**Curriculum**

**IB Russian Y1**

**Course Overview**

The International Baccalaureate (IB) Russian Literature A course is for native Russian speakers as the teaching and text readings are carried out in Russian. The study of literature enables the exploration, appreciation and enjoyment of one of the oldest fields of creativity and encourages independent, original, clear and critical thinking. By reading Russian and world literary works, students are introduced to other cultural viewpoints and often provided with moments of discovery, insight or recognition that enhance their comprehension of the world and what it means to be human. A close study of the individual texts and passages provides opportunities for students to develop effective skills in reading attentively, thinking critically, writing analytically, speaking cogently and using vocabulary and grammar correctly.

In Year 1 of the IB Russian A Literature course, students are introduced to a variety of literary genres, including short stories, novels, poetry and drama and are encouraged to reflect critically on their readings. In the First Semester, three works at both Higher Level (HL) and Standard Level (SL) are studied. In the Second Semester, three works (HL) or two works (SL) are studied in translation.

**Department Standards**

1. develop critical thinking skills that will encourage them to make connections between literature and both their own lives and other academic disciplines;
2. develop an appreciation for literature through the comprehension and analysis of various genres;
3. communicate their understanding and ideas effectively in a variety of written forms;
4. articulate organized ideas through a variety of oral activities;
5. expand and strengthen their vocabularies to enhance their ability to understand and communicate;
6. and learn and apply the standard conventions of the Russian language in both speaking and writing.

**Benchmarks**:

1.1. Students will identify and synthesize relevant evidence from multiple texts to support comparative analysis

1.2 Students will demonstrate an ability to engage in independent literary criticism on both familiar and unfamiliar literary texts

1.3 Students will show an ability to examine and discuss in depth the effects of literary techniques and the connections between style and meaning **(HL only)**

1.4 Students will demonstrate an understanding of the techniques involved in literary criticism

1.5 Students will demonstrate ability to form independent literary judgments and to support those ideas.

1.6 Students will be encouraged, through the study of texts, to show an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning

1.7 Students will demonstrate an ability to analyze language, structure, technique and style, and evaluate how they shape meaning within the text and their effects on the reader

2.1 Students will demonstrate an understanding of the ways in which cultural values are expressed in literature

2.2 Students will demonstrate awareness of the significance of the context in which a work is written and received

2.3 Students will demonstrate knowledge and understanding of individual literary works as representatives of their genre and period, and the relationships between them

2.4 Students will demonstrate knowledge and understanding of the content and implications of the works studied

2.5 Students will demonstrate an appreciation of the writer’s choice of language, structure, technique and style, and how it shapes meaning within the text and their effects on the reader

3.1 Students will substantiate and justify ideas with relevant examples in written work

3.2 Students will demonstrate an ability to express ideas clearly and fluently in writing, with an effective choice of register and style

3.3 Students will demonstrate an ability to organize their arguments effectively and persuasively with structure, coherence, and development

3.4 Students will communicate their ideas through the use of clear, concise, and precise language in writing

3.5 Students will demonstrate an ability to write a sustained and detailed literary commentary **(HL only)**

4.1 Students will substantiate and justify ideas with relevant examples in oral expression

4.2 Students will select and use of appropriate presentation and language skills

4.3 Students will demonstrate an ability to organize their arguments effectively and persuasively with structure, coherence, and development

4.4 Students will demonstrate an ability to express ideas clearly, precisely and fluently in oral communication, with an effective choice of register and style

4.5 Students will effectively demonstrate literary analysis extemporaneously

5.1 Students will demonstrate a command of terminology and concepts appropriate to the study of literature.

5.2 Students will expand and strengthen their use of varied vocabulary that enhances the ability to communicate meaning effectively in multiple settings.

6.1 Students will develop their use and command of standard structures of Russian grammar in order to speak, write, and think more effectively

**Performance Indicators**

- students will identify and reflect upon their own literary aptitudes, backgrounds, and personal experiences/attitudes with which they and others approach the study of literary works written in and translated into their mother tongue

- in preparation for the IOP, students will discuss and analyse works of literature written in their mother tongue with awareness of cultural setting, key themes, characterisation, techniques and style, the author’s attitude to particular elements of the work, and the interpretation of these elements from different perspectives

- in the IOP assessment, students will have honed their knowledge of one Part 4 work to the point that they can speak for 10-15 individually on a particular aspect in front of his/her peers in ways that enhance collective understanding through the use of effective presentation skills

- students will develop their critical stance to justify and support debatable arguments by identifying and interpreting a judiciously chosen range of textual evidence

- students will move beyond paraphrase toward a developing awareness of denotative and connotative meanings of words and phrases through the close reading of literary texts

- students will learn to follow the rules of grammar, citation, and punctuation in their mother tongue

- students will develop a working understanding of course skills and content and how to manifest these in a timed examinations

- students will become aware of the extent to which they are in command of varied sentence structures as a way to communicate ideas strategically, logically, purposefully, efficiently, and clearly.

