

Diploma Programme subject outline—studies in language and literature					
<b>School name</b>	Ela Green School			<b>School code</b>	060876
<b>Name of the DP subject</b> <i>(indicate the language)</i>	Language A: Language and Literature				
<b>Level</b> <i>(indicate with X)</i>					
	Higher	<b>X</b>	Standard completed in two years	<b>X</b>	Standard completed in one year *
<b>Name of the teacher who completed this outline</b>	Chandana Priya		<b>Date of IB training</b>	November 2022	
<b>Date when outline was completed</b>	10 <sup>th</sup> Jan 2023		<b>Name of workshop</b> <i>(indicate name of subject and workshop category)</i>	Language A: Language and Literature Cat1	

\* 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
<b>PRL - English</b>	<b>PRL- English</b>
1984 George Orwell	1984 George Orwell

	Walt Whitman – selection of poems
<b>PRL - Non-English</b>	<b>PRL - Non-English</b>
To outwit God Hanna Krall – translated from Polish	To outwit God Hanna Krall – translated from Polish
	Crime and Punishment – Fyodor Dostoevsky – translated form Russian
<b>Free Choice</b>	<b>Free Choice</b>
Hamlet William Shakespeare	Hamlet William Shakespeare
Fight Club Chuck Palahniuk	Fight Club Chuck Palahniuk

## 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	Contents	Allocated time	Assessment instruments to be used	Resources
<p>(as identified in the IB subject guide)</p> <p><i>State the topics in the order you are planning to teach them.</i></p>		<p>One class is <input type="text" value="45"/> minutes.</p> <p>In one week there are <input type="text" value="4"/> classes.</p>		<p><i>List the main resources to be used, including information technology if applicable.</i></p>

