**Curriculum**

**IB Self-Taught A1 Y1**

**Course Overview**

This course invites able and self-motivated students whose first language is not English to select eight texts on IB's PLA (prescribed list of authors) to study alongside two texts chosen by the instructor. Covering all major genres and wide-ranging historical periods, the selected texts are designed to showcase each student's cultural background through his/her country's literature.

**Department Standards**

Students will:
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 English language in both speaking and writing.

**Benchmarks**:

1 In relation to Part 1 works in translation (PLT), students will understand how a literary text derives from, responds to, and in turn affects the time in which it was written.

1 In the form of regular journal writing, students will write reflectively about a work’s time/place, its relation to his/her own world, and techniques.

1 Students will write reflective statements in which they assess the extent and nature of their newfound knowledge about two works in translation.

2 Students will develop the close reading skills necessary for the alternative IOC.

2 Students will select passages from two Part 2 texts (different genres) that best address the prescribed IOC prompts.

2, 3 In preparation for the Part 1 Written Task, students will learn how to develop a clear, debatable, and interesting thesis statement and support it with evidence-driven paragraphs that introduce, integrate, interpret, and implicate strategically-chosen textual evidence.

3 Students will apply their close reading skills to the completion of some practice Paper 1s—students will redraft these to hone skills.

4 Students will be able to articulate their interpretations of their IOC passages persuasively, clearly, and confidently in a timed oral setting.

5 With the help of their language tutors, students will identify and interpret the use of literary terms in their first language.

5 Students will develop the ability to attribute literary effects to ‘writer’s choices’ in ways that illuminate meaning.

6 With the help of their language tutors, students will improve the fluency and accuracy of their grammatical constructions in their mother tongue.

**Performance Indicators**

IB's oral presentation/commentary rubric is used as a basis for evaluating both the 8-minute presentations and the 10-minute mock oral presentations.

Each student's appointed language tutor will help determine the developing fluency (spoken and written) of his/her student's first language--with particular regard to the terminology of literary academic discourse.

Same as Q1

- reflective participation in discussions

- thorough, rigorous investment in each stage of the writing process

- incisive close reading skills on timed prompts

**Assessments**

two 8-minute oral presentations--one on a collection of poetry and the other on a novel, each from the student's PLA

 one essay (two drafts) on Hamlet/ The Kite Runner

 several timed close readings of excerpts from works unfamiliar to the students (in preliminary preparation for the Paper 1 Unseen Commentary exam).

one mock oral presentation (10 minutes) based on the new IB self-taught guidelines

The Semester Exam is an IB style Paper 1:

it focuses on the analysis of passages excerpted from Part 2 texts

The Written Assignment invites students to choose one of the two Part 1 texts according to a thematic, stylistic, or cultural aspect of their choice.

Students write two drafts of this paper and will submit the final draft for external assessment by an IB reader.

several timed close readings

2 mock oral commentaries (one on a poem, the other on the second chosen text by the students)

The Final Exam is structured in the same manner as the Semester Exam, though its content is drawn from Part 2 texts.

**Core Topics**

- Shakespeare's Globe

- the genre of tragic drama

- audience reception

- metatheatricality

- other topics depend on the individual student's choice of texts from the PLA

Quarter 2 is a continuation of Quarter 1 (Part 2 texts)

- the unreliable narrator

- how societal decay or misprioritisation can be embodied at the level of

character

- topics depend on the individual student's choice of texts from the PLA

**Specific Content**

Part 1 (Work in Translation):

Romeo and Juliet (W. Shakespeare)

The Kite Runner (K. Hosseini)

These texts are from the PLT, and students read these texts in translation (in their respective first languages)

Part 2 (Detailed Study)

one collection of poems, selected from the PLA

one text of a different genre, selected from the PLA

**Resources**

IB Language tutors meet their student(s) for two hours each week.