a work of literature enlarged or diminished by interpretation? What makes something a good or bad interpretation?
- What knowledge of literature can be gained by focusing on the reader or audience’s **response**? Can it be plausibly argued that literature is brought into being only in the response of the audience, that a work is created anew each time it is viewed, heard or read?
- What knowledge of literature can be gained by focusing attention solely on the **work** itself, in isolation from the artist or the social context?
- What knowledge of literature can be gained by focusing attention on its social, cultural or historical **context**?

## Teaching Strategies & Resources:

This is to be a “student-centered” course, meaning that students will take responsibility for themselves and their classmates. Students will work independently as well as in small and larger group settings in order to more closely examine texts and ideas. It is vital for the students to understand that in this course the teacher is a guide and coach who expects everyone in the classroom to contribute.

The reading list for the first year of this two year course consists of the following:

*A Long Way Gone* by Ishmael Beah (part of the students’ summer reading requirements, but a detailed study will also be part of the curriculum)

- *Things Fall Apart* by Chinua Achebe
- *Jump and Other Stories* by Nadine Gordimer
- *The Emperor* by Ryszard Kapuscinski

(“Africa” unit which will satisfy the IB Part IV Free Choice reading requirement)

- *Chronicle of a Death Foretold* (WL) by Gabriel Garcia Marquez
- *Like Water for Chocolate* by Laura Esquivel
- *The House of Bernarda Alba* by Federico Garcia Lorca

(“Latin America” unit which will satisfy the IB Part I World Literature reading requirement)

## **Assessments:**

Students will be assessed via:

- Oral demonstrations of critical thinking
  - Structured tests (both objective and subjective)
  - Oral and written commentaries
  - Short and longer essays
  - Individual projects
- The teacher will provide rubrics when applicable.

## **Daily Materials:**

- Three-ring binder with loose-leaf paper (or a one subject notebook clipped inside the binder)  
**exclusively for this course**
- Text we are currently studying
- Writing Utensil
- Assignment Notebook/Agenda