

## Diploma Programme subject outline—Group 1: studies in language and literature

<b>School name</b>	Worthington Kilbourne High School	<b>School code</b>	7119
<b>Name of the DP subject</b> <i>(indicate the language)</i>	English A 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>	Marly Hittepole	<b>Date of IB training</b>	June 21-24, 2011
<b>Date when outline was completed</b>	September 6, 2018	<b>Name of workshop</b> <i>(indicate name of subject and workshop category)</i>	Language A, English C1

\* 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		
	Higher level	Standard level
Part 1	<i>Barabbas</i> , Par Lagerkvist	
	<i>Hero of Our Time</i> , Lermontov	
	<i>Thousand Cranes</i> , Kawabata	
Part 2	Emily Dickinson—selected poems	
	Shakespeare— <i>Twelfth Night</i>	
	Toni Morrison-- <i>Beloved</i>	
Part 3	<i>King Lear</i> —Shakespeare	
	<i>Sizwe Bansi is Dead</i> —Fugard	
	<i>Death of a Salesman</i> —Miller	

Language A: literature		
	Higher level	Standard level
	<i>Importance of Being Earnest</i> —Wilde	
Part 4	<i>Persepolis</i> —Satrapi	
	<i>American Childhood</i> —Dillard	
	<i>Black Boy</i> —Wright	

Language A: language and literature		
	Higher level	Standard level
Part 3		
Part 4		

## 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.

<b>Topic</b> (as identified in the IB subject guide) <i>State the topics in the order you are planning to teach them.</i>	<b>Contents</b>	<b>Allocated time</b>	<b>Assessment instruments to be used</b>	<b>Resources</b> <i>List the main resources to be used, including information technology if applicable.</i>
		One class is <input data-bbox="1146 183 1209 232" type="text" value="50"/> minutes.		
		In one week there are <input data-bbox="1146 264 1209 313" type="text" value="5"/> classes.		

	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 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>50</td></tr></table> minutes. In one week there are <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>5</td></tr></table> classes.		
50					
5					
Year 1	Part 4: Options	This is a memoir genre study. Students read three memoirs of childhood, told from different perspectives and situated in different locations. With teacher guidance, students choose a fourth memoir for independent study that provides yet another perspective on growing up. As a class, we study the traditional components of memoirs, the differences between autobiography and memoir, the importance of voice and the overlapping expressions of the adult voice with the child's voice, transition devices, theme and motif development. The unit culminates with the students generating their own memoirs, and presenting their learning and their creative non-fiction memoir writing in the form of the IOP.	This unit will be taught all of fall semester Year 1.  18 weeks x 250 minutes = 75 hours	A 6-15 page memoir, including at least four of the six types of memoir writing (person, place, object, time and context, event and awakening), centered around a particular theme or controlling idea, and enlivened by techniques that make this genre alive.  IOP: The students give a formal presentation that addresses how our study of the genre informed and shaped the creation of their own memoir. Presentations include specific evidence of how the unit's readings influenced their own writings. Students often highlight this learning by documenting their revision process, ie examples of borrowing the literary devices and structures used by Dillard, Wright, and Satrapi and applying it to their own writing.	Chrome Books Google Classroom Google Docs Selected writings by Patricia Hampl Persepolis, the film Recorded interviews of Marjane Satrapi A student workshop led by Larry Smith, creator of the famous 6 Word Memoir Project. Larry Smith's <i>6 Word Memoirs: Fresh off the Boat</i> featuring the immigration story of the family of one of our current IB students. Excerpts from O'Conner's <i>Woe is I</i>

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		One class is <input type="text" value="50"/> minutes. In one week there are <input type="text" value="5"/> classes.		
Part 2: Detailed Study	Selected Poems of Emily Dickinson  Toni Morrison's <i>Beloved</i>  Shakespeare's <i>Twelfth Night</i>	Spring Semester Year 1  75 hours	IOC  In class writing  Socratic Seminar  Twelfth Night Test  3-5 page Literary Commentary (practice for Paper #1)  Beloved 5-7 page paper (Practice for the Written Assignment)	JSTOR for articles of literary criticism pertaining to Morrison's <i>Beloved</i>  Richard Sewell's <i>Life of Emily Dickinson</i>  Helen Vendler's literary commentaries of Dickinson poems  Twelfth Night, film  Year 2 mentors for oral commentary practice

