



Course Proposal 2018 -2019

Course Title: English 3P: IB Language A: Literature SL Course ID: _____

Proposal is to: Add Revision Delete Pilot Title Change

Department: English Subject: English Grade Level(s): 11

Core Course Non-Core Course AP, IB Course Course Length: Semester Year

Intent of Course: Core Supplemental Year course will initially be offered: 2018-2019

Prerequisite for class: English 2P or English H2P

Start up Projected Costs*: \$7500 (training) Fiscal impact will be to the Site District

Ongoing Projected Costs*: \$5500 (training & r. time) Fiscal impact will be to the Site District

*Please complete Projected Budget /Material Worksheet.

Graduation Requirements: Yes (if yes, specify which requirement is met) No

1 st <u>English</u>	A English	I Math
2 nd _____	B U.S. History	K Life Science
3 rd _____	C Government/Econ.	L Physical Science
	E Social Studies Elect	M Fine Art/ Foreign Language
	F World History	N Physical Education
	H Health	O Electives – General

You must indicate the requirement this course fulfills for graduation. If student has already fulfilled this requirement, the course will automatically default to elective unless a 2nd or 3rd requirement is indicated.

UC a-g Requirements: Yes (if yes, specify which requirement is met) No

<input type="checkbox"/> a. Social Science	<input type="checkbox"/> d. Lab Science	<input type="checkbox"/> g. Electives
<input checked="" type="checkbox"/> b. English	<input type="checkbox"/> e. Foreign Language	
<input type="checkbox"/> c. Math	<input type="checkbox"/> f. Visual/Performing Arts	

Submitting school is responsible for applying to UC/CSU for a-g approval of this course.

Department (please select one)

<input type="checkbox"/> ELD	<input type="checkbox"/> Special Education
<input checked="" type="checkbox"/> English	<input type="checkbox"/> Science
<input type="checkbox"/> History	<input type="checkbox"/> Career Tech Ed
<input type="checkbox"/> Foreign Language	<input type="checkbox"/> Visual/Performing Arts
<input type="checkbox"/> Math	
<input type="checkbox"/> Non Departmental	
<input type="checkbox"/> Physical Education	

CTE: Yes (if yes, which CTE Program) No

CTE Program Name: _____
 CTE Industry Sector: _____

Introduction
 Concentrator
 Completer

Will this course be a requirement for completion of this CTE Program? Yes No N/A

Course Description (to be used in Course Catalog):
See attached

Explain rationale for course addition or modification:
See attached

Explain the measurable learning outcomes:
See attached



Course Proposal – Projected Budget/Material Worksheet

Projected Costs	Start - Up	Ongoing
Personnel (Do not include classroom instructor unless new section is needed)		
Instructional Material Supplies per student** (textbooks, software, etc.)		
Services (training, equipment maintenance, contracts, etc.)	\$7500 (training)	\$5500 (training and release)
Capital outlay (remodeling, technology, etc.)		
Total Projected Costs		

Instructional Materials						
Type of Material	Publisher	Title	ISBN	Author	Copyright	Have/Need*

*If materials are needed, please indicate the number of copies

Funding Source(s) for Costs and Instructional Materials	
Grants (indicate specific grant and grant timeline)	
Categorical Funds (include related programs)	International Baccalaureate Account (for training and release ti
Career Technical Education (must be for an approved CTE course)	
Department Funds	
Other (be specific)	ELA materials acquisition 2017

HR Review Regarding Credentialing
<hr style="width: 30%; margin-left: auto;"/> <p style="text-align: right;"><i>Certificated HR Specialist</i></p>



High School Course Proposal

Course Title: English 3P: IB Language A: Literature SL

Department: English Grade Level(s): 11

Length: Semester Credit: 5

- New Course
 Content Revision
 Title Change

Submitted by: Susan E. Farkas Site: Montgomery High School

Required Information Checklist

- Rationale for the Course
- Course Description
- Course Goals
- Course Content Objectives
- Key Assignments
- Instructional Methods and/or Strategies
- Assessments
- Instructional Resources
- Course Outline and Pacing
- Special Subject Requirements
- High School New Textbook Adoption form
- High School Course Details form

