

2021-2022 IBDP Subject Overview

Dates	9.8 – 9.29	10.1 – 11.10	11.12 – 12.29	12.31 – 1.26	1.28 – 2.25	3.2 – 4.27	4.29 -5.31
Unit Title	Readers Writers and Tests Alice Walker: Taking the Arrow out of the Heart Audrey Lorde: Sister Outsider	Readers Writers and Tests Audrey Lorde: Sister Outsider Jamaica Kincaid: Annie John	Time and Space Jean Paul Sartre: No Exit	Time and Space F. Scott Fitzgerald: The Great Gatsby	Time and Space Pablo Neruda: The Essential Neruda Sylvia Plath: Collected Poems	Intertextuality William Shakespeare: <i>Macbeth</i>	Intertextuality William Faulkner: The Sound and The Fury
Formal TOK Connection	What is Art? Can we classify it as ‘high’ and ‘low’?	History and ethics. We will discuss some of the ethical considerations of intercultural relations.	Art, ethics	Ethics, Human Sciences – sociology, philosophy	History, Human Sciences	Art, Culture, Sociology	Human Sciences, Political Science, Ethics
SOLs	11.3, 11.1, 11.4, 11.5	11.3, 11.1, 11.4, 11.5	11.3, 11.1, 11.4, 11.5	11.1, 11.2, 11.3, 11.4, 11.5	11.1, 11.2, 11.3, 11.4, 11.5	11.1, 11.2, 11.3, 11.4, 11.5	11.1, 11.2, 11.3, 11.4, 11.5
IB Objectives	Introduce and explore the AOE of Intertextuality. Begin the introduction of Global Issues and practice identifying what they are, and how they interact with a text.	Introduce and explore the AOE of Readers, Writers, and Tests – use this as a means of investigating the play. Support their understanding of intertextuality by identifying crossover and intertextual connections between this work and the last one.	Introduce and explore the AOE of Time and Space – we will put these songs into their historical, cultural, and geographical context. We will then investigate the ways in which these works interact with the other works we’ve studied this year.	I’d like to begin the transition of having the students identify which AOE’s are applicable to this work on their own. I will encourage them to identify course concepts on their own as well. I will continue to provide support to them with regard to global issues though.	This unit will be one in which the primary focus will be on a compare and contrast relationship between this and the other works we’ve studied this year. Previously the comparisons and contrasts have been implicitly built in, but I will transition to an explicit focus on that relationship as we begin to prepare in earnest for the HL Essay. We will do most of our compare/contrast	We’ll continue to blend some of the assessment concepts in this unit as well. We will focus on identifying relevant and appropriate global issues mentioned in this work while navigating those issues through the lens of a selected AOE. Again, in an effort to transition the students I will ask them to self-select an AOE through which they choose to	For this unit we will spend significant time using the text as a lens through which we can investigate each AOE. As a summative assessment we will do either an outline or a brainstorm of a compare/contrast response for this text and another text through EACH AOE. So for example students can investigate this text and Persepolis through the lens and

					inquiry through the lens of Intertextuality.	investigate a global issue.	time and space and the global issue of immigration. We will outline this response and another for EACH AOE.
International Focus	Immigration, Identity – how do these two concepts interact with one another	Colonization and its effects on language, culture, and ideas of autonomy	We will talk about perception – perception of class, race,	We will discuss ideas of citizenship – both legal and ethical – colonization, and the importance of culture and cultural expectations.	We will discuss geopolitical tensions and how these can trickle down to affect the lives of seemingly ‘normal’ people who may think that such matters are not applicable to their lives.	We will discuss culture and the ways in which various cultures value ideas and products like art and cultural investigations. We will also use this unit to practice compare and contrast skills – these will most likely be in the form of formative assessments.	We will discuss governmental style, tactics, and the idea of diplomacy and expansion and conquering.
Unit Question	Can the process of creating art become art in itself?	Is it possible for a person who is not OF a culture to understand that culture?	How does a society determine the value of art?	Can stories create a perception of logic in an illogical world?	Is it possible to create an identity that is not influenced by nationality?	How does an individual determine the value of art? Is it possible to make these valuations autonomously?	Is it possible for one nation to conquer or take over another nation in an ethical and considerate way?
Assessment Task	Write an essay about yourself, your identity, and how your culture has shaped how you see yourself. Your essay must include a reference to some historical figure or artist from the culture or geographical area you mention as a part of your culture. Create a physical artifact that, in some	Deliver a 3-5 minute original monologue in the style of the play we just read. Your monologue must reference a certain portion of the text and reference a global issue of your choosing. It must be creative and delivered from the perspective of one of the secondary	Students will select two of the songs we studied and use them to complete a timed writing in which they discuss the ways in which those songs interact with some thematic issue from either <i>Create Dangerously</i> or <i>Death and King's Horsemen</i> . The writing should be about 2-3	Students will, in groups, choose an AOE and two course concepts they find relevant to this text. They will then research those topics (the AOE and the course concept) in an effort to deepen their analysis. They will make a brief, 3-5 minutes, oral presentation on their findings. They	Students will write a compare/contrast paper in which they'll compare this work to another work we've studied so far this year. This will be a direct practice for the HL essay. They will also choose an AOE as the lens through which they will investigate the similarities and	Students will complete both an oral assessment and a written assessment for this work. The oral assessment will be one in which they speak for 5 minutes on a selected global issue for this work and how that global issue relates to the work. This will be investigated through the AOE of Readers,	We will be working on completing the HL Essay at this time, so the assessment task for this unit will probably be an oral presentation of a compare and contrast exercise with this text and another one we've read this using an AOE as the lens. The secondary text cannot be one that

	way, both references your essay and symbolizes or emblemizes some part of your identity.	characters of the play.	paragraphs in length.	will then turn that into a formally written paper.	differences between the two works.	Writers, and Texts. Students will also write a formal, timed essay, in which they respond to a teacher-provided prompt having to do with a cultural concept that we discuss throughout the unit.	the student is using for the HL Essay.
Approaches to Learning	Reflection Communicating Collaboration Thinking	Organization Information Literacy	Information Literacy Communicating	Thinking Collaboration	Communicating Risk-Taking	Thinking Collaboration Organization Information Literacy	Reflection Communicating Collaboration Thinking
Curriculum Concepts	Identity, culture, perspective, representation	Culture, perspective, Representation, Creativity	Culture, identify, perspective	Creativity, culture, perspective, communication	Perspective, representation, transformation	<u>Perspective, representation, culture, identity</u>	Perspective, culture, communication, representataion K
CAS support							