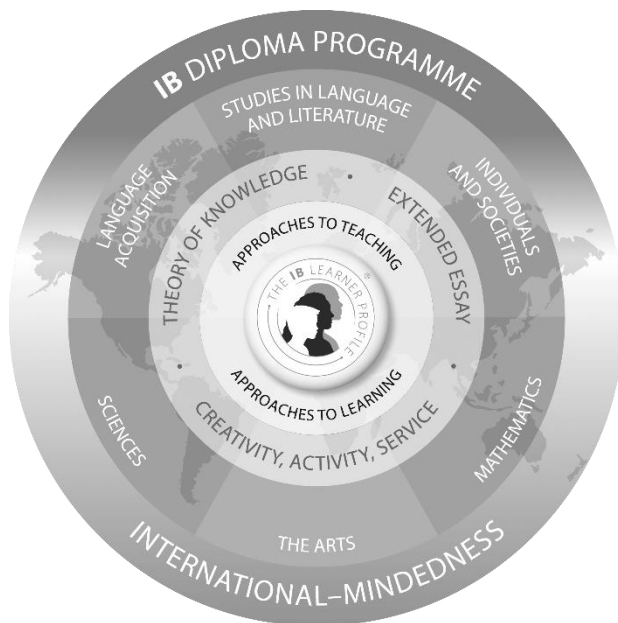


English 11IB–Literature A Syllabus

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The International Baccalaureate program is designed for students who are mature and highly motivated. Students are expected to work on their own or small groups. Students are expected to listen and share ideas. Students are expected to possess international-mindedness by thinking about concepts from a local and global perspective.

This course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living.

It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for

the imagination and a perceptive approach to the understanding and interpretation of literary works.

Through the study of a wide range of literature, the language A: literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches.

For more information specific to English A Literature, please visit

<https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/curriculum.brief-languagea.literature-eng.pdf> for the subject brief and <https://www.ibo.org/programmes/diploma-programme/curriculum/language-and-literature/language-a-literature-slhl/>.

What am I going to learn?

The aims of *Language A: Literature* are multifaceted. This course is designed to approach learning by

1. developing thinking skills through
 - a. establishing connections between texts studied and current affairs that make transfer of learning to new contexts more likely to happen
 - b. encouraging students to actively engage in the formulation of hypotheses about the meaning of a text and how that meaning is constructed without needing to rely on tried interpretations or on easily accessible online sources
 - c. fostering thinking through the juxtaposition of texts from different times, cultures, literary forms and text types

- d. using active learning techniques, such as role plays and debates during which students need to think and make decisions independently and spontaneously
 - e. ensuring that a culture of thinking is firmly established in the classroom, by consistently using visible thinking routines.
2. developing communication skills through
 - a. articulating a well-developed and well-supported personal response to a text
 - b. carrying out group and individual presentations, using a variety of presentation formats, and encouraging attentive listening from the rest of the class and presenter/audience interaction
 - c. using digital tools to enrich learning and improve communication and feedback in the class learning environment
 - d. practicing different roles using role play and reflection and performing plays, skits or oral interpretations of literature for an audience of peers
 - e. broadening academic communication beyond the classroom through student-led literary conferences, presentations to parents, and work with younger students or other school communities.
 3. developing social skills through
 - a. creating, through attitude and example, a safe classroom environment where challenging and diverse texts can be studied in a respectful manner
 - b. using in a balanced and purposeful way group and private response, group and individual work, and the classroom space for both better classroom interaction and private reflection
 - c. developing an active listening ability that allows students to consider different perspectives and to engage in collaborative negotiation of meaning with the students who hold such perspectives
 - d. teacher modelling possible varied responses to texts and public feedback that acknowledges and appreciates difference.
 4. developing self-management skills through
 - a. establishing clear deadlines and managing expectations in a fair and purposeful manner
 - b. establishing a scheme of work or a plan of study that scaffolds growth and helps students manage time without creating artificial boundaries, hoops or expectations that hinder true reflection
 - c. giving attention to study techniques such as note-taking, text marking or the use of various digital organizational tools while allowing students to find their own approaches to self-management and academic organization
 - d. encouraging self-reflection on progress against criteria but also self-reflection based on aims as broad as developing an interest in and enjoyment of language and literature
 - e. helping students increase their autonomy and take responsibility over the organization of their own work, developing in the process an awareness of the challenges that deadlines pose for them individually.
 5. developing research skills through
 - a. teacher modelling effective research skills and solid academic honesty practices through the use of carefully selected secondary material that goes beyond the basic internet search
 - b. developing the student's ability to distinguish between a sound, well-grounded and well-researched interpretation of a text and one that is not, and the ability to evaluate the validity of the claims of different critical perspectives on texts
 - c. undertaking individual research for presentations, papers or performances with teacher guidance on how to use online databases and how to identify and select the most fruitful sources
 - d. creating group research tasks in relation to contextual concerns of texts studied
 - e. undertaking research of linguistic and literary history or practices, again structured by the teacher, so that students can begin to have a sense of important disciplinary questions, appropriate databases, possible secondary text sources and means of assessing reliability.

