**SUMTER HIGH SCHOOL IB ENGLISH HL – 1 COURSE SYLLABUS**

**Ms. Kelly Anderson – A105**

1. **Course Description**

This is the first of a two-year sequenced course intended to satisfy the final requirements of the IB Language, A1 program. The course offers a comprehensive study of world literature with varied texts. The students will read works from various genres, styles, languages, historical periods, and national origins. The works are chosen from a required reading list; no substitutions are allowed. Differentiation from CP and Honors level English classes includes involvement in higher order thinking skills, greater emphasis on written expression, more advanced product development, and more advanced literature study.

1. **Course Objectives**

The aims of all subjects in studies in language and literature are to enable students to:

* engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
* develop skills in listening, speaking, reading, writing, viewing, presenting and performing
* develop skills in interpretation, analysis and evaluation
* develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
* develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
* develop an understanding of the relationships between studies in language and literature and other disciplines
* communicate and collaborate in a confident and creative way
* foster a lifelong interest in and enjoyment of language and literature.

1. **Instructional Materials:**

**Student Materials**

A variety of materials are utilized to achieve the objectives of this course. Students are required to bring a pencil and pen (blue or black ink only), colored pencils or highlighters, loose-leaf paper, post-it notes, several composition books and a three-ring binder with dividers to class daily. Students will need access to a school issued chromebook for class. This can be checked out from Sumter High School.

**Novels, Plays, and Poetry Texts**

While some of the texts we study are provided in our textbook, students will need to purchase several titles and are encouraged to purchase all of them so that they can take notes within the text. Used books are available online for discounted prices at many retailers. It is the student’s responsibility to have the text at the start of the unit. Please review the literary selections for this course. No substitutions can be made.

1. **Assessments:** Students will be required to maintain a portfolio notebook which will span the course of study for the Junior and Senior year. It is critical that students take this portfolio seriously and actively engage with the entries they will be asked to complete for inclusion in the portfolio. Many of these entries will be graded. Students will also be asked to complete various in-class writing assignments, essays, homework, class work, group and individual presentations, Socratic seminar discussions, announced and unannounced quizzes, and tests.
2. **Sumter High Grades: This grade is for your junior year of English 4 IB with Ms. Anderson.**

Major Assessments: 60% : Major portfolio assignments, major essays, tests

Minor Assessments: 40% : Quizzes, homework and class work, shorter on demand writing

**IB English Scores: A student’s IB English score is comprised of the IB assessments he/she will complete over the course of the Junior and Senior year. These assessments are scored by IB. Please refer to the charts on the next page(s) for more information.**

1. **Communication:**

**Email**

Parent contact will be made frequently in the form of progress reports, interims, report cards and emails. My current email address is [Kelly.Anderson@sumterschools.net](mailto:Kelly.Anderson@sumterschools.net). Please email me any time you have a question or concern. I send out class emails to all of the parents in my address book regularly to keep parents informed. If you are not receiving these emails, please email me and I will add you to my email address book.

**Powerschools Gradebook Programs**

Our district is using the Powerschools program for attendance and grades this school year. Parents will need to stop by the school and sign up for a user name and password for [Parent Portal](https://powerschool.sumterschools.net/public/home.html). At that point, they can access their child’s current grades in all of his or her classes at any time. I will also notify students of their average regularly throughout the semester. Interims and report cards will be sent home per the district calendar. I would urge parents and students to get access to this online gradebook platform so that they can stay informed.

1. **Additional Support:**

[Media Center](http://shs.sumterschools.net/media-center/)

The media center website is loaded with wonderful things to help our students. Students can access our online library card catalog and search for books in our library. They can also access the DISCUS database from home.

