

## Diploma Programme subject outline—studies in language and literature

<b>School name</b>	<b>Gymnazium a SOS Rokycany</b>	<b>School code</b>	<b>061768</b>
<b>Name of the DP subject</b> <i>(indicate the language)</i>	<b>Czech A: Literature</b>		
<b>Level</b> <i>(indicate with X)</i>	Higher <input checked="" type="checkbox"/>	Standard completed in two years <input type="checkbox"/>	Standard completed in one year * <input type="checkbox"/>
<b>Name of the teacher who completed this outline</b>	Mgr. Michal Votrel	<b>Date of IB training</b>	6th – 8th November 2020
<b>Date when outline was completed</b>	05/2021	<b>Name of workshop</b> <i>(indicate name of subject and workshop category)</i>	DP Language A: Literature (generic) Category 1

\* 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: literature	
Standard level	Higher level
	(F) Margaret Atwood – <i>The Handmaid’s Tale</i> (1985) (prose: fiction - novel)
	(M) William Shakespeare – <i>Merry Wivef of Windsor</i> (1597) (drama – tragedy)
	(M) Kazuo Ishiguro – <i>A Pale View of Hills</i> (1982) (prose: fiction - novel)
	(M) Alois and Vilem Mrštík – <i>Marysha</i> (1894) (drama)
	(M) Josef Svatopluk Machar – <i>Zde by měly kvést růže</i> (1891-1894) (poetry – short stories in verse)
	(M) Karel Čapek – <i>Mother</i> (1938) (drama)
	(M) Josef Škvorecký – <i>The Cowards</i> (1948-49) (prose: fiction - novel)
	(M) Stephen Crane – <i>Red Badge of Courage</i> (1895) (prose: fiction)
	(M) Ernest Hemingway – <i>A Farewell to Arms</i> (1929) (prose: fiction – novel)
	(F) Katarzyna Surmjak-Domańska – <i>Ku-klux-klan. Tady bydlí láska</i> (2015) (prose: non-fiction)
	(F) Marjane Satrapi – <i>Persepolis</i> (2000) (prose: fiction – graphic novel)
	(M) F. M. Dostoyevsky – <i>Crime and Punishment</i> (1866) (prose: fiction – novel)
	(M) Arnošt Lustig – <i>Dita Saxová</i> (1962) and <i>The Prayer for Kateřina Horovitzová</i> (1964) (prose: fiction – novellas)

## 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  (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 45 minutes.  In one week there are 5 classes.		
Year 1 – first term	<b>In what ways can war affect person’s psyche?</b>	<p><b>Works:</b> Karel Čapek – <i>Mother</i> Josef Škvorecký – <i>The Cowards</i> Stephen Crane – <i>Red Badge of Courage</i> Ernest Hemingway – <i>A Farewell to Arms</i></p> <p><b>Areas of exploration:</b> Readers, writers, texts Intertextuality: connecting texts</p> <p><b>Concepts:</b> Identity, perspective, representation</p> <p><b>Possible themes:</b></p> <ul style="list-style-type: none"> <li>• various perspectives of war</li> <li>• meaning of war</li> </ul>	<p>(Please, note that the topics are integrated, therefore the time given is not linear)</p> <p>55-60 classes 35-40 classes</p> <p>Fall semester of the 1<sup>st</sup> year 95 classes = 71,25 hours</p>	<p><b>Formative assessment:</b> Socratic seminar – class discussions about the texts read  Individual work, pair work, group work  Formal and informal speeches  Student’s oral presentations (practice for <i>Individual oral</i>)  Reflective statements</p>	<p>Works studied  Videos, documentaries  <i>Mother</i> – on stage adaptation  <i>Člověk proti zkáze (Man versus ruin)</i> – movie  Carolyn P. Henly, Angela Stancar Johnson – <i>Literary Analysis for English Literature</i></p>

