

Diploma Programme subject outline—Group 1: studies in language and literature			
School name	Roald Amundsen High School	School code	0001145
Name of the DP subject <i>(indicate the language)</i>	Language A: Literature		
Level <i>(indicate with X)</i>	Higher <input checked="" type="checkbox"/>	Standard completed in two years <input type="checkbox"/>	Standard completed in one year* <input type="checkbox"/>
Name of the teacher who completed this outline	Jenny Nguyen Evans Nicole Moylan	Date of IB training	February 25-27, 2013
Date when outline was completed	January 22, 2018	Name of workshop <i>(indicate name of subject and workshop category)</i>	English A: Literature Category 1

* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*

1. Indicate the literary works chosen for each of part of the programme.

Language A: literature	
Part 1	
Part 2	
	Standard level
	Higher level
	<i>A Doll's House</i> by Henrik Ibsen
	<i>Chronicle of a Death Foretold</i> by Gabriel Garcia Marquez
	<i>Broken April</i> by Ismail Kadare
	<i>Jane Eyre</i> by Charlotte Bronte
	"Othello" by William Shakespeare

		Assorted poems by Sylvia Plath
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Language A: literature		
	Standard level	Higher level
Part 3		<i>Native Son</i> by Richard Wright
		<i>Lolita</i> by Vladimir Nabakov
		<i>The End of the Affair</i> by John Greene
		<i>The Awakening</i> by Kate Chopin
Part 4		<i>The Things They Carried</i> by Tim O'Brien
		<i>Persepolis</i> by Marjane Satrapi
		<i>A Streetcar Named Desire</i> by Tennessee Williams

2. Course outline

- Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
- This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject.
- This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
- If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

	Topic (as identified in the IB subject guide) <i>State the topics in the order you are planning to teach them.</i>	Contents	Allocated time	Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>
			One class is <input type="text" value="50"/> minutes. In one week there are <input type="text" value="5"/> classes.		
Year 1	Part 1 Works in Translation	<i>A Doll's House</i> <i>Chronice of a Death Foretold</i> <i>Broken April</i>	18 weeks Unit 1 : <i>A Doll's House</i> (5 weeks) Unit 2 : <i>Chronice of a Death Foretold</i> (6.5 weeks) Unit 3 : <i>Broken April</i> (6.5 weeks)	Formal & informal class discussions Interactive Oral Presentations Reflective Statement Supervised Writing	Elmo projector LCD projector & laptop <i>A Doll's House</i> <i>Chronice of a Death Foretold</i> <i>Broken April</i> <i>The Things They Carried</i> <i>Persepolis</i> <i>A Streetcar Named Desire</i>
	Part 4 Schools Free Choice	<i>The Things They Carried, Persepolis, A Streetcar Named Desire</i>	17 weeks Unit 1 : <i>Things</i> (6 weeks) Unit 2 : <i>Persepolis</i> (5 weeks) Unit 3 : <i>Streetcar</i> (6 weeks)	Written Assignment Individual Oral Presentation	

Year 2	Part 2 Detailed Study	<i>Jane Eyre</i> <i>Othello</i> Collection of poems by Sylvia Plath	17.5 weeks Unit 1 : <i>Jane Eyre</i> (6 weeks) Unit 2 : <i>Othello</i> (6.5 weeks) Unit 3 : Poetry (5 weeks)	Formal and informal analysis of poetry. Class discussions Themes essay	Elmo projector Voice Recorders <i>Jane Eyre</i> <i>Othello</i> Collection of poems by Sylvia Plath <i>Native Son</i> <i>Lolita</i> <i>The End of the Affair</i> <i>The Awakening</i>
	Part 3 Literary Genres	<i>Native Son</i> <i>Lolita</i> <i>The End of the Affair</i> <i>The Awakening</i>	14.5 weeks Unit 4 : <i>Native Son</i> (6 weeks) Unit 5 : <i>Lolita</i> (4.5 weeks) Unit 6 : <i>The End of the Affair</i> (2 weeks) Unit 7 : <i>The Awakening</i> (2 weeks)	Individual Oral Commentary Research essay Paper 1 and Paper 2 Mock exams	

3. IB Internal and external assessment requirements to be completed during the course

Briefly explain briefly how and when you will work on them. Include the date when you will first introduce the internal and external assessment requirements, when they will be due and how students will be prepared to complete them.

