

Diploma Programme subject outline—Group 1: studies in language and literature			
School name	Thomas Jefferson High School	School code	924201
Name of the DP subject <i>(indicate the language)</i>	Language A: Studies in Language and Literature		
Level <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"/>
Name of the teacher who completed this outline	Joe Jimenez	Date of IB training	September 2015
Date when outline was completed	January 31, 2017	Name of workshop <i>(indicate name of subject and workshop category)</i>	Category 1 Language & Literature

* 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 part of the programme.

	Higher level	Higher level
Part 1	This course is not offered.	
	This course is not offered.	

Part 2		

Language A: literature		
	Higher level	Higher level
Part 3	This course is not offered.	
Part 4	This course is not offered.	

Language A: language and literature		
	Higher level	Higher level
Part 3	<u>Antigone</u> , Sophocles	
	<u>Frankenstein</u> , Mary Shelley	
	<u>The Road</u> , Cormac McCarthy	
Part 4	<u>1984</u> , George Orwell	
	<u>The Handmaid's Tale</u> , Margaret Atwood	
	<u>Macbeth</u> , William Shakespeare	

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.

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	2.5 classes.		

Year 1	<p>Part 1</p> <p>First Nine Weeks: Gender</p> <p>Second Nine Weeks: Language and Power</p>	<p>Students will consider how a text's audience and purpose contribute to its construction and to its meaning. We will examine ways writers employ particular rhetorical and literary techniques to impact texts' messages, particularly around gender constructs, and how writers' rhetorical choices are impacted by culture and context. We will also consider ways that gendered language changes and the effects of those changes on communities and individuals.</p>	<p>18 Weeks renders 67.5 hours of study.</p>	<p>Students complete one Further Oral Activity and Written Task 1 (with rationale) during Part 1.</p>	<p>Selected essays and visual texts from <i>The Language of Composition</i> (Shea, Scanlon, Aufses, 1st edition), <i>Everything's an Argument</i> (Lunsford, Ruskiewicz, Waters, 4th edition), prose and poetry selections from the</p>
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<p>Year 2</p>	<p>Part 2</p> <p>First Nine Weeks: Textual Bias</p> <p>Second Nine Weeks: Stereotypes</p>	<p>Students will consider how different forms of communication within media are used to deliver messages to different audiences. By examining speeches, editorials, advertisements, and print media, we will consider how messages can be biased, how bias is created, and how audiences respond to bias. We will examine ways language and visuals inform, persuade, and entertain.</p>	<p>18 Weeks renders 67.5 hours of study.</p>	<p>Assessments include Paper 1, Written Task 3, and the second Further Oral Activity.</p>	<p>For Part 2, we will study selected essays and visual texts from <i>The Language of Composition</i> (Shea, Scanlon, Aufses, 1st edition), <i>Everything's an Argument</i> (Lunsford, Ruskiewicz, Waters, 4th edition), prose and poetry selections from the</p>
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	Part 4	Students will continue investigating how time and place impact literature. We will examine the impacts of a historical moment's dominant values and beliefs on a text and on ways a text is and is not read. We will more precisely address how a writer might make use of literary techniques to convey theme or to challenge or promote an ethical stance.	18 Weeks renders 67.5 hours of study.	Students will complete the Individual Oral Commentary and Written Task 4 in Part 4.	<i>Bedford Introduction to Literature</i> (11th edition) For Part 4, we will examine prose and poetry selections from the <i>Bedford Introduction to Literature</i> (11th edition); historical background information on literary movements and time periods from <i>Literature: The British Tradition</i> (Prentice Hall), and George Orwell's <i>1984</i> , Margaret Atwood's <i>The Handmaid's Tale</i> , and William Shakespeare's <i>Macbeth</i>
	Third Nine Weeks: How do texts mean?				
	Fourth Nine Weeks: How do texts mean?				

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.

Year 1 (11th Grade)

Part 1: Language in Cultural Context, Fall

The topics we will engage during the Fall Semester are Gender and Language and Power. We will examine essays and study visual texts from the textbooks *A World of Ideas*, *The Language of Rhetoric* and *Everything Is an Argument* along with other media. In addition, students will read Sophocles's *Antigone*, examining the roles of audience and form in Greek Drama and how language can reflect a culture's expectations of gender and power. For example, Creon's speeches over "righting the wayward ship" and the necessity of punishing lawbreakers offer opportunities to explore how messages can be constructed as articulations of masculinity, how these messages demonstrate ways people wield and even resist power. Students will also explore intersectionality and cultural context through readings in the *Bedford Introduction to Literature, Eleventh Edition*, including texts such as Don DeLillo's "Videotape" and excerpts from Achy Obejas's *We Came All the Way from Cuba So You Could Dress Like That?* Students will learn about the Internal Assessments during the Fall Semester; to help prepare students for the Oral Commentary, students will engage in Learning Activities to include Guided Annotations, Dialectical Journals, and Rhetorical Analysis, Synthesis, and Argumentative Essays to develop their analytical skills and Socratic Seminars, Oral Presentations, and Lincoln-Douglas Debates to develop their oral delivery skills. Students will produce Written Task 1 and one Further Oral Activity.

