

Course Outline Organizer

Course Title: International Baccalaureate Language A: Literature Higher Level 2

Department: English

Course Number:

Grade Levels: 12

Length of Course: Second year of a two-year course

Prerequisite(s) (if applicable): International Baccalaureate Language A: Literature Higher Level 1

UC/CSU Reg (if applicable): yes

Brief Course Description:

As prescribed by the IB curriculum, the English A1: Literature course assembles literature from four genres, three periods of time, and three places in the world. The course prepares students to excel in literature or related studies at the university level. Assessments allow students to display their knowledge, critical thinking skills, and understanding of other cultures. The following IB assessment is conducted in the second year of the course: the Individual Oral Internal Assessment, and Paper 1 and Paper 2 External Assessments. This is a college level course, and as such, mature material may be read and discussed.

Goals:

It supports the IB philosophy of international awareness with a rigorous course of study spanning three (3) areas of explorations (Readers, Writers, and Texts, Time and Space, and Intertextuality: connecting texts) as well as seven (7) concepts which interact with the AOE: identity, culture, creativity, communication, perspective, transformation, and representation.

What students will learn in the English A1: Literature course

In the course, students will learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. They will explore and develop an understanding of factors that contribute to the production and reception of literature, such as:

- the creativity of writers and readers
- the nature of the interaction with the writers' and readers' respective contexts and with literary tradition
- the ways in which language can give rise to meaning and/or effect
- the performative and transformative potential of literary creation and response.

Through close analysis of literary texts in a number of forms and from different times and places, students will consider their own interpretations, as well as the critical perspectives of others. In turn, this will encourage the exploration of how viewpoints are shaped by cultural belief systems and how meanings are negotiated within them. Students will be involved in processes of critical

response and creative production, which will help shape their awareness of how texts work to influence the reader and how readers open up the possibilities of texts. With its focus on literature, this course is particularly concerned with developing sensitivity to aesthetic uses of language and empowering students to consider the ways in which literature represents and constructs the world and social and cultural identities.

(IBO, February 2019)

Goals

1. Know, understand and interpret: [CCSS.ELA-LITERACY.RL.11-12.1-12.10]
 - a range of texts, works and/or performances, and their meanings and implications
 - contexts in which texts are written and/or received
 - elements of literary, stylistic, rhetorical, visual and/or performance craft
 - features of particular text types and literary forms.
2. Analyze and evaluate: [CCSS.ELA-LITERACY.W.11-12.1, CCSS.ELA-LITERACY.W.11-12.4, CCSS.ELA-LITERACY.W.11-12.5, CCSS.ELA-LITERACY.W.11-12.10]
 - ways in which the use of language creates meaning
 - uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
 - relationships among different texts
 - ways in which texts may offer perspectives on human concerns.
3. Communicate [CCSS.ELA-LITERACY.SL.11-12.1, CCSS.ELA-LITERACY.SL.11-12.4, CCSS.ELA-LITERACY.L.11-12.1, CCSS.ELA-LITERACY.L.11-12.3]
 - ideas in clear, logical and persuasive ways
 - in a range of styles, registers and for a variety of purposes and situations

(IBO, February 2019)

Outline of Content for Major Areas of Study:

It is important to note that the content and areas of major study are in support and aligned with the identified IB English Language A: Literature assessment objectives.

Assessment Objectives of course (IB, 2019) :**1. Know, understand and interpret:**

- a range of texts, works and/or performances, and their meanings and implications
- contexts in which texts are written and/or received
- elements of literary, stylistic, rhetorical, visual and/or performance craft
- features of particular text types and literary forms.

2. Analyze and evaluate:

- ways in which the use of language creates meaning
- uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
- relationships among different texts
- ways in which texts may offer perspectives on human concerns.

3. Communicate:

- ideas in clear, logical and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations
- (for literature and performance only) ideas, emotion, character and atmosphere through performance

When determining the curriculum for each semester, we must also consider the “Approaches to teaching and approaches to learning” as outlined by IB. These include:

Section 1: Approaches to learning

This section consists of five elements: thinking skills, communication skills, social skills, self-management skills, and research skills.

Thinking Skills: Examples of the ways in which thinking skills can be developed in studies in language and literature include:

- establishing connections between texts studied and current affairs that might make transfer of learning to new contexts more likely to happen
- encouraging students to actively engage in the formulation of hypotheses about the meaning of a text and how that meaning is constructed without needing to rely on tried interpretations or on easily accessible online sources
- fostering thinking through the juxtaposition of texts from different times, cultures, literary forms and text types
- using active learning techniques, such as role plays and debates during which students need to think and make decisions independently and spontaneously
- ensuring that a culture of thinking is firmly established in the classroom, by consistently using visible thinking routines.