External Assessment Part 1 : Reflective Statement & Written Assignment (introduced second week of September Junior year)

Preparation : For each text, students analyze character development, setting's influence, and the writer's technique. Student-led interactive orals presentations occur from the middle of the text through the end. At the conclusion of each text and its corresponding interactive oral presentations, students complete a reflective statement and supervised writing. After reading all three texts, students are fully introduced to the Written Assignment task. They look back at their work including reflective statements and supervised writings to determine which text they will be analyzing. They go through the writing process including peer editing over a 2-3 week period to generate their rough draft that is read by the teacher. Student-teacher conferences are conducted, and then students turn in their final Written Assignment- approximately in late February of Junior year.

Internal Assessment Part 2: Individual Oral Commentary (introduced second week of September Senior year)

Preparation : For the novel and play, students analyze character development, setting's influence, and the writer's technique.

Poetry is introduced in December of their senior year. Students are given 10 poems throughout five weeks and have to annotate for literary devices, technique, and themes. Students practice the commentary with partners using the rubric and self-record for reflection.

The assessment is conducted at the beginning of February and last the whole month (depending on the size of the class). Students are assessed during every Saturday of February to ensure quite for the recording.

External Assessment Part 3 : Paper 1 and Paper 2 (Senior year)

Students read novels that revolve around the topic « Into the Psyche ». Students start reading *Native Son* in January, during their senior year, and complete the novel mid February. Students will then begin reading *Lolita* mid February and go into the end of March. *The End of the Affair* and *The Awakening* are then read in April. The assessments are typically at the beginning of May. Students will read the novels and document themes and the character motivation that cross over within the novels. Students analyze each character and connect how their respective societies influence them. Students also read and annotate supplementary excerpts to prepare for the Paper 1 exam. The students practice their written commentary and are often graded with the IB rubric (it not the actual rubric then a modified version of it).

Internal Assessment Part 4 : Individual Oral Presentation (introduced second week of second semester Junior year)

Preparation : For each text, students analyze character development, setting's influence, and the writer's technique. Students choose one of the three texts in this section as their presentation's focus. Students present mock IOPs prior to their assessed IOP. The assessments are conducted at the conclusion of each text.

4. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

Topic	Link with TOK (including description of lesson plan)
Literary Genres Year 2	<p>The unit explores the Human Sciences and Ethics relating to <i>Native Son</i>. Students look into their main character, Bigger Thomas, and analyze the role that his upbringing had on his decision to murder two women. Read and study nature vs. nurture.</p> <p>Guiding question: How important is literature in demonstrating the ethical development of an individual in a society that suppressed others in America ?</p>

5. Approaches to learning

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
Literary Genres Year 2	As the students read <i>Lolita</i> , they will be working on their research skills . Students will have to research the themes of the topic and how they connect to the current « MeToo » and « Time's Up » movement as a local focus. Students will write a research essay connecting their research about the movement and the novel to research about the issues of sexual assault and violence internationally. As they are putting together research for their essay, they will further develop their self-management skills as they collect and organize their sources.

6. International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
Detailed Study Year 2	Analyzing the romance genre in <i>Jane Eyre</i> , students will look into the development of Jane Eyre's struggle with gender roles as she falls in love with Edward Rochester. In this unit, students are put into small groups and are assigned different cultures. With these different cultures, they have to research the culture's norms in terms of gender roles and the traditions that revolve around love and marriage. The reason for this lesson is to have the students understand that love and autonomy are expressed differently and that to understand someone and possibly love them is to understand the culture in which they come from. Students are allowed to use Newsela, Questia, and Google Scholar as mediums to find their resources.
Works in Translation Year 1	To understand cultural and contextual elements of our texts in Part I that have been translated into English, students study and discuss cultural elements of the texts itself as well as the culture and background of the author. Students form small study groups tackling a different area of focus related to cultural and contextual elements. They learn about that culture from a current perspective and from the time period of the text so that they can understand the broader context and also compare it to their own cultural knowledge and experiences. Giving students the time to explore the culture and background of the text enables them to better understand this translated work and consider aspects of the text related to culture that they would not previously understand.

7. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Detailed Study Year 2	Through this topic, students are further developed into communicators. As they analyze the poems for their IOC, they are tasked with writing a poem of their own based on a moment in their lives. Through this, the students are tasked with communicating their story in a poetic fashion. The students must then present their poem to class. Through this lesson, the students are both sharing their story with their peers and listening to one another's different perspectives.

8. Resources

Are instructional materials and other resources (for example, equipment for recording if you teach languages A or room for the performance aspect if you teach literature and performance) available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Briefly describe what plans are in place if changes are needed.

Two voice recorders for the Individual Oral Commentaries The library to conduct the commentaries. The ELMO to review annotations. Resources on IBO.org The Language A Subject Guide