Part 3: Literature—Texts and Contexts, Spring

During the Spring Semester, we will read *Frankenstein* by Mary Shelley, paying particular attention to how time and place impact literature. In addition, we will consider critical lenses for analyzing literature from different time periods, including New Historicist, Feminist, Gender Studies, and Psychoanalytic and Marxist critiques. These lenses will assist in our explorations of Romantic and Victorian texts, including poetry and prose, and we will interrogate ways in which these trends in thinking and artistic production reflect ideas of propriety, truth, form, and responsibility. Later in the semester, we will read Cormac McCarthy's post-apocalyptic novel *The Road*, which will offer opportunities to examine how the form of McCarthy's Post-Modern novel draws from cultural and contextual forces, or how time and place help shape a literary work. We will pay particular attention to factors which impact shifts or breaches in long-held cultural beliefs—how does the human desire for survival along with McCarthy's new "economy" drive notions of goodness, right, wrong, necessity. Students will practice the Oral Commentary. Students will produce Paper 2 and Written Task 2.

Year 2 (12th grade)

Part 2: Language and Mass Communication, Fall

During the first semester of Year 2, we will consider Textual Bias and Stereotypes. We will continue examining essays and visual texts from the textbooks *A World of Ideas*, *The Language of Composition* and *Everything Is an Argument* along with other media. Additionally, we will examine Modernist and Post-Modern poetry and short fiction from the *Bedford Introduction to Literature*, and we will read George Orwell's *1984*. Orwell's novel will serve as a primary conduit to discussions and writings regarding the media's power, its biases, its consequences and controls and how these impact our understandings of truth and everyday reality. Studying Margaret Atwood's *The Handmaid's Tale* will further these investigations, driving us to focus our critical eyes and voices on propaganda, political speeches, advertisements and their impact on our beliefs about race, gender, social class, sexuality, and other parts of people's identities. Students will engage in Learning Activities to include Guided Annotations, Dialectical Journals, and Literary Analysis, Synthesis, and Argumentative Essays to further hone their analytical thinking and writing skills, which will support their efforts writing Paper 1 during this semester. Students will also complete one Written Task and one Further Oral Activity.

Part 4: Literature—Critical Study, Spring

We will end the year by reading and performing William Shakespeare's *Macbeth*. Our examination of *Macbeth* will ask us to consider how a writer utilizes literary techniques such as word choice, figurative language, and symbolism to build characterization and to convey messages about the human condition. We will integrate close reading strategies and old school structural analysis to deepen our engagement with this text. We will read critical studies of the text, including new interpretations such as Micheal Fassbender's portrayal of Macbeth as a warrior suffering from PTSD. Character studies and literary analysis exercises will assist in our investigation of both the literary elements and moral implications of *Macbeth*. Students will complete the Individual Oral Commentary and one Written Task.

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>Novelist Chimamanda Adichie extends on the concept of perception and one's ability, especially children, to discern between knowledge that is skewed. As she extends on this concept, she places emphasis on the "danger of a single story" and how history is often told from one perspective, eliminating the opinion of others. As a result, once stereotypes are set in place, they are constantly repeated and later find their way into literature and other forms of media. These perceptions soon become irrefutable and are taught to be indisputable; thus, from a young age, children learn that sources such as textbooks and the news should be taken at face value. This concept of stereotypes then delves into the concept of history, which by one definition is the study of past events. In other words, history is not the past itself, but our interaction with it and how it is constantly updated, reviewed, thus allowing single perspectives to be formed. Accordingly, the Lincoln-Douglas Debates will be analyzed from both perspectives, as well as those that are not highlighted in text, such as Lincoln's rationale for a "more perfect union to be formed."</p> <p>Through the introduction of the concept of hegemony – the dominant discourse for how society thinks and acts – the stereotypes associated with popular culture will be analyzed. We will review how pop culture is a collection of thoughts, ideas, and attitudes formed by those in the dominant group, which is then extended to the news and media and affects how others will perceive each race and ethnic group. It will also be reviewed how in recent years, slang and terms such as "going viral" are new to pop culture and often set the precedence for how certain groups of people are viewed.</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)
Language and Power	After reading <i>Antigone</i> , students will work in teams to build a Lincoln-Douglas case responding to the question, Does an individual's duty to self outweigh her duty to state? The task will require students to collaborate to research a philosophical approach, to select a core value to promote, then to construct an argument, utilizing 2-3 supporting reasons and to deliver that argument in a debate. As part of the LD Debate, teams will rely on effective teamwork and critical thinking to refute and rebut their opponents' case and to extend, defend, and ultimately crystallize their arguments for a classroom of peers. Communicating persuasive arguments will be necessary to this activity. Students who are not debating will respond to the deliveries, articulating, with rationale, which of the arguments proved most

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)
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Language and Power	In studying rhetoric, we will examine George Orwell's essay "Shooting an Elephant." While our initial focus will consider the speaker's attitude toward the crowd, in examining Language and Power, we will more deeply consider the stakes of the speaker's observations, his voice writing through the lens of white colonial male privilege in British-occupied India. In this, we will examine historical documents and Indian resistance writing, a study which will culminate in an exercise rewriting a section of the essay from a point of view of an indigenous observer, male or female, of diverse ages and class standings, attending to the realities of intersectionality and identity.
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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
	<p>The personality traits of individuals such as Lincoln will be evaluated. With his integrity, compassion and tenacity, he can best resemble the learner profile attribute principled, as well as caring. The connection can resemble the campaign slogan that was adopted to represent him – Honest Abe.</p> <p>The personality trait of the characters in Macbeth will be analyzed. With the character Macbeth, one can analyze the lack of strength in his character and which learner profile attributes will best be used in order for him to overcome his tendency of self-doubt and guilt; this form of analyzation can also be done with Lady Macbeth.</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.

We will need to purchase texts including *Antigone*, *Frankenstein*, *The Road*, *1984*, *The Handmaid's Tale*, and *Macbeth*. We will also need to purchase a textbook, *The Bedford Introduction to Literature (11th edition)*, along with an audio recorder for the Oral Commentaries.