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			One class is <input type="text" value="50"/> minutes. In one week there are <input type="text" value="5"/> classes.		
Year 2	Part 1: Works in Translation	Lagerkvist's <i>Barabbas</i>  Kawabata's <i>Thousand Cranes</i>  Lermontov's <i>A Hero of Our Time</i>	Fall Semester of Year 2 75 hours	Interactive Orals Reading Quizzes Socratic Seminars Reflective Statements Written Assignment	JSTOR for articles of literary criticism  Google Classroom  Chrome books
	Part 3: Genre Study	<i>King Lear</i> —Shakespeare  <i>Sizwe Bansi is Dead</i> , Fugard  <i>Death of a Salesman</i> , Miller  <i>Importance of Being Earnest</i> —Wilde	Spring Semester of Year 2	Essay of Comparison and Contrast Practices for Paper 2 Socratic Seminars Reading quizzes	Film of King Lear Film of Death of a Salesman Film of Importance of Being Earnest Video excerpts of Sizwe Bansi is Dead JSTOR for literary criticism

### 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.

October-November Year 1—IOP : Students will use artifacts from the memoir drafting process as material for their IOP. They will have class time to work on their slides and to practice their slides. Presentations begin at the end of Nov.

Feb-April Year 1—IOC: Students will practice oral commentaries with their Year 2 mentors. They should complete 6-8 practice commentaries, with reflections

and rubric evaluations submitted using Google forms via Google classroom. Official IOC's will occur during school hours mid-late April.

Oct-Dec of Year 2: Students will select their paper topic for the Written Assignment, during class hours and at home draft their paper. Teacher conferences will occur in mid to late November, with the final uploaded draft due in Dec.

May of Year 2: Paper 1 and 2, mock examinations happen prior to the actual IB exams. Students receive feedback from mock exams and use that feedback to improve their drafts, and resubmit for a summative grade.

#### 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)
Part 4: Options	Students will read Patricia Hampl's "Memory and Imagination", an essay where Hampl explores the fine line between memoir and fiction. Students will then consider Hampl's ideas within the context of their own autobiographical writings. This will set the stage for class discussion based on the following kinds of questions: "How do we know our memories are true?" "To what extent do our memories reflect factual truth?" "Is it possible for a personal narrative to be emotionally or spiritually true, but factually inaccurate, and if so, can that narrative still be considered creative non-fiction,

#### 5. 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)
Part 4: Options/Summer readings	Students read and view <i>Persepolis</i> , which is Marjane Satrapi's autobiographical account of her childhood in Iran during and after the revolution. It also details the years she spent in boarding school in Austria. It helps students understand Iranian history and culture, and in particular it helps students understand the difficulties of finding one's identity during times of social upheaval and political turmoil. The text affiliates well with our current summer readings: Khaled Hosseini's <i>Thousand Splendid Suns</i> (an epic novel that takes place in Afghanistan which addresses Islamic fundamentalism, war, and the effect such turmoil has upon innocent people, especially women and children) and Trevor Noah's <i>Born a Crime</i> (a memoir about growing up as a mixed race child in South Africa during apartheid). Other supplementary texts we've read that encourage international mindedness: memoir choice reads that offer an international/diverse perspective; <i>Mountains Beyond Mountains</i> , which is Tracy Kidder's biographical account of Dr. Paul Farmer and his medical mission work in Haiti; Rodolfo Anaya's <i>Bless Me Ultima</i> , a novel about a young boy who feels caught between the indigenous culture of his mother and the Chicano culture of his father; Barbara Kingsolver's <i>Poisonwood Bible</i> , a novel about culture clashes in the Congo between an American missionary family and the indigenous culture. All of these texts provide fictional and non-fiction accounts of how individuals attempt to reconcile conflicting culture norms and expectations as they build a more nuanced understanding of their own personal identities.

**6. 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
Open-Minded	The memoir unit is especially designed to help students understand and appreciate their own cultures and personal histories through the production of their own memoirs, and to help them be open to the perspectives, values and traditions of other individuals and communities, through the reading of others' memoirs. (see #5).

**7. 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.

Reliable recording equipment
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