1. **Attendance**

It is vital that students attend class daily in order to maximize their learning. Please familiarize yourself with the district’s attendance policy. Students are required to make up any missed work in a timely manner. It is the student’s responsibility to make up missed assignments after an absence. All make-up work must be completed or arrangements must be made within two days of returning from an absence. Tests must be made up within one week. Due dates are final; late work will incur a penalty. The unit projects are assigned at the start of a unit, and it is expected that students will work on them regularly; therefore, students will NOT have extra time in the event of an absence. Makeup work must be complete before the last full week of the quarter unless the absence was within that last week. Students should speak to me as soon as possible if they need assistance with makeup work due to extenuating circumstances. I am happy to make any needed adjustments due to difficult situations.

1. **Conduct**

Students will be required to follow all school rules in our classroom. Students need to show respect for themselves, other students, and the teacher at all times. It is important that students are familiar with the Sumter School District [Code of Conduct.](https://sumterschools.net/about-us/for-parents-and-students/code-of-conduct/). Finally, students need to make sure they are always in compliance with the IB academic honesty policy.

1. **The Learner Portfolio**

Students will keep a Learner Portfolio throughout the course. They will interact with the texts we read in many different ways in this portfolio. Their examination of texts through the Areas of Exploration, Central Concepts, and Global Fields of Inquiry will be recorded here. Students will have opportunities to practice and prepare for assessments here as well as to explore their understanding of and connections between the texts we study. Class discussion notes, homework notes, study questions, literature annotations and analysis, reflections, and essays will all be maintained for each text in the portfolio. The portfolio will become the source material for all of the IB assessments in English. By using inquiry learning to produce the portfolio, we create an authentic and organic record of students’ development in terms of literary analysis, textual understanding, and composition skills.

**Virtual Learning and Technology Information**

It is important that you check your school gmail account regularly and that you always use it when signing in and completing your assignments.

All of our work and resources will be housed on [Schoology](https://sumterschools.schoology.com/home) Check the classroom regularly and use it to submit assignments and access resources.

During virtual learning, you are **REQUIRED** to attend the meet for our class every day. This is one of the ways your attendance will be recorded.

**Best Practices for Online Learning**

Find somewhere quiet and free of distractions to participate in the meet. Use headphones if you have them.

Log in to your computer on time.

Mute your microphone and turn on your camera.

Pay attention to everything that is being said/discussed, and be prepared to join in discussions or answer questions when asked. Be prepared to take notes. Have your materials ready.

Do not multitask - your full attention should be on class.

Check your background and attire before turning on your camera. I suggest finding somewhere with a neutral background (blank wall, etc.) to avoid distractions.

**Honesty and Integrity**

Online learning presents a new set of challenges unlike anything we have experienced before.

Just as you would be expected to maintain academic honesty and integrity in the physical classroom, you are expected to maintain these standards virtually as well.

While it is certainly easier to check in a virtual setting, I am relying on you to prioritize your learning and adhere to the highest moral standards in regards to your schoolwork.

Cheating or plagiarism of any kind will not be tolerated. Do not use AI to complete assignments.

Cheating of any kind will result in disciplinary action and academic consequences.

You are expected to adhere to the Sumter School District academic policy and complete all your own work.

**Helpful Links and Resources**

[CommonLit.org](https://www.commonlit.org/) - We will be using this site for various literature reading and exercises. You will sign in with your SumterStudents Google Account information.

[Remind app](https://www.remind.com/) - This is a messaging service/app that allows you to communicate directly with me in a quicker way than email. I will use this service to send you little reminders about class, and you may send me questions through it as well.

[SHS Library](http://shs.sumterschools.net/media-center/) - There are many helpful resources here, and we will be accessing some of them throughout the semester.

[The district website](http://sumterschools.net/reopening/) is a great resource. Spend some time browsing through the information located here.

[CLEVER](https://clever.com/oauth/authorize?channel=clever&client_id=4c63c1cf623dce82caac&confirmed=true&district_id=55d76b83dfb5420100001e16&redirect_uri=https%3A%2F%2Fclever.com%2Fin%2Fauth_callback&response_type=code&state=ca73dbfdcdd7ce806dcd0e97ecf0a542baaf1eabb30e066f20808a4c8818db45) - Use CLEVER to access all of your resources and log into all of your platforms.

