

Diploma Programme subject outline—studies in language and literature

School name	Spojená škola Pankúchova	School code	061749
Name of the DP subject <i>(indicate the language)</i>	English A: Language and literature		
Level <i>(indicate with X)</i>	Higher <input checked="" type="checkbox"/>	Standard completed in two years <input checked="" type="checkbox"/>	Standard completed in one year * <input type="checkbox"/>
Name of the teacher who completed this outline	Petra Thomay	Date of IB training	May 2021
Date when outline was completed	January 2022	Name of workshop <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
Poems of Emily Dickinson Poems of Langston Hughes Soldier's Home, Ernest Hemingway <i>Persepolis</i> , Marjane Satrapi	Poems of Emily Dickinson Poems of Langston Hughes Soldier's Home, Ernest Hemingway <i>Persepolis</i> , Marjane Satrapi
<i>Penelopiad</i> , Margaret Atwood	<i>Penelopiad</i> , Margaret Atwood

R.U.R, Karel Čapek	R.U.R, Karel Čapek <i>We should all be feminists</i> , Chimamanda Ngozi Adichie <i>Never Let Me Go</i> , Kazuo Ishiguro
--------------------	---

2. Course outline

Topic	Contents	Allocated time	Assessment instruments to be used	Resources
		1 class is <input type="text" value="45"/> minutes. In 1 week there are <input type="text" value="5/3"/> classes.		

<p>Year 1</p>	<p>Is literature political?</p> <p>Area of exploration: Readers, writers, texts</p> <p>Concepts covered: Identity, Representation, Transformation</p> <p><i>How does language use vary among text types, and among literary forms and genres?</i></p> <p><i>How are we affected by texts in various ways?</i></p> <p>TOK: <i>In what ways can diverse texts share points of similarity?</i></p> <p><i>How valid is the notion of a classic text?</i></p>	<p>Literary works:</p> <p>Poems of Emily Dickinson</p> <p>Poems of Langston Hughes</p> <p>Soldier's Home, Ernest Hemingway</p> <p><i>Persepolis</i>, Marjane Satrapi</p> <p>Non-literary texts and text types:</p> <p><i>Using your voice is a political choice</i>, Amanda Gorman</p> <p><i>Paintings by Mikuláš Galanda</i></p>	<p>This outline covers both standard and higher level, with HL changes against the SL marked in blue.</p> <p>The Slovak school year is 33 weeks long, which allows for three 45-minute long classes per week at SL and five 45-minute long classes per week at HL and thereby fulfills the IB requirement of 240 hours for HL.</p>	<p>Short quizzes</p> <p>Student interviews</p> <p>Classroom debates</p> <p>Writing assignments (character analyses, quote journals, creative pieces: letters, character diary entries,...)</p> <p>Open forum (reflections in the portfolio are graded as part of FA)</p> <p>HL essay preparation</p>	<p>https://www.poetryfoundation.org/poets/emily-dickinson</p> <p>https://www.poetryfoundation.org/poets/langston-hughes</p> <p>https://www.somanybooks.org/eng208/SoldiersHome.pdf</p> <p>https://www.goodreads.com/book/show/9516.Persepolis</p> <p>https://ed.ted.com/lessons/using-your-voice-is-a-political-choice-amanda-gorman</p> <p>https://www.webumenia.sk</p> <p>English A: Language and Literature, Course Companion</p> <p>Learning engagement: Jigsaw learning (text types, literary devices, literary elements)</p>
-------------------	--	---	---	--	--

	<p>How societal expectations influence women's experience</p> <p>Area of exploration: Time and space</p> <p>Concepts covered: Identity, Transformation, Representation, Communication</p> <p><i>How does language represent social distinctions and identities?</i></p> <p><i>How do texts reflect, represent or form a part of cultural practices?</i></p>	<p>Literary works:</p> <p><i>Penelopiad</i>, Margaret Atwood</p> <p><i>Story of an Hour</i> and other stories, Kate Chopin</p> <p><i>We should all be feminists</i>, Chimamanda Ngozi Adichie</p> <p>Non-literary texts and text types:</p> <p><i>How language shapes the way we think</i>, TedTalk by Lera Boroditsky</p> <p>Selected posters from the suffragist movement of the early 20th century</p> <p>British Elle editorials</p> <p>Gemma Correll cartoons commenting on body positivity</p>			<p>https://www.sparknotes.com/short-stories/the-story-of-an-hour/</p> <p>https://ed.ted.com/lessons/WzWvOfAY</p> <p>https://www.bbc.com/news/in-pictures-42875095</p> <p>English A: Language and Literature, Course Companion</p> <p>Learning engagement: Group project (Groups review and compare various sources to identify cultural practices specific to women's roles in society. Each group chooses a different role and researches its development in time, as evidenced in various texts.)</p>
--	--	---	--	--	---