<p>Year 1</p>	<p><b>Readers, writers and text :</b> This area introduces students to the nature of language and literature and its study. The investigation undertaken involves close attention to the details of texts in a variety of types and literary forms so that students learn about the choices made by creators and the ways in which meaning is communicated through words, image, and sound.</p> <p><b>Concepts:</b> Communication and Culture</p> <p><b>TOPIC:</b> Learner profile in the poetry of Walt Whitman – “I contain multitudes.”</p> <p>Walt Whitman talks about many important issues This historical and poetic identity persisted, though not without its own turmoil and revisions, through the processes that came to define nineteenth-century US history – urbanization, industrialization, westward expansion, and war. It endured and was shaped by</p>	<p>“Be curious, not judgmental.” — Walt Whitman</p> <p>Walt Whitman Selection of poems</p> <p>The study of different texts: adds, radio recordings/ podcasts; documentaries; blog posts; song – lyrics;</p> <p>The reading of the texts will also concentrate on the connection between themes and attitudes in the texts encouraging students to meaningful applying the understanding into the real world – CAS. <a href="https://blogs.library.duke.edu/blog/2017/10/26/whitman-popular-culture/">https://blogs.library.duke.edu/blog/2017/10/26/whitman-popular-culture/</a> <a href="https://yalebooks.yale.edu/book/9780300217131/walt-whitman-and-the-culture-of-american-celebrity/">https://yalebooks.yale.edu/book/9780300217131/walt-whitman-and-the-culture-of-american-celebrity/</a> Killingsworth, M. (2007). Historical and</p>	<p>COURSE INTRODUCTION – 1 WEEK</p> <p>HL – 80 Hrs SL- 40 Hrs</p> <p>SL – 11 weeks HL – 9 weeks</p>	<p>The students will be assessed through a wide range of assignments to make sure that all the necessary skills are practiced – reading, listening, writing and oral tasks will always be related to the external and internal assessments.</p> <p>SL – Internal assessment – Individual oral assessment – 30% of the grade ; HL - Internal assessment – Individual oral assessment – 20% of the grade :</p> <p><b>Formatives/Summative:</b> Presentations, performances, discussions, debates, speeches, poetry recitals, interviews, role – plays, brainstorming, team – work</p> <p>SL – External assesment Paper 1 – 35% of the grade HL - External assesment Paper 1 – 35% of the grade :</p> <p>A variety of formative assessments focusing on text analysis with the usage of Paper 1 Criteria for grading</p>	<p>IB DP Language and Literature textbooks – different publishings; Grammar Books – different Publishings; Dictionaries and library resources;</p> <p>Additional texts e.g.: , reports, TV series, movies, YouTube videos, podcasts, commercials, blogs, Ted.com, articles, etc. ;</p> <p>Walt Whitman – Selection of poems</p> <p>George Orwell – 1984 <b>Orwell, G. (2022b). 1984 (Essential Orwell Classics). E-Kitap Projesi &amp; Cheapest Books.</b></p> <p>Hanna Krall – To outwit God</p> <p>Fyodor Dostoevsky - Crime and Punishment</p>
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	<p>conflicts over race, class, gender, and culture.</p>	<p>cultural contexts. In <i>The Cambridge Introduction to Walt Whitman</i> (Cambridge Introductions to Literature, pp. 13-23). Cambridge: Cambridge  <a href="https://whitmanarchive.org/criticism/current/pdf/anc.01049.pdf">https://whitmanarchive.org/criticism/current/pdf/anc.01049.pdf</a>          University Press</p>		<p>SL - External assesment          Paper 2 – 35% of the grade          HL - External assesment          Paper 1 – 25% of the grade</p> <p>All types of the formative and summative assessments for practicing comparative skills : justification, matching, reflections, tabels, etc. ;</p> <p><b>ATL</b> : Read Critically and Compréhension  <b>LP</b>: Open minded and Caring</p> <p><b>Formative</b> :</p> <p>Excerpt Writing. Quizzes, mini Essays , Textual analysis</p> <p><b>Summative</b>:          Textual analysis of two unseen passages.</p>	
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<p>Time and Space :</p> <p>This area introduces the students to the range of historical and cultural perspectives. The questions raised are about the context and meaning.</p> <p><b>Concept : Identity</b></p> <p>TOPIC : 'I had won a battle over myself' – the power of relationship and identity.</p>	<p>We will discover the context of the book ; what does it mean – dystopian ? – here we will look for different dystopian examples of other types of literary and non – literary texts : Cartoons, interviews, music video, photographs, works of art ;</p>	<p>HL – 80 Hrs SL- 40 Hrs</p> <p>SL – 11 weeks HL – 9 weeks</p>
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<p>Intertextuality : connecting texts :</p> <p>This area introduces the students to the connectedness between and among media, text, audience. The students will be looking for differences and similarities among the texts</p> <p>Concepts : Communication</p> <p>Topic : 'We have to experience all that we're given.' – the study of identity, compromise, good and evil.</p>	<p>Hanna Krall is one of the most important Polish-Jewish writers and reporters. A Holocaust survivor, she has devoted most of her works to the vicissitudes of other survivors, rescuers, and perpetrators. She combines stories about the Holocaust itself with descriptions of Jewish life in Poland before the destruction. (<a href="https://jwa.org/encyclopedia/article/krall-hanna">https://jwa.org/encyclopedia/article/krall-hanna</a>)</p> <p>From the reporter's point of view, we will look for connections in different texts, look for different perspectives and points of view.</p> <p>We will also work on variety of texts: Encyclopedia entries, reports, screenplays for TV or film, infographics, graphic novels, plays;</p>	<p>HL – 40 Hrs SL- 40 Hrs</p>
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	<p>Literature 1 – HL  Crime and Punishment –  Fyodor Dostoevsky –  translated form Russian</p> <p>Area of exploration:  Intertextuality</p> <p>Concepts: Perspective</p>		<p>HL- 40  SL - 30</p> <p>HL – 6 weeks</p> <p>SL/ HL – 2 Weeks</p>		
Year 2	<p>Readers, writers and text</p> <p>Concepts: Creativity;  Representation</p> <p>Topic: The representation of  the self.</p>	<p>In this unit we will  explore the  representations in art,  literature, music, etc.;  We will try to explain  the meaning of the  representation  through the analysis of  literary and non –  literary forms: short  stories, essays/ letters,  manifesto, parody,  pastiche, speech;</p>	<p>HL – 80 Hrs  SL- 40 Hrs</p>		
	<p>Time and Space</p> <p>Concepts : Transformation ;  Identity</p> <p>Topic : ‘To be or not to be :  that is the question.’- the  choices the playwright had</p>	<p>We will work on  William Shakespeare’s  ‘Hamlet’ and other  types of literary and  non – literary texts :  song – lyrics, diary  entry, memoir,  magazine article,  opinion column</p>	<p>SL – 11 weeks  HL – 9 weeks</p>		