**IB Literature Assessments**

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| **Moderation** | **Component** | **Component Description** | **IB Score Weight** | **Timeline for Assessment** |
| Externally Assessed  by IB | Higher level (HL) essay | Students submit an essay on one literary text or work studied during the course. The essay topic should be developed in concert with one of the seven central concepts of the course. The essay must be 1,200–1,500 words in length. | 20% | Junior Year |
| Externally Assessed  by IB | Paper 1: Guided literary analysis  (2 hours 15 min.) | The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis of each of the passages. | 35% | Senior Year |
| Externally Assessed  by IB | Paper 2: Comparative essay (1 hour 45 min.) | The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. | 25% | Senior Year |
| Internally Assessed with IB Moderation | Individual oral  (15 minutes) | Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. Students will draw from the five global fields of inquiry of the course. | 20% | Senior Year |

**IB Literature Texts for Study: Junior Year**

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| --- | --- | --- | --- | --- | --- |
| **Author** | **Title** | **Place** | **Century** | **Genre** | **Year of Study** |
| Golding, William | *Lord of the Flies* | UK | 20 | Fiction | Junior |
| Shelly, Mary | *Frankenstein* | UK | 19 | Fiction | Junior |
| O’Brien, Tim | *The Things They Carried* | USA | 20 | Fiction | Junior |
| Chopin, Kate | *The Awakening* | USA | 19 | Fiction | Junior |
| Ibsen, Henrik | *A Doll’s House* Translated from Norwegian | Norway | 19-20 | Drama | Junior |
| Borowski, Tadeusz | *This Way for the Gas, Ladies and Gentlemen* | Poland | 20 | Fiction | Junior |
| Hughes, Langston | Selected Poems | USA | 20 | Poetry | Junior |

**Areas of Exploration for Literature**

**Readers, writers and texts – analysis of texts, reader response, and understanding of text**

Why and how do we study language and literature?

How are we affected by texts in various ways?

In what ways is meaning constructed, negotiated, expressed and interpreted?

How does language use vary among text types and amongst literary forms?

How does the structure or style of a text affect meaning?

How do texts offer insights and challenges?

**Time and space – the impact of the cultural context of a text**

How important is cultural or historical context to the production and reception of a text?

How do we approach texts from different times and cultures to our own?

To what extent do texts offer insight into another culture?

How does the meaning and impact of a text change over time?

How do texts reflect, represent or form a part of cultural practices?

How does language represent social distinctions and identities?

**Intertextuality - connecting texts**

How do texts adhere to and deviate from conventions associated with literary forms or text types?

How do conventions and systems of reference evolve over time?

In what ways can diverse texts share points of similarity?

How valid is the notion of a “classic” text?

How can texts offer multiple perspectives of a single issue, topic or theme?

In what ways can comparison and interpretation be transformative?

**Central Concepts Addressed through Literature**

**Identity**: The student might be interested in an aspect of the representation of identity of a particular character or group of characters in the work, or on the way in which the work itself relates to the identity of the writer.

**Culture**: The student might be interested in an aspect of the representation of the culture of a particular place, institution or group of people, or on the way in which the work itself relates to a particular culture.

**Creativity**: The student might be interested in an aspect of the representation of individual or collective creativity, or lack of creativity, within the work, or on the way in which the work itself represents the creativity of the writer.

**Communication**: The student might be interested in an aspect of the representation of acts of communication, or failures in communication, in the work, or on the way in which the work itself represents an act of communication.

**Transformation**: The student might be interested in an aspect of the representation of transformation or transformative acts in the work, or in the way in which the work itself is a transformative act either of the other works (through intertextual reference to them) or of reality (by means of a transformative effect on the reader’s identity, relationships, goals, values, and beliefs.)