Department Chair Signatures

EAHS Dept. Chair _____ approved not approved Date 19 _____

MCHS Dept. Chair _____ approved not approved Date _____

MHS Dept. Chair _____ approved not approved Date _____

PHS Dept. Chair _____ approved not approved Date _____

RHS Dept. Chair _____ approved not approved Date _____

SRHS Dept. Chair _____ approved not approved Date _____

- High School Curriculum Council Approval Date _____
- Curriculum & Instruction Approval Date _____
- DPAC Approval Date _____
- Board of Education Approval Date _____

(For UC guidance, see http://http://www.ucop.edu/a-gGuide/ag/course_submissions/course_submission_template.html)



Course Proposal – Signature Page

VP RECOMMENDATION/APPROVAL

Submitted by Director, C & I

Signature Date 12/7/17 Approved Not approved*

VP – EAHS school Will this course be offered at my Yes Maybe No

Signature Date Approved Not approved*

VP – MCHS school Will this course be offered at my Yes Maybe No

Signature _____ Date Approved Not approved*

VP – MHS school Will this course be offered at my Yes Maybe No

Signature Date Approved Not approved*

VP – PHS school Will this course be offered at my Yes Maybe No

Signature _____ Date Approved Not approved*

VP – RHS school Will this course be offered at my Yes Maybe No

Signature Date Approved Not approved*

VP – SRHS school Will this course be offered at my Yes Maybe No

Asst. Superintendent C & I Approved Not approved*

DISTRICT OFFICE USE

Course Name:	
Course #:	

State Course Code:	Course Type:	NCLB Core Course:	
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High School Course Proposal

Rationale for the Course (include reasons for adding/changing course):

See attached

Course Description (include graduation or CSU/UC “a-g” requirement fulfillment):

See attached

Course Goals (3-5 broad educational goals):

See attached

Course Content Objectives (aligned with California Content Standards and Frameworks/California Common Core State Standards):

See attached

Key Assignments (activities, projects, essays, readings, etc.):

Juniors engage in Individual Oral Presentations at the end of the 1st semester and write a World Literature Paper at the end of the 2nd semester

Instructional Methods and/or Strategies:

Assessments (formative, summative, district, etc.):

Per the IB guidelines, the following assessments will be completed during Year 2. Assessments during Year 1 will follow the same guidelines.



Instructional Resources (textbooks – include publisher/year/edition, supplemental materials, technology, etc.):

Core Textbook: Novels, play and other books from the IB Works in Translation list and IB Prescribed List of Authors

Supplemental Textbook:



Course Proposal 2018 -2019

Course Title: English 4P: IB Language A: Literature SL Course ID: _____

Proposal is to: Add Revision Delete Pilot Title Change

Department: English Subject: English Grade Level(s): 12

Core Course Non-Core Course AP, IB Course Course Length: Semester Year

Intent of Course: Core Supplemental Year course will initially be offered: 2018-2019

Prerequisite for class: English 3P: IB Language A: Literature SL or HL

Start up Projected Costs*: \$7500 (training) Fiscal impact will be to the Site District

Ongoing Projected Costs*: \$5500 (training & r. time) Fiscal impact will be to the Site District

*Please complete Projected Budget /Material Worksheet.

Graduation Requirements: Yes (if yes, specify which requirement is met) No

1 st <u>English</u>	A English	I Math
2 nd _____	B U.S. History	K Life Science
3 rd _____	C Government/Econ.	L Physical Science
	E Social Studies Elect	M Fine Art/ Foreign Language
	F World History	N Physical Education
	H Health	O Electives – General

You must indicate the requirement this course fulfills for graduation. If student has already fulfilled this requirement, the course will automatically default to elective unless a 2nd or 3rd requirement is indicated.

