Department: English

Course Title: English IB HL

Course Number: 1023 - 1024

Grade Level(s): 11 & 12

Length of Course: 2 Years

Prerequisite(s): B or better in English II or Advanced English II, or Grade C with teacher recommendation; Signed IB contract

UC/CSU (A-G) Requirement: B

**IB Exam Requirement**

Students attempting to receive college credit for Advanced Placement and International Baccalaureate courses are required to pass a College Board exam which validates coursework. This exam **is not a requirement** for District High School credit, grade increases, or extra credit.

Student fees are allowable for Advanced Placement and International Baccalaureate Diploma examinations **for college credit**, so long as (1) taking the exam is not a course requirement; (2) the exam results have no impact on a pupil’s grade or credit in a course; and (3) eligible economically disadvantaged high school pupils who receive school district funding towards the exam fee shall pay $5.00 of the fee. (EC sections 52240-52244; 52920-52922.)

**IB Diploma Programme course outlines**

Teachers responsible for each proposed subject must prepare a course outline following the guidelines below. While IB subject guides will be used for this exercise, teachers are expected to adapt the information in these guides to their own school’s context. Please be sure to use IBO nomenclature throughout. The name of the teacher(s) who wrote the course outline must be recorded at the top of the outline.

**Name of the teacher who prepared the outline:**

Victoria Barr

**Name of the course:**

For example, English A1, HL.

English A1, HL

**Course description:**
In two to three paragraphs, describe the course in terms of focus, purpose, aims and objectives, the inclusion of internationalism, the proposed process, and expected assessment. This should be a summary.

The English A1 course assembles literature from four genres, three periods of time and four places of the world (US, Europe, South America, Asia). The texts chosen encourage students to “see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways and on a number of levels.” The course is comprised of a rigorous comparative framework that allows students to make connections between the works studied in LA1 with other curricula of the IB diploma programme.

Chosen works encourage the exploration of cultural influences in literature and promote a “world spirit.” The curriculum supports the IB philosophy of international awareness by building a rigorous course of study that spans culture, race, genre, time and gender boundaries. Assessments are designed to allow students to reflect their knowledge, awareness, and understanding of internationalism. Upon completion of this course students will have developed healthy attitudes of tolerance, empathy, and a genuine respect for perspectives different than their own. Students will also be prepared to excel in literature, or related studies, at the university level.

Further aims of the program include, but are not limited to: cultivating a personal appreciation of literature and encourage an understanding of the techniques involved in literary criticism, expose students to a range of literary works of different periods, genres, styles and contexts, promote the ability to engage in close, and a detailed analysis of written text and expand the students’ perspective through the study of works from other cultures and languages. In addition, the objectives of the program will have the student be able to demonstrate: the capability to express ideas with clarity, coherence, conciseness, precision and fluency in both written and oral communication, the understanding of the similarities and difference between literary works from different ages and/or cultures, the aptitude to engage in independent textual commentary on both familiar and unfamiliar pieces of writing, and the competency to structure ideas and arguments, both orally and in writing, in a logical, sustained and persuasive way, and to support them with precise and relevant examples.

As prescribed by the IB curriculum, the course is divided into four units of study: World Literature, Detailed Study, the Novel Genre, and the School’s Free Choice. The world literature and school’s free choice units are the focus during the junior year of the candidate’s curriculum, but the texts will be taught via a synthesis of study—a melding of the literature. The senior year will be the primary focus of the detailed study and the genre study.

Topics:

In narrative or outline form, list what you will cover in your course to meet the IB syllabus requirements. In addition, if IB courses are going to be combined with Advanced Placement or other curriculums, outlines should address additional non-IB topics to be covered.
After the close study of the genres, students will be able to demonstrate: a sound approach to literature through consideration of the works studied, an ability to engage in independent textual commentary on both familiar and unfamiliar pieces of writing, a thorough knowledge both of the individual works studied and of the relationships between groups of work studied, and finally, an ability to structure ideas and arguments, both orally and in writing, in a logical, sustained and persuasive way, and to support them with precise and relevant examples.

Part I:
The close study of self-realization, family and the female role in society via three works in translation with emphasis upon the thematic link of the human condition will be covered. The foundation of this close study will be the unifying concepts inherent in the human condition such as language and social relations as well as beliefs. The texts to be analyzed are: Ibsen’s *Doll’s House*, Zola’s *Therese Raquin* and Anouilh’s *Antigone*.

Part II:
Candidates continue to hone analytical skills through a detailed study of works selected from four genres. Emphasis will be placed upon close study of how individual components of device, style, and technique function within the work as a whole. In addition, there will be a focus on conflict, identity, power and social relations while studying Shakespeare’s *Hamlet* and *Macbeth*, Fitzgerald’s *The Great Gatsby* and various poets from the 19th and 20th centuries (Owens, Heany, Wordsworth).