English A: Literature Course Breakdown

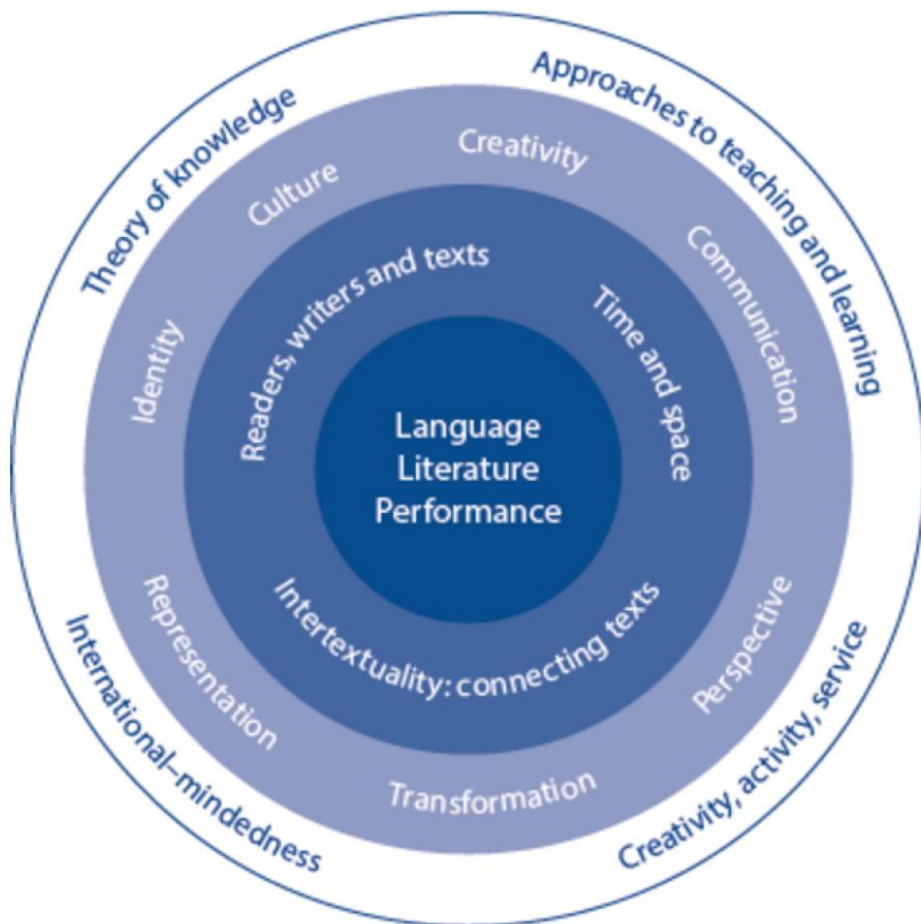
		Work	Author	Genre	Period	Place	2021-2022 School Year	IB Assessments in 2021-2022*
Grade 11/12	Works in translation written by authors on the Prescribed reading list	Poetry	TBD	Poetry	TBD	TBD	Semester 2-TBD	<ul style="list-style-type: none"> HL Essay (upload deadline: March 2022) Value: 25%
		<i>Oedipus Rex</i>	Sophocles	Drama	5 th C BC	Europe	Covered in Grade 11	
		<i>A Doll's House</i>	Henrik Ibsen	Drama	19 th C	Europe		
		<i>Kitchen</i>	Banana Yoshimoto	Prose Fiction	20 th C	Asia		
	Works originally written in the language studied, by authors on the Prescribed reading list	<i>Macbeth</i>	William Shakespeare	Drama	17 th C	Europe	September–October 2021	
		<i>Indian Horse</i>	Richard Wagamese	Prose Fiction	20 th C	North America	October 2021	
		<i>1984</i> Or <i>Brave New World</i>	George Orwell Aldous Huxley	Prose Fiction	20 th C	Europe	November 2021	
		Poetry	John Keats	Poetry	19 th C	Europe	December 2021	
		<i>The Road</i>	Cormac McCarthy	Prose Fiction	20 th C	North America	January 2022	
		<i>A Bird in the House</i>	Margaret Laurence	Prose Fiction	20 th C	North America	Semester 2-TBD	
		TBD	TBD	Prose Non-fiction	TBD	TBD	Semester 2-TBD	
		<i>The Great Gatsby</i>	F. Scott Fitzgerald	Prose Fiction	20 th C	North America	Covered in Grade 11	
		Poetry	Langston Hughes	Poetry	20 th C	North America		

While the above works and the poetry selections studied are provided, I strongly encourage you to invest in your own copy of these selections so that you can annotate freely and not be restricted by the limited number of classroom resources.

