

## Diploma Programme subject outline—studies in language and literature

<b>School name</b>	Central High School	<b>School code</b>	
<b>Name of the DP subject</b> <i>(indicate the language)</i>	English A: Language and literature		
<b>Level</b> <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"/>
<b>Name of the teacher who completed this outline</b>	Hope Dickson	<b>Date of IB training</b>	September 2022
<b>Date when outline was completed</b>	October 4, 2022	<b>Name of workshop</b> <i>(indicate name of subject and workshop category)</i>	English A: Language and literature (Cat.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 *Diploma Programme Assessment procedures*.

### 1. Indicate the works chosen.

Language A: language and literature	
Standard level	Higher level
	Dante's <i>Inferno</i> by Dante Alighieri: <b>Time and Space</b>
	<i>Persepolis</i> by Marjane Satrapi: <b>Readers, Writers Texts</b>
	<i>Divergent</i> by Veronica Roth: <b>Time and Space</b> <i>The Great Gatsby</i> by F. Scott Fitzgerald (Alternative)
	<i>Perfume</i> by Patrick Suskind: <b>Readers, Writers Texts</b>

	<i>The Crucible</i> by Arthur Miller: <b>Intertextuality---connecting texts</b>
	Edgar Allan Poe Variety of Works: <b>Intertextuality---connecting texts</b>

## 2. Course outline

- Use the following table to organise 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.

<p style="text-align: center;"><b>Topic</b></p> <p style="text-align: center;">(make organising principle of the course clear—areas of exploration, central concepts, inquiry questions or other)</p> <p style="text-align: center;"><i>State the topics in the order you are planning to teach them.</i></p>	<p style="text-align: center;"><b>Contents</b></p>	<p style="text-align: center;"><b>Allocated time</b></p> <p>One class is <span style="border: 1px solid black; padding: 2px 10px;">90</span> minutes.</p> <p>In one week there are <span style="border: 1px solid black; padding: 2px 10px;">3</span> classes.</p>	<p style="text-align: center;"><b>Assessment instruments to be used</b></p>	<p style="text-align: center;"><b>Resources</b></p> <p style="text-align: center;"><i>List the main resources to be used, including information technology if applicable.</i></p>

<p>Year 1</p>	<p><b>Identity, Perspective, Culture, intertextuality, Religion, Politics, Fear/Human Psychology</b></p> <p><b>AOE: Readers, Writers and Texts</b>  <i>Inquiry question:</i> In what ways is meaning of perspective constructed, negotiated, expressed and interpreted?</p> <p><b>AOE: Time and Space</b>  <i>Inquiry Question:</i> To what extent does Dante's <i>Inferno</i>, and its concepts towards human nature/religion, offer insight into another culture?</p> <p><b>AOE: Intertextuality</b>  <i>Inquiry Question:</i> How can <i>The Crucible</i> offer multiple perspectives of religion, politics, or even scapegoats to fear? Can it relate to the other texts?</p>	<p><b>HL Texts:</b>  Dante's <i>Inferno</i>, <i>The Crucible</i>, <i>Perfume</i>, and <i>The Great Gatsby/Divergent</i></p> <p><b>Dante's Inferno</b></p> <ul style="list-style-type: none"> <li>● How do we approach a text that has been translated and is over 700 years old?</li> <li>● How, if it has, does the meaning and impact of <i>Inferno</i> change after all of these years?</li> <li>● How does <i>Inferno</i> reflect, represent, or form a part of cultural practices?</li> </ul>	<p>180 School Days  90-minute classes  3 Days a Week</p>	<p>Year 11 Formative assessment:</p> <ul style="list-style-type: none"> <li>● Comprehension Questions</li> <li>● Practice Paper 1 Assessments</li> <li>● Practice Paper 2 Assessments</li> <li>● Non-Literary tasks</li> <li>● Creative writing tasks</li> <li>● Analytical discussion questions</li> <li>● Oral Presentations</li> </ul> <p>Year 1 Summative Assessments:</p> <ul style="list-style-type: none"> <li>● Unit Projects over literary works.</li> <li>● Practice writing Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● <a href="#">Gordon Parks</a></li> </ul>
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		<p><u><i>The Crucible</i></u></p> <ul style="list-style-type: none"><li>• How does The Crucible offer multiple perspectives on religion or politics?</li></ul> <p><u><i>Perfume</i></u></p> <ul style="list-style-type: none"><li>• How does the mind of the main character offer insights or even challenges on morality?</li><li>• How are we, the readers, affected by deciding what is right and what is wrong?</li></ul> <p><u><i>Persepolis</i></u></p> <p>How does the structure of this text being a graphic novel affect the meaning ? Does the translation affect the meaning towards identity or culture ?</p> <p><u><i>Divergent</i></u></p> <ul style="list-style-type: none"><li>• How important is cultural and historical context to the production and reception of this text?</li></ul>			
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		<p><b><u>Non-Literary Works</u></b></p> <ul style="list-style-type: none"><li>● Gordon Parks Photography Exploring culture, social class, and identity</li><li>● Controversial Magazine Covers From <i>Time Magazine</i>, <i>The Insider</i>, <i>People</i> Exploring areas of politics.</li><li>● <i>The Crucible</i> and <i>The Great Gatsby</i> Movie Comparing the film to the text and the similar topics.</li><li>● Dove Ads Exploring aspects of beauty (Gatsby?)</li></ul>			

