**Curriculum**

**IB Self-Taught A1 Y2**

**Course Overview**

This course builds on the skills of its Year 1 equivalent by reinforcing the texts comprising parts 4 and 2 (for the recorded oral commentary and presentation) while focusing on three texts that will be covered on Paper 2 of the written exam in May.

**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 Students will experiment with a variety of analytical postures and make their arguments with a greater understanding of genre, canonicity, and critical traditions and theories as the year proceeds.

1, 3 Students will learn to appreciate, articulate, and respond to the conventions of a specific genre and the extent to which three works of that genre adhere to these conventions (Part 3: Paper 2)

1, 3 Through creative writing (option 1: creative responses to non-fiction), students will explore the extent to which they might identify with the written perceptions of others (diaries, travel writing, memoir, etc)

1, 4 Students will select means of linking two Part 4 texts in preparation for the alternative IOP.

2 In relation to Part 4 works, students will explore theme, voice, setting, conflict, perception, and structure.

2 Students will enhance the close reading skills necessary for the alternative IOC and Paper 1.

3 In preparation for Paper 2, students will develop, practice, and enhance the skill of comparative analysis in response to a prescribed question.

3 In preparation for the Papers 1 and 2, students will enhance their ability to devise a clear, debatable, and interesting thesis statement and support it with evidence-driven paragraphs that introduce, integrate, interpret, and implicate strategically-chosen textual evidence in a timed setting.

4 Students will be able to articulate their interpretations of their Part 2 passages and two Part 4 works persuasively, clearly, and confidently in a timed oral setting (20 minutes).

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

5 With the help of their language tutors, students will enhance their manipulation of literary terms in their first language.

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

**Performance Indicators**

- reflective participation in discussions

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

- incisive close reading skills on timed prompts

**Assessments**

1 written essay (two drafts)

short close readings of unfamiliar verse and prose excerpts ("unseen commentary")

reinforcing mock orals and essays

on year 1 texts

prep sheets on year 1 texts

one paper

reinforcing mock orals on year 1 texts

prep sheets on year 1 texts

Semester Exam on Part 4, 2, and 3 texts

Mock Paper 2 written exams

short close readings of unfamiliar verse and prose excerpts ("unseen commentary")

reinforcing mock orals on year 1 texts

prep sheets on year 1 and 2 texts

**Core Topics**

- Aestheticism

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

Same as Quarter 1

Review of Parts 3, 2, and 4

IB Exams

**Specific Content**

Part 3 (Groups of Works):

three texts chosen from the PLA

All course texts (except for the three works in translation texts from Part 1)

**Resources**