Part III:
This component uses the genre of novel as its area of focus. Continuing their close study of the author’s craft this component focuses upon comprehensive instruction designed to reveal the foundations of a novel. It emphasizes the importance of structure, meaning, character, and tone within the genre. An exploration of Austen’s *Pride and Prejudice*, Bronte’s *Jane Eyre*, Rhys’ *Wide Sargasso Sea* and Marquez’ *Chronicles of a Death Foretold* in relation to genre, spoken language, beliefs and the relationship between and amongst texts will also occur.

Part IV:
Another component of the candidate’s focus is the comprehensive study of language in practice. The curriculum in this area of study supports IB’s goal of internationalism by incorporating Ibuse’s *Black Rain* with, Berger’s *To the Wedding*, Welty’s *The Optimist’s Daughter*, and Hurston’s *Their Eyes Were Watching God*. A study of the authors’ use of device, technique and style will foster exploration the study of stereotypes, spoken language, as well as conventions of genre.

Assessment:
Knowledge of IBO-required assessments and descriptors should be evident. All parts of IB assessment should be addressed, both internal and external. In addition, examples of non-IB monitoring should be given, if they are part of the course.

The course will include formative assessments in addition to the internal and external IB assessments. Formative assessments provide guidance for instruction as well as assess student understanding of the skills needed to be successful in the programme. Formative assessment will ensure students are also prepared for the external California State Standards testing in the spring each year. In order to maintain alignment with the English Department at Murrieta Valley High School, the IB courses will continue to use common scoring rubrics.
and score sheets to evaluate student progress throughout the semester. The only change from the current English policies will be scoring based on the IB seven point scale rather than the current five point scale of the English Department. The MVHS English department currently holds a philosophy of assessing student progress formatively throughout the semester, but places emphasis upon student proficiency at the end of the semester.

Examples of Assessment:

- Timed Writing
- Rhetorical Précis
- Guided Reading Journal
- Process Essay
- Oral Presentation
- Socratic Seminar

External Assessment (70%):

Paper I (25%) is a written commentary based on poetry or another text to which the techniques of literary criticism can be applied.

- Paper one is externally assessed; two pieces of unseen texts, one piece of poetry and one piece to which the complete piece of writing or an extract form a longer piece.
- For preparation of Paper I students will complete process essays and timed writings while using strategies for literary analysis. Classroom discussions and Socratic seminars will further assess the students’ progress.

Paper II (25%) consists of one of two essay questions on each genre available for study in Part III, Groups of Works, and four essay questions of a general nature.

- For preparation of Paper II students will write timed writings and process essays focusing on genre category of the novel and re-introducing World Literature pieces that may be included in the commentary.

Papers I and II will be given during May of the candidate’s second year. Papers I and II will be covering the novels taught in Part 3—Genre Study.

Assignment #1 (10%) is a comparative study of at least two Part I works that will be externally assessed at the end of the senior year.

- Students will compare one of the above two works focusing upon the thematic link of their interest and choice. Candidates may choose from topics which focus on: narrative technique, characterization, portrayal of society, international perspectives on the artist’s role in society, or they may choose another perspective. Students will write the comparative study in their Junior Year, but will have opportunity to revise it their senior year.

Students will prepare for Assignment #1 by completing a guided reading journal which focuses upon a thematic link of loyalty as well as a thematic link of their interest which they explore. In addition, the course will include Socratic Seminars, timed writings, and various alternate strategies.

Assignment #2 (10%) is an imaginative or creative assignment wherein the students may exercise choice. This assignment is based upon one WL work or a combination of a WL work and a Language A1 work.

- Students will prepare for Assignment #2 by completing a guided reading journal (same as above, however some entries will deal specifically with creative responses).
Assignments 1 and 2 will commence the spring of the candidate’s first year and be completed by early Fall of the candidate’s second year. These assignments will be based on Part 1—World Literature.

**Internally Assessed; Externally Moderated (30%):**

**Individual Oral Commentary (15%)** on an extract, chosen by the teacher, from one of the Part II works studied.
- Students will provide oral commentary based on an extract from one of the Part II works, including guiding questions from the teacher. The guiding questions are meant to lead candidates for focus, but not to refer to fine detail.
- For preparation of the Individual oral commentary, students will practice oral commentaries on extracts, timed writings on extracts, and a variety of literary strategies.

The IOC will be given February of the candidate’s second year and will be based on the texts covered in Part 2—Works in Detail.

**Individual Oral Presentation (15%)** of a topic, chosen by the candidate, based on Part IV work(s).
- Students give an individual presentation on one of the four above-mentioned works. The presentation may be in one of the following forms, however, other options may be also be chosen: Structured discussion, oral expose, role play, etc. They may choose from the following topics: cultural setting, thematic focus, characterization, techniques and style, author’s attitude to particular elements, interpretation of particular elements from different perspectives.
- Students will prepare for the individual presentation by completing a guided reading journal. In addition, the course will include Socratic Seminars and various strategies exploring the pieces in the course.

The IOP will be given March of the candidate’s first year and will be based on the pieces covered in Part 4—Free Choice.

