**2022-2023 Course Syllabus**

**Year 2**

| Student: |  |  |
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| Grade: | Class of 2023 – Senior Year | |
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| Course: | Language and Literature | |
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| Teacher: | E.Mireles | |

**IB Diploma Programme Course Agreement**

**Name: Teacher:**

**Course:**

##### Burbank faculty agrees to explore the entirety of the IB Diploma Programme curriculum by fostering student curiosity and a balanced student-teacher environment including honoring the established dates in the course syllabus.

##### Burbank students and families agree to commit to the complete IB Diploma Programme by fulfilling all parts of the IB Diploma Programme including demonstration of a high level of academic honesty, completion of assignments, assessments, the extended essay, and CAS (creativity, activity, and service) activities.

##### Burbank students accept the independent commitment to assignments, deadlines and seeking timely assistance from faculty.

##### Burbank High School commits to fostering an environment of life-long learning to support the future success of our students.

Burbank High School’s Assessment Policy [here](https://schools.saisd.net/upload/page/0029/BHS%20Assessment_Policy.pdf)

| **Attendance** | **Attendance is imperative in DP courses. The exploration of content includes in-depth class discussions in which students are expected to participate. BHS Attendance Policy** |
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| **Homework** | **Please expect a minimum of one hour per week of homework.** |
| **Missing assignments** | **Missing assignments will be accepted within the three week grading period.** |
| **Make-up work** | **Students will have two instructional days for each day missed with a maximum of six days during which make up work may be completed OR to schedule a make-up assessment.** |
| **Late work** | **STUDENTS WILL NOT RECEIVE FULL CREDIT FOR LATE WORK. A maximum of a 70 will be allotted, per teacher discretion, for late work.** |

[**https://www.saisd.net/upload/common/SCOCSBR111119-English.pdf**](https://www.saisd.net/upload/common/SCOCSBR111119-English.pdf)

|  | I have received and read the 2020 - 2021 IB course syllabus for the course shown above. I understand the course requirements and agree to comply by the contents of the syllabus. | | |  | My student has received and read the 2020 - 2021 IB course syllabus for the course shown above. I have also read the syllabus. I understand the course requirements and agree to comply by the contents of the syllabus. | | |
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**Student Signature Date Parent Signature Date**

**Expectations**

**1. Prompt attendance is mandatory. Be in your seats with materials before class begins.**

**2. Bring materials to class daily.**

**3. Respect everyone’s right to an education and the teacher’s right to teach.**

**4. Follow directions the first time they are given. If you need them repeated, raise your hand.**

**5. Be an active listener. Only one person speaks at a time.**

**6. Respect other’s personal space and property.**

**Mission Statement**

| Student: |  | | |  |
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| Grade: | Class of 2022 – Senior Year | |  | |
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| Course: | Language and Literature | | | |
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| Teacher: | E. Mireles | | | |
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| Course Description: | Language A: The course aims to develop in students the skills of textual analysis and the understanding of texts in both literary and non-literary. Students should focus on the language of the texts they study and become aware of the role of each text’s wider context in shaping its meaning. | | | |
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| Office Hours: | The following times are available for tutorials and academic support: Tuesdays/ Wednesdays 4:15-5:15 | | | |
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| Course Topics: | Culture, Identity, and Community, Beliefs, Values, Power and Justice | | | |
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| Course Outcomes: | 1. Knowledge and understanding of a range of texts, including the use of language, structure, and style.  2. Application and analysis, including a demonstrated ability to use terminology relevant to the various text types studied and to analyze the effects of language, structure, technique, and style on a reader.  3. Synthesis and evaluation, including their ability to compare and contrast formal elements, content and context of texts and to produce a critical response evaluating aspects of text, context, and meaning.  4. Selection and use of appropriate presentation and language skills, including the ability to express ideas clearly and with fluency in both written and oral communication. | | | |
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| Course Assessment: | Paper 1, Paper 2, HL Essay, Individual OralAssessment | | | |
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| Course Resources: | *Fences* by August Wilson, *Persepolis* by M. Satrapi, *A Streetcar Named Desire*  by Tenessee Williams | | | |
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| Research Citation: | Burbank High School Diploma Programme classes will use MLA citation. | | | |
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| Calculator: | Burbank High School Graphing Calculator insert information on what type of calculator is used and how students will obtain calculators | | | |
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| Daily Schedule: | | Monday (C Day) | Tuesday (C Day) | Wednesday (A Day) | Thursday (B Day) | Friday (C Day) | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | | | | |
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**Major Assignments:**

