

Exploring IB-Thought through Text – Course Map

Course Foundation Components

Learner Profile Summary	Course Description
The organizational context revolves around a public, International Baccalaureate high school with the identified learners being 15-16 year old sophomores taking IB MYP English courses. The students have varying literacy levels, ZPD's, socioeconomic backgrounds, disabilities, and ELL statuses. All of these students are required to take IBDP English next year, but they're not all familiar with what IBDP means and the higher-level thinking accompanied with it. Students voice interest in kinesthetic learning opportunities and have a goal of being prepared for their future rigorous coursework. They share struggles with lack of structure and higher-order thinking. To remedy this, students will explore IB-style thinking seen in the English IBDP program through literary and non-literary analysis.	Language is fundamental to learning, thinking, and communicating. In this course, students will be encouraged to recognize that proficiency in language is an essential component of IBDP learning and a powerful tool for communication in all societies. This language and literature course incorporates creative processes and encourages the development of imagination and creativity through self-expression. To that end, students will analyze both literary and non-literary texts with IB-style thinking. Every text makes an argument, and students learn to identify what a text is arguing and how its author builds that argument through the choices available to its text type. IB concepts function as lenses for interpreting texts, and different lenses reveal different arguments within the same text. Ultimately, the course goal is for students to create a concept map demonstrating how structurally unrelated literary and non-literary texts convey the same concept-informed argument through their own authorial choices. This link between text type, authorial choice, and concept is the reasoning behind the course name: Exploring IB-Thought through Text.
Course Objectives	
CO1 Identify different text types, authorial choices, and IB concept lenses.	
CO2 Analyze texts through IB concept lenses to determine different arguments within a text.	
CO3 Apply the IB-style thinking framework, TAPAC, when analyzing literary and non-literary texts.	
CO4 Evaluate analyses of texts from IB concept lenses to create a thesis statement informed by text type and authorial choice.	
CO5 Create a product communicating intertextual understanding of how text type and authorial choice work together to convey the same concept-informed argument.	
Summative Assessment	
Students complete a concept map demonstrating how four texts (two literary and two non-literary) convey the same concept-informed argument. Each student begins with a concept map a classmate pre-built for them in the Module 3 discussion, which places the student's Module 2 argument at the center, highlights its IB concept and theme in a legend, and branches to one version of The Great Gatsby and one outside text of the opposite type. Students add a second device/choice to each prebuilt text, then add two new outside texts (one literary, one non-literary) that make the same argument. Each text includes its title, author, and two devices/choices with evidence and an explanation. Students then write a	

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synthesis thesis statement using one literary and one non-literary text, complete TAPAC for both thesis texts, and record a 3-5 minute walkthrough explaining how each text's type allowed it to reach the same argument in its own way. This assesses all five course objectives. CO1 is assessed through identifying text types, devices/choices, and the IB concept lens across four texts. CO2 is assessed through the lens-based argument at the center of the map. CO3 is assessed through the TAPAC analysis of both thesis texts. CO4 is assessed through evaluating how structurally different texts reach the same argument and synthesizing that evaluation into a thesis statement. CO5 is assessed through the creation of the concept map and recorded walkthrough.	

Learning Design – Exploring IB-Thought through Text

	Module 1	Module 2	Module 3
Module Title	Foundations of IB Thinking	Engaging in IB-Thought through Textual Analysis	Synthesis of IB Thought through Text
Course Objective Alignments	CO#1 Identify different text types, authorial choices, and IB concept lenses. CO#2 Analyze texts through IB concept lenses to determine different arguments within a text.	CO#2 Analyze texts through IB concept lenses to determine different arguments within a text. CO#3 Apply the IB-style thinking framework, TAPAC, when analyzing literary and non-literary texts. CO#4 Evaluate analyses of texts from IB concept lenses to create a thesis statement informed by text type and authorial choice.	CO#3 Apply the IB-style thinking framework, TAPAC, when analyzing literary and non-literary texts. CO#4 Evaluate analyses of texts from IB concept lenses to create a thesis statement informed by text type and authorial choice. CO#5 Create a product communicating intertextual understanding of how text type and authorial choice work together to convey the same concept-informed argument.
Module Objectives	- Identify the 7 IB Lang and Lit concepts as analytical lenses (CO1) - Describe how each concept lens can change the interpretation of a text (CO2)	- Explain how text type shapes which authorial choices are available to an author and how those choices build an argument (CO2) - Apply TAPAC to analyze literary and non-literary texts (CO3)	- Interpret a literary and a non-literary text using an IB concept lens (CO3) - Recognize that structurally unrelated texts can make the

