

Diploma Programme subject outline—studies in language and literature

School name	Alameda International High School	School code	006092
Name of the DP subject <i>(indicate the language)</i>	Language and Literature SL (English)		
Level <i>(indicate with X)</i>	Higher ☐ Standard completed in two years ☒ Standard completed in one year * ☐		
Name of the teacher who completed this outline	Christopher D. Curtis Edited for SL by Patricia Everett	Date of IB training	May 8, 2019-June 5, 2019 Online
Date when outline was completed	April 28, 2020	Name of workshop <i>(indicate name of subject and workshop category)</i>	English A: Language and literature (Cat.2)

* 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
Higher level (link to requirements)
PRL Author : Nguyen, Viet Thanh (Prose Non Fiction, Male, Vietnam, USA, C21) 5 essays 1. America, Say My Name 2. The Immigrant's Fate is Everyone's 3. American Like Me 4. On (not) Being Vietnamese 5. What I've Learned from My 4 Year Old
PRL Author : Mahfouz, Naguib (Prose Fiction, Male, Egypt, C19) • The Thief and the Dogs (work in translation)

PRL Author : Chopin, Kate (Prose Fiction, Female, USA, C19) 5 short stories

1. [Desiree's Baby](#)
2. [A Respectable Woman](#)
3. [The Story of an Hour](#)
4. [A Pair of Silk Stockings](#)
5. Pending

PRL Author : Atwood, Margaret (Poetry, Female, Canada, C20-21) 16 poems

1. IT IS DANGEROUS TO READ NEWSPAPERS	9. YOU BEGIN
2. THE LANDLADY	10. NIGHT POEM
3. I WAS READING A SCIENTIFIC ARTICLE	11. DEATH OF A YOUNG SON BY DROWNING
4. VARIATIONS ON THE WORD SLEEP	12. A SAD CHILD
5. VARIATIONS ON THE WORD LOVE	13. MORNING IN THE BURNED HOUSE
6. THE MOMENT	14. THIS IS A PHOTOGRAPH OF ME
7. THE WOMAN WHO COULD NOT LIVE WITH HER FAULTY HEART	15. A VISIT
8. THE WOMAN MAKES PEACE WITH HER FAULTY HEART	16. BORED

There are currently 3 Latinx poets under consideration to replace Atwood. They can be found as a comment on [this document](#).

PRL Author : Satrapi, Marjane (Prose Non Fiction, graphic novel, Female, Iran, C21)

- [Persepolis](#) (work in translation)

Free Choice Author :

2. Course outline

	Topic (make organizing principle of the course clear—areas of exploration, central concepts, inquiry questions or other) <i>State the topics in the order you are planning to teach them.</i>	Contents	Allocated time		Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>
			One class is	80 minutes.		
			In one week there are	2 or 3	classes.	
Year 1	Readers, Writers, and Texts <i>AoE Inquiry Questions:</i> How are we affected by texts in various ways? In what ways is meaning constructed, negotiated, expressed and interpreted? How does the structure or style of a text affect meaning? How do texts offer insights and challenges?	PRL Author: Nguyen Authorship: Galindo Crystal Galindo is a Xicana artist with indigenous ties to Mexico. She has created paintings of powerful women of color.	Mid August - Mid October		The IB Uber Rubric , a synthesis of most of the rubrics for the course.	1:1 Chromebooks Texts are linked in the contents section or above for the PRL authors. Text Analysis Resource This document provides focusing questions and is used to begin reading analytically for purpose, style, and structure. Questions are chosen to explore based on the text and the group's needs, as assessed with a mock Paper 1 at the outset of the course. Begin instruction on

