



Santa Rosa City Schools Course Proposal

IB Language and Literature SL1

Proposal Submitted By:

Needs Statement: Discuss how this course fits into your Site and/or the District's goals. Attach minutes of meetings where this course was approved at site or district leadership meetings.

This course created broader exposure to the IB Program and aims to increase accessibility and expand the range of students who can access it.

Graduation Requirements: Specify which requirement is met. (High School only)

English 3P

UC a-g Requirements: Specify which requirement is met. (High School only)

Subject Area B

Explain the rationale for course addition or modification. How does this fit in with district/site goals? If this course replaces a current course, which course is it replacing and why? Will this course require new sections? Be explicit.

The two-year IB English sequence will replace English 3 and 4 in the Montgomery English Department. Replacing the current English 3 and English 4 courses with the two-year IB sequence will set the expectation that ALL students are IB students and ensure that every student at Montgomery has exposure to at least two IB Courses. Because MHS also offers the "High-Level" (HL) course, the "Standard Level" (SL) courses would not qualify as advanced placement classes but would replace the college preparatory general education classes.

Explain the measurable learning outcomes

Students are assessed on the same content standards as English 3.

Course Description (To be used in the course catalog)

This is the first year of a two-year course. The Language A: Language and Literature course (IB Language and Literature SL 1) aims to develop skills of textual analysis and the understanding that literary and non-literary texts can relate to culturally determined reading practices and encourage students to question the meaning generated by language and texts. An understanding of how formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by culturally defined reading practices and by the circumstances of production and reception.

Course Catalog Information (To be filled by the District Office):

Course Number	
Course Short Title:	English IB SL 1
Course Title:	
Number of Credits:	
Grade Span:	
Graduation Requirement:	
Course Department:	
State Course Code:	
A-G Subject:	
CTE Pathway:	
Other Information:	

Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

 IB Language and Literature Guide 2021.pdf See Page 18-31

Literature

Students are to be assigned 2 books throughout the course that are pre-approved by IB. Teachers may add additional texts as they correspond with state standards. Two books will also be taught in IB Language and Literature SL2.

- A minimum of one must be written originally in the language studied, by an author on the prescribed reading list

- a minimum of one must be a work that has been translated into the language of the course (this work needs to have been written by an author on the prescribed reading list in a language different from the one studied)
- two can be chosen freely—from the prescribed reading list or elsewhere—and may be in translation.

There must be a minimum of one work for each area of exploration. Works must be selected to cover two literary forms, two periods and two places as defined on the Prescribed reading list covering at least two continents.

Literary vs Non-Literary

There is a balance between the time of study allotted to non-literary texts and literary works within each area or in the course as a whole.

The selection of non-literary texts must include as wide a range of non-literary text types as possible.

The authors or creators of the non-literary texts studied must not be authors included in the Prescribed reading list or authors widely recognized as literary.

Non-literary texts which were originally written or created in a language different from the language studied can be included in the course and used in assessment components provided they are studied in translation. The translation studied must be professional and must be an officially published translation of the text.

Types of assignments will be chosen from the three areas of exploration below:

Readers, writers and texts

Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and literary works are chosen from a variety of literary forms. The study of the non-literary texts and literary works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.

Time and space

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.

Intertextuality: connecting texts

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.

Budget- budget figures must be included even if they are an estimate.

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)	None	None
Instructional Material Supplies per student (textbooks, software, etc.)	None	None
Services (training, equipment maintenance, contracts, etc.)	None	Training as needed.
Capital Outlay (remodeling, technology, etc.)	None	None
Total Projected Costs		

Instructional Materials- must include estimates for new materials even if none have been selected. Place in the chart above.



Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need

Funding Source(s) for Costs and Instructional Materials

Grants (indicate specific grant and grant timeline)	
Categorical Funds (include related programs)	
Career Technical Education (must be for an approved CTE course)	
Department Funds	

Grants (indicate specific grant and grant timeline)	
Other (be specific)	Williams - Lottery

Appendix of Additional Documents

<u>* Required additional documents include meeting minutes where the course was discussed and approved</u>
 IB Language and Literature Guide 2021.pdf  LG April 2023 : Learning Group Agenda, course was discussed and approved.

District Principal Review and Approvals:

Principal's Signatures	Site	Approved / Not Approved
Andrea Correia	Piner High School	Approved
<i>Amy Wiese</i>	Maria Carrillo HS	Approved
<i>April Santos</i>	Montgomery	Approved
<i>Monica Fong</i>	Santa Rosa High	Approved
Elizabeth Gordon-Stoll	Elsie Allen	Approved
<i>Donna Garibaldi</i>	Ridgway	Approved

District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
<i>Jenna Jewell</i>	Piner High School	Approved
<i>Maddie Doyle</i>	Maria Carrillo HS	Approved
<i>Kristen Reed</i>	Montgomery	Approved
Casey Elsa	Santa Rosa High	Approved
Tomas Salinas	Elsie Allen	
<i>Christina Gravelle</i>	Ridgway	Approved

