



## English A Networking Session Trinity Episcopal School April 16, 2019

### Session Agenda:

- 9:00AM: Conceptual Approach-- Introduction to the Guiding Principles of the New Curriculum
- 9:45: Seven Course Concepts
- 9:55: Assessment
- 11:25: Summary of new curriculum

### **Session Minutes/Discussion Notes:**

#### Conceptual Approach:

Guiding Principles of Curriculum:

- Reading Literature→
- HOW to read literature (and non-literary texts)->
- **KNOWING** that they know how to read literature

Areas of Exploration do NOT have to be “chunks” of the curriculum, but equal time should be spent on each area of exploration

The new curriculum encourages a fluidity/continuum of thinking rather than the idea that once a part/genre/approach is done, it's DONE.

Six Questions for Intertextuality (see guide)

- Note: Try not to approach these in order/by number

#### **Activity: Six Questions of Intertextuality\*** (text suggestions by question)

1. How do texts adhere to and deviate from conventions associated with literary forms or text types? Truman Capote, *In Cold Blood*, *The Things They Carried*, Langston Hughes poetry, sonnets (then and now), Jennifer Egan, *The Seven-and-a-Half Lives of Evelyn Hardcastle*
2. How do conventions and systems of reference evolve over time?

3. In what ways can diverse texts share points of similarity? *Persepolis*, *Picture of Dorian Gray* and *Macbeth*; *Candide* and *A Tale of Two Cities*;
4. How valid is the notion of a classic text?
5. How can texts offer multiple perspectives of a single issue, topic, or theme? *The Stranger*
6. In what ways can comparison and interpretation be transformative? *Father Comes Home from the Wars* by Suzan-Lori Parks

\*Suggestion: Consider using these questions for reflection in the portfolio

### **Seven Course Concepts (see diagram in Google Folder)**

- Identity
- Culture
- Creativity
- Communication
- Perspectives
- Representation
- Transformation

### **Author < --- > Reader (COMMUNICATION through the WORK)**

#### **Author:**

Identity  
Creativity  
Culture  
Perspectives

#### **Reader:**

Creativity  
Culture  
Perspectives  
Transformation

#### **Work**

Perspectives  
Representation  
Transformation

### **Assessment**

#### **Tips for Paper 1:**

- While it's not required for students to answer the guiding question in Paper 1, students should answer the questions unless they can't
- Students will NOT compare the two works used on Paper 1--it's two separate essays

- Students must be prepared for ALL genres (no skimming on the poetry or nonfiction!)

### **Tips for Paper 2:**

- Students must **compare and contrast** in terms of CONTENT *and* FORM (literary technique)
- Students should prepare three works (in depth) to prepare in detail in advance of the test
- Students will declare the works used for the Oral and Essay and the intended works for the Paper II Exam on an official form

### **Tips for the Individual Oral (see Diagram in Google Folder for more)**

- 15 minutes (10 minutes by student; 5 minutes of questions from teacher)
- 2 works (1 in English, 1 in translation (or 1 literary/1 non-literary))
- Structured around a global issue
- NOT comparative; only connecting factor is the global issue
- NOTE: If you run practice rounds, students cannot repeat materials/global issues
- NOTE: In a class, students can't have the same global issue paired with the same extracts (think about guidelines/regulations for classes writing the current World Lit paper)
- NOTE: Early teacher support materials
- Discussion of each work is both key passage and whole work analysis
- Consider guiding students to explicitly state their global issue at the beginning of the oral
- No conclusion required
- To excel, students should practice ANSWERING questions (and, this notetaker thinks, DEVELOPING/ASKING questions)
- Students should use their portfolio as a kind of database, a collection of thinking about global issues, BUT if they've done explicit practice with a particular excerpt and/or global issue, those are off the table for the official assessment

### **Three Requirements for a Global Issue** (if students decide to select a Global Issue beyond the UN list or areas of inquiry)

- Significance on a wide scale
- Transnational
- Impact felt in everyday local contexts

### **Developing Global Issues**

- Narrowed global issue has to express an idea about which the author has a stance or attitude or opinion
- Narrowed global issue: The particular way in which religious doctrine implies attitudes toward women...
- NOTE: for the arts, creativity, imagination, the texts selected must be overtly about ART or CREATIVITY

- NOTE: Global issue should be the SAME for both extracts discussed

### **Tips for the HL Essay**

- Secondary sources are allowed (but not mandated); all sources should be cited/reported
- Writing about a graphic novel? Students should include FRAMES/excerpts from the graphic novel.
- Can be a comparison

### **IMPORTANT NOTE ABOUT ASSESSMENT SAMPLES**

- Until the first examination period is over, the current samples aren't standardized and shouldn't be used as exact models for responses and/or marks

### **Notes on the PRL**

- We can teach ANY work/genre from a writer on the list
- Choices to remove/add writers were made locally
- Consider using struck writers from the PRL to pre-IB classes
- Note: 20th and 21st centuries are two different time periods
- An author CANNOT be repeated over the two years
- If students are taking Literature and Lang & Lit, an author can't be repeated over both courses
- Authors/texts can't be repeated between languages
- Extended Essay-- an author may be repeated for the E.E., but students MAY NOT write about a work that has been studied in class
- If your school offers the theater course, Language A and Theater teachers will need to coordinate to make sure that students don't write assessments about the same writer/work

### **Notes on Course Teaching/Structure**

- Junior and senior year teachers need to know what's happening in the year they don't teach
- Portfolios must be maintained from beginning to end
- Students must have/develop a management system which allows them to easily locate any item in the portfolio which would be useful in terms of preparing for assessments

**Session Minutes/Discussion Notes, continued**