Communication Skills: Examples of further ways in which communication skills can be developed in studies in language and literature include:

- articulating a well-developed and well-supported personal response to a text
- carrying out group and individual presentations, using a variety of presentation formats, and encouraging attentive listening from the rest of the class and presenter/audience interaction
- using digital tools to enrich learning and improve communication and feedback in the class learning environment
- practicing different roles using role play and reflection and performing plays, skits or oral interpretations of literature for an audience of peers
- broadening academic communication beyond the classroom through student-led literary conferences, presentations to parents, and work with younger students or other school communities.

Social Skills: Examples of the ways in which social skills can be developed in studies in language and literature include:

- creating classroom and discussion norms
- creating, through attitude and example, a safe classroom environment where challenging and diverse texts can be studied in a respectful manner
- using in a balanced and purposeful way group and private response, group and individual work, and the classroom space for both better classroom interaction and private reflection

- developing an active listening ability that allows students to consider different perspectives and to engage in collaborative negotiation of meaning with the students who hold such perspectives
- teacher modelling possible varied responses to texts and public feedback that acknowledges and appreciates difference.

Self-management Skills: Examples of the ways in which self-management skills can be developed in studies in language and literature include:

- establishing clear deadlines and managing expectations in a fair and purposeful manner
- establishing a scheme of work or a plan of study that scaffolds growth and helps students manage time without creating artificial boundaries, hoops or expectations that hinder true reflection
- giving attention to study techniques such as note-taking, text marking or the use of various digital organizational tools while allowing students to find their own approaches to self-management and academic organization
- encouraging self-reflection on progress against criteria but also self-reflection based on aims as broad as developing an interest in and enjoyment of language and literature
- helping students increase their autonomy and take responsibility over the organization of their own work, developing in the process an awareness of the challenges that deadlines pose for them individually.

Research Skills: Examples of the ways in which research skills can be developed in studies in language and literature include:

- teacher modelling effective research skills and solid academic honesty practices through the use of carefully selected secondary material that goes beyond the basic internet search
- developing the student's ability to distinguish between a sound, well-grounded and well-researched interpretation of a text and one that is not, and the ability to evaluate the validity of the claims of different critical perspectives on texts
- undertaking individual research for presentations, papers or performances with teacher guidance on how to use online databases and how to identify and select the most fruitful sources
- creating group research tasks in relation to contextual concerns of texts studied
- undertaking research of linguistic and literary history or practices, again structured by the teacher, so that students can begin to have a sense of important disciplinary questions, appropriate databases, possible secondary text sources and means of assessing reliability.

Section 2: Approaches to teaching

This section consists of six elements: teaching through inquiry, teaching through concepts, teaching developed in local and global contexts, teaching focused on effective teamwork and collaboration, teaching differentiated to meet the needs of all learners, and teaching informed by assessment.

Teaching through Inquiry: Examples of inquiry-based teaching approaches and activities in studies in language and literature include:

- providing scope for and encouraging individual lines of inquiry as well as student choice in creating and choosing a variety of tasks
- encouraging students to engage in creative tasks (written, oral and visual arts), pastiches, role plays, performances, and so on, and to experience and explore through them the process of creative writing and the challenges to expression that it entails
- designing individual and group research tasks, case studies and presentations based on student questions and areas of interest
- exploring the ways in which other areas of inquiry (for example, historical, philosophical, psychological) might contribute to and enrich the reading experience
- using problem-solving approaches to texts (for example, finding connections between texts, applying different critical perspectives to texts).

Teaching through Concepts: Examples of conceptually focused teaching approaches and activities in studies in language and literature include:

- moving from the concrete to the abstract, for instance by drawing together knowledge from close readings of individual texts in order to explore broader conceptual concerns (for example, the nature of poetry, the construction of meaning or the significance of “literariness” as an idea)
- encouraging students to explore different formal representations and mappings of the world of literary texts (for example, through literary form, format, purpose, audience or context)
- applying conceptual frameworks to texts or, conversely, constructing conceptual frameworks from reading texts
- exploring the concept of transformation by designing activities that ask students to consider literary forms and their conventions by transforming texts in a variety of ways (for example, through translation to film or through performance)
- grounding close investigation of texts on broader conceptual discussions: for instance, in connection with the concept of representation, does the structure of narrative affect

meaning? How does medium affect meaning? What is the relationship between the physical (a book, a performance, a live speech) and communication?