The studies in language and literature model

Studies in language and literature courses are built on the notion of conceptual learning in which students engage with central concepts of the discipline to become flexible, critical readers of all types of texts. The model represents the relationship between the three courses in studies of language and literature, their main topics of study, their central concepts, and the way they relate to the principles at the core of the IB Diploma Programme (DP).

Figure 3
Studies in language and literature model



At the heart of the study of all three courses are the domains of language, literature and performance. Each course stresses these elements to a different degree, but all engage with them to some extent.

The study of language, literature and performance, as well as the development of the relevant skills, is divided into three areas of exploration—the exploration of the nature of the interactions between **readers, writers and texts**; the exploration of how texts interact with **time and space**; and the exploration of **intertextuality** and how texts connect with each other. Although these three areas seem to offer an ordered approach to progression through the course, they are, as represented in the diagram, inherently overlapping, iterative or circular and allow for flexibility in course design.

Classroom Expectations

1. **Be present.** This means more than just showing up to class on time and for the entire block.
 - a. No mobile devices or music players at any time. These devices are proven to be a detrimental distraction to focus and attention in a learning environment. I will have a place to store any device brought to class.
 - b. Leaving the classroom during the period will be restricted to appropriate times. Although eating and drinking during class is acceptable, they will not be allowed to interfere with or disrupt the learning environment.

2. **Incremental improvement.** You each bring a wealth of knowledge and understanding to class. It is expected that you improve on this knowledge and understanding each and every day.
 - a. Read all texts and supplemental material when assigned. It is recommended that students go beyond the classroom material to seek out connections to subject areas of personal interest.
 - b. Speak up during class. Oral communication is an essential skill to all areas of one's adult life. This is a skill that can and should be improved throughout high school, so it is expected that you participate assertively in discussions.
 - c. Finish all work on time. Deadlines are set to help students and teachers get through all course material in time.

3. **Be inspired.** Literature is a playground for the most profound ideas and concepts that humans are capable of imagining.
 - a. Find a connection. Even if we find it difficult to enjoy a particular piece of writing, we must recognize that reading literature is an experience in connecting with the imagination of another human from another time and place. We teach these texts for a reason—it is your job to figure a reason why you are studying them.
 - b. Make it relevant. Creativity has to be worked at, and creating connections between subject material and our personal experience is necessary to making the most of our educational journey. Some of the greatest thinkers were mathematicians, astronomers, microbiologists, teachers, military generals and satirists; literature is a medium that we can all relate to.

Approaches to Teaching

IB *English A Literature (HL)* is taught using a variety of approaches. The main approaches are based on inquiry, conceptual understanding, and an emphasis on global and local contexts. This course also attempts to use teaching that is focused on effective teamwork and collaboration and teaching informed by formative and summative assessment.

Class activities will consist of individual and structured collaborative work, interactive discussion, reflective writing tasks, impromptu writes, online activities, inquiry-based problem solving, research and investigation, etc. There may, on occasion, be field trip opportunities or special guest speakers.

Assessment

There are three assessment objectives for the Language A: Literature course.

1. Knowledge and understanding

- 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

2. Analysis, synthesis and evaluation

- Demonstrate an ability to analyze 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

3. Selection and use of appropriate presentation and language skills

- 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 write a sustained and detailed literary commentary

IB Assessments Completed in the GRADE 12 YEAR

First assessment 2021	
Assessment component	Weighting
<p>External assessment (4 hours)</p> <p>Paper 1: Guided literary analysis (2 hours 15 minutes)</p> <p>The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)</p>	<p>80%</p> <p>35%</p>
<p>Paper 2 Comparative essay (1 hour 45 minutes)</p> <p>The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)</p>	<p>25%</p>
<p>Higher level (HL) essay</p> <p>Students submit an essay on one literary text or work studied during the course. (20 marks)</p> <p>The essay must be 1,200–1,500 words in length.</p>	<p>20%</p>
<p>Internal assessment</p> <p>This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral (15 minutes)</p> <p>Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:</p> <p>Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)</p>	<p>20%</p>