		<ul style="list-style-type: none"> <li>• dealing with war</li> <li>• mortality</li> <li>• loss of ideals</li> <li>• deprivation</li> <li>• family relationships</li> </ul> <p><b>Possible critical approaches:</b></p> <ul style="list-style-type: none"> <li>• psychological</li> <li>• formalism/new criticism</li> </ul> <p><b>Literature in relationship with other arts:</b></p> <ul style="list-style-type: none"> <li>• literature and movie/onstage adaptations</li> <li>• literary genres</li> </ul> <p><b>Guiding questions to be discussed:</b>  How do various perspectives on war differ?  What do they have in common?  How important is it to understand the author's life and beliefs?  To what extent does the author's work reflect reality?  How far can a text be said to have a single and true meaning that can be revealed by close reading alone?  In terms of poetry, in what ways is meaning constructed, negotiated, expressed and interpreted?  How does the structure, style, or literary form of a literary text affect meaning?  How to approach drama/prose/poetry?</p>		<p><b>Summative assessments:</b>  Reading quizzes</p> <p>Comparative essays  (practice for <i>Paper 2</i>)</p> <p>Topic written assignments  (practice for <i>Paper 1 – main focus</i>)</p> <p>Written and oral critique based on literary criticism studied in the topic</p> <p>Terry Eagleton – <i>Literary Theory: An Introduction</i></p> <p>Anna Androulaki, Brent Whitted – <i>English A: Literature Course Companion 2<sup>nd</sup> ed.</i></p> <p>Academic articles, relevant essays, speeches, quotes</p>
--	--	---	--	--



		<p>adaptations</p> <ul style="list-style-type: none"> <li>• essay studies</li> <li>• relationship between poems and songs</li> </ul> <p><b>Guiding questions to be discussed:</b>  How does race affect person's life?  What are some examples of racial oppression in the history of mankind?  Which personas are world-known when it comes to racism (good and bad)?  How does the narrative of the text suggest ideas about how society or a particular culture operates or should operate?  To what extent does the narrative disrupt a linear view of events or challenge perceptions of reality?  In what ways are the issues of racism silenced, or omitted in the texts studied?  Is race a significant concept in society even though the actual differences are purely surface?  How to approach drama/prose/poetry?</p>			<p>Academic articles, relevant essays, speeches, quotes</p>
<p>Year 2</p>	<p><b>What is the role of gender in society?</b></p>	<p><b>Works:</b>  Margaret Atwood – <i>The Handmaid's Tale</i>  William Shakespeare – <i>Merry Wives of Windsor</i>  Kazuo Ishiguro – <i>A Pale View of Hills</i>  Alois and Vilem Mrštík – <i>Marysha</i>  Josef Svatoopluk Machar – <i>Zde by měly kvést růže</i></p> <p><b>Areas of exploration:</b>  Intertextuality: connecting texts  Time and space</p>	<p>Fall and spring semester of the 2<sup>nd</sup> year  155 classes = 116,25 hours</p>	<p><b>Formative assessment:</b>  Socratic seminar – class discussions about the texts read  Individual work, pair work, group work  Formal and informal speeches  Student's oral presentations (practice for <i>Individual oral</i>)</p>	<p>Works studied  Videos, documentaries  Božena Němcová – documentary series 'Božena'  Judith Butler – <i>Gender Trouble</i>  Poems about feminism – Adrienne Rich, Anne</p>

		<p><b>Concepts:</b> Transformation, creativity, culture</p> <p><b>Possible themes:</b></p> <ul style="list-style-type: none"> <li>• gender inequality</li> <li>• sexism</li> <li>• role of women in society</li> <li>• role of women in family</li> <li>• development of the role of women</li> <li>• feminist movement</li> </ul> <p><b>Possible critical approaches:</b></p> <ul style="list-style-type: none"> <li>• feminist theory</li> </ul> <p><b>Literature in relationship with other arts:</b></p> <ul style="list-style-type: none"> <li>• literature and movie adaptations</li> <li>• literary genres</li> </ul> <p><b>Guiding questions to be discussed:</b> How have the role of women in society been shaping throughout the history? How does the feminist movement affect the role of women? In which areas is the gender inequality still present today? How does different cultural backgrounds affect women's role in family and society? How to approach drama/prose/poetry?</p>	<p>75-80 classes 75-80 classes</p> <p>The total teaching time for this course ☑ 345 classes = 258,75 hours</p>	<p>Reflective statements</p> <p><b>Summative assessments:</b> Reading quizzes</p> <p>Comparative essays (practice for <i>Paper 2 – main focus</i>)</p> <p>Topic written assignments (practice for <i>Paper 1</i>)</p> <p>Written and oral critique based on literary criticism studied in the topic</p>	<p>Bradstreet</p> <p>Mrs. America (TV show)</p> <p>The Handmaid's Tale (TV show)</p> <p>Carolyn P. Henly, Angela Stancar Johnson – <i>Literary Analysis for English Literature</i></p> <p>Terry Eagleton – <i>Literary Theory: An Introduction</i></p> <p>Anna Androulaki, Brent Whitted – <i>English A: Literature Course Companion 2<sup>nd</sup> ed.</i></p> <p>Academic articles, relevant essays, speeches, quotes</p>
--	--	---	--	---	---

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

Briefly explain briefly 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.