Teaching developed in Local and Global Concepts: Examples of contextualized teaching approaches and activities in studies in language and literature include:

- bringing the outside world into schools (writers, cultural experts, other teachers, theatre performances, school partnerships, and so on)
- drawing on students' backgrounds, experiences and interests allowing for texts from different cultures to be juxtaposed
- encouraging creative and real-world opportunities for students to explore cultural contexts and make links to other subjects, such as the arts (for example, writing programme notes for a local theatre production, creating art, monologues, collages or poetry)
- taking students out into the world by providing opportunities for experiential learning (for example, by making explicit connections between creativity, activity, service (CAS) and the subject in the hope that students will be encouraged to generate a CAS project or experience related to their studies in language and literature)
- providing students with cultural frameworks with which to understand texts and issues (for example, co-texts such as news articles or other writings from the culture).

Teaching Focused on Effective Teamwork and Collaboration: Examples of collaborative learning activities in studies in language and literature include:

- designing activities that encourage interaction between students and negotiation among them in relation to differing interpretations of one same text
- using particular protocols, like literature circle protocols, that help structure discussion and, therefore, allow for greater autonomy from the teacher, fostering instead reliance on other students
- implementing peer-assessment activities in order for students to obtain feedback on their understanding from their classmates
- allowing students as a group a greater say in regards to decision-making in relation to syllabus content, assessment or sequencing of material within the bounds set by the IB in this guide
- providing opportunities for students to carry out group presentations or performances that call for a variety of decisions, tasks, and aspects of performance.

Teaching Differentiated: Examples of teaching designed to remove barriers to learning in studies in language and literature include:

- selecting texts that are challenging but accessible and allow students to build on prior knowledge
- planning a wide range of activities that cater for different learning preferences and even suggest different modalities of tasks the student can choose from to achieve one same aim
- using a variety of strategies to create in-class groupings that allow for collaboration and growth
- paying attention to the use of multimodal texts so that students are able to access texts that are read aloud or to work on graphic interpretations of texts that allow for a focus on the visual
- paying careful attention to timely and relevant feedback that is specific to the needs of the individual learner
- considering the possibility of giving the student some say as far as curriculum design is concerned (for example, allowing the student to have some say in the choice of works that will be read).

Teaching Informed by Assessment: Examples of teaching informed by assessment in studies in language and literature include:

- checking that assessment marks and commentaries are understood, followed by clarification and further activities as needed
- producing discussion based on student feedback and previous responses
- encouraging students to undertake ongoing reflection and self-assessment in a variety of forms—brainstorming, free-writing, journal response, critical reflection—scaffolded over time
- conducting online, collaborative forum discussions on differentiated topics, where students can negotiate each other's interpretations of texts and explore the cultural values on which interpretations are based.

using mini-lessons or workshops to focus instruction based on gathered internal and external assessment data.

In addition, a minimum of 13 works must be covered that meet the following criteria:

a minimum of five must be written originally in the language studied, by authors on the IB Prescribed reading list	a minimum of four must be works in translation written by authors on the IB Prescribed reading list and four can be chosen freely—from the Prescribed reading list or elsewhere—and may be in translation.	works must be selected to cover the four literary forms, three periods and four countries or regions in at least two continents
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(the above information is based on the IB Language A: Literature Guide, 2019)

Semester 1

Unit One Description: Drama

This unit will address one of the four literary forms required and will serve to fulfill a period piece. It will also be the platform to introduce drama specific literary analysis and the related terminology.

Unit One Key Assignment Summary:

Students will perform and deconstruct a portion of a drama. The deconstruction requires close analysis of the playwright's choices in development of purpose and themes and the consequential impact on the audience. It also entails a discussion of the implication of those choices on a modern audience.

Unit Two Description: The Novel

This unit will address one of the four literary forms and will serve to review novel specific literary analysis and related terminology. Student choice will be a key component in this unit, as well as focusing on discussing how these texts compare and contrast with other works studied in the first year of the course. This is in preparation for IB assessments.

Paper 2, which requires the student to write a timed comparative paper in response to a chosen focus question, will be introduced in this unit.

Unit Two Key Assignment Summary:

- To look at intertextuality, students will explore ideas in a Socratic Seminar.
- Paper 2 process paper.

