



DP unit planner

Unit Title	Questions of Faith (Part 4 - "Peace Child") - <u>DP English A1 HL Y1*</u>
Teacher(s)	<u>McAllister, Chantal; Rader, Paul</u>
Subject and Grade Level	<u>DP English A1 HL Y1*</u> - English Language Arts, IB Diploma Programme
Time frame and Duration	(Week 11, 10 Weeks) 📅 📄

Stage 1: Integrate significant concept, Theory of Knowledge and unit question

Theory of Knowledge focus	Significant concept(s)
<p>*TOK: What is truth? ; Fundamental tenants of culture: Sawi tenants; cannibalism and societal values / norms.</p> <p>*Technology integration: blogs and e-portfolios for college apps; voxopop and Google docs are strategies taught in this unit for unlocking learning.</p>	<p>All of our interpretations of life are based on our personal world views. Our world views are also a product of our faith or lack of. This is also true in literature. Through different writings that deal with conflicts of faith, we are better able to understand and define our own faith more clearly. Whether we are exploring short stories, fiction novels, or non-fiction writing, the faith behind the facts informs the truth.</p>
<p>↔</p>	
<p>DP Unit Question</p> <p>Essential Questions: Questions of Faith Unit</p>	
<p>The Bible says, "The truth always sets you free?" Will it?</p>	
<p>* In "Jesus Christ Superstar," Pontius Pilate asks Jesus Christ, "What is truth? Is truth unchanging law? We both have truths, is mine the same as yours?" To what extent can this idea be applied to</p>	

faith?

*** Singer Steve Taylor has a song called "It's harder to believe than not to."**

Is real faith an arduous process?

 [Essential Questions of Faith](#)

Assessment Criteria/Assessments

Formative: Journals

Journal entries concentrate on specific issues in text or skills of analysis to practice.

Formative: Oral Assessment

These are done periodically throughout the unit. They would include pen and paper worksheets completed individually or in groups (for complete list, click the link to the left or the eyeglasses icon at the top.)

Formative: Transfer/Performance Task

Analysis of different sections of "Peace Child." Exploration and defense of theme.

Analysis of different culture in "Peace Child". Exploration and defense of theme.

Formative: Graphic Organizers

Projects to explore characterization as well as role play activities.

Formative: Peer-assessment

Students create Blogs for Peace Child journals. They have to read each other's blogs and reflect upon journals.

Blog review

Formative: Documented Teacher Observation








Blog Assignment, creating an electronic portfolio and peer galvanizing discussion.

Individual Oral Presentation

Summative: Oral Assessment

IBO Summative for Unit Four: School's free choice. This is one option in our four part literary study. Students choose one work to produce an Individual

Oral Presentation for an IBO external assessment.

-  [HL SL IOP IOC RUBRIC](#)
-  [Blog intro assignment](#)
-  [ORAL COMPONENT RUBRIC](#)
-  [Peace Child doc](#)
-  [IOP Notes](#)
-  [Mystery PC](#)
-  [Redemptive analogy](#)

Unit Objectives/Learner Profile/BWI

IB Group 1: Language A1, DP - Age 16-18, Aims

Aims

- encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism
- develop the students' powers of expression, both in oral and written communication, and provide the opportunity of practicing and developing the skills involved in writing and speaking in a variety of styles and situations
- introduce students to a range of literary works of different periods, genres, styles and contexts
- broaden the students' perspective through the study of works from other cultures and languages
- introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works
- develop the ability to engage in close, detailed analysis of written text
- promote in students an enjoyment of, and lifelong interest in, literature.

IB Group 1: Language A1, DP - Age 16-18, Objectives

Objectives (Higher Level)

- an ability to engage in independent literary criticism in a manner which reveals a personal response to literature
- an ability to express ideas with clarity, coherence, conciseness, precision and fluency in both written and oral communication
- a command of the language appropriate for the study of literature and a discriminating appreciation of the need for an effective choice of register and style in both written and oral communication

- a sound approach to literature through consideration of the works studied
- a thorough knowledge both of the individual works studied and of the relationships between groups of works studied
- an appreciation of the similarities and differences between literary works from different ages and/or cultures
- an ability to engage in independent textual commentary on both familiar and unfamiliar pieces of writing
- a wide-ranging appreciation of structure, technique and style as employed by authors, and of their effects on the reader

Objectives (Standard Level)

- an ability to approach works in an independent manner which reveals a personal response to literature
- an ability to express ideas with clarity, coherence, conciseness, precision and fluency in both written and oral communication
- a command of the language appropriate for the study of literature and an appreciation of the need for an effective choice of register and style in both written and oral communication
- a sound approach to literature through consideration of the works studied
- an appreciation of the similarities and differences between literary works from different ages and/or cultures
- an ability to comment on the language, content, structure, meaning and significance of both familiar and unfamiliar pieces of writing
- an awareness of the effects of structure, technique and style as employed by authors
- an ability to structure ideas and arguments, both orally and in writing, in a sustained and logical way, and to support them with precise and relevant examples.

