

## Diploma Programme subject outline—studies in language and literature

<b>School name</b>	<b>Gymnazium a SOS Rokycany</b>	<b>School code</b>	<b>061768</b>
<b>Name of the DP subject</b> <i>(indicate the language)</i>	<b>English A: Literature SSST</b>		
<b>Level</b> <i>(indicate with X)</i>	Higher <input type="checkbox"/>	Standard completed in two years <input checked="" type="checkbox"/>	Standard completed in one year * <input type="checkbox"/>
<b>Name of the teacher who completed this outline</b>	António Laurel	<b>Date of IB training</b>	9th – 11th June 2023, Prague
<b>Date when outline was completed</b>	09/2023	<b>Name of workshop</b> <i>(indicate name of subject and workshop category)</i>	DP Language A: Literature Category 2

\* 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: literature	
Standard level	Higher level
George Orwell – “ <i>Homage to Catalonia</i> ” (XX century), <u>prose non-fiction</u> , English original (UK)	
Daniel Defoe – “ <i>Robinson Crusoe</i> ” (XVIII century), <u>prose fiction</u> , English original (UK)	
Mark Twain – “ <i>The Adventures of Tom Sawyer</i> ” (XIX century), <u>prose fiction</u> , English original (USA)	
Milan Kundera - “ <i>Laughable Loves</i> ” (XX century), <u>prose fiction</u> – short stories, translated (Czechoslovakia)	
Arthur Miller - “ <i>All My Sons</i> ” (XX century), <u>drama</u> , English original (USA)	
Henrik Ibsen - “ <i>A Doll's House</i> ” (XIX century), <u>drama</u> , translated (Norway)	
Garcia Lorca - “ <i>The House of Bernarda Alba</i> ” (XX century), <u>drama</u> , translated (Spain)	
Fernando Pessoa - “ <i>Message</i> ” (XX century), <u>poetry</u> , translated (Portugal)	
Bob Dylan – chosen 14 songs (XX century), <u>poetry</u> , English original (USA)	

## 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.

	<p style="text-align: center;"><b>Topic</b></p> <p style="text-align: center;">(make organizing principle of the course clear—areas of exploration, central concepts, inquiry questions or other) <i>State the topics in the order you are planning to teach them</i></p>	<p style="text-align: center;"><b>Contents</b></p>	<p style="text-align: center;"><b>Allocated time</b></p> <p style="text-align: center;"><b>One class is 45 minutes.</b></p> <p style="text-align: center;"><b>In one week there is 1 class. (SSST)</b></p>	<p style="text-align: center;"><b>Assessment instruments to be used</b></p>	<p style="text-align: center;"><b>Resources</b></p> <p style="text-align: center;"><i>List the main resources to be used, including information technology if applicable.</i></p>
<p>Year 1 – first term</p>	<p><b>Familial obligations vs personal integrity.</b></p>	<p><b>Works:</b> Arthur Miller – “All My Sons” Henrik Ibsen – “A Doll’s House” Garcia Lorca - “<i>The House of Bernarda Alba</i>” Mark Twain - “<i>The Adventures of Tom Sawyer</i>”</p> <p><b>Areas of exploration:</b> writers, texts, intertextuality</p> <p><b>Concepts:</b> Identity, perspective, representation, time and space, culture</p> <p><b>Possible themes:</b></p> <ul style="list-style-type: none"> <li>• gender roles</li> <li>• deceit</li> <li>• marriage</li> </ul>	<p>(this program is meant for 1 student in SSST mode, the lessons, or meetings, are meant as a supervision moment)</p> <p>20 meetings</p>	<p>Due to the nature of the SSST mode there will not be elements of evaluation involving more than the student and the teacher, no group work and no discussions beyond two people. The evaluation will be based on a short test per work, to ascertain if the student as indeed read the work and a subsequent oral interview to discuss deeper topics within the work. In each semester two written essays are required in which the student will compare the</p>	<p>Works studied</p> <p>Videos, documentaries</p> <p>Academic articles, relevant essays, speeches, quotes</p>

