

| Diploma Programme subject outline—studies in language and literature | | | |
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| School name | Gymnázium, Šrobárova 1, Košice, Slovakia | | School code 061626 |
| Name of the DP subject (indicate the language) | Language A: English Language and Literature | | |
| Level (indicate with X) | 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 | Katarína Kňazovická | Date of IB training | March 3-March 31, 2021 |
| Date when outline was completed | 9 April 2021 | Name of workshop (indicate name of subject and workshop category) | Language A: Language and literature (generic) (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 |
| J. Swift- A Modest proposal | J. Swift- A Modest proposal |
| M. Satrapi-Persepolis | M. Satrapi-Persepolis |
| J. Hašek-The Good soldier Švejk | J. Hašek-The Good soldier Švejk |
| I. B. Singer-Stories for children | I. B. Singer-Stories for children |
| | W. Shakespeare-Macbeth |
| | F. M. Dostoevsky- Demons |

| Language A: literature | |
|------------------------|--------------------|
| Standard level | Higher level |
| | A.Achmatova-poetry |
| | S.Márai-Embers |
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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 (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> | 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 <input type="text" value="45"/> minute s. | | |
| | | | In one week there are <input type="text" value="SL :4"/> <input type="text" value="HL :6"/> classe s. | | |
| Y e a r 1 | Part 1 : Language and mass communication -identity, culture/ exploration the traditions in different cultures, - critical thinking / analysis of the uselessness of war/ | JFK,W.Churchill,M.L.King-speeches, Documentary film study-<i>Growing up poor in America</i> | SL-16 weeks/64lessons/48hours HL-16weeks/96 lessons/72 hours | Individual Oral, Class discussion, Presentations, Written tasks :Paper 1 Practice writing prompts Individual Oral,detailed analysis | Possible non-literary texts / bodies of work/ Leaflets, Analyses of artistic works, Lyrics, TV shows, youtube videos, e.g. Analyses of political speeches,Newspaper articles, Robert Capa’s work, Sabaton lyrics, |

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| | Part 2 : Language in cultural context -students are given the opportunity to explore how language develops in specific cultural contexts | I.B.Singer - Stories for children M.Satrap i-Persepolis | SL-16 weeks/64lessons/48hours HL- 16weeks/96 lessons/72 hours | Formal and informal analysis, Individual Oral Paper 2, presentations, discussions in class | Film study- <i>Persepolis</i> Film study- <i>Fiddler on the roof</i> Paul Johnson- History of the Jews (selected chapters and passages) |
| Year 2 | Part 3 :Literature texts&Contexts -students examine the changing historical,cultural and social contexts in which particular texts are written and received -students bear in mind the attitudes and values expressed by literary texts and their impact on readers | J. Hašek -The Good soldier Švejk S.Márai -Embers J.Swift -A Modest Proposal | SL – 12weeks/48 lessons / 36 hours HL – 12weeks/72lessons/54hours | Detailed study, Formal and Informal, Class discussion, Writing tasks – Paper 1 Individual Oral Individual Student-Teacher discussion HL- HL essay | Film study- <i>Catch 22</i> Period-related texts Caricatures related to the topic |
| | Part 4 :Critical study -encloses the importance of close skills to the interpretation and understanding of a text -students analyze themes and moral values of literary characters -students understand literary terms such as imagery,metaphor, irony and satire | W.Shakespeare - Macbeth F. M. Dostoevsky - Demons A.Achmatova -Poetry | SL – 11 weeks/44lessons /33 hours HL-11weeks/ 66lessonss/49,5 hours | Class discussion, Writing tasks – Paper 1 Individual Oral Individual Student-Teacher discussion HL- HL essay | Shakespeare: The Complete Collection Available sources explaining Dostoevsky's style of writing Internet sources on life in the USSR during the Great Purge |

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 internal assessment (IA) will consist of multiple parts. Each of these parts will be the reflections of the student on the topic that was studied beforehand. These parts will be both in written and oral forms.

Assessment of students:

External:

Paper 1 (Guided literary analysis)- SL/HL- 35%/35%

Paper 2 (Comparative essay)- SL/HL- 35%/25%

Higher level essay- HL- 20%


Internal:

Individual Oral (15 minutes)- SL/HL- 30%/20%

- The assessments themselves will be gradually introduced throughout the course and the corresponding criteria will also be included in these introductions to assessments. (Year 2- 2nd week of October till the end of the 2nd year of January Year 2 as well)
- Each Individual Oral (IO) will be 15 minutes long (10 minutes for the student delivery of the oral and 5 minutes for teacher questions)
- After each IO, students will be asked to reflect upon their delivery of the IO and analyse it objectively.