- students will become aware of course skills and content and how to manifest these strategically in a timed examinations

- in the relevant assessments, students will situate and analyze fictional texts within their cultural and historic contexts appropriately

- students will practice writing as a cumulative process

- in preparation for Paper 2, students will demonstrate their ability to construct and support viable comparative arguments

- in preparation for Paper 1, students will demonstrate their ability to analyse prose and poetry and identify genre conventions (novels, short stories, essays, poems, biographies, journalism, and plays)

**Assessments**

Students are graded on the following parameters:

Analytical paragraphs or essays based on close readings of the texts:

− identifying literary features of a text, providing examples and describing the effects on the reader

− identifying, paraphrasing and interpreting the setting, imagery and tone of a text

− using thorough knowledge and understanding of the works to link, compare and contrast aspects of two texts

− identifying a theme and using literary features to support your ideas

− writing an essay argument with a thesis statement and incorporating textual evidence (quotes, symbols, images, scenes) to support the argument

Creative, personal responses connecting the cultural experience of the student reader with themes of the works studied

General knowledge quizzes focused on an overall understanding of the texts and characters, chapter outlines and summaries and commentaries on various aspects and literary features.

Written commentary on unseen prose literature connecting theme and literary features in the text

Oral commentary on literary aspects and connotations of the texts

Semester exams

− analyzing and responding to questions based on the texts studied with logical coherence and concise use of language

IB Assessments

− 1st Semester – (Internally assessed -15% of IB grade) Individual Oral Presentation (IOP) on a topic of student’s choice based on one or more of the three works studied in the Free Choice - Part 4: Options.

− 2nd Semester – (Externally assessed – 25% of IB grade) A 1200 to 1500 word essay on a literary aspect question of the student’s choice from one of the 2 texts (Standard Level) or 3 texts (Higher Level) read in Part 1: Literature in translation.

**Core Topics**

Texts studied:

**1st Semester**

Part 4: Options, three works freely chosen at both Higher Level (HL) and Standard Level (SL)

− The Bronze Horseman (poem), The Queen of Spades (novella), The Stationmaster (short story from The Tales of the Late Belkin) Alexander Pushkin

− The Masquerade, Mikhail Lermontov (drama)

− Crime and Punishment, Fyodor Dostoevsky (novel)

**2nd Semester**

Part 1: Works in Translation, three works (HL) or two works (SL) are studied in translation

− Hamlet, William Shakespeare (drama)

− Madam Bovary, Gustav Flaubert (novel)

− The Kite Runner, Khaled Hosseini (novel) (HL)

**Specific Content**

*The Bronze Horseman*

− study of the genre of the poem, the narrative poem, poetic devices, composition of poetry, historical setting and culture, power, Pushkin’s heritage and times, theme of a “humble man” in Russian literature

*The Queen of Spades*

− narrative technique, character analyses, themes and motifs: obsession, gambling, money

*The Masquerade*

− features of a romantic drama; elements of dramatic composition; character development; conflict between the protagonist and the society; themes and motifs: jealousy, loneliness, reflection

*Crime and Punishment*

− Petersburg of Dostoevsky, study of the genre of the novel, narrative technique, character study, stream of consciousness, major themes and ideas

*Hamlet*

− Shakespeare’s heritage, study of the genre of drama, dramatic tragedy, the soliloquies of Hamlet, themes: revenge, love, friendship, crime, punishment, fate etc.

*Madam Bovary*

− Flaubert’s narrative techniques an style, character study, historical setting, themes: Illusion vs reality, money; motives and details

*The Kite Runner*

− historical and cultural background; narrative techniques: reliable narrator, introspection; symbolism; themes and motifs

**Resources**

*IB Skills and Practice English A: Literature for the IB Diploma*, Hannah Tyson and Mark Beverly

*The Bronze Horseman*, Alexander Pushkin (poem)

*The Masquerade*, Mikhail Lermontov (drama)

*Crime and Punishment*, Fyodor Dostoevsky (novel)

*Hamlet*, William Shakespeare (drama)

*Madam Bovary*, Gustav Flaubert (novel)

*The Kite Runner*, Khaled Hosseini (novel)