	Concepts: Identity and communication Please note: I am aware the directions say not “copy and paste” from the guide. However, I find that using the questions provided, as is from the guide, begins to build into the students the necessary skills and thinking needed to engage with the broad and general Paper 2 questions. Working with the general questions is also the basis for forming HLE questions, which can then be made more specific for their line of inquiry into their chosen text. Specific factual, conceptual, and debatable questions are generated based upon the group’s needs for comprehension and analysis.				writing a purpose focused analysis, in preparation for paper 1. Begin instruction on dominant, oppositional, and negotiated readings
	Time & Space <i>AoE Inquiry Questions:</i> How important is cultural or historical context to the production and reception of a text? How do we approach texts from different times and cultures to our own?	PRL Author: Mahfouz Authorship: Reilly Rick Reilly is a prolific Colorado sports columnist. He addresses many issues through sports, making him a resource for the global issue piece of the individual oral. Why I Love My Job Showing How It’s	Mid October - Mid January		

	To what extent do texts offer insight into another culture? How do texts reflect, represent or form a part of cultural practices? How does language represent social distinctions and identities? <i>Concepts:</i> Perspective, Culture	Done Blind B-Ball Just Killing It It's All About the Lies Lost Finger and Football Mile-Hi Madness No Ordinary Joe			
	Time & Space <i>AoE Inquiry Questions:</i> How important is cultural or historical context to the production and reception of a text? How do we approach texts from different times and cultures to our own?	PRL Authors: Chopin and Atwood	Mid-January - Mid April		

	To what extent do texts offer insight into another culture? How does the meaning and impact of a text change over time? <i>Concepts:</i> Creativity and Representation				
	Assessment Block Individual Oral		Mid April - Mid May		
Year 2	Readers, Writers, and Texts <i>AoE Inquiry Questions:</i> How are we affected by texts in various ways? In what ways is meaning constructed, negotiated, expressed and interpreted? How does the structure or style of a text affect meaning? How do texts offer insights and challenges?	Unit focus: Persuasion and rhetorical appeals Advertising Teen Activism Case study: March for our lives Other possibilities include political cartoons, charity, speeches.		Continued use of the IB Uber Rubric. For the last two works, the Paper 2 rubric will be used to assess student work.	1:1 Chromebooks Text Analysis Resource This document provides focusing questions and is used to begin reading analytically for purpose, style, and structure. Questions are chosen to explore based on the text and the group's needs, as assessed with a mock Paper 1 at the outset of the course. Continue instruction on dominant, oppositional, and negotiated readings

	Concepts: Communication				
	Intertextuality <i>AoE Inquiry Questions:</i> How do texts adhere to and deviate from conventions associated with literary forms or text types? In what ways can diverse texts share points of similarity? How valid is the notion of a classic text? How can texts offer multiple perspectives of a single issue, topic or theme? In what ways can comparison and interpretation be transformative? <i>Concepts:</i> Culture, Creativity, Perspective	PRL Author: Satrapi Free Choice Author:	January - Mid April		

	Revision Block This time will be spent preparing for paper 1 and paper 2. For paper 1, skills regarding writing a purpose focused analysis on unseen text will be emphasized. For paper 2, students will need to know the works that they can use, build their question analysis skills, and write a compare/contrast essay.		Mid April - Mid May		
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3. IB Internal and external assessment requirements to be completed during the course

The Individual Oral (IO): The idea of connecting texts through global issues begins early on in the course, simply as a matter of thinking. The full details of the IO will then be introduced in mid-April. Class time will be devoted to pairing texts through numerous activities, including one involving [this idea](#), but with ½ of a 3x5 card. Activities around outlining, speaking, and textual analysis will occur during class as students work to put the most effective text pair together. We will then deliver these orals upon our return to school in the fall. This will allow for some distance and reflection on the assessment, allowing students to reassess their initial thinking.

4. Links to TOK

Topic	Link with TOK (including description of lesson plan)
Readers, Writers, and Text Focus: Crystal Galindo	The statements below are taken directly from the ToK subject guide from the arts area of knowledge under the personal knowledge category. When exploring the art pieces of Galindo, especially her own self-portrait and the contextual knowledge from the video that she was creating this piece when her father passed away, these statements provide a Tok lens for analysis and discussion. This will be a culminating lesson after the exploration of the art pieces and the viewing of the video. Students will be presented each statement, one at a time, and will be asked to discuss each statement in light of Galindo's art. Particular emphasis on creator and viewer needs to be made for the second and third statements. Students need to see the nuance that art can contribute to views of oneself and the world, even if you are the audience of the art. Examples from students will be paramount in unpacking that particular avenue of thought. This also ties nicely with Galindo's stated purpose for her artwork and the idea that art can be an instrument of social justice and commentary. • relationship between the artwork and the artist is often emotional • art can contribute to a view of self • art can shape an individual's view of the world