made and their		
<p>Intertextuality : connecting texts :</p> <p>Concepts : Communication</p> <p>Topic : Different forms of texts help us in everyday life.</p>	<p>This time we will concentrate on different types of the texts which are useful in our everyday life, however they need our engagement in order to understand the meaning :</p> <p>Brochure/leaflet, appeal, diagram, guide book, set of instructions, travelogue ;</p>	<p>HL – 80 Hrs SL- 40 Hrs</p> <p>SL – 11 weeks HL – 9 weeks</p>



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HL - External assesment  
 Paper 1 – 25% of the grade

All types of the formative  
 and summative assessments  
 for practicing comparative  
 skills : justification, matching,  
 reflections, tabels, etc. ;

**3. IB Internal and external assessment requirements to be completed during the course**

Briefly explain 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.

According to the guide, when it comes to assessment, students need to KNOW, UNDERSTAND AND INTERPRET ; ANALYSE AND EVALUATE ; COMMUNICATE :

PAPER 1 – the response to a previously unseen non-literary passage, analysing and evaluating how the writer’s choices have contributed to meaning, writing a formal well – organized and well – focused response ;

PAPER 2 – the essay on two literary works, comparative analysis and evaluation, it has to be formal, well – organized, with balanced comparison

INTERNAL ASSESSMENT – evaluation of one non-literary body of work and one work in terms of a global issue, students have to deliver well- organized, coherent, convincing oral which focuses on a global issue ;

HL – essay – analysis and the evaluation on one of the body of work or works studied in relation to a line of inquiry ;

The time – management :

September 2023 – introducing the course syllabus ; going over the internal and external requirements and assessment criteria – students will be assessed throughout the course through a wide range of different tasks (written and oral), language practice, reading and listening

2023 – 2025 – throughout the whole course the students will practice different skills connected with Paper 1, Paper 2 and Internal Oral, on daily basis ; the needed recording will be completed in March 2025 ;

HL STUDENTS - throughout the whole course the students will practice different skills connected with Paper 1, Paper 2 and Internal Oral, on daily basis ; However for the papers the students will require more complex practice ; the recording will also be completed in March 2025 ;

The methods and techniques used for assessment :

Formative and summative assessment

Peer assessment

Written assignments

Oral presentations

Test and quizzes

Self reflection

Videotaping/ podcasts/ newspaper articles/music lyrics/ poems

Surveys, questionnaires

Students will be graded based on how they have completed the task, their understanding, effort and taking action. There will also be a time to check the knowledge, understanding during Mock Exams performed in a planned time – around February 2025. Throughout the time of the course, the students will practice on sample tests and previous – years examples ;

The assessment will allow the students to understand where they are, how much work is still ahead, and set their own, individual learning goals.

#### 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)
Communication and Culture : Walt Whitman 'Do I contradict myself? Very well, then I contradict myself, I am large, I contain multitudes.'	In this area of exploration – readers, writers and texts, ‘the investigation undertaken involves close attention to the details of texts’. We will think about the choices made by the writer. During this lesson we will try to understand : Read the poem silently and aloud – Does the sound matter ? How is sound important to the meaning of the poem ? <a href="http://www.whitmanarchive.org/multimedia/audio.html">www.whitmanarchive.org/multimedia/audio.html</a> AOK:Knowledge and Knower Knowledge Question: How do Knowledge of the knower depends on his perspectives and opinions? With “you”, Whitman is referring to the Knower, who is situated at the centre of the Knowledge diagram. In the poem, Walt Whitman talks about how the person “shall no longer take things at second or third hand...”. With this, he means that the Knower has to make up his own mind about what to believe and should not rely on the beliefs and thoughts of other people, because this can influence our own way of thinking. He is appealing to our own sense of knowledge, which is possibly different from that of others. Thus, we have to make sense of the world by ourselves and “travel the road by ourselves” to be able to emerge with a greater knowledge of the world around us and what our place in it is.

