

COURSE TITLE: IB English A: Literature HL 1 AND 2 (11th AND 12th Grade)

Level of Difficulty	Estimated Homework	Prerequisites
Very Difficult	30-60 minutes	District: Completion of English 10H with B or better, or by petition Department Suggestion: This class fulfills the requirement for Group 1 for the IB full diploma; it is a two-year course to meet the HL requirements.

Course Description for IB English A: Literature HL 1 and 2:

According to the IB, Students will focus extensively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world. IB Assessments will be centered around literary texts, including both fiction and non-fiction. Non-literary texts will support various critical lenses, support contextual understanding and literature as a performance piece. These supports will support students' development and mastery of standards relating to informational text, as well.

The general goals and aims of the English A HL, 2-year IB courses, according to the IB, are to:

- introduce students to a range of texts, in a variety of media and forms, from different periods, styles, genres, and cultures.
- develop in students the ability to engage in close, detailed interpretation, analysis, and evaluation of individual texts and make relevant connections.
- develop the students' powers of communication, in listening as well as oral and written communication.
- encourage students to recognize the importance of the contexts in which texts are written and received.
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings.
- encourage students to appreciate the formal, stylistic, and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings.
- foster an enjoyment of, and lifelong interest in, language and literature.

Grading:

Grades are based on formative, summative, and reflective tasks and activities:

- Formative work includes all class work, homework, and other activities or assignments, which are designed to help the student practice and develop proficiency in the content and skills of the course.
- Students will curate a learner portfolio as required by the IB to reflect and complete self-assessments on progress and learning on a regular basis. These reflections and submission of curated work will be submitted for review throughout the year, including the end of units.
- Summative work includes tests, essays, and other benchmark assignments or projects, which are designed to measure student progress and proficiency in the course content and skills.
- Final grades reflect the district's grading scale of A, B, C, D, F.

Syllabus:

The literary texts used in the course must meet a wide range of guidelines including:

- A range of diverse authors, including canonical and newer, less traditional, voices
- A range of periods, covering at least 3 different centuries
- A range of places, representing a minimum of four different countries and at least two continents
- At least four works in translation (original text written in language other than English)
- A range of literary forms: Fiction and non-fiction (including a range of shorter and longer works), poetry, and drama

These texts will be selected for compatible comparative thematic and conceptual elements organized to address three areas of exploration in an integrated fashion:

- **Readers, writers, and texts:** focusing on the relationships of literary texts, readers and writers as well as the nature of literature and its study. This study includes the investigation of the response of readers and the ways in which literary texts generate meaning. The focus is on the development of personal and critical responses to the particulars of literary texts.
- **Time and space:** reflecting a range of historical and/or cultural perspectives. Study focuses on the contexts of literary texts and the variety of ways literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.
- **Intertextuality—Connecting texts:** providing students with an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships between literary texts with possibilities to explore various topics, thematic concerns, generic conventions, literary forms or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among literary texts.

Supplemental non-literary, visual, and performance pieces will be used to supplement instruction and ensure skill development and mastery of skills relating to informational and multi-media texts.

Supplemental Information:

This course is an integrated course, with units from both years being applied to ongoing and end of course assessments. It is highly collaborative and includes frequent seminars, discussions, and a range of group activities and presentations.

Both IB English A courses offered at NPHS have been designed by the IB to deepen students' understanding of broad concepts relating to reading, writing, speaking and listening. In fact the IB states, "Expectations of language usage, of level of analysis, and of critical reflection are the same across the...courses." Both courses have a priority to improve language and communication skills and competence, and both will incorporate literary and non-literary texts, though in varying degrees. Thus, students should consider potential interests in terms of the two courses' organization and balance of literary and non-literary texts.