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| Diploma Programme subject outline—Group | | | | | | | | | | |
| **School name** | Downtown Magnets High School | | | | | | **School code** | 006435 | | |
| **Name of the DP subject** | English Language and Literature | | | | | | | | | |
| **Level** |  |  |  | |  |  | | |  |  |
| Higher | x | Standard completed in two years | |  | Standard completed in one year \* | | |  |  |
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| **Name of the teacher who completed this outline** | Arielle DePaolo | | | **Date of IB training** | | |  | | | |
| **Date when outline was completed** | August 6, 2020 | | | **Name of workshop** | | |  | | | |

1. **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.

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|  | **Topic/unit**  (as identified in the  IB subject guide)  State the topics/units in the order you are planning to teach | **Contents** | **Allocated time** | | | **Assessment**  instruments to be used | Resources  List the main resources to be used, including information technology if applicable. |
| *One*  *Class*  *In one*  *Week* |  | Min.  Classes |
| Year 1 | Year 1: Fall Semester  Readers, Writers, and Texts | Unit 1: Introduction to Media Literacy |  |  |  | Formal Presentation based on research | Short Texts, News, Articles, Images, Videos, Etc. |
|  | Unit 2: Representations of the Refugee |  |  |  | Formal Presentation | *The Grapes of Wrath* by John Steinbeck |
|  | Unit 3: Global Responses to Homelessness |  |  |  | Higher Level Essay  Community-in-Action Project | *Evicted* by Matthew Desmond |
| Year 1: Spring Semester  Time and Space | Unit 4: Institutional Discrimination and Structural Prejudice |  |  |  | Higher Level Essay OR  Individual Oral | *A Fine Balance* by Rohinton Mistry |
|  | Unit 5: Anti-Semitism and its roots in Racism |  |  |  | Higher Level Essay OR  Individual Oral | *The Merchant of Venice* by William Shakespeare |
| Year 2: Fall Semester  Readers, Writers, Texts | Unit 1: Censorship and Power |  |  |  | Formal Presentation  Higher Level Essay | *Nothing to Envy* by Barbara Demick |
| Year 2 |  | Unit 2: Brainwashing and the Abuse of Power |  |  |  | Individual Oral | *Blindness* by Jose Saramago |
| Year 2: Spring Semester  Intertextuality | Unit 3: Fate and Free-Will |  |  |  | Papers 1 and 2 | *Jude the Obscure* by Thomas Hardy  *Medea* by Euripides  *The Fishermen* Chigozie Obioma |
|  | Unit 4: Creative Writing across the Genres |  |  |  | Creative Short Story | Stories and poems by various authors |
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1. **IB internal assessment requirement to be completed during the course**

Briefly explain how and when you will work on it. Include the date when you will first introduce the internal assessment requirement, when the internal assessment requirement will be due and how students will be prepared to do it.

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| Higher Level Essay—Year 1 Fall and Spring Semesters, Year 2 Fall Semester—Final will be submitted in early Spring Semester of Year 2.  Individual Oral Commentary—Year 1 Spring Semester, Year 2 Fall Semester—Final will be submitted in early Spring Semester of Year 2. |  |

1. **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.

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| **Topic** | **Link with TOK (including description of lesson plan)** |
| Unit 1: Censorship and Power | **Does language shape our thoughts?**  This unit attempts to address this question by examining the propaganda campaign of the dictators in North Korea and the impact that their language has had on the way people think about their world. In the text *Nothing to Envy*, Demick interviews defectors from North Korea who have experienced censorship, propaganda, and mind control through language as a way to form the thoughts’ of the masses. |

1. **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.

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| **Topic** | **Contribution to the development of international mindedness (including resources you will use)** |
| Unit 4: Institutional Discrimination and Structural Prejudice | During this unit, we will read Rohinton Mistry’s *A Fine Balance*. This novel will be paired with an examination of structural racism and discrimination throughout the globe. In small groups, students will research focused issues that center around institutional oppression such as human rights violations, systemic oppression, abuse of power, patriarchy and misogyny, poverty and contemporary social inequality, and marginalized ethnic groups. Through their research, bringing articles for the entire class to read, leading Socratic Seminars, and ultimately presenting on their topics, students will have the opportunity to recognize these structural inequities globally. Their investigations are required to examine multiple countries and cultures in order to ensure a truly global look at these issues. |

1. **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.

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| **Topic** | **Contribution to the development of the attribute(s) of the IB learner profile** |
| Unit 3: Global Responses to Homelessness | Through this unit, students will explore homelessness and class inequality internationally. However, they will focus on the housing crisis that currently afflicts our city, Los Angeles, in far greater ways than we see in other parts of our country, or, indeed, the world. By expanding the way that we think about people facing homelessness, students will become principled in that they can understand the concept of justice for all people. Also, through their action project, they demonstrate that they are caring and help others. |

1. **Resources**

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Will students have access to resources beyond the ones available at school? Briefly describe what plans are in place if changes are needed.

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| Students have access to personal laptops and all their reading are offered digitally as well as in print. They are able to collaborate on their assignments through online platforms such as google docs. In our current remote learning experience, students have all the resources they need online in order to learn and cover the IB English curriculum. |