

11 SL HL English A Literature Term 2

Teacher(s)	Emma Djura	Subject group and course	Language and literature: English		
Course Part		DP Year 1 or 2	DP1	Dates	W1 April (11 weeks)

INQUIRY: establishing purpose of the unit

Group/Course Aims (from DP subject guide)	Assessment Objectives (from DP subject guide)
<ul style="list-style-type: none"> • Introduce students to a range of texts from different periods, styles and genres • Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections • Develop the students' powers of expression, both in oral and written communication • Encourage students to recognise the importance of the contexts in which texts are written and received • Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning • Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts • Promote in students an enjoyment of, and lifelong interest in, language and literature • Develop in students an understanding of the techniques involved in literary criticism • Develop the students' ability to form independent literary judgments and to support those ideas 	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of individual literary works as representatives of their genre and period, and the relationships between them • demonstrate an understanding of the ways in which cultural values are expressed in literature • demonstrate awareness of the significance of the context in which a work is written and received • substantiate and justify ideas with relevant examples <p>Analysis, synthesis and evaluation</p> <ul style="list-style-type: none"> • demonstrate an ability to analyse language, structure, technique and style, and evaluate their effects on the reader • demonstrate an ability to engage in independent literary criticism on both familiar and unfamiliar literary texts • show an ability to examine and discuss in depth the effects of literary techniques and the connections between style and meaning (HL only) <p>Selection and use of appropriate presentation and language skills</p> <ul style="list-style-type: none"> • demonstrate an ability to express ideas clearly and fluently in both written and oral communication, with an effective choice of register and style • demonstrate a command of terminology and concepts appropriate to the study of literature Demonstrate an ability to express well-organized oral and written arguments • demonstrate an ability to express well-organized oral and written arguments • demonstrate an ability to write a sustained and detailed literary commentary (HL only)
<p>Essential understandings</p>	
<p>Group 1 courses are designed to support future academic study by developing a high social, aesthetic and cultural literacy, as well as effective communication skills. The focus is directed towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments.</p>	

In view of the international nature of the IB and its commitment to intercultural understanding, the language A: literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.

Syllabus (from DP subject guide)

Part 1: Works in translation

- appreciate the different perspectives of people from other cultures
- consider the role that culture plays in making sense of literary works
- understand works as being products of a time and place
- artistic, philosophical, sociological, historical and biographical considerations
- understand the content of the work and the qualities of the work as literature
- respond independently to the work by connecting the individual and cultural experience of the reader with the text
- recognize the role played by cultural and contextual elements in literary works

Inquiry questions

Skills-based Explain how you will prepare and create a well structured, informative oral to reveal the cultural and contextual underpinnings of a literary work.

Skills-based Investigate the process to reflect on the interactive oral.

Content-based Comment on how your understanding of cultural and contextual considerations of the work developed through the interactive oral.

Debatable Discuss the importance of contextualisation in the study of literary works.

Approaches to learning (ATL)



Thinking



Social



Communication



Self management



Research

ATL coverage details and notes:

Research - to maximise the benefit of the interactive oral in preparation for the written assessment, students must conduct research around the topics provided by the teachers. These topics aim to address the cultural and contextual considerations of the text. Students will complete this research in their reading journals.

Communication - students will verbally share and discuss the cultural and contextual aspects of the literary texts as a group. They will need to listen to their peers and process the information shared to enhance their interpretation and understanding of the works. Further to this, students will reflect on this new information and communicate

in a formal written format about how their understanding of cultural and contextual considerations of the work was developed through the interactive oral. The final piece of writing will focus on a topic of interest to the student.

Social - the interactive oral will require good listening skills, but also the ability to think and verbalise supportive and informed responses. This will ensure that the oral works for all students. Students must allow all participants to have time to express their ideas, and this will require them to be aware of their peers and watch for non-verbal signs of communication that would suggest a peer would like to contribute to the discussion.

Thinking - in their preparation for the interactive oral, students will need to think thoughtfully about the cultural and contextual considerations of the text. These considerations may challenge their own value system and cultural context. Students need to be open-minded during the interactive orals to ensure they leave with a sufficient understanding of the text to be able to write insightful reflections.

Self management - time management and self-discipline is important for this unit of work due to the various tasks that need to be completed: interactive oral, the reflective statement, supervised writing and the essay. Whilst students will be guided and supported, they will need to work independently and plan their time to ensure that all elements are completed on time.

Language and learning	ToK Connections	CAS Connections
<ul style="list-style-type: none"> • Scaffolding learning • Extending language Details: Scaffolding - the Written Assessment is structured into four parts. This will assist students in completing the assessment in a timely manner.	<ul style="list-style-type: none"> • Ways of knowing Details: Consider and discuss the moral and ethical issues faced by the characters in the literary works studied.	<ul style="list-style-type: none"> • Creativity Details: Students will attend a theatre performance.

Learner Profile	International Mindedness
<p>Knowledgeable In the exploration of a text in translation, students will gain new knowledge about other cultures. This understanding will enable them to interpret and consider the views of others both within literature, and beyond into real world scenarios. In addition, the reflection process may present opportunities for new information to challenge preconceived ideas and values, thus increasing and developing further our students knowledge and their ability to interact verbally with this new knowledge.</p> <p>Communicators Throughout the reflective process, students will communicate verbally and non-verbally. This will include refining their ability to listen to their peers, as well as respond to non-verbal cues, such as when a student may like to contribute to a discussion. In addition, students will communicate their ideas and thoughts in a</p>	<p>Describe how this unit will enable students to engage with an issue of global importance and/or analyse an issue from different cultural perspectives. In the exploration of different cultural contexts, students will be presented with different ways of seeing and knowing. For example, students may examine conjugal roles in A Doll's House and consider the frustrations felt by Nora whilst being treated like a child by her husband. Ultimately, the relationship is not healthy for either party, thus in being exposed to the nature of diverse relationships they will be encouraged to question what is a healthy relationship? This is particularly relevant in the light of domestic abuse against women and the changing nature of family units.</p>

written format. All forms of communication will need to clearly demonstrate the evolution of their understanding of the text that will be shared amongst the group.