UC a-g Requirements: Yes (if yes, specify which requirement is met) No

<input type="checkbox"/> a. Social Science	<input type="checkbox"/> d. Lab Science	<input type="checkbox"/> g. Electives
<input checked="" type="checkbox"/> b. English	<input type="checkbox"/> e. Foreign Language	
<input type="checkbox"/> c. Math	<input type="checkbox"/> f. Visual/Performing Arts	

Submitting school is responsible for applying to UC/CSU for a-g approval of this course.

Department (please select one)

<input type="checkbox"/> ELD	<input type="checkbox"/> Special Education
<input checked="" type="checkbox"/> English	<input type="checkbox"/> Science
<input type="checkbox"/> History	<input type="checkbox"/> Career Tech Ed
<input type="checkbox"/> Foreign Language	<input type="checkbox"/> Visual/Performing Arts
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<input type="checkbox"/> Physical Education	

CTE: Yes (if yes, which CTE Program) No

CTE Program Name: _____
 CTE Industry Sector: _____

Introduction
 Concentrator
 Completer

Will this course be a requirement for completion of this CTE Program? Yes No N/A

Course Description (to be used in Course Catalog):
 See attached

Explain rationale for course addition or modification:
 See attached

Explain the measurable learning outcomes:
 See attached



Course Proposal – Projected Budget/Material Worksheet

Projected Costs	Start - Up	Ongoing
Personnel (Do not include classroom instructor unless new section is needed)		
Instructional Material Supplies per student** (textbooks, software, etc.)		
Services (training, equipment maintenance, contracts, etc.)	\$7500 (training)	\$5500 (training and release)
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Instructional Materials						
Type of Material	Publisher	Title	ISBN	Author	Copyright	Have/Need*

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Funding Source(s) for Costs and Instructional Materials	
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Categorical Funds (include related programs)	International Baccalaureate Account (for training and release ti
Career Technical Education (must be for an approved CTE course)	
Department Funds	
Other (be specific)	ELA materials acquisition 2017

HR Review Regarding Credentialing
<div style="text-align: right; margin-top: 20px;"> <hr style="width: 30%; margin: 0 auto;"/> <p><i>Certificated HR Specialist</i></p> </div>

High School Course Proposal

Rationale for the Course (include reasons for adding/changing course):

See attached

Course Description (include graduation or CSU/UC “a-g” requirement fulfillment):

See attached

Course Goals (3-5 broad educational goals):

See attached

Course Content Objectives (aligned with California Content Standards and Frameworks/California Common Core State Standards):

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Instructional Methods and/or Strategies:

Assessments (formative, summative, district, etc.):

Per the IB guidelines, the following assessments will be completed during Year 2. Assessments during Year 1 will follow the same guidelines.



Instructional Resources (textbooks – include publisher/year/edition, supplemental materials, technology, etc.):

Novels, play and other books from the IB Works in Translation list and
IB Prescribed List of Authors

Core Textbook:

Supplemental Textbook:



High School Course Proposal

Course Title: English 4P: IB Language A: Literature SL

Department: English Grade Level(s): 12

Length: Semester Credit: 5

- New Course
 Content Revision
 Title Change

Submitted by: Susan E. Farkas Site: Montgomery High School

Required Information Checklist

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PHS Dept. Chair _____ approved not approved Date _____

RHS Dept. Chair _____ approved not approved Date _____

SRHS Dept. Chair _____ approved not approved Date _____

- High School Curriculum Council Approval Date _____
- Curriculum & Instruction Approval Date _____
- DPAC Approval Date _____
- Board of Education Approval Date _____

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Course Proposal – Signature Page

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Submitted by Director, C & I

Signature Date 12/7/17

VP – EAHS school Approved Not approved* Will this course be offered at my school Yes Maybe No

Signature Date 12/7/17

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Signature _____ Date _____

VP – MHS school Approved Not approved* Will this course be offered at my school Yes Maybe No

Signature Date X

VP – PHS school Approved Not approved* Will this course be offered at my school Yes Maybe No