#### **General information**

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. The internal assessment requirements at SL and at HL are the same.

#### **Scheduling**

Students will be introduced to all the requirements at the beginning of the course (September of Year 1). They will get familiar with the structure of each assessment component and with how and when they will be assessed.

The course is divided into three topics. Both, internal and external assessments will be practiced in all three topics. Nevertheless, in each topic there will be a main focus on one of the assessment components.

Practice of all the assessment components will be followed by detailed feedback (written, or oral) provided by the teacher, or the students, or both.

**Paper 1** – The main focus on **Paper 1** will be in the first semester of the first year. Students will practice writing opinion essays on selected topics to improve their skills for this particular assessment and to prove that they have understood the purpose and focus of **Paper 1**. **Paper 1 mock exam** will take place in **May of Year 1**.

**Paper 2** – The main focus on **Paper 2** will be in Year 2. Students will practice writing comparison essays on selected extracts of the texts studied, but also on the additional resources discussed and used in the class. **Paper 2 mock exam** will take place in **December of Year 2**.

**Individual oral** – The main focus on **Individual oral** will be in the second semester of Year 1. Students will practice their skills while giving oral presentations on given/chosen topics considering the texts studied, or the additional texts and materials used in the course. **Individual oral mock exam** will take place in **October of Year 2**.

**Higher level essay** – Students will be introduced to **Higher level essays** at the beginning of Year 1 in order to provide them with enough time to think about what topic they would like to write about. A special focus will be paid on the fact that the topic they choose for the essay cannot be used again for the **Individual oral**.

#### **Final Assessments in Year 2:**

**January** – Individual oral

**March** – deadline for Higher level essay

**May** – Paper 1, Paper 2

#### **Assessment criteria for Individual oral**

In assessment the following criteria will be taken into consideration: Knowledge, understanding and interpretation (10 marks), Analysis and evaluation (10 marks), Focus and organisation (10 marks), Language (10 marks)

**For more detail see the Language A: literature guide.**

#### 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)
<b>How can different ideologies affect people?</b>	<p>Students are going to read a chapter of <i>Ku-klux-klan. Tady bydlí láska</i> and they will explore the question of racism and how young generations are affected by older generations (father and son, for example). By doing so, we will have a class discussion whose aim will be to think about the following questions:</p> <ul style="list-style-type: none"><li>• Are these ideologies still in existence in some parts of the world? If so, why?</li><li>• Is any of the ideologies discussed justifiable? If so, how are they justified and why?</li><li>• How is cultural background related to how these ideologies affect them? What about social status?</li><li>• How can people fight against these ideologies in order to be successful? Why do people fight them? To what outcome?</li><li>• Can anything be changed? If so, how?</li></ul>

## 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)
<p><b>In what ways can war affect person's psyche?</b></p>	<p>In this part of the course, students will read about war, and especially about the ways it can affect people in different positions.</p> <p><b>Thinking skills</b> – Students will practice thinking skills by reflecting the different ways war affects people and their psyche. They will also think about how people can deal with this kind of pressure in order not to lose sanity. Here are some examples of how this skill will be developed in the course: <i>connecting studied texts with current affairs around the world and exploring similarities/differences; doing role plays in which students make spontaneous decisions, comparing the effects of war on different people (a man in war, mother of a soldier, etc...)</i></p> <p><b>Social skills</b> – Students will practice these skills by doing collaborative tasks and group work in class connected to the studied topic. Students should acknowledge that people are different not only in space, but in time as well in some aspects. By comparing works set in different time periods, the students will explore the differences and similarities of the effects of war. Furthermore, the following approaches will be used in the course: <i>creating classroom and discussion norms in order to secure a safe place for sharing opinions without the fear of others' reactions, to secure the chance for everyone to participate in the discussions, and to ensure that all students feel safe to participate. An environment in which students respect not only the texts and authors, but also other cultures, and each other. An exemplary activity is to look for flaws in social skills of the characters in the works studied.</i></p> <p><b>Communication skills</b> – Students will practice these skills by giving oral presentations and formulating opinions in class about the topics studied and the texts/materials used. Communication skills are in close connection with social skills, therefore they are likely to overlap in some activities. Some approaches which will be used to promote these skills are, for example: <i>providing all students with a chance to respond to the studied texts, hence developing their articulation skills (practicing thinking skills as well), having students do individual and group presentations (as mentioned above), introducing students to various tools they can use for more effective and engaging communication in their presentations, doing role plays, etc... An exemplary activity would be to find connections among the main characters in the studied works and present them to a class.</i></p>