| Assignment: | Description: | Deadline: |
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| **First Draft of HL Essay** | **1,200 to 1,500 Word Formal Essay** | **Sept. 27th-Oct. 1st** |
| **Mock Orals** | **Practice Individual Oral Assessment** | **Oct. 4th-8th** |
| **Revise HL Essay** | **1,200 to 1,500 Word Formal Essay** | **Nov. 1st-5th** |
| **Mock Orals** | **Practice Individual Oral Assessment** | **Jan. 3rd-7th** |
| **Revise HL Essay** | **1,200 to 1,500 Word Formal Essay** | **Jan. 3rd-7th** |
| **Revise HL Essay** | **1,200 to 1,500 Word Formal Essay** | **Jan. 31st-4th** |
| **Finalize and Submit** | **1,200 to 1,500 Word Formal Essay** | **Feb. 28th-March 4th** |
| **Individual Oral Assessment** | **Individual Oral Assessment** | **March 14th-25th** |
| **Paper 1** | **Paper 1 Assessment** | **May 12th** |
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**Course Outline:**

| **Week** | **Date(s)** | **Summary** | **Readings** | **Assignments** | **TOK** | **ATL** |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **Aug. 9th-13th** | **Getting to Know Each other** | **Getting to Know Each other** | **Getting to KNow Each other** | **How are our understandings of the texts affected by their various historical, social, and cultural context** | **Communicating** |
| **2** | **Aug. 16th-20th** | **Getting to Know Each other** | **Getting to Know Each other** | **Getting to Know Each other** | **How is language used as an instrument to show social, racial, or class differences in various texts?** | **Communicating** |
| **3** | **Aug. 23rd-27th** | **Read, Interpret, and Explain** | **Background about the Author; Fences by August Wilson** | **Analysis of Themes and Characters** | **How is language used as an instrument to show social, racial, or class differences in various texts?** | **Critical Thinking** |
| **4** | **Aug. 30th- Sept. 3rd** | **Read, Interpret, and Explain** | **Fences by August Wilson** | **Analysis of Themes and Characters** | **How is language used as an instrument to show social, racial, or class differences in various texts?** | **Critical Thinking** |
| **5** | **Sept. 6th-10th** | **Read, Interpret, and Explain** | **Fences by August Wilson** | **Analysis of Themes and Characters** | **How is language used as an instrument to show social, racial, or class differences in various texts?** | **Critical Thinking** |
| **6** | **Sept. 13th-17th** | **Read, Interpret, and Explain** | **Fences by August Wilson** | **Analysis of Themes and Characters** | **How is language used as an instrument to show social, racial, or class differences in various texts?** | **Critical Thinking** |
| **7** | **Sept. 20th-24th** | **HL Essay**  **Theme Journal/Outline** | **HL Essay**  **Theme Journal/Outline** | **HL Essay**  **Theme Journal/Outline** | **How is language used as an instrument to show social, racial, or class differences in various texts?** | **Critical Thinking** |
| **8** | **Sept. 27th-Oct. 1st** | **HL Essay**  **Outline/ First Draft** | **HL Essay**  **Outline/ First Draft** | **HL Essay**  **Outline/ First Draft** | **How is language used as an instrument to show social, racial, or class differences in various texts?** | **Critical Thinking** |
| **9** | **Oct.4th-8th** | **Mock Oral**  **5 minutes** | **Mock Oral**  **5 minutes** | **Mock Oral**  **5 minutes** | **How is language used as an instrument to show social, racial, or class differences in various texts?** | **Communication Skills** |