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	- Explain how a text's type is linked to the authorial choices available to its author (CO1) - Analyze literary and non-literary texts using unfamiliar concept lenses (CO2)	- Explain how different concept lenses reveal different arguments depending on each text type's structure and choices (CO2) - Evaluate which concept lens produces the strongest analysis to build a thesis statement (CO4) - Discuss with peers how authorial choices work with IB concept lenses (CO4)	same argument, each through its own authorial choices (CO4) - Justify interpretations by citing and comparing authorial choices across text types (CO4) - Create a concept map showing how structurally different texts independently convey the same concept-informed argument (CO5)
Topics/Skills to Teach	- IB Lang and Lit concepts framed as lenses (creativity, communication, perspective, representation, identity, culture, and transformation) - Literary and non-literary text types - Devices/choices and how a text's type determines which are available - Identifying the argument a lens reveals within a text	- TAPAC: text type, author, purpose, audience, and context - The difference between a text's argument and a reader's thesis statement - Comparing interpretations of one text through different concept lenses - Constructing a thesis statement informed by text type and authorial choice - Creating a non-literary text with intentional devices/choices	- Concept map creation - Synthesis of authorial choice across structurally unrelated literary and non-literary texts - Recognizing when different texts convey the same concept-informed argument - Giving and using peer feedback - Explaining analysis in a recorded walkthrough
Learning Resource	- Module 1 Introduction with module objectives - Instructional video introducing the IB concepts as lenses - Infographic: IB Concept Lens Analysis Cheat Sheet (three	- Module 2 Introduction with module objectives - Video-based resource: TAPAC animated modeling video applying each step to Dorothy Waugh's 1934 PSA poster "Pure	- Module 3 Introduction with module objectives - Instructional video on what concept maps are and why they are useful

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	guiding questions per lens, with a text version for screen readers) - Text-based resource: Text and Device Toolkit, devices/choices organized by text type with definitions and examples (course-created, TECH5263) - The Great Gatsby, Chapter 3 (Fitzgerald, 1925, via American Literature) - The Great Gatsby (2013) party scene film clip (Luhrmann, via YouTube)	or Polluted?" (course-created, TECH5263) - Infographic: TAPAC IB Analysis Framework Reference Sheet, using the video's guiding questions - Interactive activity: Build Your Thesis Statement in Genially (course-created, TECH5273) - The Great Gatsby, Chapter 3 (Fitzgerald, 1925) - Text and Device Toolkit and IB Concept Lens Analysis Cheat Sheet, carried over from Module 1	- Course-created concept map template in Canva (four text branches, legend, and synthesis box) - Text and Device Toolkit, IB Concept Lens Analysis Cheat Sheet, and TAPAC IB Analysis Framework Reference Sheet, carried over from Modules 1 and 2
Assessment Ideas	Discussion: What Counts as a Text? Students find two literary and two non-literary texts outside the toolkit, including at least two they did not know counted as texts. They identify one device/choice in each and where it appears, then apply the IB concept lens that best fits one text and explain what it reveals. Replies extend a classmate's post with a new text, device/choice, or lens. Mini Assignment: Two-Lens Annotation. Students annotate a Chapter 3 excerpt in Kami through two IB concept lenses in two colors and explain the argument each lens reveals. Application: Text-Type Linking Task. Students compare the Chapter 3 party scene in the novel and the 2013 film,	Discussion: Seeing Through Different Lenses. Students are assigned two IB concept lenses by last name and use a prompt template to have a generative AI tool analyze a Chapter 3 passage through each lens. They extend the more compelling analysis with evidence the AI did not use. Replies add a line from the excerpt that strengthens or complicates a peer's argument. Mini Assignment: Build Your Thesis Statement. An interactive Genially activity introduces the thesis statement and guides students through building one. Application (Formative): Canva Visual and Rationale. Students create a non-literary Canva visual conveying an argument drawn from The Great Gatsby	Discussion: Concept Map Pre-Build. Students post a copy of their Module 2 formative and claim one classmate's post. They rebuild the classmate's argument at the center of a concept map, highlight its concept and theme, add a branch for one version of The Great Gatsby with a supporting device/choice, and add an outside text of the opposite type that makes the same argument. The completed map becomes the classmate's starting point for the summative. Summative Assessment: Concept Map and Recorded Walkthrough. Students complete the prebuilt concept map with four texts (two literary, two non-literary), two devices/choices per text, a synthesis thesis statement, TAPAC for their two thesis texts, and a

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	explaining how each text type shapes the devices/choices available, identifying one choice with evidence, and naming the lens that fits each text best.	using at least two non-literary devices/choices. They then apply TAPAC to their own product, identify their devices/choices, connect them to an IB concept, theme, and argument, and write a thesis statement using a provided template.	3-5 minute recorded walkthrough. Created in Canva and submitted through Google Classroom. No Mini Assessment/ Assignment due to Summative
Media Creation and Delivery Tools	Google Classroom, Google Docs, Kami, YouTube	Google Classroom, Google Docs, Genially, Canva, generative AI (school-approved platform)	Google Classroom, Google Drive (peer formative sharing), Canva, Google Meet (recorded walkthrough)