Unit Three Description: The Short Story -includes Works in Translation

This unit will address one of the four literary forms and will include works in translation. It will serve to review literary analysis and associated terminology. Student choice is a key component in this unit, as well as continuing Paper 2 required skills.

Paper 1 skills will be addressed in this unit, with scaffolding.

Unit Three Key Assignment Summary:

- This unit will utilize literature circles. Students will be given reading assignments and activities to complete prior to discussion.
- Students will continue to practice Paper 2 and will complete an unprepared, “cold” Paper 2.

Semester 2

Unit 1: Drama, Paper 2, and the IB’s Areas of Exploration

Students will focus, primarily, on this genre as a springboard to address IB’s “Areas of Exploration” and in preparation for Paper 2 and its requirements.

Areas of Exploration that will be focused on:

Time and space

Works are chosen to reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of literary texts and the variety of ways literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.

Intertextuality: Connecting texts Area of Exploration

Works are chosen so as to provide students with an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships between literary texts with possibilities to explore various topics, thematic concerns, generic conventions, literary forms or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among literary texts.

Time and space: aims to broaden student understanding of the open, plural, or cosmopolitan nature of literary texts by considering the following guiding conceptual questions.

- How important is cultural or historical context to the production and reception of a literary text?
- How do we approach literary texts from different times and cultures to our own?
- To what extent do literary texts offer insight into another culture?
- How does the meaning and impact of a literary text change over time?
- How do literary texts reflect, represent or form a part of cultural practices?
- How does language represent social distinctions and identities?

Intertextuality: connecting texts: aims to give students a sense of the ways in which literary texts exist in a system of relationships with other literary texts past and present. Students will further engage with literary traditions and new directions by considering the following guiding conceptual questions.

- How do literary texts adhere to and deviate from conventions associated with literary forms?
- How do conventions and systems of reference evolve over time?
- In what ways can diverse literary texts share points of similarity?
- How valid is the notion of a “classic” literary text?
- How can literary texts offer multiple perspectives of a single issue, topic or theme?
- In what ways can comparison and interpretation be transformative?

(Areas of Exploration information based on the IB Language A: literature guide, 2019)

By reading dramas from a variety of time periods and countries, written initially in English, as well as translated, students should be equipped to identify and analyze the texts for ideas that are similar, as well as in opposition to each other. This will help students see the cohesiveness of the human experience, despite cultural origin and the passage of time, as well as account for differences that may correlate with the historical or cultural context of the piece.

Unit Key Assignments Summary:

- Students will embody characters in the works and will participate in a Character Hot Seat. This will allow students to better understand not only characterization and thematic concerns, but also the importance of staging choices.
- Socratic Seminar will be utilized to address IB’s focus on the **Areas of Exploration**.
- Practice Timed Paper 2, both prepared and unprepared.

Unit 2: Paper 1 Skills Review and continued focus on IB Areas of Exploration

Paper 1 contains two previously unseen literary passages and students are instructed to write a separate guided analysis of each of these passages. A guided analysis in this context refers to an exploration of the passage supported by a guiding question, which asks students to consider a technical or formal aspect of the passage. *The passages could be taken from any of the four literary forms on the Prescribed reading list. Each of the passages will be from a different literary form.* (IB, 2019)

This unit will include coverage of the graphic novel, non-fiction essays and letters, as well as poetry in support of the assessment descriptor and in review of the literary forms.

The IB Area of Exploration

Readers, writers and texts

Works are chosen from a variety of literary forms. The study of the works could focus on the relationships between literary texts, readers and writers as well as the nature of literature and its study. This study includes the investigation of the response of readers and the ways in which literary texts generate meaning. The focus is on the development of personal and critical responses to the particulars of literary texts.

The area of exploration of readers, writers and texts aims to introduce students to the skills and approaches required to closely examine literary texts as well as to introduce metacognitive awareness of the nature of the discipline by considering the following guiding conceptual questions.

- Why and how do we study literature?
- How are we affected by literary texts in various ways?
- In what ways is meaning constructed, negotiated, expressed and interpreted?
- *How does language use vary among literary forms?*
- *How does the structure or style of a literary text affect meaning?*
- How do literary texts offer insights and challenges?

(Areas of Exploration information based on the IB Language A: literature guide, 2019)

Unit Key Assignments Summary:

- Timed Paper 1 practices
- Jigsaw Activity
- Socratic Seminar

Course Assessment Methods: Assessments are IB mandated and meet IB English Language A: Literature assessment objectives.