Language A: Studies in Literature Grade Descriptors

Grade 7 (98+%¹)

Demonstrates excellent understanding and appreciation of the interplay between form and content in regard to the question or task; responses that may be convincing, detailed, independent in analysis, synthesis and evaluation; highly developed levels of expression, both orally and in writing; very good degree of accuracy and clarity; very good awareness of context and appreciation of the effect on the audience/reader; very effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

Grade 6 (95-97%)

Demonstrates very good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that are, mainly, convincing, as well as detailed and independent to some degree, in analysis, synthesis and evaluation; well-developed levels of expression, both orally and in writing; good degree of accuracy and clarity; good awareness of context and appreciation of the effect on the audience/reader; effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

Grade 5 (90-94%)

Demonstrates good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that offer generally considered and valid analysis, synthesis and / or evaluation; good levels of expression, both orally and in writing; adequate degree of accuracy and clarity; awareness of context and appreciation of the effect on the audience/reader; clear structure with relevant textual detail to support an engagement with the thoughts and feelings expressed in the work(s).

Grade 4 (86-89%)

Demonstrates adequate knowledge and understanding of the question or task; responses that are generally valid in analysis and / or synthesis; satisfactory powers of expression, both orally and in writing; only some lapses in accuracy and clarity; some awareness of context and appreciation of the effect on the audience/reader; a basic structure within which the thoughts and feelings of the work(s) are explored.

Grade 3 (76-85%)

Demonstrates some knowledge and some understanding of the question or task; responses that are only sometimes valid and / or appropriately detailed; some appropriate powers of expression, both orally and in writing; lapses in accuracy and clarity; limited awareness of context and appreciation of the effect on the audience/reader; some evidence of a structure within which the thoughts and feelings of the work(s) are explored.

Grade 2 (51-66%)

Demonstrates superficial knowledge and understanding of the question or task; responses that are of generally limited validity; limited powers of expression, both orally and in writing; significant lapses in accuracy and clarity; little awareness of context and appreciation of the effect on the audience/reader; rudimentary structure within which the thoughts and feelings of the work(s) are explored.

Grade 1 (>50%)

Demonstrates very rudimentary knowledge and understanding of the question or task; responses that are of very limited validity; very limited powers of expression, both orally and in writing; widespread lapses in accuracy and clarity; no awareness of context and appreciation of the effect on the audience/reader; very rudimentary structure within which the thoughts and feelings of the work(s) are explored.

¹ These percentages are based on grade boundaries used by local universities and cannot be expected to apply to all post secondary institutions.

PMSS Work Habits Criteria

For Informal and Formal Report Cards

Criteria	N	S	G
Punctuality	Consistently arrives late to class; not ready to start learning; misses part or the entire class lesson.	Usually arrives on time to class and ready to start learning.	Arrives on time to class and ready to start learning.
Works Independently	Distracts others; not on task; requires close supervision.	Usually focused on task; may need some supervision.	Remains on task without reminders; works quietly and efficiently.
Initiative	Has difficulty starting to work; doesn't ask for help; doesn't get caught up after absence; doesn't participate in class.	Participates when asked; begins to work when assignment given; works hard most of the time.	Volunteers to ask and answer questions; will help others; knows what needs to be done and does it.
Homework	A few assignments and homework complete; answers not checked or corrected.	Homework and assignments usually completed; answers are usually checked and corrected.	Homework and assignments complete; answers have been checked and corrections are made.
Organization	Little attempt to organize notebook or bring textbook, pencils, paper, homework, etc.	Needs some organization of notebook; supplies and materials usually brought to class.	Notebook is organized and complete; supplies and materials present; keeps track of all homework, assignments and important dates.
Teamwork	Interrupts, distracts, or disrupts the learning environment; difficulty working a team.	Usually cooperative; participates and follows the lead of others.	Consistently demonstrates cooperation, respect, and leadership.

Resources

We will make extensive use of real world materials such as newspapers, magazines, scholarly journals, internet and the World Wide Web, movies, documentaries, YouTube, TED talks and other relevant media.

ManageBac, Turnitin.com and the PMSS app are three online classroom management tools we use to assist IB students with maintaining and organizing their school lives. Students are registered on ManageBac by the school and will receive an email from their instructor regarding signing up for turnitin.com and joining their class on that platform. Students are expected to follow the class channel on the PMSS app to receive important information.

The IB Learner Profile



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.