Year 2	<p>Humanity and technology</p> <p>Area of exploration: Intertextuality: Connecting texts</p> <p>Concepts covered: Perspective, Transformation</p> <p><i>How important is cultural or historical context to the production and reception of a text?</i></p> <p><i>How can texts offer multiple perspectives of a single issue, topic or theme?</i></p>	<p>Literary works:</p> <p><i>R.U.R.</i>, Karel Čapek</p> <p>Never Let Me Go, Kazuo Ishiguro</p> <p>Non-literary texts and text types:</p> <p><i>Wake up</i>, short film by Olivia Wilde for HP</p> <p>7 Technological Wonders of the World: sources to be selected by students (TedEd?).</p> <p>Annals of Technology, New Yorker Magazine</p>		<p>Socratic seminar (evidence of preparation in the portfolio, participation graded as SA)</p> <p>Portfolio reflections on class discussions</p> <p>Quizzes</p> <p>November: IO preparation (structured pairwork with feedback sessions)</p> <p>Individual oral (10 December 2024)</p> <p>Written assignments (mini-essays/writing storms on guiding questions & quotes, opinion and argumentative essays)</p> <p>Paper I prep Paper II prep</p> <p>HL essay prep</p> <p>External exams May 2025</p>	<p>https://www.gutenberg.org/ebooks/59112</p> <p>https://www.shootonline.com/video/olivia-wilde-directs-wake-%C2%A0starring-margaret-qualley-hp</p> <p>https://ed.ted.com/lessons?category=design-engineering-technology</p> <p>https://www.newyorker.com/tech/annals-of-technology</p> <p>Learning engagement: Socratic seminar on technological advancements & their importance to humans & the planet</p> <p>English A: Language and Literature, Course Companion</p>
-----------	--	---	--	--	---

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.

I plan on introducing the assessment requirements at the beginning of the course and make sure students have a summary of due dates and requirements in their portfolios (“subject letter”, September 2023). We will practice for the IO during structured pairwork; for the papers, we will be preparing continually (spontaneous & structured writing, mock papers) in response to the works studied and analyzing past assessment examples. Students will keep track of their progress in their portfolios which I will have access to and provide feedback on. The portfolios will be digital (Padlet or google drive).

Internal Assessment – Individual Oral

Speaking production will be honed continually during formative assessment events. Global issues will be identified and investigated with links to 7 concepts baked into every unit of inquiry (with a record in the portfolio, organized by global issue, on the texts and works that discuss them). We will hold class debates, open/pair discussions and structured reflections. We will listen to an example IO and evaluate it using the assessment criteria and marking rubric. In pairs, students will hold a mini-mock IO and provide feedback for each other. The IO will take place in December of Year 1.

External Assessment

During the first year, students will have opportunities to practice literary analysis and criticism, compare literary works and evaluate their approaches to global issues. At the end of year 1, students will be required to submit the first draft of their **HL essay**.

Paper I – Guided literary analysis: At the beginning of the revision period (the final 5 weeks of the course), students are introduced to the task requirements. They are given texts to deconstruct in writing and language support for critical analysis. A formative assessment in a similar format to Paper I is also planned.

Paper II – Comparative essay: In the middle of the revision period (the final 3 weeks of the course), students are introduced to the task requirements. They are given texts to compare and language support for critical analysis. A formative assessment in a similar format to Paper II is also planned.

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)

<p>Is poetry political?</p>	<p>The questions “What do we learn about through the study of a literary text?” and “ How is this different from what we learn through the study of a non-literary text?” are answered as the issue of the political potential of literature is explored. The procedure is as follows: In an open forum, I will elicit several ways literature can be a political statement or choice (among them, poetry as an instrument to express subjective truths and needs of marginalized groups) and why a non-literary text could not (in the same way or extent?). We will look at paintings and brainstorm their potential to show that a social message doesn’t need to be verbal, thereby jumpstarting the discussion on the power of art to convey politically relevant messages. Students will then individually establish links between art and politics in the works and lives of authors presented (or studied beforehand) and produce a short exploratory summary for their portfolio (answering the questions above). At the end of the unit, we will return to this initial entry and expand it to include the knowledge the students gained in the course of their study and to reflect on their growing awareness (this will be graded as formative assessment).</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)
<p>How social expectations influence women’s experience Humanity & Technology</p>	<p>Communication skills will be developing through various forms of discussion (employed throughout) and group work (See Group project in Year 1 and Socratic seminar in Year 2) which will be the dominant tools of instruction. The learner portfolio will be used as evidence of preparation for the Group project and the Socratic seminar. <i>“I think the use of language is a very important means by which this species, because of its biological nature, creates a kind of social space, to place itself in interactions with other people.”</i> Noam Chomsky</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)

Is literature political?	As teachers and students of literature from around the world that has been written and will be read in English, we are in a uniquely privileged position to investigate the power of the word from different cultural perspectives (e.g. minority poets from the US vs a “classic” short story from the U.S., plus a graphic novel from Iran). Students will write an initial reflection on diversity (prompts: “In what ways are people the same everywhere? What makes people different from each other? Is nationality or ethnic origin a factor in these differences?”) and comment on at least 2 other students’ reflections to provide feedback. At the end of the unit, we will review their initial entry and reflect in writing how the students’ perspective on diversity changed in the course of the unit and what caused the changes (FA).
---------------------------------	--

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
Humanity and technology	When engaging with such a double-edge-sword-topic like technology in today’s world, students will grow as communicators . They will be exposed to a multitude of texts and media that approach technology vs humanity from various, sometimes conflicting angles, to foster debate . They will have to express themselves with precision, economy and politeness, respond and interact with each other in various ways (writing, speaking independently and in response to others, Socratic seminar). In some activities, students will have to come up with decisions or solutions as a group to practice their negotiation skills (e.g. they will be asked to agree on one most impactful item of technology).

8. Resources

Our school is appropriately equipped to support the aims and methods of the course. The school library provides ample opportunities for students to do research online, study magazines and borrow books selected in accordance with the prescribed reading list.