<i>Assessment that will address course objectives</i>	<i>How the objectives will be addressed</i>
<p>Internal Assessment – Individual Oral 20% of IB English Certificate</p> <p>Supported by an extract from one work originally in the language studied and one from a work studied in translation. Works selected cannot be used again in any other IB English assessment and cannot have been used for the Higher Level Essay.</p>	<p>Students are required to demonstrate knowledge and understanding of two of the works in their course of studies and interpret them in relation to a global issue.</p> <p>They are required to analyze and evaluate the writers' choices that contribute to meaning.</p> <p>Students will deliver a well-organized, coherent, convincing and balanced oral, which focuses on a global issue of their own choice.</p>
<p>External Assessment- Paper 1: Guided literary analysis (2 hrs 15 minutes) 35% of English Cert.</p> <p>The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis of each passage.</p>	<p>The response to a previously unseen literary passage requires students to show their knowledge and understanding of literary forms, and their ability to establish their own interpretation of the text or extract and to come to conclusions about it.</p> <p>They are required to analyze and evaluate the writers' choices that contribute to meaning.</p> <p>Students are required to write a well-organized and well-focused analysis of each passage, using language appropriate to a formal essay.</p>
<p>External Assessment- Paper 2: Comparative Essay (1 hr 45 min.) 25% of English Cert.</p> <p>Students write a comparative essay in response to one of four questions. The comparative essay must be based on two works of study. Works selected cannot have been used for any other IB English assessment.</p>	<p>The essay requires students to show their knowledge and understanding of two works and interpret their implications, and their similarities and differences, in connection with a given focus.</p> <p>Students are required to write a comparative analysis and evaluation of two of the works studied in terms of the demands of a given question.</p> <p>Students are required to write a formal essay, which is well organized, offers a balanced comparison between two works, and is clearly focused on a given question.</p>

The IB Mandated IB Learner Portfolio- *Continuous assessment in preparation for, and in support of, course assessment objectives*

The Learner Portfolio is a central element of the Language A: Literature course and is mandatory for all students. It is an individual collection of student work compiled during the two years of the course.

The learner portfolio is a place for a student to explore and reflect on literary texts, as well as establish connections between them and with the areas of exploration and the central concepts in the subject. In the learner portfolio, students will be expected to reflect on their responses to the works being studied in the corresponding area of exploration. They will also be expected to establish connections between these works and previous ones they have read, and between their perspectives and values as readers and those of their peers. As they progress through the syllabus, it is expected that these connections will be drawn between works within and across areas of exploration, and that they will provide a foundation for the construction of broader knowledge about the transactions between texts, culture, and identity.

The learner portfolio is also a space in which students can prepare for assessment. They will use the portfolio to make decisions about the most appropriate and productive connections between the works they have studied and the assessment components. It should be introduced at the beginning of the course and become increasingly important as students' progress and prepare for external and internal assessment. The learner portfolio must consist of a diversity of formal and informal responses to the works studied, which may come in a range of critical and/or creative forms, and in different media. It is the student's own record of discovery and development throughout the course. It could be used to document:

- reflections related to the guiding conceptual questions of the course
- reflections on the assumptions, beliefs, and values that frame a response to texts
- explorations of texts and the insights they offer into social, global and real-world issues
- detailed evaluations and critical analyses of works, texts or extracts, which explore the potential meanings for language used in them
- reflections on the connections across a range of texts studied
- experiments with form, media and technology
- creative writing tasks for exploration of different literary forms and development of the student's personal responses to works
- reading, research and inquiry carried out beyond the classroom experience
- records of valued feedback received
- reports of classroom or group activities or discussions that explore the diverse values and perspectives negotiated and the process of negotiation in itself
- challenges faced and achievements
- selections of suitable extracts that could form the basis of the individual oral • instances of self-assessment to evaluate the student's own progress.

(IBO, 2019)

In addition, other formative and summative assessment methods will be utilized to evaluate students' progress in realizing the assessment objectives of the course.

- Timed Writing
- Oral Presentations
- Socratic Seminar

Required Textbook(s):

Please see attached.

These texts will not be read every year. The list is long so the course may alternate its chosen works to prevent academic dishonesty while fulfilling IB's Prescribed Reading List and expectations. Furthermore, students are required to use non-repetitive texts to meet the varied prescribed IB assessments.

Supplemental Materials:

N/A

Instructional Methodologies:

- Teacher lecture
- Seminars
- Tedtalks
- Annotations
- Class discussions
- Group projects/presentations
- Class activities and games
- Reading from text and journals
- Peer edits of writing
- Individual student presentations