Background and Purpose: Semester 1 of IB Language and Literature is dedicated to language in cultural context. Therefore, all students should come into the course already thinking about the ways in which various cultures (ethnicities, age groups, genders, etc) use language in order to achieve various purposes with various audiences. Based on qualitative data from the current IB Year 2 cohort, the following task has been created for IB Year 1 students as a way to not only prepare them for the course but also prepare them for the work we will do together in Semester 1 of IB Language and Literature.

Applicable Standards:
- **IB Learning Outcomes for Part 1: Language in Cultural Context**
  - Analyze how audience and purpose affect the structure and content of texts
  - Analyze the impact of language changes
  - Demonstrate an awareness of how language and meaning are shaped by culture and context
- **GA Standards of Excellence**
  - **ELAGSE11-12RL1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
  - **ELAGSE11-12RL4**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
  - **ELAGSE11-12W9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - **ELAGSE11-12L3**: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - **ELAGSE11-12L5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **TAG Standards**:
  - The student uses written, spoken, and technological media to convey new learning or challenge existing ideas.
  - The student produces written and/or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language.
  - The student creates products and/or presentations that synthesize information from diverse sources and communicate expertise to a variety of authentic audiences.
  - The student uses a variety of multi-media and innovative technology to create illustrations, models, charts, tables, and graphs as tools for communication.
  - The student responds to questions with supporting information that reflects in-depth knowledge of a topic.
  - The student identifies stereotypes, biases, and prejudices in one's own reasoning and that of others.

Please find detailed and step-by-step instructions for the summer assignment below.
*Student work will be graded based on not only student completion of each of the above portions of the assignment, but also based on the level of organization, innovation, and creativity students use in order to demonstrate and apply their knowledge of language, language dialects, and their use(s) with various speakers and audiences.

The IB Language and Literature Year 1 Summer Assignment:
Helpful Video Instructions Here: https://www.youtube.com/watch?v=197oJ1eO7NM&feature=youtu.be&hd=1

- Read the provided informational documents on language ideologies:
  - Language and Power slides
  - Language and Society slides
  - Language and Identity Slides
  - Social Variations p.427 - 434
    - Characteristics of Chicano English
    - Characteristics of African American Vernacular English (AAVE)
    - Characteristics of Slang
- Use your prior knowledge of the characteristics of Standard English (what you typically hear of as “formal” language and “proper” grammar) when considering the above ideas and social variations of language. Please complete your own research, if needed.

- Read ONE of the following texts by the beginning of the 2019 - 2020 school year. You are highly advised to read reviews of the content of these texts prior to making your decision.
  - Mexican Whiteboy by Matt De La Pena
  - Homeboyz by Alan Sitomer

- While reading the above text, create a presentation (slideshow) on the ways in which language dialects are presented in the text. You will submit this document to turnitin.com on the day we return to school. Use the indicated number of slides on each of the following questions as a guide in your completion of this work:
  - Context of the book (One Slide)
  - Dialects: (Two Slides)
    - What dialects will be discussed? What are their characteristics?
    - Which dialects are used most frequently in the text? By whom? To what effect?
  - Language and Identity: (Two Slides)
    - To what extent does our use of language define who the characters are?
    - How does gender or ethnicity affect language use of the characters?
  - Language and Society: (Two Slides)
    - Who is the audience of this text? How would this impact the language the author uses?
    - How do characters’ speech patterns change in various situations and with different people?
  - Language and Power: (Three Slides)
    - What is the language dialect of power in this text? Why? How do you know?
    - Which dialect is used to narrate this text? Why does the author make this choice?
    - How do different dialects create both an inclusive and exclusive atmosphere within these texts?
  - Literary Features (Two Slides)
    - What kind of impact does the language used in this text have on the theme of this text?
What notable literary features (devices) are used alongside these dialects of language? (eg: Characterization, tone, mood, setting, etc). To what effect?

Text Analysis: (One Slide)

One 20 - 40 line single passage from the text with a concise and clear explanation which demonstrates the above ideas regarding dialect and language use.

Reflection: (Two Slides)

Reflect on your own understanding of these dialects, language, and the language ideologies of our society.

Did you know about these? Have you begun to notice more dialects?

Why do you think you have not previously learned about dialects?

To what extent can language be powerful or create a sense of power in any given context?

To what extent does our use of language define who we are?

How does your gender or ethnicity affect your own language use?