**Perspective**: The student might be interested in an aspect of the representation of a particular perspective or perspectives within the work, or on the way in which the work itself represents the writer’s perspective.

**Representation**: The student might be interested in an aspect of the way in which the work itself represents different themes, attitudes and concepts, or in the extent to which literature can actually represent reality.

**Global Fields of Inquiry Addressed through Literature**

**Culture, identity and community:** Students might focus on the way in which works explore aspects of family, class, race, ethnicity, nationality, religion, gender and sexuality, and the way these impact on individuals and societies. They might also focus on issues concerning migration, colonialism and nationalism.

**Beliefs, values and education:** Students might focus on the way in which works explore the beliefs and values nurtured in particular societies and the ways they shape individuals, communities and educational systems. They might also explore the tensions that arise when there are conflicts of beliefs and values, and ethics.

**Politics, power and justice:** Students might focus on the ways in which works explore aspects of rights and responsibilities, the workings and structures of governments and institutions. They might also investigate hierarchies of power, the distribution of wealth and resources, the limits of justice and the law, equality and inequality, human rights, and peace and conflict.

**Art, creativity and the imagination:** Students might focus on the ways in which works explore aspects of aesthetic inspiration, creation, craft, and beauty. They might also focus on the shaping and challenging of perceptions through art, and the function, value and effects of art in society.

**Science, technology and the environment:** Students might focus on the ways in which works explore the relationship between humans and the environment and the implications of technology and media for society. They might also consider the idea of scientific development and progress.

**The IB Learner Profile**

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

**IB learners strive to be:**

**Inquirers**

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning*.* They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable**

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers**

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators**

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled**

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded**

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring**

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers**

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced**

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective**

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

**Parent Information Form**

By signing below I am acknowledging that I have received and reviewed the syllabus for IB English 4. I understand that I am responsible for meeting the expectations of the course and that the IBO’s assessments span the two year Language A: Literature course. I understand how late work is penalized. I understand that the work I submit must be my own and that using outside materials or collaborating to complete journals, essays, or other work will be considered cheating and will result in a zero along with disciplinary measures.

**Student Name** (Please Print Clearly):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent or Guardian Information:**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Phone Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent or Guardian’s Email Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent or Guardian’s Home Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Parent Signature(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Information Form**

1. Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Are you involved in any extracurricular activities or hobbies outside of school? Please elaborate.

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3. Please list any sports that you play and **the names of your coaches** at SHS.

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4. Are you involved in choir, band, student gov., ROTC, or drama? List which one and the **teacher** for the class.

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5. Do you have an after school job? \_\_\_\_\_\_\_\_\_\_\_ If so, where do you work? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many hours per week do you usually work?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Is English one of your favorite subjects? \_\_\_\_\_\_\_\_\_\_\_\_\_ Why or why not? (You can be honest!)

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7. How do you feel about reading?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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8. Did you complete your summer reading? Be honest.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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9. What is the title of a book(s) that you really enjoyed reading?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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10. Is there anything else about yourself that you would like to share with me?

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**English 4 IB Essay Scoring Rubric**