| **10** | **Oct. 11th-15th** | **A Streetcar Named Desire** | **A Streetcar Named Desire** | **Analysis of Themes, Characters, and Symbols** | How does language reinforce stereotypes or culturally received ideas about what different genders do, and don’t do, think and don’t think? | **Critical Thinking** |
| **11** | **Oct. 18th-22nd** | **A Streetcar Named Desire** | **A Streetcar Named Desire** | **Analysis of Themes, Characters, and Symbols** | How does language reinforce stereotypes or culturally received ideas about what different genders do, and don’t do, think and don’t think? | **Critical Thinking** |
| **12** | **Oct. 25th-29th** | **A Streetcar Named Desire** | **A Streetcar Named Desire** | **Analysis of Themes, Characters, and Symbols** | How does language reinforce stereotypes or culturally received ideas about what different genders do, and don’t do, think and don’t think? | **Critical Thinking** |
| **13** | **Nov. 1st-5th** | **A Streetcar Named Desire**  **Revise HL Essays** | **A Streetcar Named Desire**  **Revise HL Essays** | **Analysis of Themes, Characters, and Symbols**  **Revise HL Essays** | How does language reinforce stereotypes or culturally received ideas about what different genders do, and don’t do, think and don’t think? | **Critical Thinking** |
| **14** | **Nov. 8th-12th** | **Dove Advertisements Masculinity** | **Dove Advertisements Masculinity** | **Soapstone Analysis** | How does language reinforce stereotypes or culturally received ideas about what different genders do, and don’t do, think and don’t think? | **Critical Thinking** |
| **15** | **Nov. 15th-19th** | **Eli Rezkallah A Parallel Universe**  **Gender Roles** | **Eli Rezkallah A Parallel Universe**  **Gender Roles** | **Soapstone Analysis** | How does language reinforce stereotypes or culturally received ideas about what different genders do, and don’t do, think and don’t think? | **Critical Thinking** |
| **16** | **Nov. 22nd-26th** | **Holiday** | **Holiday** | **Holiday** |  |  |
| **17** | **Nov. 29th-Dec. 3rd** | **What does it mean to be a man? Tom Chiarella Text 1 and 2** | **What does it mean to be a man? Tom Chiarella** | **Theme Analysis** | How does language reinforce stereotypes or culturally received ideas about what different genders do, and don’t do, think and don’t think? | **Critical Thinking** |
| **18** | **Dec. 6th-10th** | **Advertisements on Feminity**  **Cover Girl** | **Advertisements on Feminity**  **Cover Girl** | **The Big Five Analysis** | How does language reinforce stereotypes or culturally received ideas about what different genders do, and don’t do, think and don’t think? | **Critical Thinking** |
| **19** | **Dec. 13th-17th** | **Advertisements on Female Empowerment**  **Nike** | **Advertisements on Female Empowerment**  **Nike** | **The Big Five Analysis** | How does language reinforce stereotypes or culturally received ideas about what different genders do, and don’t do, think and don’t think? | **Critical Thinking** |
| **20** | **Dec. 20th-Dec 24th** | **Holiday** | **Holiday** | **Holiday** | **Holiday** |  |
| **21** | **Dec. 27th- Dec. 31st** | **Holiday** | **Holiday** | **Holiday** | **Holiday** |  |
| **22** | **Jan. 3rd-7th** | **Intercession**  **Mock Orals**  **10 minutes**  **Revise HL Essays** | **Intercession**  **Mock Orals**  **10 minutes**  **Revise HL Essays** | **Intercession**  **Mock Orals**  **10 minutes**  **Revise HL Essays** | **Intercession**  **Mock Orals**  **10 minutes**  **Revise HL Essays** | **Communication Skills** |
| **23** | **Jan. 10th-14th** | **Persepolis** | **Persepolis** | **Analysis of Themes, Characters, and Symbols** | How is language used to construct one’s identity? | **Critical Thinking** |