Signature _____ Date _____

VP – RHS school Approved Not approved* Will this course be offered at my school _____

Signature Date _____

VP – SRHS school Approved Not approved* Will this course be offered at my school Yes Maybe No

Signature _____ Date _____

Asst. Superintendent C & I Approved Not approved*

DISTRICT OFFICE USE

Course Name:	
Course #:	

State Course Code:		Course Type:		NCLB Core Course:	
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<p align="center">English 3P: IB Language A: Literature SL & English 4P: IB Language A: Literature SL Additional Course Proposal Information</p>
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Course Description (to be used in the Course Catalog):

The English 3 and 4 IB English SL course is a two-year course progression that develops an understanding of the techniques involved in literary criticism and promotes the student's ability to form independent literary conclusions. The formal analysis of texts and broad coverage of a variety of literature—in both the student's native language and in translated texts—are combined with a study of the way literary conventions shape responses to texts. Students completing these courses will gain a thorough knowledge of a variety of texts and an understanding of other cultural perspectives. They will also develop analytical skills and the ability to support both written and oral arguments. International Baccalaureate courses are open to any Montgomery High School student. Applicable IB exam and registration fees apply. All students enrolled in English 3, and 4 IB SL are prepared for and encouraged to sit for the external exams at the end of their senior year in May.

Explain the rationale for course addition or modification:

This course is the first year of a two-year English IB course offering at the standard level for academically strong students who do not wish to complete the more rigorous higher level IB course. Completion of Year 2 will provide increased access to the IB Diploma Program, as students may use this course to meet Group 1 requirements for a full IB diploma. The two-year course will give students a critical study of literature, and appeals to a student base that would otherwise not take an English IB course, or may not as readily excel in a traditional ELA class. As such, it answers the concerns expressed by the WASC review of 2012-2013 of Montgomery High School about the need to provide a wider range of IB course options and more rigorous coursework for struggling students. The course examines literary and dramatic texts and seeks to develop intellect, imagination and critical thinking, primary components of the CCSS. Additionally, it encourages intercultural awareness through a study of texts from more than one culture and provides interdisciplinary links to Group 3: Individuals and Societies (including History of the Americas, Global Studies, and Anthropology) and Theory of Knowledge.

Explain the measurable learning outcomes:

As an IB course, it meets and exceeds academic standards, especially in the following areas: Written and oral expression: Students taking this course must be able to reflect on and communicate their knowledge, understanding, and responses to literature and performance in clear and effective language, both orally and in writing.

To develop these skills, students will:

- be involved in discussing and presenting their views orally
- be introduced to, and practice, a variety of appropriate styles and methods of writing related to literature
- be engaged in activities and exercises that will enable them to write formal literary essays— this includes comparative analysis, justified evaluative comments on what they have read, and appropriate, effective use of the personal voice to convey emotions as well as thoughts. Close analysis of texts: Close attention to the details of the text and its features is extremely important in developing an informed understanding of the text. Consequently, the ability to undertake a detailed critical analysis of texts is crucial in allowing students

English 3P: IB Language A: Literature SL & English 4P: IB Language A: Literature SL
Additional Course Proposal Information

to assemble the evidence they require to generate a reading of the texts and apply their analysis of that evidence to the IB assessments. While the Common Core standards require close analysis of texts for English Language Arts at all levels, the nature of this course requires a more thorough, in-depth analysis of each text.

The rationale for the Course (include reasons for adding/changing course):

This course is the first year of a two-year English IB course offering at the standard level for academically strong students who do not wish to complete the more rigorous higher level IB course. Completion of Year 2 will provide increased access to the IB Diploma Program, as students may use this course to meet Group 1 requirements for a full IB diploma. The two-year course will give students a critical study of literature, and appeals to a student base that would otherwise not take an English IB course, or may not as readily excel in a traditional ELA class. As such, it answers the concerns expressed by the WASC review of 2012-2013 of Montgomery High School about the need to provide a wider range of IB course options and more rigorous coursework for struggling students.