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| ***Rubric Feedback***  ***Criterion A:***  ***Criterion B:***  ***Criterion C:***  ***Criterion D:***  ***Score:***   |  |  | | --- | --- | | **20 Point Rubric** | | | **Score** | **Grade** | | 20 | 100 | | 19 | 98 | | 18 | 95 | | 17 | 93 | | 16 | 90 | | 15 | 88 | | 14 | 85 | | 13 | 83 | | 12 | 80 | | 11 | 78 | | 10 | 75 | | 9 | 73 | | 8 | 70 | | 7 | 68 | | 6 | 65 | | 5 | 63 | | 4 | 60 | | 3 | 58 | | 2 | 55 | | 1 | 53 | | **HL Essay Rubric Scoring Criterion**  **Criterion A: Knowledge, understanding and interpretation**   * How well does the candidate demonstrate **knowledge and understanding** of the work or text chosen? * To what extent does the candidate make use of knowledge and understanding of the work or text to **draw conclusions** in relation to the chosen topic? *(Using knowledge and understanding of the work to draw* ***conclusions beyond plot summary - INTERPRETATION****.)* * How well are ideas supported by **references to the work or text** in relation to the chosen topic? *(Selection and explanation of* ***powerful quotes*** *that directly enhance the theme.)*   **Criterion B: Analysis and evaluation**   * To what extent does the candidate analyse and evaluate how the **choices of language, technique and style, and broader authorial choices** shape meaning in relation to the chosen topic? *(Analysis of the* ***author’s choices*** *and* ***literary devices to develop theme****)*   **Criterion C: Focus, organization and development**   * How well organized, focused and developed is the presentation of ideas in the essay? * How well are examples integrated into the essay?   **Criterion D: Language**   * How clear, varied and accurate is the language? (*Clarity of thought, proper grammar)* * How appropriate is the choice of register and style? (“Register” refers, in this context, to the candidate’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the HL essay.) |

**Academic Writing Suggested Improvements**

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| --- | --- |
| **Content:**   * Represent all aspects of the topic/thesis statement * Analyze the evidence thoroughly...explain each part * Use powerful direct quotes that effectively support my specific point * Don’t jump around from topic to topic * Reference other details from the text that also support my claim * Avoid too much plot summary * Explain HOW my evidence supports my claim * Make sure everything I say connects to the BIGGER picture * Explain HOW the **author** uses a **literary device** to reveal **theme**   **Organization:**   * Intro:Begin with a strong introductory paragraph that clearly identifies the author, genre, and title of the text * Intro:If I have a prompt: Use the wording of the prompt to begin your introduction * Intro:Give an overview of the text that sufficiently introduces the claim of your thesis statement * Intro:Have a specific thesis statement that shows the organizational structure of the entire essay * Body: Divide body paragraphs to match the structure suggested by the thesis statement * Body: Begin each paragraph with a topic sentence that specifically introduces the purpose/claim of that paragraph * Body: Arrange the sentences in a logical order that guides the audience through the presentation of ideas, concepts, evidence to the desired understanding of the main point/theme * Provide transition from one idea to the next to link all related ideas * Body: End each paragraph with a concluding sentence that firmly states or wraps up the point/claim of the paragraph * Concl: Begin the conclusion paragraph with a restatement of the thesis statement * Concl: Summarize the main points of the entire paper * Concl: Make final connections among the main points to the common goal of the thesis statement * Concl: If there is a BIGGER concept, make certain that the connection to that is fully stated * Concl: End the conclusion with a statement that transcends the specific text and applies in a larger way to the audience (life or human nature if writing about a literary theme). | **Voice:**   * Avoid using vague words like: very, thing, lots, etc. * Stop using first and second person pronouns: I, me, we, us, my, mine, our, you, your * Stop using contractions * Proofread my paper to make sure I do not have awkward phrasing * Maintain an academic voice by using domain-specific terminology (use your literary terms) * Avoid referring to the essay itself (“In this essay…” “This quote…”)   **Conventions:**   * PROOFREAD my paper!!! * Avoid sentence structure errors: fragments, run-ons, fused sentences, comma splices * Avoid spelling errors * Avoid capitalization errors * Avoid errors in subject-verb agreement * Use correct MLA format * Use the right word (there/their, too/to/two) * Use correct pronoun case * Avoid comma errors that provide sentence structure * Use correct end punctuation   **Good handwriting is essential! Most of the important tests in your future require handwritten responses. Evaluators must be able to easily read what you have written. Please practice improving your handwriting so that others find it easy to read and understand.** |

**IB HL Essay Rubric**

**Used for Theme Essay Literary Analysis**

