

Overviews for website

Subject

English A Language and Literature HL Grade 11

Unit Title

Identity, Prejudice and Society

Purpose of unit

The purpose of this unit is to explore how identity and prejudice are created through language.

Understandings and skills covered

Understandings:

1. Identity is Complex and Multifaceted: Students will understand that identity is not limited to one's personal characteristics but is shaped by cultural, social, historical, and personal factors. They will appreciate the fluidity of identity and how it evolves over time.
2. Prejudice Arises from Bias and Stereotyping: Students will recognize that prejudice stems from biases and stereotypes ingrained in society. They will understand the cognitive mechanisms behind these biases and their detrimental impact on individuals and communities.
3. Society Shapes and is Shaped by Prejudice: Students will comprehend the reciprocal relationship between societal norms and prejudice. They will explore how historical contexts, power dynamics, and systemic structures perpetuate or challenge bias.
4. Impact of Prejudice on Individuals and Communities: Students will grasp the psychological, emotional, and socio-economic consequences of prejudice on both individuals and marginalized groups. They will develop empathy for those affected and recognize the importance of social inclusion.
5. Active Engagement Can Counter Prejudice: Students will understand that awareness, education, and open dialogue are vital tools in combating prejudice. They will learn about individuals and movements that have worked to challenge biases and promote social equity.

Skills:

1. Critical Analysis: Students will develop the ability to critically analyze texts, media artifacts, and historical events to identify instances of prejudice, bias, and stereotypes.
2. Research and Inquiry: Students will learn to conduct research to investigate the origins of prejudice, its impact on society, and potential strategies for fostering inclusivity.
3. Communication: Students will refine their communication skills through discussions, presentations, and written assignments, effectively conveying their thoughts and insights on complex topics.
4. Empathy and Perspective-Taking: Students will practice empathy by engaging with personal narratives and diverse viewpoints, allowing them to understand the experiences of those affected by prejudice.
5. Media Literacy: Students will enhance their ability to critically analyze media representations, recognizing stereotypes and biases in various forms of media.
6. Collaboration: Through group discussions, workshops, and collaborative projects, students will learn to work effectively in diverse teams, respecting different perspectives and contributing to shared goals.
7. Reflective Thinking: Students will engage in reflective practices, such as journaling, to examine their own biases, assumptions, and evolving understandings of identity and prejudice.

Unit Title

***The White Tiger* by Aravind Adiga**

Purpose of unit

The purpose of this unit is to delve deeply into Aravind Adiga's novel "The White Tiger" within the framework of the International Baccalaureate (IB) Diploma Programme Language A Language and Literature course. Through

the lens of this thought-provoking work, students will critically examine the themes of socioeconomic disparities, narrative techniques, cultural context, and power dynamics. By analyzing the story of Balram Halwai, a driver turned entrepreneur in modern India, students will not only develop a comprehensive understanding of the novel but also enhance their ability to interpret and discuss complex literary texts and their real-world implications.

Understandings and skills covered

Understandings:

1. Socioeconomic Disparities: Students will understand the multifaceted nature of socioeconomic disparities, how they manifest in society, and their far-reaching effects on individuals and communities.
2. Narrative Techniques: Students will grasp the importance of narrative techniques in shaping the meaning and impact of a literary work, including how first-person narration, symbolism, foreshadowing, and irony contribute to the novel's depth.
3. Cultural Context: Students will appreciate how cultural and historical contexts influence characters' behaviors, choices, and perspectives, enriching their understanding of the narrative.
4. Power Dynamics: Students will gain insight into the dynamics of power relationships, recognizing how imbalances of power can influence individuals' decisions and contribute to the broader social landscape.
5. Comparative Analysis: Students will develop the ability to compare and contrast socioeconomic disparities in the novel with real-world instances, fostering a nuanced understanding of global economic inequality.
6. Critical Thinking: Students will practice critical thinking by analyzing characters' motivations, narrative choices, and the broader implications of socioeconomic disparities and power dynamics.
7. Effective Communication: Students will learn to effectively communicate their interpretations and analyses through class discussions, group activities, presentations, and writing assignments.
8. Reflective Engagement: Students will engage in introspection, reflecting on

their learning experiences, the novel's impact on their perspectives, and the connections between literature and real-world issues.

Skills:

1. Analytical Skills: Students will develop the ability to critically analyze literary texts, identifying narrative techniques, dissecting themes, and evaluating characters' actions and motivations.

2. Comparative Analysis: Students will practice comparing and contrasting socioeconomic disparities within the novel and real-world scenarios, fostering a deeper understanding of societal structures.

3. Interpretation: Students will refine their interpretive skills, delving into the layers of meaning within the text and drawing connections between elements of the story and broader concepts.

4. Research Skills: Through investigations into the novel's cultural and historical context, students will enhance their research skills and ability to contextualize literature.

5. Communication Skills: Students will engage in discussions, presentations, and writing assignments, honing their ability to express complex ideas clearly and persuasively.