## 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)
<b>What is the role of gender in society?</b>	<p>Students will get familiar with a range of texts and materials addressing this topic. They will learn about the development of the role of gender throughout place and time. In the works studied, students get to know the roles of women in different time periods and in different cultures. Students will then explore the various gender roles in different societies and how they are reflected in those societies. Furthermore, students will compare the different gender roles from various times and places to their own culture and explore the differences or similarities.</p> <p>E.g. students read <i>A Pale View of Hills</i> by Kazuo Ishiguro. In this novel, the role of a woman is shown in the Japanese culture. Here, Ishiguro, being of Japanese origin but living most of his life in the UK, highlights the role of a man and a woman in marriage in Japanese culture and what happens if someone attempts to bend the traditions. This gives the students a vivid example of a gender role in a different culture and provides them with the chance to compare it to the gender role they are familiar with.</p>

## 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
<b>What is the role of gender in society?</b>	<p>The aim of the course is to develop all IB learner profile attributes. But to provide a more specific example, only a few are presented here:</p> <p><b>Open-minded</b> – As the course proceeds, the students will get familiar with various topics concerning different cultures and time periods and how they differ in comparison to the culture of the language studied. For example, the students will learn to acknowledge and respect how different gender roles work in other cultures. Moreover, they will learn that the gender role is something which is constantly developing and changing in the society and they will be able to support it with suitable examples (e.g. the Feminist movement and the change of the role of women in some countries around the world). They will also realize that even the current role of gender in society is not set in stone and might change in the future again. The possible change is suggested in the work <i>A Handmaid's Tale</i>.</p> <p><b>Thinkers</b> – Students will critically think about and exercise solving complex problems which exist across cultures and may appear all around the globe. Hence, it is likely that students will encounter these problems in their life and they will be better prepared for these possible situations and possible ways to deal with them. While studying the role of gender in society, they will think about how the role of both sexes have changed/developed throughout history. Additionally, they will think about potential future development of gender roles along with learning how the changes of gender roles reflect on society and shape it.</p>

## 8. Resources

Are instructional materials and other resources (for example, equipment for recording if you teach languages A or room for the performance aspect if you teach literature and performance) 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.

The school's classrooms are all equipped with computers, multimedia projectors, touch boards, speakers, and high-speed Wi-Fi. There is a computer lab and a well-equipped library with several multimedia and VR stations accessible to students. The school has purchased teacher resource materials for every subject including textbooks, subject guides and teaching methodology material. There is also a virtual link to the library of Western Bohemia University in Pilsen which enables students and teachers to use a wide variety of resources, magazine articles, fiction and non-fiction literature, etc.

There are also printing and scanning stations available to students and teachers enabling them to work with and create various teaching and learning materials.

Overall, the amount and quality of available resources is sufficient to give effective support to the Czech A: Literature course.

### **Additional materials and resources to be used in class:**

Martin Luther King – essays, speech *'I have a dream'*, quotes

Gandhi – quotes

Božena Němcová – documentary series *'Božena'*

Adrienn Rich – selection of poems

Audre Lorde – selection of poems

Anne Bradstreet – selection of poems

Anna Androulaki, Brent Whitted – *English A: Literature Course Companion 2<sup>nd</sup> ed.*

Judith Butler – *Gender Trouble*

Terry Eagleton – *Introduction to Literary Theory*

Joseph Campbell – *The Power of Myth, The Hero with A Thousand Faces*

Carolyn P. Henly, Angela Stancar Johnson – *Literary Analysis for English Literature*

Terry Eagleton – *Literary Theory: An Introduction*

Wilfred L. Guerin et al. – *A Handbook of Critical Approaches to Literature 5<sup>th</sup> ed.*

YouTube videos

Documentaries

Movie adaptations, on stage adaptations

Autobiographical movies/documentaries

Online academic journals (JSTOR, Elsevier, etc...)

Google Suite

Online portfolio tool