The course examines literary and dramatic texts and seeks to develop intellect, imagination and critical thinking, primary components of the CCSS. Additionally, it encourages intercultural awareness through a study of texts from more than one culture and provides interdisciplinary links to Group 3: Individuals and Societies (including History of the Americas, Global Studies, and Anthropology) and Theory of Knowledge.

Course Description (include graduation or CSU/UC "a-g" requirement fulfillment):

Both IB SL courses will satisfy a year each of college preparatory English composition and literature, meeting the "b" requirement for A-G. Through the study of a wide range of literature, the Language A: Literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. Given the international nature of the IB and its commitment to intercultural understanding, the Language A: Literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of the language. Language A: Literature is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a course that suits the particular needs and interests of their students.

Through the study of a wide range of literature, the Language A: Literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. Given the international nature of the IB and its commitment to intercultural understanding, the Language A: Literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and

English 3P: IB Language A: Literature SL & English 4P: IB Language A: Literature SL
Additional Course Proposal Information

refine their command of the language. Language A: Literature is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a course that suits the particular needs and interests of their students. It is divided into four parts, each with a particular focus.

It is divided into four parts, each with a particular focus:

- Part 1: Works in translation
- Part 2: Detailed study
- Part 3: Literary Genres
- Part 4: Options (in which works are freely chosen)

Part 1: Works in translation

Number of works studied: Two at SL

All works must be chosen from the prescribed literature in translation (PLT) list. This part of the course is a literary study of works in translation, based on close reading of the works themselves. Students are encouraged to appreciate the different perspectives of people from other cultures and to consider the role that culture plays in making sense of literary works. Part 1 of the course aims to deepen students' understanding of works as being products of a time and place. Artistic, philosophical, sociological, historical and biographical considerations are possible areas of study to enhance understanding of the works.

Teachers aim to develop students' ability to:

- understand the content of the work and the qualities of the work as literature
- respond independently to the work by connecting the individual and cultural experience of the reader with the text
- recognize the role played by cultural and contextual elements in literary works.

Part 2: Detailed study. Number of works studied: Two at SL

All works must be chosen from the prescribed list of authors (PLA). In part 2 the focus is on a detailed analysis of a work, both regarding content and technique. The detailed study is achieved through approaches that ensure close reading and in-depth analysis of the significant elements of the works involved. Teachers familiarize their students with a variety of interpretations and critical perspectives. They also guide students to form and articulate personal responses to the works. This part of the syllabus will be assessed orally. Teachers, therefore, use of every opportunity to equip students with the skills for speaking appropriately about literature in a variety of contexts.

Teachers aim to develop students' ability to:

English 3P: IB Language A: Literature SL & English 4P: IB Language A: Literature SL
Additional Course Proposal Information

- acquire detailed knowledge and understanding of the works studied
- demonstrate appropriate analytical responses to specific genres
- show how particular effects are achieved through language use, and analyze elements such as character, theme, and setting
- engage with the details of works to develop a considered and informed response.

Part 3: Literary genres.

Number of works studied: Three at SL.

All works must be chosen from the same literary genre from the prescribed list of authors (PLA). Each genre has recognizable techniques, referred to as literary conventions, and writers use these conventions, along with other literary features, to achieve particular artistic ends. The grouping of works by genre is intended to provide a framework for the comparative study of the selected works through an exploration of the literary conventions and features associated with that genre.

Teachers aim to develop students' ability to:

- acquire knowledge and understanding of the works studied
- acquire a clear sense of the literary conventions of the selected genre
- understand how content is delivered through the literary conventions of the selected genre
- compare the similarities and differences between the chosen works.