IB Group 1: Language A1, DP - Age 16-18, Internal Assessment Criteria

Internal Assessment: Oral Component

- A Knowledge and Understanding of Extract or Work(s) -How well does the candidate know and understand the content of the extract or work(s)? -How well does the candidate situate the extract or work(s) within the context of the larger work from which it has been taken or the body of works to which it belongs, where relevant?
- B Interpretation and Personal Response -How valid is the candidates interpretation of the extract or work(s)? -How well has the candidate identified and analyzed the effects of literary features

in the extract or work(s), such as diction, imagery, tone, structure, style and technique? -To what extent does the candidates response show critical thinking and originality? -How precise and relevant are the candidates references to the extract or work(s)?

- C Presentation -How structured is the candidates response? -How effective and convincing is the candidates presentation? -How appropriately does the candidate integrate supporting references to the extract or work(s)?
- D Use of Language -How accurate, clear and precise is the language used by the candidate? -How appropriate is the candidates choice of register and style for the occasion? (Register refers, in this context, to the candidates sensitivity to elements such as the vocabulary, tone, sentence structure and idiom appropriate to the task.) Literary terms are taken in the widest possible sense, for example, novel, play, poem, persona, character, narrator.

IB Group 1: Language A1, DP - Age 16-18, External Assessment Criteria

External Assessment

- Written Paper 1 Commentary A Understanding of the Text -How well has the candidate understood the thoughts and feelings expressed in the text?
- Written Paper 1 Commentary E: Formal Use of Language -How accurate, clear and precise is the language used by the candidate? - How appropriate is the candidate's choice of register and style, for this task? (Register refers, in this context, to the candidates sensitivity to elements such as the vocabulary, tone, sentence structure and idiom appropriate to the task.)

Stage 2: Backward planning: from assessment to the learning activities through inquiry.

Content

Knowledge: * Basic knowledge of how to analyze literature. * Basic understanding of background of authors and characters studied (especially cultural and spiritual influences on works). * Denotative difference between fiction and non-fiction. Skills: * Be able to recognize the author's perspective and be able to offer possible alternatives. * Be able to apply "CIA" (critical information acquisition) techniques taught in preceding unit to arrive at theme. * To recognize patterns in literature as well as in life * To be able to write

informed analytic essays of literature. * To communicate ideas in oral discussions with clarity and meaning. *To support TOK unit of "What is truth?" - through the use of Biblical worldview concepts.

*Technology integration: blogs and e-portfolios for college apps; voxopop and Google docs are strategies taught in this unit for unlocking learning.

Learning Experiences

Student create blogs and answer questions about the novel. This is an electronic portfolio for their college applications. All English summative are expected to be posted to their blogs.

Note: 2007 - 2008 Students study Peace Child - Don Richardson An amazing story of Faith and really responds to the essential questions of this unit. After reading the book students considered "The 10 Commandments" and then in groups developed "The Ten Sawi Tenants". This was an immensely rewarding exercise and students gained insight into cannibalism / bribery and treachery as opposed to Godly concepts of loving God and others. Students were shocked to the core by the evil nature of this tribe and understood the true beauty of God's love for all His children. They all have experienced a truly uplifting novel which reveals the nature of our loving God. A book I'll definitely do again. - Identified 10 Tenants of Sawi Culture - Created blog pages for journaling www.blogger.com - group interaction on blogs - group discussions.

Teaching Strategies

Visual- Computer Graphic

Students create Blogs for their Peace Child journals. Assignment is attached.

Written- Portfolio

Written Blog Portfolios.

Students reflect upon the themes of Peace Child. Questions of Faith: Truth / Missionaries / Gospel / Cannibalism.

Oral- Oral Presentation


IBO Internal moderation / external assessment.

Visual- Portfolio


Students create college blog portfolios for CV purposes.


Written- Peer Evaluation

Students are required to comment on each other's blog and ideas are shared while philosophical Biblical Worldview is addressed through questions asked.

 Blog sites for class of 2008 - Peace Child

 Peace Child p.p.1

 Blog Rubric for Peace Child.


 Peace Child p.p.2

Resources

Texts for overall section of Part 4 (* used in THIS unit): - "The Complete Stories" by Flannery O'Connor - "Walk in the Light and Twenty-Three Tales" by Leo Tolstoy - "The Peace Child" By Don Richardson; "Survival in Auschwitz" by Primo Levi - "Silence" by Shusako Endo (HL only) Other Materials Used in This Unit: - "English for the IB Diploma" - Peace Child Power point and DVD / The Spear DVD.

Ongoing reflections and evaluation

Unit Reflections

Allow the students an opportunity to discuss their ideas in Voxopop as well. (A web based Oral preparation site:  <http://www.voxopop.com/user/92dd14e7-2353-43d0-b968-3db8ede8874b> Students upload practice IOP's to voxopop - so that they can reflect on their learning effectively and use the rubric to self assess.

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