



**SAINT GEORGE  
SCHOOL**  
FOUNDED 1965



Porfirio Herrera No. 6, Ensanche Piantini,  
Santo Domingo, D. N. Rep. Dominicana

T. 809 562 5262 F. 809 562 5015  
[www.stgeorge.edu.do](http://www.stgeorge.edu.do)

## **IB English II (6<sup>th</sup> Form)**

Teacher: Ms. J. Carrion

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Academic Year: 2011-2012

### **INTRODUCTION AND DESCRIPTION OF COURSE**

This course uses a process approach to help students further their skills in reading, writing, speaking and listening. Students will develop their creative and critical thinking skills through the analysis of a variety of texts, focusing on short stories, novels, articles, plays and excerpts. This course emphasizes the application of students' knowledge of genres and forms to the writing of clear and coherent texts. Furthermore, the course promotes clear and academic communication.

### **AIMS/SKILLS**

The aims of the IB English II are to:

- enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes;
- enable students to use the language appropriately;
- encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures;
- develop students' awareness of the role of language in relation to other areas of knowledge;
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of a language;
- provide students with a basis for further study, work and leisure through language, and
- develop students' awareness of the relationship between the languages and cultures with which they are familiar.

At the end of the IB English II course, students are expected to:

- understand and communicate fluently in the English language spoken at native pace, in a wide range of situations;
- understand the oral forms and accurately use the English language in a range of styles and situations;
- understand and use a range of vocabulary and idioms;
- recognize the structural elements of a spoken text, such as connective devices;
- recognize the subtleties of technique and style employed by speakers and writers of the English language;

- use a register and style appropriate to any given situation;
- structure arguments and support them with relevant examples;
- engage in critical examination of a wide range of texts in different forms, styles and registers;
- show an appreciation of the technique and style employed by writers and speakers of the language.

## CONTENT

### Unit 1: Robert Frost (Selected Poems)

\*Class discussions, oral presentations, creative writing, empathetic reflections

### Unit 2: Death of a Salesman (Arthur Miller)

\*Writing process (brainstorm, organize, rough draft, edit, rewrite, formalize), essay writing, group project and presentation, historical background, analysis

### Unit 3: The Crucible (Arthur Miller)

\*Dramatic interpretation, literary analysis, debate, writing process, historical research

### Unit 4: Hamlet (William Shakespeare)

\*Comprehension skills, dramatic interpretation, analysis of literature, vocabulary development, historical background, writing process

### Unit 5: The Leopard (Giuseppe Tomasi de Lampedusa)

\*Read; analyze themes, symbols and style and their effects; debate in various styles; research period influences; use a variety of mediums for expression

\*Time has also been reserved to review our course content which will prepare the students for their major evaluations.

## TEXTBOOKS AND OTHER RESOURCES

The core texts for this course are the following:

- |  |   |
|--|---|
| 1. Robert Frost (Selected Poems)       | 4. Hamlet (William Shakespeare)               |
| 2. Death of a Salesman (Arthur Miller) | 5. The Leopard (Giuseppe Tomasi de Lampedusa) |
| 3. The Crucible (Arthur Miller)        | 6. Elements of Literature                     |

\* These core texts do not make up the entirety of the printed resources to be used in the course. Other resources will include handouts, library books, newspapers, and so on.

\* Students are expected to have the following materials for class:

- notebook
- supply box with necessary materials (pens, glue, markers, stapler, clips, eraser, etc.)



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### IB DEADLINES

#### TASK:

Selection of Topic for Written Task II  
Group Oral Presentation  
First Draft of Written Task II  
First Draft Returned (or before)  
Final Written Task II  
Individual Oral Evaluation

#### DATES:

Week of October 17, 2011  
Week of November 01, 2011  
November 23, 2011  
January 10, 2012  
February 06, 2012  
March 08 – 09, 2012

### TEACHING STRATEGIES

Students will benefit from a wide range of teaching approaches and strategies, including but not limited to: individual, pair and group work; a variety of written, oral activities; question and answer sessions; small group and whole class discussions; independent and group research; debates.

### EVALUATIONS

30% Participation (broken down into two categories: Analysis and Active)  
20% Exams/Projects (culminating works at ends of units)  
15% Quizzes (vocabulary, reading, presentations)  
20% Classwork/Homework/Notebook (vocabulary, reading, presentation prep)  
15% Language (English use / grammar)

(The 20% from Summer Reading will be broken into 10% for Writings and 10% for Quizzes. Summer reading is focused on the following texts: *Love in the Time of Cholera* by Gabriel Garcia Marquez and *Like Water for Chocolate* by Laura Esquivel)

***\*\*Late work from assignments other than homework will be marked as a letter grade drop for each day late.***

### OTHER REMARKS REGARDING CLASS:

#### ***Start of Class:***

- Be on time. If you are late, be sure to have a late pass before trying to enter our classroom.
- Have all materials with you, including laptops and homework.
- Have homework ready to be checked / organized.

#### ***Assignments (homework, classwork, projects):***

- Need to be 100% completed.
- If assignments are incomplete or not done, **no** points will be awarded.

- If assignments are not in class, no credit will be given.
- Any plagiarized work will not be accepted and an automatic **zero** will be awarded.

**Absences:**

- For *unexpected* absences, students must call a classmate to find out what they missed before their return to class. Homework for the days a student is absent is expected to be understood and completed. ***It is the student's responsibility to find out about and make up missed work.***
- For *known* absences (trips, etc.), work that will be missed must be gotten ***in advance*** and turned in upon your return or the prescribed deadline set by the teacher.
- Tests and quizzes missed on days of absences will be taken immediately upon return. Unexcused absences will result in a 0 on the assignments due during the absence.