		<ul style="list-style-type: none"> <li>• reputation</li> <li>• social criticism</li> <li>• repression/oppression</li> <li>• sex/love</li> <li>• family relationships</li> <li>• responsibility</li> <li>• identity</li> </ul> <p><b>Possible critical approaches:</b></p> <ul style="list-style-type: none"> <li>• historical context</li> <li>• the Christian tradition</li> </ul> <p><b>Guiding questions to be discussed:</b>  Different concepts of family?  What do they have in common?  How important is it to understand the author's life and beliefs?  How does the structure, style, or literary form of a literary text affect meaning?</p>		assigned works and their topics and also conduct a more technical approach to the works in question, either from a linguistic or a stylistic point of view.	
Year 1 – second term	<b>The power of ideals and beliefs, or, the lack of these and its consequences.</b>	<p><b>Works:</b>  George Orwell – <i>“Homage to Catalonia”</i>  Daniel Defoe – <i>“Robinson Crusoe”</i>  Milan Kundera - <i>“Laughable Loves”</i>  Fernando Pessoa - <i>“Message”</i>  <i>8 chosen songs by Bob Dylan</i></p> <p><b>Areas of exploration:</b>  Writers, texts, time and space, intertextuality</p> <p><b>Concepts:</b>  Communication, identity, culture, perspective</p> <p><b>Possible themes:</b></p> <ul style="list-style-type: none"> <li>• heroism</li> <li>• spiritual quest</li> <li>• utopia</li> <li>• prophecy</li> </ul>	Spring semester of the 1 <sup>st</sup> year  20 meetings	Due to the nature of the SSST mode there will not be elements of evaluation involving more than the student and the teacher, no group work and no discussions beyond two people. The evaluation will be based on a short test per work, to ascertain if the student as indeed read the work and a subsequent oral interview to discuss deeper topics within the work. In each semester two written essays are required in which the student will compare the assigned works and their	Works studied Videos, documentaries <i>Anna Androulaki, Brent Whitted – English A: Literature Course Companion 2<sup>nd</sup> ed.</i> Academic articles, essays, speeches, quotes

		<ul style="list-style-type: none"> <li>• path to glory</li> <li>• disappointment</li> <li>• emptiness of the soul</li> <li>• hope</li> <li>• nostalgia</li> <li>• mysticism</li> <li>• facing death</li> <li>• hindsight</li> <li>• love and passion</li> <li>• desire vs contentment</li> <li>• adventure</li> <li>• resiliency</li> <li>• wealth and greed</li> </ul> <p><b>Possible critical approaches:</b></p> <ul style="list-style-type: none"> <li>- historical context</li> <li>- Christian tradition</li> </ul> <p><b>Literature in relationship with other arts:</b></p> <ul style="list-style-type: none"> <li>• literature and movie/onstage adaptations</li> <li>• essay studies</li> <li>• relationship between poems and songs</li> </ul> <p><b>Guiding questions to be discussed:</b>  How do religion and political beliefs influence a person's life?  How does the narrative of the text suggest ideas about how society or a particular culture operates or should operate?  Personal vs collective, which one should prevail?  Is it possible to live without goals, without a journey for "splendour"?  Progress, mental and physical, is it an easy task?</p>		<p>topics and also conduct a more technical approach to the works in question, either from a linguistic or a stylistic point of view.</p>	
Year 2					

	<p><b>Dealing with loss – entering the unknown.</b></p>	<p><b>Works:</b>  Henrik Ibsen – “A Doll’s House”  George Orwell – “<i>Homage to Catalonia</i>”  Daniel Defoe – “<i>Robinson Crusoe</i>”  Milan Kundera - “<i>Laughable Loves</i>”  Arthur Miller – “<i>All My Sons</i>”  Garcia Lorca - “<i>The House of Bernarda Alba</i>”  6 chosen songs by Bob Dylan</p> <p><b>Areas of exploration:</b>  Intertextuality: connecting texts  Time and space</p> <p><b>Concepts:</b>  Transformation, creativity, culture</p> <p><b>Possible themes:</b></p> <ul style="list-style-type: none"> <li>• comradery</li> <li>• death</li> <li>• hindsight</li> <li>• isolation/solitude</li> <li>• disappointment</li> <li>• pre-destination</li> <li>• self-reliance</li> <li>• redemption</li> </ul> <p><b>Possible critical approaches:</b>  Different notions of civilization</p> <p><b>Guiding questions to be discussed:</b>  What is the meaning of death?  What is the meaning of life?  How to overcome loss in its many ways?  How to approach the unknown?</p>	<p>Fall and spring semester of the 2<sup>nd</sup> year</p> <p>30 meetings</p>	<p>Due to the nature of the SSST mode there will not be elements of evaluation involving more than the student and the teacher, no group work and no discussions beyond two people. The evaluation will be based on a short test per work, to ascertain if the student as indeed read the work and a subsequent oral interview to discuss deeper topics within the work. In each semester two written essays are required in which the student will compare the assigned works and their topics and also conduct a more technical approach to the works in question, either from a linguistic or a stylistic point of view.</p>	<p>Works studied</p> <p>Videos, documentaries</p> <p>Anna Androulaki, Brent Whitted – <i>English A: Literature Course Companion 2<sup>nd</sup> ed.</i></p> <p>Academic articles, relevant essays, speeches, quotes</p>
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### 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.