| **24** | **Jan. 17th-21st** | **Persepolis** | **Persepolis** | **Analysis of Themes, Characters, and Symbols** | How is language used to construct one’s identity? | **Critical Thinking** |
| **25** | **Jan.24th-28th** | **Persepolis** | **Persepolis** | **Analysis of Themes, Characters, and Symbols** | How is language used to construct one’s identity? | **Critical Thinking** |
| **Week** | **Date(s)** | **Summary** | **Readings** | **Assignments** | **TOK** | **ATL** |
| **26** | **Jan. 31st- Feb 4th** | **Persepolis**  **Revise HL Essay** | **Persepolis**  **Revise HL Essay** | **Analysis of Themes, Characters, and Symbols**  **Revise HL Essay** | How is language used to construct one’s identity? | **Critical Thinking** |
| **27** | **Feb. 7th-11th** | **Malala Speeches** | **Malala Speeches** | **Rhetorical Analysis** | How is language used to construct one’s identity? | **Critical Thinking** |
| **28** | **Feb. 14th-18th** | **Powerful Women Speeches**  **Michelle Obama** | **Powerful Women Speeches**  **Michelle Obama** | **Rhetorical Analysis** | How is language used to construct one’s identity? | **Critical Thinking** |
| **29** | **Feb. 21st-25th** | **Powerful Women Speeches**  **Kamala Harris** | **Powerful Women Speeches**  **Kamala Harris** | **Rhetorical Analysis** | How is language used to construct one’s identity? | **Critical Thinking** |
| **30** | **Feb. 28-March 4th** | **Review Expectations for IB Orals/ Select Your Texts**  **Finalize and Submit HL Essays** | **Review Expectations for IB Orals/ Select Your Texts**  **Finalize and Submit HL Essays** | **Review Expectations for IB Orals/ Select Your Texts**  **Finalize and Submit HL Essays** | How is language used to construct one’s identity? | **Critical Thinking** |
| **31** | **March 7th-11th** | **Spring Break** | **Spring Break** | **Spring Break** | **Spring Break** |  |
| **32** | **March 14th-18th** | **Individual Orals** | **Individual Orals** | **Individual Orals** | **Individual Orals** | **Communication Skills** |
| **33** | **March 21st-25th** | **Individual Orals** | **Individual Orals** | **Individual Orals** | **Individual Orals** | **Communication Skills** |
| **34** | **March 28th-April 1st** | **Prepare for Paper 1** | **Prepare for Paper 1** | **Prepare for Paper 1** | **Prepare for Paper 1** | **Thinking** |
| **35** | **April 4th-8th** | **Prepare for Paper 1** | **Prepare for Paper1** | **Prepare for Paper 1** | **Prepare for Paper 1** | **Thinking** |
| **36** | **April 11th-15th** | **Prepare for Paper 1** | **Prepare for Paper 1** | **Prepare for Paper 1** | **Prepare for Paper 1** | **Thinking** |

| **37** | **April 18th-22nd** | **Prepare for Paper 1** | **Prepare for Paper 1** | **Prepare for Paper1** | **Prepare for Paper 1** | **Thinking** |
| --- | --- | --- | --- | --- | --- | --- |
| **38** | **April 25th-29th** | **Prepare for Paper 1** | **Prepare for Paper 1** | **Prepare for Paper 1** | **Prepare for Paper 1** | **Thinking** |
| **39** | **May 2nd-6th** | **IB Assessments** | **IB Assessments** | **IB Assessments** |  |  |
| **40** | **May 9th-13th**  **May 12th Lang and Lit IB Exam Paper 1** | **IB Assessments** | **IB Assessments** | **IB Assessments** |  |  |
| **41** | **May 16th-20th** | **IB Assessments** | **IB Assessments** | **IB Assessments** |  |  |
| **42** | **May 23rd-27th** | **IB Assessments** | **IB Assessments** | **IB Assessments** |  |  |
| **43** | **May 30th-June 2nd** | **Celebrate and Reflect** | **Celebrate and Reflect** | **Celebrateand Reflect** |  |  |
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**Notes:**

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