

Curriculum overview for English A: Language and Literature, SL, 3mn/4mn, School Year 2023/2024

Unit title / Month	Concept(s)	Content	Objectives / Learning outcomes	Assessment tasks	ATL skills	Links to othersubjects; Optional sources
<p>YEAR 1:</p> <p>Part 1- Language and mass communication</p> <p>-critical thinking /analysis of the uselessness of war/</p> <p>September-January</p>	<p>Communication Representation Perspective</p>	<p>JFK, W. Churchill, M.L.K.- speeches analysis (imagery, diction,tone, mood, atmosphere).</p> <p>Documentry film study- Growing up poor in America</p> <p>Robert Capa’s work, Sabaton lyrics, Bob Dylan’s anti-communist poetry</p>	<p>Developing Ss skills of close reading of no-literary text</p> <p>Developing Ss skills of oral commentary.</p> <p>Developing Ss writing skills</p> <p>Developing Ss analytical, critical and discussion skills.</p> <p>Developing conceptual understanding</p>	<p>Oral commentary</p> <p>Written commentary</p> <p>/Presentations, speeches/ First and final drafts</p>	<p>Research skills</p> <p>Communication skills</p> <p>Thinking skills</p>	<p>TOK</p> <p>Music Culturalhistory</p> <p>Non-literary texts, Leaflets, youtube videos, Analyses of political speeches</p>

<p>Part 2-Language in a cultural context- Students are given the opportunity to explore how language develops in specific cultural contexts -exploration the traditions in different cultures</p> <p>February-April</p>	<p>Creativity Representation Culture Identity</p>	<p>I.B. Singer-Stories for children</p> <p>I.B. Singer- a famous Yiddish writer -different cultural perspective</p> <p>M.Satrapi-Persepolis -women in muslim world</p>	<p>Developing Ss skills presentation skills. Formal and informal analysis, Research of historical background</p> <p>Developing Ss writing skills. Developing analytical, critical and discussion skills.</p>	<p>Ss presentations on background and context</p> <p>Oral discussion Essay Learner portfolio check-up Paper 1 Individual Oral</p>	<p>Research skills Communication skills Thinking skills</p>	<p>History ArtsTOK Film study- Persepolis, Fiddler on the roof Paul Johnson- History of the Jews / selected chapters and passages/</p>
<p>YEAR 2: Part3-Literature texts and Contexts -students examine the changing historical, cultural and social contexts in which particular texts are written and received -</p> <p>September-December</p>	<p>Culture Creativity Representation</p>	<p>Analysing J. Hašek- The Good soldier Švejk, the simple-minded hero (The phenomenon of the Švejk's character in the historical context of Austro-Hungarian Empire)</p> <p>S. Márai-Embers -The thematic structure- love, passion, marriage. Revenge and morality</p> <p>S. Márai- brief analysis of the writer's work / understanding his style/</p> <p>J. Swift-A modest proposal</p>	<p>Developing Ss skills of close reading in prose. Developing Ss research skills. Developing Ss cultural competencies. Developing Ss writing skills. Developing Ss analytical, critical and interactive skills. Developing conceptual understanding.</p>	<p>Class discussion Detailed study Writing tasks-first draft, Final draft</p> <p>Paper 1 HL-essay</p>	<p>Research skills Self-management skills Communication skills Thinking skills</p>	<p>Psychology TOK Caricatures related to the topic Film study-Catch 22</p>

<p>Part 4: Critical study</p> <ul style="list-style-type: none"> - Students analyze themes and moral values of literary characters - Students understand literary terms such as irony, satire, metaphor <p>January-May</p>	<p>Identity Perspective Communication Time and space</p>	<p>Analysing Shakespeare's and Dostoevsky's work. Shakespeare-Macbeth Dostoevsky-Demons A.Achmatova-Poetry Developing a synopsis and a character map. -Features of a prose narrative-plot, setting, narrativetechniques. - Character analysis. -The concept of Dostoevsky's hero. The thematic structure- love, passion,marriage. Revenge and morality. A variety of motifs and symbols (boundaries, textuality, animal imagery, symbolism of dreams, etc)</p>	<p>Developing skills of close reading in prose. Developing note-taking skills. Organizing note-taking. Developing writing skills. Developing analytical, critical and discussion skills. Developing conceptual understanding.</p>	<p>Essay Comparative essay Learner portfolio check- up Creative assignment HL essay Individual Oral Class discussion Paper 2</p>	<p>Research skills Communication skills Self-management skills Thinking skills</p>	<p>TOK Geography Cultural history Shakespeare: The Complete Collection Internet sources on life in the USSR during the Great Purge</p>
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<p>Time and space</p> <p>Kazuo Ishiguro: The Remains of the Day</p> <p>May/ 4 weeks</p>	<p>Culture Representaion Identity</p>	<p>Analysing modern fiction. Historical background, political, cultural context. Structure of the novel- role of prologue +chapter structure. The role of journey, the exploration of outer + inner worlds. Character analysis. The (un)reliability of the narrator. Themes: friendship, love, sexuality, repression. Characters dealing with guilt, blame, regret, loss. The role of memory and past. The depictions of society, class and politcs. Motif analysis (bantering, Stevens' father, the English landscape, etc)</p>	<p>Developing research skills. Developing analytical, critical and evaluation skills. Developing cultural literacy. Developing writing skills. Developing conceptual understanding.</p>	<p>Individual presentations Essay Comparative essay Learner portfolio check- up</p>		<p>TOK History Geography</p> <p>„The Remains of the Day“ (directed by James Ivory. 1993))</p>
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<p>June/ 2 weeks</p>		<p>Revision and practising for the exam End- of- Year Exam Analysis of the exam, comments on Ss overall progress and final marks</p>		<p>Paper 1 Paper 2</p>		
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