

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

School Name	High Point Central	School Code	00875
Name of DP Subject			
Level	Higher <input type="checkbox"/>	Standard completed in two years <input checked="" type="checkbox"/>	Standard completed one year <input type="checkbox"/>
Name of teacher who completed this outline	Brooke Sumner/ Justin Hayes	Date of IB Training	6/15
Date when outline was completed	1/5/19	Name of workshop	English A Language & Literature Category 1

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

	Language A: Literature	
	Higher Level	Higher Level
Part 1	The Stranger	
	Medea	
	Chronicle of a Death Foretold	
Part 2	Hamlet	
	The Fire Next Time	
	Poetry of Robert Frost	
Part 3	Poetry of John Donne	
	Poetry of Langston Hughes	
	Poetry of Emily Dickinson	
	Poetry of Sylvia Plath	
Part 4	The Great Gatsby	
	Lord of the Flies	
	Purple Hibiscus	

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, state standards), 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-to-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 “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: 90 minutes In one week there are: 2-3 classes		
Year 1	Options	works by three different authors	5 months	Detailed analysis, seminars, individual oral presentations	The Great Gatsby, Lord of the Flies, Purple Hibiscus
	Works in Translation	world literature, with three works by different authors, read in translation, and connected by a certain aspect	5 months	Detailed analysis, seminars, supervised writings, interactive orals, reflective statements, written assignment	The Stranger, Medea, Chronicle of a Death Foretold
Year 2	Detailed Study	Hamlet	One month	Quizzes, tests	Hamlet
	Detailed Study	Poetry of Robert Frost	Six weeks	Detailed analyses	Selections from Frost
	Detailed Study	The Fire Next Time	One Week	Seminars, tests	The Fire Next Time
	Genre Study	Poetry	Three Months	Detailed analyses, seminars, papers	Selections from Donne, Hughes, Dickinson, Plath

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

Briefly explain 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.

Quarter marks for this course will be based on the student's completion of and success in a combination of formal and informal assessments. These will comprise three basic categories of both oral and written work: homework; classwork; and essays, quizzes, and tests. Along with these, every student must also complete mandatory IB oral and written assessments.

As required for the IB Language A program, two mandatory internal assessments will also be completed. The first of these is an individual presentation, ten to fifteen minutes long, on a student-developed topic based on a Part IV work. The second internal assessment is the student's recorded oral commentary on an extract from one of the Part II works followed by a discussion of one of the other works from the unit. Although a student's skills for this assessment will be developed in preparation for this, the student will not know beforehand the exact excerpt on which s/he must comment nor which of the other works he or she will discuss. This is twenty minutes in length.

Likewise required for the completion of the IB Language A program, are three written assessments, all of which are externally assessed. The first written assignment is based on a work read as part of the world literature requirement. It is an analysis of a student-developed topic based on any of the Part I works and is developed solely by the student.

The final two papers are externally assessed are written exams that are timed (two hours each) and taken in May of the second year in coordination with Part III works. The first of these is a commentary on one of two provided, previously unknown, passages. One passage is usually a poem and the other an excerpt from a work of prose. The second exam is a response to the student's choice of one of several provided questions. To answer this question, the student is required to utilize analysis of at least two Part II works.

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 the lesson plan)
Detailed Study: Hamlet	Hamlet, the play and the character, is replete with epistemological implications. Among other discussion topics, questions related to the nature of reality will be raised frequently.

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)
Genre Study	Poetry is difficult for many people to understand. By analyzing how poets use effects and how they suggest their themes, students develop stronger critical thinking skills.

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 analyze 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 the attribute(s) of the IB learner profile
Detailed Study: The Fire Next Time	James Baldwin's background, growing up African American on the streets of Harlem and becoming involved in the civil rights movement, is different from the backgrounds of most IB students at our school. Reading and discussing this seminal work gives students an opportunity to explore a culture different from theirs.

7. Development of the IB learner

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
Works in Translation	Students research & present the cultural background information of a work during their interactive orals. During their presentations, students communicate and work together to develop their critical thinking and analysis skills by making connections to better understand the context & themes of the work.

8. Resources

Are instructional materials and other resources (for example, equipment for recording if you teach language A) 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.

All works utilized through this course are available for student use.