

Getting “IN” to IB

A sophomore course designed to prepare students for the International Baccalaureate Program

Goals: The Five “IN”s

In order to prepare the students for the IB Program, this course will:

1. **Introduce** the student to the four assessments of the IB English A1 Diploma.
2. **Increase** the student’s knowledge of the terminologies necessary to analyze literature.
3. **Internationalize** the student’s literary studies.
4. **Instruct** the student in the skills necessary to successfully complete the Extended Essay.
5. **Instill** the student with an awareness of local, national, and international issues and events.

To accomplish these goals, this course will:

1. Scale down the four units and assessments of the formal IB English A1 program so that they may fit into a single year.
2. Incorporate relevant literary terminologies into the lesson that will be assessed on a regular basis.
3. Include a global range of literary works as source material which are listed in the Course Outline).
4. Have four extended written assignments of a length exceeding 2500 words.
5. Analyze weekly newspaper articles and editorials

Grading: Grading in this class works on a “Points” system. During the semester there will be a maximum number of points students can earn. As assignments are given the student will earn points based on their performance. When the semester ends, the amount of points the students have accrued will be divided by the maximum number of available points for a percentage.

Types of Grades: There are five types of grades that the students will be assessed on.

- a. **Daily Grades** will be worth 5 Points. These grades show how successful the students were in their daily work. **Weekly Terminology Quizzes** will be worth 10 points. At the beginning of the week, the students will be introduced to literary terminologies relevant to the work being conducted that week. Students will be incorporating those terms into the week’s assignments. At the end of the week, a quiz will be given in which the students will write a paragraph analyzing a brief text in which they will be expected to meaningfully include the terms into their comments.

- b. Essays given once every two weeks at the end of a unit will be worth 20 points. These essays are the centerpiece of the course and are miniature versions of the various commentaries expected from the A1 program.
- c. There are five criteria that determine an essay's final grade:
 - 1. **Essay Organization:** Does the essay appear to have a logical coherent flow to it or are thoughts presented in a seemingly random manner?
 - 2. **Paragraph Focus:** Are the individual paragraphs focused around a thesis or are more than one topic discussed?
 - 3. **Proof from the Text:** Are opinions and relevant issues backed by quotes or situations from the text?
 - 4. **Use of Terminology:** Does the student successfully incorporate the various literary terminologies into the essay?
 - 5. **Use of Language:** Does the student exhibit a strong command of grammar, spelling, and sentence structure?

Additionally: Essays that are one LONG paragraph will be returned to the student to be rewritten. To help the student with managing proper paragraph length, each and every paragraph (including the concluding paragraph) must be between four and seven sentences

Notebook Checks are worth 5 points. Students are to bring a 5-Ring Binder that may remain on the class's shelves. These notebooks will be graded every other week and will be assessed primarily on neatness and organization

Attendance Policy: If a student is absent on a given day they will receive a "Zero" for whatever work was conducted and will not be allowed back into class without a formal Readmit from either one of the Dean's Offices. If that Readmit states that the absence was "Excused", then the student will be given back their Daily Grade without the worry of making up the work (on the "everyone gets sick" philosophy) unless crucial work (such as Major Essays or Vocabulary Quizzes) was done that day. However, if the Readmit states that the Absence was "Unexcused", then the student's Daily Grade will remain a "Zero" until the missed work is completed.

If you have any questions, or comments, please contact me at:

kelleys@dreamsbeginhere.org

Course Outline

Summer Reading:

One Hundred Years of Solitude by Gabriel Garcia Marquez (Colombia)
The Joy Luck Club by Amy Tan (US/China)

During the preceding summer, students will create a dialectic journal (also known as Cornell Notes) for the required texts in which the works' Themes, Tones, and Techniques will be highlighted.

Assessment: During the first week of school the students will choose to write their first commentary on the text they preferred. They will be allowed to use their journals (but not the original text) to help them in their commentary.

Unit One: The Unseen Commentary
Theme: The Purpose of Stories and Story Telling

Haroun and the Sea of Stories by Salam Rushdie (Pakistan)
The Old Possum Book of Practical Cats by T.S. Eliot (England)

Assessment: Students will write a commentary on passages or poem from or about the works they have studied.

Unit Two: Genre Study
Theme: Plays Both Old and Modern

Othello by William Shakespeare (England)
Three Plays by Kobo Abe (Japan)

Note to Parents: It will be unnecessary to purchase "Three Plays".

Assessment: Students will write a commentary in which they compare the styles in which plays are written and designed.

Unit Two: Groups of Works
Theme: Dystopia

1984 by George Orwell (Europe)
The Handmaid's Tale by Margaret Atwood (US/Canada)

Assessment: Students will write a commentary in which they compare the ways the two texts have presented similar concepts, themes, or characterizations.

Unit Four: The Oral Commentary
Theme: The Novel

I Know why the Caged Bird Sings by Maya Angelou (USA)
The Old Man and the Sea by Ernest Hemmingway (Cuba)

Assessment: The students will give a 10-minute oral presentation to the teacher on a passage chosen by the teacher on the story they have studied.