

Learning Standards

Unit title/ statement of inquiry	Knowledge Content Students are expected to know the following...	Concepts	Curricular Competencies Students are expected to do the following...
Provocation and sense of humor in the 17th century: the figure of libertines in theater (<i>Don Juan</i>) Time and Space	- How a text can be received differently depending on the time and context - The influence of context in the development of the text - How comedy can illustrate social tension and values - How social norms and classes are represented and mocked	Culture Perspective	Know, understand and interpret: - A range of texts, works and/or performances, and their meanings and implications - Contexts in which texts are written and/or received - Elements of literary, stylistic, rhetorical, visual and/or performance craft - Features of particular text types and literary forms. Analyse and evaluate: - Ways in which the use of language creates meaning - Uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques - Relationships among different texts - Ways in which texts may offer perspectives on human concerns. Communicate: - Ideas in clear, logical and persuasive ways - In a range of styles, registers and for a variety of purposes and situations
Autobiography: self portrait and the iranian revolution (<i>Persepolis</i>) Reader, authors and texts / Time and Space	- How images are made and how graphic novels are constructed - How text and images can communicate together and in different ways - How a text can be both be a self-portrait and a vision of a political context - Whether literature can be an act of courage - What the pedagogical benefits of a graphic memoir are	Identity Culture Communication Creativity	
Mice and cats: thought provoking visions of the Holocaust and memoir writing (<i>Maus</i>) Time and Space	- How conflicts and genocide can be portrayed in an original way - Whether graphic novels can deal with serious historical matters - The importance of points of view and structure in a text - How to evaluate graphic choices and compare them to linguistic choices	Perspective Transformation Representation	
Looking for the truth: <i>Murambi</i>, fiction and the Rwandan genocide Intertextuality	- Whether fiction can or even should mirror historical truth - What the political role of a novel writer is - How multiple narration can create meaning - How language can be used to evoke crimes and shocking images - Whether it is better to forget and forgive - How to compare how genocide can be illustrated through fiction and nonfiction texts	Communication Culture Identity	
<i>The Physicists</i>: politics and theatre Intertextuality	- How to compare values and ideas from two plays and two different contexts - How to compare the comical features of <i>Don Juan</i> and <i>The Physicist</i>	Representation Culture	

Year 12 & 13 French A Literature SL & HL

	• The role of context in the production of a play • How to evaluate the political role of a comedy • Ways in which science might be dangerous		
<i>The Reader</i>: romance, history and the question of justice Time and Space / Intertextuality	• How to compare how serious historical events such as the Holocaust and post-WW2 trials can be portrayed through fiction and non-fiction • How to analyse and evaluate the construction of a novel • How to compare how two generations can be contrasted and portrayed • How to compare the novel with <i>Maus</i> and <i>Murumbi</i>, and how the notions of conflict and justice can be interpreted	Culture Perspective Identity	
Baudelaire: the art of provocation through beauty Readers, authors and texts	• How to interpret structure style and allegories in Baudelaire's work • How certain themes (e.g. death and love) are represented and revealed • How and why these poems were provocative and censored • How to compare and contrast poems • How to compare and evaluate the ideas of why humans create art	Creativity Perspective	
<i>The Stranger</i>: justice, racism and storytelling Readers, authors and texts	• How justice and racism are portrayed in this novel • How fiction can defend values such as the abolition of the death penalty • Whether we need to feel close to a character in order to understand complex issues • How narrative techniques can be used to convey disturbing messages	Representation Communication	
<i>In Cold Blood</i>: non-fiction and society's interest in sociology and crime Readers, authors and texts	• Ways in which an author can be involved in events in order to tell a convincing story • How to compare non-fiction techniques, and how these can captivate the audience • Values which are held by the author • Why people are passionate about true crime stories	Representation Culture	