#### 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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<p>Communication and Culture : Walt Whitman and the world.</p>	<p>Throughout the IB course, the students will explore 5 approaches to learning – thinking skills, social skills, communication skills, self – management skills and research skills ;</p> <p>We want to be THINKERS, therefore during this lesson we will also concentrate on the approaches to learning, thinking skills – we will have an opportunity to develop critical thinking, reflection and creative thinking through different tasks :</p> <p>Asking questions and trying to find answers to them ;</p> <p>Building connections – comparison of translations of the poems by Walt Whitman</p> <p>We will listen to the poems read by the authors/actors, we will try to read them aloud silently and see if we can find the differences – reflection time</p> <p>Both Thinking and Communication skills will be tried out in a new environment – why do some people use poetry as the mean of communication ? How is it different from our everyday communication ?</p> <p>Finally, we can put the skills into action through the trial of writing a poem.</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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<p>Communication and Culture : Walt Whitman and the world.</p>	<p>To gain a better 'understanding of the self and how it relates to other', as mentioned in the syllabus, during this lesson we will mostly concentrate on the poems of Walt Whitman and the translations to other languages and together with students we will find the translations on their mother languages : we will look on the differences in translations, on the context and what was the reception in other countries.</p> <p>Next, the students will try to find other poets connected with their countries of origin and if their poems were translated. The students will try to interpret the context of the poem and one more time focus on the translation.</p> <p>During this class we will use critical thinking and curiosity. We will ask a question of what makes a poet a national poet and a global one – why some poems are translated to so many languages and some are not ?</p> <p>The resources :</p> <p><a href="https://whitmanarchive.org/criticism/current/pdf/anc.01049.pdf">https://whitmanarchive.org/criticism/current/pdf/anc.01049.pdf</a></p> <p><a href="https://whitmanarchive.org/resources/index.html">https://whitmanarchive.org/resources/index.html</a></p> <p>Poetry as a new global force : <a href="https://www.mzv.cz/file/3412920/Poetry%20as%20a%20New%20Global%20Force%20for%20Good.pdf">https://www.mzv.cz/file/3412920/Poetry as a New Global Force for Good.pdf</a></p> <p>The poet at the heart of society : <a href="https://en.unesco.org/courier/july-september-2017/poet-heart-society">https://en.unesco.org/courier/july-september-2017/poet-heart-society</a></p> <p>Poetry and personal experience : <a href="https://ypn.poetrysociety.org.uk/features/poetry-and-personal-experience/">https://ypn.poetrysociety.org.uk/features/poetry-and-personal-experience/</a></p>
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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>Communication and Culture : Walt Whitman and the world.</p>	<p>THINKERS ; INQUIRERES ; OPEN – MINDED : an Ib student should be able to 'understand the nature of the experience and [...] the ways in which such an experience is communicated'. Therefore, in order to understand the student needs to be curious to be able to notice the different points of views, contexts, sources of inspirations etc.. Moreover, to be able to accept those differences noticed in cultural and contextual background the student needs to be open – minded.</p> <p>To practice those skills we will analyse the translations of poems – we will be critical – finding the facts connected with translations (how many countries, which years, were there many readers, or not ? – we will look for national poetry writers and also check for the same information ; We will be inquirers checking the reviews of the poems by Walt Whitman in different countries and the national poet writers trying to understand where does their fame come from ? We will be open – minded when writing our own reviews on the read poetry ;</p>

## **8. Resources**

Are instructional materials and other resources 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 have sufficient resources in the library for English language and literature.