The student will be introduced to the IA and EA requirements at the very beginning of the course so that there are no surprises later on. During the IBDP year 1 the student will be provided with examples of previous IA's and EA's so as to have a more clear and precise idea of what to expect the following year, these examples will be commented on and explained by the teacher (Paper 1, with a weight of 35%, a guided analysis of an unseen literary extract; Paper 2, with a weight of 35%, a comparative essay). The written and oral work to be developed during year 1 will be based on the abovementioned requirements, these will work as guidelines for the student. The IA itself will take place at the end of the first semester of year 2.

### 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)
<b>Familial obligations vs personal integrity.</b>	<p>“There are known knowns. There are known unknowns. There are unknown unknowns.”</p> <p>I would ask the student for one of each of the above statements.</p> <p>Example answers could be:</p> <ul style="list-style-type: none"><li>-We know that men and women have mostly had different roles in society throughout the centuries;</li><li>-We know that we don't know whether this difference will ever change, either due to legal or scientific reasons;</li><li>-We don't know whether an external player or situation will change the paradigm.</li></ul> <p>The point of TOK is to get the student to think and not to simply accept the “socially comfortable” version of events.</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)
<b>Dealing with loss – entering the unknown.</b>	<p><b>Thinking skills</b> – the student will have to think and reflect about the topic of “death”, “the end”, “the last frontier”, and realize what it means, not only as general idea but also realizing that it might mean different things for different cultures;</p> <p><b>Social skills</b> – the student could understand how to approach the topic of loss, usually painful, in a social interaction with more sensibility;</p> <p><b>Communication skills</b> – throughout communication with the teacher about death and loss, the student can gain a balanced and respectful insight into this sensitive topic, as well as gaining relevant vocabulary, so as to use both when communicating about delicate topics.</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)
<b>Familial obligations vs personal integrity.</b>	When it comes to International Mindedness it is paramount to make the student understand, and possibly accept, that there is never just one point of view and when it comes to different countries or cultures it is very likely to find different, if not opposing, points of view and lifestyles. What we expect is at least respect for thinking differently. As such, I believe that the concept of family, and everything it entails, is a good one to contribute to the international mindedness of the student as one will be faced with similarities and differences among distinct concepts and practices. Considering that I also teach IBDP Geography it will be easier for me to find materials documenting diverse family patterns and how they operate. The IBDP History teacher can as well participate in providing an historical background to the families analysed in our prescribed works.

## 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
<b>The power of ideals and beliefs, or, the lack of these and its consequences.</b>	<p><b>Balanced:</b> when dealing with ideals one can easily get aroused by more personally appealing ones, it is vital to remain balanced and avoid falling into an ideology with no respect towards others;</p> <p><b>Principled:</b> one must always keep a basic set of principles intact, compromising them on behalf of achieving a utopia promised by an attractive idea or belief might bring the opposite effect;</p> <p><b>Reflective:</b> one must not simply accept someone's else ideal or belief without properly reflecting on it, we want students, not sheep. Without reflection and deeply understanding what is at stake one cannot consider him/herself free. Also, one must always reflect on the ongoing work in order to know when to stop or change something that is not going according to plan;</p> <p><b>Communicator:</b> at the same time, there is nothing wrong with trying to promote and divulge your own ideals and beliefs, one must be ready to communicate them, to express them, in a proper and respectful manner;</p>

## 8. 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.

The school is under an extensive and long-term renovation effort, still, many facilities have already been improved, including: a new library, fully equipped and with an assigned IB librarian; fast and stable Wi-Fi internet throughout the building; smart white boards in every IB classroom; easily available computers and projectors. The possibility of school trips to other relevant locations is also a reality.

### **Additional materials and sources to be used in class:**

Anna Androulaki, Brent Whitted – *English A: Literature Course Companion 2<sup>nd</sup> ed.*

Carolyn P. Henly, Angela Stancar Johnson – *Literary Analysis for English Literature*

Terry Eagleton – *Literary Theory: An Introduction*

Wilfred L. Guerin et al. – *A Handbook of Critical Approaches to Literature 5<sup>th</sup> ed.*

YouTube videos

Documentaries

Movie adaptations, on stage adaptations

Autobiographical movies/documentaries