<p>YEAR 2</p>	<p><b>Perspective, Communication, Culture, Identity, Feminism, historical context/events, Beauty</b></p> <p><b>AOE: Time and Space</b>  <i>Inquiry Question:</i> How does the meaning of feminism and impact of gender roles in <i>The Handmaid's Tale</i> change over time?</p> <p><b>Alternative Book:</b>  <i>Inquiry Question:</i> How important is the historical context to the interpretation and meaning of <i>The Great Gatsby</i>?</p> <p><b>AOE: Readers, Writers and Texts</b>  <i>Inquiry Question:</i> Does this text being a graphic novel affect the meaning of culture and identity?</p> <p><b>AOE: Intertextuality</b>  <i>Inquiry Question:</i> In what ways does Poe's work share points of similarity in lessons of identity and perspectives as the other text read?</p>	<p><b>HL Texts:</b>  <i>The Great Gatsby</i> and Edgar Allan Poe Poetry Collection</p> <p><b>Edgar Allan Poe Collection</b></p> <ul style="list-style-type: none"> <li>In what ways does Poe share points of similarity with the other texts studied towards identity, perspectives, and human nature?</li> <li>What are some universal themes in Poe's works that are also found across texts?</li> </ul> <p><b><i>The Great Gatsby</i> (Alternative)</b></p> <ul style="list-style-type: none"> <li>How do we approach texts from earlier generations that have similar concepts to current events?</li> </ul>		<p>Year 2 Formative assessment:</p> <ul style="list-style-type: none"> <li>Comprehension Questions</li> <li>Practice Paper 1 Assessments</li> <li>Practice Paper 2 Assessments</li> <li>Non-Literary tasks</li> <li>HL essay</li> <li>Creative writing tasks</li> <li>Analytical discussion questions</li> <li>Oral Presentations</li> </ul> <p>Year 2 Summative Assessments:</p> <ul style="list-style-type: none"> <li>Unit Projects over literary works.</li> <li>Internal Oral Presentation</li> <li>HL Essay</li> </ul>	
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		<p><b><u>Non-Literary Works</u></b></p> <p>)</p> <ul style="list-style-type: none"> <li>● Nike Ads Exploring aspects of identity and culture</li> <li>● Speeches (Roosevelt Inaugural) Exploring historical events and identity</li> <li>● Propaganda Posters</li> <li>● Songs on struggles, identity, beauty, etc.</li> <li>● Translated Poetry</li> </ul>			
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**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.

Year 1: Practice writing towards paper 1 and paper 2  
 Year 2: Introduce the HL Essay in late September/Early October. Provide guidance to building it. Introduce Internal Oral Presentations in late November/Early December.  
 Both years complete tasks towards a practice Paper 1 and practice Paper 2



#### 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)
Perspectives	<p>What impact has the fact that English is the primary language of the internet had on knowledge sharing?</p> <p>If English is the primary language of the internet, then whose voice is being heard and whose voices are not being heard?</p> <p>In lessons towards ads, magazines, political cartoons, speeches (basically all non-literary sources), there are limitations of perspectives that students get to analyze into detail. Lessons will be geared towards analyzing what is seen and unseen in these aspects.</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)
Identity	<p>In these lessons, students will work on analysing how communication both helps and doesn't help on how students might see themselves in the world by reading texts that focus on how identity can be silenced in some ways.</p>

## 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)
Religion	Religion is oftentimes a touchy subject because of the wide variety that is out there in the world. Some religions are hard to grasp the ideas that are outside our own cultural perspective. Resources that may help would be open letters, speeches, sermons, Biblical texts, etc.

## 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
Culture and perspectives	These topics contribute to the attributes of the IB learner profile through the ideas of open-mindedness, inquiry, thinkers, risk-takers, etc. It is through different perspectives and cultures that we are truly able to grasp all of the above. They are a central point towards ideas and thinking. Activities will allow students to approach and reflect on the topics.