Open-minded

Students will open their minds to other ways of seeing and being in studying a work in translation. They will explore different cultural and ethical values and will show an appreciation of these aspects in their reflections, supervised writing and essay. As a result, students will gain skills in being able to evaluate and understand a range of points of view both within texts and externally in their broader communities.

Risk-takers (Courageous)

In the presentation of new ideas and knowledge, students will be stepping out of their comfort zone. They will show courage in doing so and will be supported by their peers and teachers. This should give them confidence to express their critical understanding of the text in their supervised writing and clarity of thought in their essay.

Reflective

In their personal statement, students will consider how the oral has evolved their understanding of the literary work. They will also be encouraged to consider how this new information could be used in the future to support their citizenship in a globally diverse world.

Assessments

External Assessment

Written assignment

- A: Fulfilling the requirements of the reflective statement
- B: Knowledge and understanding
- C: Appreciation of the writer's choices
- D: Organization and development
- E: Language

What summative assessment will be used in this unit?

Literary Essay 1,200 - 1,500 words (assessed)

Relevant Reflective statement 300-400 words (assessed)

Goal: To produce an analytical essay on a topic generated by the student and developed from one of the pieces of supervised writing

A combined mark out of 25 to be awarded for the reflective statement and the literary essay, based on five assessment criteria (A-E)

This assessment is weighted at 25%

What formative assessment will be used in this unit?

Socratic circles to discuss the social, historical and political context of the literary works created by students and viewed by teachers.

Independent completion of Reading Journal.

Collins writing activities.

How will students show understanding? And what will constitute acceptable evidence of understanding?

	<p>Socratic circle discussions. Through class work including time for consultation between the teacher and each student. Students will submit a draft of their work for formal teacher feedback.</p> <p>Describe the process for standardization of marking and moderation? Moderation occurs within staff and within the regional network.</p> <p>Which assessment criteria will be used?</p> <p>Criterion A Fulfilling the requirements of the reflective statement 3 marks</p> <p>Criterion B Knowledge and understanding 6 marks</p> <p>Criterion C Appreciation of the writer's choices 6 marks</p> <p>Criterion D Organization and development 5 marks</p> <p>Criterion E Language 5 marks</p> <p>Total 25 marks</p>
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ACTION: teaching and learning through inquiry

Content	Learning process
<p>Students will know: The importance of context and cultural considerations to fully comprehend a text. How to analyse the text for literary devices.</p> <p>Students will be able to: Initiate some part of the discussion in at least one of the interactive orals for one work. Identify in what ways time and place matter to this work.</p>	<p>Learning experiences and strategies/planning for self-supporting learning:</p> <ul style="list-style-type: none"> • Socratic seminar • Small group/pair work • PowerPoint lecture/notes • Student lecture/leading

Discuss what was easy to understand and what was difficult in relation to social and cultural context and issues.
 Explore connections between issues in the work and their own culture(s) and experience.
 Analyse literary techniques that are interesting in the work.
 Think critically about a text.
 Produce focused, written work in a timely manner.

Learning Experiences

Do the students have enough prior knowledge? How will we know?

It is likely that students will find the literary texts challenging. To support students, the texts will be read in class. This will provide students with the opportunity to ask questions and for teachers to provide relevant background information. This will also enable teachers to ascertain gaps in students knowledge and ensure that students have the opportunity to research and cover these gaps in the reflective sessions

Through what activities will students acquire the knowledge and practice the skills required?

Teaching Strategies

What different teaching methodologies will be used to support different learning styles?

ICT
 Tutorial sessions
 Individual support for students where required
 Email correspondence
 Verbal and written feedback via Turnitin
 Individual and group work

How will formative assessment be used to give students feedback during the unit?

Students will complete journaling activities on all texts studied. Teachers will periodically collect these journals to track student understanding and progress. Through the reading of the texts, teachers will formatively assess student knowledge using probing questions and discussion points.

How will information literacy and the use of ICT be developed?

ICT will be used for assessment creation. Students may also use ICT resources for research purposes. Reading analytical observations must be avoided to reduce the risk of plagiarism.

How will the idea of academic honesty be reinforced?

Workshops on referencing skills.
 Use of Turnitin to check for plagiarism.

Differentiation

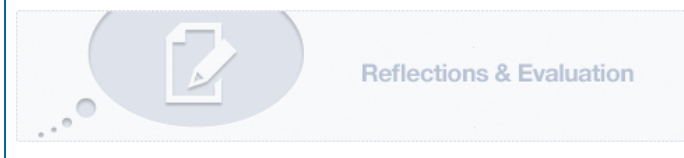
Differentiation items in this unit

- Affirm identity - build self-esteem
- Value prior knowledge
- Scaffold learning
- Extend learning

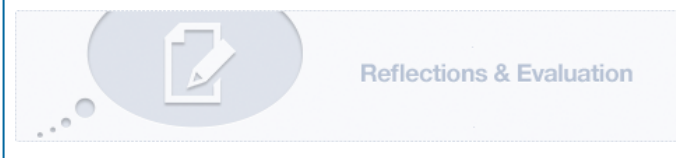
Details

REFLECTION: considering the planning, process and impact of the inquiry

Prior to studying the unit



During the unit



After the unit