5. Approaches to learning

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
Readers, Writers, and Texts Concept: Identity	Thinking skills: As a way to start the year and get to know each other, an exploration of identities provides the perfect vehicle. In order to facilitate this exploration through the essays by Viet Thanh Nguyen, the Visible Thinking Routine 3-2-1 Bridge assists students in surfacing their schema, exploring other perspectives, then reflecting on their new knowledge while connecting it back to their initial thoughts. This also engages the broader ToK question of “How do you know?” and shows students that prior knowledge can be added to, modified, or rejected in the light of new knowledge. Communication skills: This topic also helps students to develop their communication skills and encourages the learner profile of a risk-taker and being caring. Often when speaking about identities, past hurts can surface, especially with regards to identities that have been forced on an individual. Being able to communicate through these experiences and being supportive in our words is paramount. This topic also provides a chance to discuss language and communication, more specifically the idea of taboo language and being more sensitive with terminology relating to people’s identities. Some examples of this might include pronouns or the idea of black vs African American.

6. International mindedness

Topic	Contribution to the development of international mindedness (including resources you will use)
Intertextuality Focus: Satrapi, <i>Persepolis</i>	Internationally minded people strive for “common humanity, shared guardianship of the planet, and...a better and more peaceful world.” To that end, <i>Persepolis</i> by Marjane Satrapi provides a vehicle for unpacking the concept of being internationally minded, especially the idea of common humanity and a more peaceful world. Satrapi starts out her graphic novel memoir with a chapter titled “The Veil.” She establishes clothing as a symbol, and the

	veil in particular, as a symbol of confusion and oppression and a focal point for ideas of rebellion, conformity, and discontent. A dominant read of this text is very easy to see and accept. Students living in the States can very much get on board with the idea of oppression by being forced to wear something just because you are female. The students rally to Satrapi's side and support her ideas very easily throughout the rest of the text. It is important, at this point, to present the oppositional read through the TED Talks "Under the Veil, A Look Inside Iran" and "Why I Wear the Burka." Both of these talks provide a cultural perspective that contrasts with the religious and political ideologies explored by Satrapi. This allows students to grapple with ideas of common humanity and a better, more peaceful world as the media, especially in the post 9/11 United States, links the veil and burka with Muslim terrorists. Finally, the text's whole purpose hinges on the idea of common humanity. Satrapi wants to pull back the veil on Iran and show its people as just that...people, with their own hopes, dreams, conflicts, challenges, and joys. Through an exploration of theme and purpose the text <i>Persepolis</i> remains one of the best vehicles for developing internationally minded people.
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7. Development of the IB learner profile

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Time and Space Focus: Reilly	Traditionally at Alameda, our DP classes tend to have an interesting balance between student athletes and student artists with the occasional student claiming both identities. Also, students tend to have preconceived notions about sports and sports writing ranging from sports are awful, to sports are my life, to complete ambivalence about sports. Therefore, this topic and author seek to challenge all preconceived notions. Rick Reilly presents a new view of sports; one that shows dignity and honor. They can heal old hurts, defend LGBTQ participants, and unify a community. He, however, does offer the criticisms; doping, continued persecution of LGBTQ players, and the extremes people will go to for sports. This topic seeks to engage students as inquirers, delving into their views of sports which are then challenged (and supported) by the author. It also asks them to be open-minded thinkers, ready to look at their own bias and the author's bias with opportunities to reconcile those through the readings and discussion. Finally, the unit seeks to present the idea of balance. Throughout the course, beginning with Viet Thanh Nguyen, the readings challenge the idea of binary thinking and present that people, countries, and ideologies are complex, multi-faceted, multi-layered entities and a balanced view of these things can, possibly, bring a deeper understanding.

8. Resources

All resources needed to implement the course are available and of high quality.