**Resources:**

List the books and other resource materials and software that will be used in the course. Information should include what is currently available as well as what is being ordered.
Resources: Needed resources will be ordered out of the district’s general textbook fund.

<table>
<thead>
<tr>
<th>Resources Requested:</th>
<th>Resources Available:</th>
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<tbody>
<tr>
<td>Chronicle of a Death</td>
<td>Hamlet Shakespeare</td>
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<tr>
<td>Foretold</td>
<td>Macbeth Shakespeare</td>
</tr>
<tr>
<td>Marquez</td>
<td>Doll’s House Ibsen</td>
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<tr>
<td>Wide Sargasso Sea Rhys</td>
<td>The Great Gatsby Fitzgerald</td>
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<tr>
<td>To the Wedding Berger</td>
<td>Jane Eyre Brontë</td>
</tr>
<tr>
<td>Therese Raquim Zola</td>
<td>Pride and Prejudice Austen</td>
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<tr>
<td>Antigone Anouilh</td>
<td>Selected Poems</td>
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<tr>
<td>Optimisit’s Daughter, The</td>
<td>McGraw-Hill Reader</td>
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<tr>
<td>Welty</td>
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<td>Black Rain Ibusle</td>
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Technology Resources Available:
- Internet Explorer
- Gale Literary Database
- Ebsco Host Research Databases
- Grolier Database
- SIRS Knowledge Source
- 1 computer lab

Technology Resources Requested:
- ELMO
- Turnitin.com
- Voice Recorder and CDs

Teaching time:
List all classroom teaching hours for each HL and SL course. Explain how the hours are calculated.

<table>
<thead>
<tr>
<th>HL/SL course</th>
<th>Teaching hours</th>
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</thead>
<tbody>
<tr>
<td>English A1 HL</td>
<td>The total numbers of hours for teaching minus pep assemblies and other required school activities will be 266 hours for the two year program, and therefore will be teaching over the minimum requirement of 240 hours</td>
</tr>
</tbody>
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In addition:

For group 1 subjects:
- Does the course provide adequate preparation in oral and written expression and in analytical and critical thought?
- List the works for language A1 and explain how these works reinforce internationalism.
- Does your list of works reflect the requirements of both “genres” and “periods”, as explained in the language A1 syllabus and in the prescribed book list (PBL) for your language A1?
- Are there adequate materials, particularly in literature, criticism, and literary history?
Oral expression and written expression will be the forefronts in having the students hone their abilities to critically and analytically look at literature. Some of the techniques to be used in teaching oral expression will be: presentations, Socratic seminars, role play, tableaux, and structured discussion. Some of the techniques used while teaching written expression will be: color marking/annotating, journals, timed writings, process papers, critique, rhetorical precis and literary strategies such as SIFT, DIDLS, SOAPStone, OPTIC, LEAD.

Many of the chosen works represent cultures and languages that differ from the students’ native tongue of English: Ibsen’s *Doll’s House*, Zola’s *Therese Raquim*, Anouilh’s *Antigone*, Marquez’ *Chronicles of a Death Foretold*, and Ibuse’s *Black Rain*. These works reinforce internationalism not only because they were written in translation, but also by bringing forward traditions, morals, and customs of their own culture. The texts that are original to English are Shakespeare’s’ *Hamlet* and *Macbeth*, Fitzgerald’s *The Great Gatsby*, poetry from the Romantics to the 20th century, Bronte’s *Jane Eyre*, Rhys’ *Wide Sargasso Sea*, Austen’s *Pride and Prejudice*, Berger’s *To the Wedding*, Welty’s *The Optimist’s Daughter*, and Hurston’s *Their Eyes Were Watching God*. These English texts also reinforce the cultural and mores of the times in which they were written.

The list of works to be studied represents the genres of drama, non-fiction poetry and the novel. In addition, they cover the 16th, 19th and 20th centuries. Materials have been requested, particularly the works not originally written in English. Texts that contain criticisms of specific authors and/or genres must be purchased as well. There are documents on campus and in the instructor’s own collection that cover literary history and criticism of specific texts.

For all subjects:

- Has a thorough review of the available resource materials and equipment (both within the department and in the library/media centre) been conducted?
- Are instructional materials available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses?
- Are community resources used both within the classroom and as part of regular field trips?
- Are the needs and projected costs of acquiring all necessary materials and equipment for each subject group clearly stated?
- Is an international perspective included?

For English A1, purchasing texts will be mandatory. As listed previously, there are several works already in the library stacks, but the majority of works in translation, must be procured. The English A1 classroom has access to the internet and also has an LCD projector, but a timer from timetimer.com would come in handy with timed assessments in addition, the purchase of turnitin.com to discourage plagiarism would be helpful.

The international perspective of the English A1 class will be covered not only by the study of works in translate, but also by getting the students to consider where and how we gain knowledge and how that knowledge will aid us in contributing to humanity. CAS will be a monthly part of English A1; the CAS coordinator will be coming in once a month to do CAS activities and discussions.