

UNIT	DESCRIPTION	TITLES	ASSESSMENT	DATE OF ASSESSMENT
<b>2018 Summer Reading</b>	Summer reading	<ul style="list-style-type: none"> <li>• <i>Chronicle of a Death Foretold</i> (Gabriel Garcia Marquez)</li> <li>• <i>The Awakening</i> (Kate Chopin)</li> <li>• <i>The Complete Persepolis</i> (Marjane Satrapi)</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple Choice / Short Answer tests for <i>The Awakening</i> and <i>Chronicle of a Death Foretold</i></li> <li>• See Unit 1 below for <i>The Complete Persepolis</i> assessment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>First week of school</b> for <i>The Awakening</i> and <i>Chronicle of a Death Foretold</i></li> <li>• <b>See Unit 1 below</b> for <i>The Complete Persepolis</i></li> </ul>
<b>Unit 4</b> Fall Year 1 (11 <sup>th</sup> )	Teacher's choice	<ul style="list-style-type: none"> <li>• <i>Their Eyes Were Watching God</i> (Zora Neale Hurston)</li> <li>• <i>The Great Gatsby</i> (F. Scott Fitzgerald)</li> <li>• <i>Pride &amp; Prejudice</i> (Jane Austen)</li> <li>•</li> </ul>	<b>Individual Oral Presentation (IOP)</b> <b>Weight: 15%</b>	<b>December 2017</b>
<b>Unit 3</b> Spring Year 1 (11 <sup>th</sup> )	4 works in the same genre	Drama is our genre of study. Here are our 4 plays: <ul style="list-style-type: none"> <li>• <i>The Crucible</i> (Arthur Miller)</li> <li>• <i>Hamlet</i> (William Shakespeare)</li> <li>• <i>Arcadia</i> (Tom Stoppard)</li> <li>• <i>The Importance of Being Earnest</i> (Oscar Wilde)</li> </ul>	<b>Paper 2</b> <b>Weight: 25%</b> Students will choose one out of three essay questions regarding the genre of drama. They will have 2 hours to explore the ways in which content is delivered through the convention of drama, compare/contrast similarities and differences between two of the dramas studied in class, and respond to the question in an organized fashion.	<b>May 2019</b>
<b>Unit 1</b> Fall Year 2 (12 <sup>th</sup> )	3 works in translation	<ul style="list-style-type: none"> <li>• <i>The Complete Persepolis</i> by Marjane Satrapi (French / set in Iran)</li> <li>• <i>Thousand Cranes</i> by Yasunari Kawabata (Japanese)</li> <li>• <i>Metamorphosis and Other stories</i> by Franz Kafka (German)</li> </ul>	<b>Written Assignment</b> <b>Weight: 25%</b> This paper requires a 300-400 word reflection based on class discussions as well as a 1200-1500 word essay, so we will work on this throughout the semester as we discuss the three works in class.	<b>Nov. 1, 2018:</b> 1 <sup>st</sup> submission <b>Feb. 28, 2019:</b> Final submission --There is a long span of time between submissions because we meet with every student individually to discuss necessary rough draft revisions.

<p><b>Unit 2</b> Fall Year 2 and Spring Year 2 (12<sup>th</sup>)</p>	<p>Detailed study of 3 works from varied genres</p>	<ul style="list-style-type: none"> <li>• Essay Collection--author to be determined (prose other than fiction)</li> <li>• <i>The Bluest Eye</i> by Toni Morrison (prose fiction)</li> <li>• Selected poems by Eavan Boland, Carol Ann Duffy, and Lorna Goodison)</li> </ul>	<p><b>Individual Oral Commentary (IOC)</b> <b>Weight: 15%</b> Students will have 20 minutes to annotate one of the poems studied in class. After this, students will have 10 minutes to give a verbal commentary of that poem and 10 more minutes to have a book discussion with the teacher based on either the essay collection or <i>The Bluest Eye</i>, depending on which novel the student draws. Students are provided sample questions in advance so they can prepare for this assessment.</p>	<p><b>March 2019</b></p>
<p><b>Paper 1: Literary Commentary</b> <b>Weight: 20%</b> <b>This is not limited to one specific unit, but is rather a culmination of the two-year literary study. Students will have two hours to write this paper during the school day in early May, 2019.</b></p> <p>Paper 1 contains two previously unseen passages and students are instructed to write a literary commentary on one of these passages. One passage will be poetry; the other passage will be taken from works such as:</p> <ul style="list-style-type: none"> <li>• A novel or short story</li> <li>• An essay</li> <li>• A biography</li> <li>• A journalistic piece of writing of literary merit</li> </ul> <p>The passages for commentary may be either a complete piece of writing or an extract from a longer piece, and wherever possible the passages will <b>not</b> be from authors listed on the PLA (prescribed list of authors) or from works likely to have been studied in class.</p> <p>The term “literary commentary” is used to refer to a close reading of a passage that is presented in the form of an essay. Students need to explore aspects such as content, technique, style, structure, theme, and language, and they are assessed on their ability to:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the thought and feeling in the passage through interpretation that is supported by detailed references to the passage</li> <li>• Analyze and appreciate how the passage achieves its effects.</li> </ul> <p style="text-align: right;"><i>-From the IB English A: Literature Subject Guide</i></p>				

Please feel free to contact us if you have any questions or concerns regarding IB Literature HL. Our goal is to teach your child *how* to think rather than *what* to think, and we hope to do this through an intensive, reflective analysis of language.

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