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) |
|---------------------------------------|--|
| Topic 1- Conflict, peace and security | <p>Possible TOK Qs: What makes this theme of knowledge important? Should the pursuit of knowledge in this theme of knowledge be subject to the ethical constraints? Can a work be immoral or dangerous in the effect it has on its audience? Can censorship of a text (a visual) be valid or justified?</p> <p>Students read about Robert Capa a war photographer. The Objective is to explore Robert Capa's work /war photographs/ Local and Global context: personal expression (war in contrast with humanity through the lenses of an ordinary person) Area of Exploration: Time and space- parallels between historical events and modern times Concept: History and society- How do these photos relate to our current situation; What can we do to prevent such events from happening again Linguistic skills: Receptive, interactive</p> <p> Capa work.pdf</p> <p>Knowledge questions: How does our culture shape the language we speak and vice versa? What knowledge do these photos give us about human behaviour/ disease etc? Do we need gender/articles/register etc in language?</p> |

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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) |
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| Language and Mass communication | <p>I will use JFK,W.Churchill,M.L.King-speeches as the primary texts for discussing and writing analyses</p> <p>1.Self-management skills Students need to learn how to manage themselves. Having organizational skills and goal setting are the key factors to successful learning. Clear deadlines should be established in a fair and purposeful manner.</p> <p>2.Thinking skills With developing thinking skills students are asked to engage with authentic disciplinary problems. Students are encouraged to be actively engaged in the formulation of hypotheses about the meaning of a text without needing to rely on easily accessible online sources.</p> <p>3. Communication skills Being able to communicate well contributes to the development of students' self-confidence. Practising different role plays, skits or oral interpretations of literature help students experience literary characters' inner struggles and life hardships.</p> <p>4. Social skills With the knowledge of social skills, students find themselves more comfortable in the act of appreciation of different cultures and behaviours. Debating and negotiating are key elements when studying language and literature.</p> <p>5. Research skills After adopting research skills students become aware of the usage of digital resources in an academically honest way.</p> |
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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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| Topic one : Language in Cultural context | <p>Marjane Satrapi's autobiography set in Iran during and after the revolution is a perfect example of a different culture and values in a contrast to "our Eastern European" mindset. Students read and view <i>Persepolis</i> and try to understand Iranian history and culture and learn how to perceive the difficulties of finding one's identity in an authoritarian regime. This text perfectly connects with BoB Dylan's anticomunist poetry/ <i>It's Alright, Ma (I'm Only Bleeding)</i> nad JFK's speech addressed to Soviet politicians during Cuban crisis.</p> <p>Students have an opportunity to use their critical thinking when analysing texts and finding some parallels between them as living under oppression in both regimes has a significant impact on one's individual freedom and freedom at all.</p> |

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 |
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| | <p>Inquirers and Thinkers-Students should nurture their curiosity. Curiosity is the trait that helps students improve their critical thinking.</p> <p>Knowledgeable -Students develop the ability to communicate in the target language through the study of language, themes, and texts. They focus on all concepts such as audience, purpose, meaning and context.</p> <p>Communicators - To be good communicators, students need to be good listeners and to be engaged in global / intercultural/ issues.</p> <p>Open-minded - Students need to be respectful and open-minded to different values and traditions and learn to cooperate and help those who require it</p> <p>Risk-takers- Studentss are encouraged to recognize their interdependence with other people, to reflect on the global problems and to leave their comfort zones to become risk-takers</p> |
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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.

Theory of Knowledge-for The IB Diploma Programme,
English A :Language and Literature for the IB Diploma Coursebook
How to Read Literature like a Professor,
Voice Lessons :Classroom Activities to teach Diction,Detail, Imagery,Syntax and Tone, The Bedford Glossary of Critical and Literary Terms
DVD resources
<https://www.smithsonianmag.com/history/winston-churchills-historic-fight-them-beaches-speech-wasnt-heard-public-until-after-wwii-180967278/>
<https://www.theartstory.org/artist/capa-robert/life-and-legacy/>
https://issuu.com/ajweberman/docs/bob_dylan_s_anti_communist_poetry