6. Reflection: Students will practice reflective thinking, evaluating their own learning process, considering the impact of the novel on their perspectives, and recognizing the relevance of literature to real-world issues.

7. Cultural Awareness: By exploring the cultural context of the novel, students will develop a greater awareness of cultural influences on characters' attitudes and actions.

8. Collaboration: Group activities and discussions will encourage students to collaborate, share ideas, and engage in collective learning experiences.

9. Debate and Discussion: Class debates and discussions will foster the development of critical speaking and listening skills, allowing students to articulate and defend their viewpoints.

10. Ethical Awareness: Through examining power dynamics and ethical

dilemmas in the novel, students will deepen their understanding of social and moral complexities.

Unit Title

The Power of the Media

Purpose of unit

Unit Overview:

This unit delves into the intricate relationship between politics, power, and propaganda, focusing on how language is utilized to shape and manipulate public perceptions in the realm of politics. Through the study of various texts, speeches, and media, students will critically analyze how language constructs, reinforces, and challenges political narratives. They will explore the impact of propaganda on societies, developing their skills in textual analysis, argumentation, and written and oral communication.

Understandings and skills covered

1. Language and Power: How language is used to exert influence, control narratives, and maintain power structures.
2. Propaganda Techniques: Identification and analysis of persuasive strategies employed in political discourse.
3. Rhetoric and Manipulation: Examining rhetorical devices used to shape public opinion and evoke emotional responses.
4. Critical Literacy: Developing skills to critically evaluate sources, identify bias, and distinguish between fact and opinion.

Assessment:

Students will be assessed through a combination of written assignments, presentations, and discussions.

1. Textual Analysis Essay: Students will select a political speech or text and analyze how language is used to convey power dynamics and promote specific agendas.
2. Media Analysis Project: Working individually or in pairs, students will analyze a contemporary media piece (e.g., news article, video clip) to identify

underlying political messages and assess their implications.

Unit Title

***A Doll's House* by Henrik Ibsen**

Purpose of unit

In this unit, students will delve into the world of Henrik Ibsen's iconic play, *A Doll's House*. This unit aims to provide students with a deep understanding of the text's socio-cultural context, its thematic exploration of gender roles and social norms, and the literary techniques employed by Ibsen to convey these ideas. Students will critically analyze the play, engage in discussions, and develop their skills in literary analysis, close reading, and textual interpretation.

Understandings and skills covered

By the end of this unit, students will be able to:

Key Concepts:

1. Gender Roles: Students will explore how societal expectations and norms in the late 19th century influenced the characters' actions and choices in the play, particularly those related to gender roles. They will critically examine the constraints placed on women and how these expectations impact the characters of Nora and Mrs. Linde.
2. Social Norms: This unit will challenge students to analyze the broader societal norms of the time, including the role of marriage, financial dependence, and social reputation. Students will investigate how these norms are portrayed and questioned in the play.
3. Character Development: Students will closely study the characters in "A Doll's House," with a focus on Nora Helmer's transformation throughout the play. They will analyze the motivations, conflicts, and growth of the characters, paying special attention to the character arc of Nora.
4. Literary Techniques: Students will explore the literary techniques employed by Ibsen, such as symbolism, foreshadowing, and dramatic irony, to convey the themes and messages of the play. They will learn how these techniques contribute to the overall impact of the work.

5. Critical Perspective: Throughout the unit, students will be encouraged to analyze the play from multiple critical perspectives, including feminist, historical, and cultural lenses. They will evaluate how different interpretations of the play can shed light on its themes and messages.

Key Skills Developed:

- Close reading and textual analysis
- Critical thinking and interpretation of literature
- Effective communication and discussion skills
- Research and contextualization of historical and cultural elements
- Creative expression and application of literary knowledge

Unit Title

The God of Small Things

Purpose of unit

In this unit students will delve into Arundhati Roy's acclaimed novel, *The God of Small Things*. Through close reading, analysis, and discussion of the text, students will explore themes of identity, colonialism, and social hierarchies, while also developing their skills in literary analysis, critical thinking, and writing.

Understandings and skills covered

1. Identity and Self-Discovery: Analyzing how characters in the novel grapple with their personal identities in the context of societal norms, family expectations, and historical circumstances.
2. Colonialism and Postcolonialism: Examining the impacts of British colonialism on Indian society and culture, and how these influences persist in the postcolonial era.
3. Social Hierarchies and Oppression: Investigating how societal structures and hierarchies shape characters' lives, choices, and relationships, leading to oppression and discrimination.

By the end of this unit, students will be able to:

1. Analyze and interpret key themes, characters, and events in "The God of

Small Things."

2. Apply literary analysis techniques to explore how language, symbolism, and narrative style contribute to the novel's meaning.
3. Engage in discussions about identity, colonial history, and social hierarchies, drawing connections between the novel and real-world contexts.
4. Develop advanced writing skills to construct well-structured analytical essays.