**Curriculum**

**IB English Y2**

**Course Overview**

The texts for this course fulfil parts 2 and 3 of the IB Language A1 requirements. The students are grounded in the specific skills required for the IB assessments, particularly through close reading of key passages and writing analytical essays.

**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**:

1.1 Students will understand and interpret texts in terms of salient qualities of the appropriate genre.

1.2 Students will integrate and implicate relevant textual evidence to support independent interpretations of both familiar and unfamiliar works.

1.3 Students will respond to all the implications as well as the subtleties of the paper 2 question with convincing and thoughtful ideas. The comparative essay includes an effective evaluation of the works in relation to the chosen question.

1.4 Students will identify and synthesize corresponding episodes from various texts to support strategically their comparative analysis. (Paper 2)

1.5 Students will identify, appreciate, and persuasively develop examples of literary conventions with clear relevance to the question and the Part III works used. (Paper 2)

1.6 Students will demonstrate an appreciation of the writer’s choice of language, structure, technique, and style and how it shapes meaning in the Paper 1 passage, the IOC passage, and the HL discussion.

2.1 Students will understand and interpret texts in terms of salient qualities of the appropriate genre. (Paper 1, Paper 2, IOC HL, IOC SL, HL Discussion)

2.2 Students will identify, appreciate, and persuasively develop examples of literary conventions with clear relevance to the question and the Part III works used. (Paper 2)

2.3 Students will demonstrate an appreciation of the writer’s choice of language, structure, technique, and style and how it shapes meaning in the Paper 1 passage, the IOC passage, and the HL discussion.

2.4 Higher Level students will demonstrate excellent knowledge and understanding of the content and implications of the Part II work selected for the oral discussion.

3.1 Students will integrate and implicate relevant textual evidence to support independent interpretations of both familiar and unfamiliar works. (Paper 1)

– Year 1 within a seen/studied text, Year 2 within an unseen text.

3.2 Students will respond to all the implications as well as the subtleties of the paper 2 question with convincing and thoughtful ideas. The comparative essay includes an effective evaluation of the works in relation to the chosen question. (Paper 2)

3.3 Students will organize their arguments persuasively with structure, coherence, and development for the Paper 1, Paper 2, IOC, and HL discussion. (Paper 2, IOC, HL Discussion)

4.1 Students will organize their arguments persuasively with structure, coherence, and development for the Paper 1, Paper 2, IOC, and HL discussion. (Paper 2, IOC, HL Discussion)

4.2 Students will communicate their ideas through the use of clear, concise, and precise language, with a high degree of accuracy in grammar, vocabulary, and sentence construction. (Paper2, IOC, HL Discussion)

4.3 Higher Level students will offer persuasive and independent responses to the questions posed during the HL discussion of a Part II work.

4.4 Students will effectively communicate their ideas extemporaneously in an oral assessment and in class discussions.

5.1 Students will expand and strengthen their use and understanding of sophisticated literary terms and an increasingly varied vocabulary that enhances the ability to communicate meaning effectively in multiple contexts.

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

**Performance Indicators**

- students will perfect the voice with which they express and reflect upon their critical and personal interpretations of literary works in their mother tongue—both orally and in writing

- in preparation for the IOC assessment, students will identify and analyze local literary devices (writer’s choices) in terms of how they create global meaning in a specific passage

- in the IOC assessment, students will:

* situate an excerpt within the context of the larger work
* identify and analyze the effects of relevant literary features
* structure and support their responses effectively
* use clear, precise language and tone appropriate for a formal oral presentation

- in the HL Discussion, students will:

\* demonstrate knowledge and understanding of the work

\* respond to the questions effectively and directly

\* articulate themselves orally in their mother tongue with clarity and persuasion

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

- students will demonstrate careful attention to and sophisticated awareness of denotative and connotative meanings of words and phrases through the close reading of literary texts

- students will perfect the rules of grammar, citation, and punctuation in their mother tongue

- students will command a variety of sentence structures with skilful attention to their strategic, logical, and purposeful, efficient, and clear communication of ideas

- students will demonstrate cumulative understanding 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 internalise their understanding of writing as a cumulative process

- in Paper 2, students will demonstrate their ability to construct and support viable comparative arguments in a structured, well articulated essay

- in Paper 1, students will demonstrate their ability to analyse prose and poetry (and appreciate different genre conventions) in a structured, well articulated essay

**Assessments**

- personal narrative related to themes in the summer reading

- written contextualization and explication of short passages (*Beowulf*)

- extended essay argument incorporating textual evidence (*The Canterbury Tales*)

- individual oral commentary on a passage from *The Tempest*

- comparison & contrast essay on *Frankenstein, Brave New World*, and current events

- analytical essay focusing on character (*King Lear*)

- paraphrase and interpretive essay on *Paradise Lost*

- semester examination covering all of the literature studied in the First Semester

- Comparative essay on Conrad and Eliot

- weekly analytical paragraphs and essays (*Great Expectations, Remains of the Day*)

- Interpretive essays on poetry

- Internally Assessed Individual Oral Commentary for IB students

- written commentary on unseen prose literature

- analytical essay on Thomas’s “Fern Hill”

- Mock IB exam

- Actual IB exam

**Core Topics**

- the Romantic / Gothic novel

- the timeless relevance of Shakespeare

- the Anglo-Saxon epic tradition

- Middle English verse satire

- Romantic poetry

- the 20th century dystopian novel

- Shakespearean tragedy

- literary epic

- Metaphysical poetry

- 20th century modernism in poetry and the novel

- Victorianism in poetry and the novel

- Edwardian social tension and the novel

- Post-colonialism and first-person narrative, feminism

- 20th century poetry

**Specific Content**

**Quarter 1**

- how Shelley uses genre to examine the responsibilities associated with knowledge

- how Beowulf and others exhibit the value of servant leadership in a warrior society

- how Chaucer satirizes medieval society through subjective characterization

- how Shakespeare dramatizes the explores the relationship between nature and nurture

- Wordsworth's, Coleridge's, Shelley’s and Keats's use of radical poetic innovation and content to advance the causes of revolution, natural inspiration, and transcendentalism, and to promote individual feelings and forms over pre-constructed ones—all as deliberate reactions against the priorities of Neo-Classicism

- how Huxley’s dystopian vision resonates with current events

**Quarter 2**

- Shakespeare’s dramatic examination of justice and mercy through tragedy

- Milton’s radical and revolutionary inventiveness in justifying the ways of God to men and reinventing the genre of epic

- Donne’s and Marvel’s use of concentrated figurative language to express poetic meaning

**Quarter 3**

- Conrad’s exploration of good and evil in his symbolic, ironic novel

- T.S. Eliot’s symbolic and ironic poetic vision

- Dickens's use of the novel and a duplicitous narrator to explore the effects of class-consciousness on the individual pursuit of integrity

- Ishiguro’s indirect characterization through his unstable narrator

- the dramatic monologue in poety (Tennyson and Browning) and the novel (Ishiguro).

**Quarter 4**

- Ba's use of epistolary narrative to examine individual empowerment through a chosen adherence to oppressive tradition

 - Forster’s portrayal of social and psychological tension

- The rich resources of figurative language of Hopkins, Hardy, and Thomas

**Resources**

2012-2013 Summer Reading: *Beloved* and *The Great Gatsby*

Selected poems by Carol Ann Duffy

*Heart of Darkness*

*A Room of One’s Own*

*Hamlet*

*Arcadia*

*Death of A Salesman*

*Angels in America*

*Wordly Wise* (Course 12)

*IB Course Companion: English A Literature*