Part 4: Options. Number of works studied: Three at SL

Literary works are freely selected by the teacher. There is no requirement for works to be chosen from either of the prescribed lists. This part of the course is designed to give teachers an opportunity to include in their courses works that reflect their particular interests, or that meet the specific needs of their students. The choice of works may also be dictated by circumstances that apply to specific regions or countries. Such circumstances may be a study of works in a particular genre or period, or from particular countries, to balance choices elsewhere in the course. The selection of works may fulfill local or national requirements. All works may be chosen freely, and any combination of works may be used. Only works of literary merit and those that offer a suitable challenge are chosen. Three printed works (or their equivalent) must be studied. For all choices, the assessment task is the same, and students will be assessed on their literary understanding as well as their ability to produce an effective oral presentation.

Teachers aim to develop students' ability to:

English 3P: IB Language A: Literature SL & English 4P: IB Language A: Literature SL
Additional Course Proposal Information

- acquire knowledge and understanding of the works studied
- present an individual, independent response to works studied
- acquire powers of expression through oral presentation
- learn how to interest and hold the attention of an audience.

There are three assessment objectives at SL for the Language A: Literature course.

1. Knowledge and understanding

- Demonstrate knowledge and understanding of individual literary works as representatives of their genre and period, and the relationships between them
- Demonstrate an understanding of how cultural values are expressed in literature
- Demonstrate awareness of the significance of the context in which a work is written and received
- Substantiate and justify ideas with relevant examples

2. Analysis, synthesis, and evaluation

- Demonstrate an ability to analyze language, structure, technique, and style, and evaluate their effects on the reader
- Demonstrate an ability to engage in independent literary criticism on both familiar and unfamiliar literary texts

3. Selection and use of appropriate presentation and language skills

- Demonstrate an ability to express ideas clearly and fluently in both written and oral communication, with an effective choice of register and style
- Demonstrate a command of terminology and concepts appropriate to the study of literature
- Demonstrate an ability to express well-organized oral and written arguments

Students study 10 works at SL. There are two book lists that must be used in conjunction with this guide. Prescribed literature in translation (PLT)—there is one PLT list for all language A courses, and teachers select works for study from the list. Prescribed list of authors (PLA)—each language A that has been authorized for

English 3P: IB Language A: Literature SL & English 4P: IB Language A: Literature SL
Additional Course Proposal Information

study and listed in the Handbook of procedures for the Diploma Program has its own PLA, and teachers select works for study from the authors listed.

In accomplishing these goals, the course will also involve instruction and practice designed to increase proficiency in grammar, mechanics, and usage, as well as vocabulary.

This course examines literary and dramatic texts and seeks to develop the intellect, analytical ability and oral and written expression-- primary components of CCSS. Additionally, it encourages intercultural awareness through a study of the text in translation and provides interdisciplinary links to social studies, foreign language, and drama.

Course Goals (3-5 broad educational goals):

As an IB course, it meets and exceeds academic standards, especially in the following areas:

Written and oral expression: Students taking this course must be able to reflect on and communicate their knowledge, understanding, and responses to literature and performance in clear and effective language, both orally and in writing.

In order to develop these skills, students will:

- be involved in discussing and presenting their views orally
- be introduced to, and practice, a variety of appropriate styles and methods of writing related to literature
- be engaged in activities and exercises that will enable them to write formal literary essays— this includes comparative analysis, justified evaluative comments on what they have read, and appropriate, effective use of the personal voice to convey emotions as well as thoughts.

Close analysis of texts: Close attention to the details of the text and its features is extremely important in developing an informed understanding of the text. Consequently, the ability to undertake detailed critical analysis of texts is crucial in allowing students to assemble the evidence they require to generate a reading of the texts and apply their analysis of that evidence to the IB assessments. While the Common Core standards require close analysis of texts for English Language Arts at all levels, the nature of this course requires a more thorough, in-depth analysis of each text.

Course Content Objectives (aligned with California Content Standards and Frameworks/California Common Core State Standards):

Through the study of a wide range of literature, the Language A: Literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by

<p style="text-align: center;">English 3P: IB Language A: Literature SL & English 4P: IB Language A: Literature SL Additional Course Proposal Information</p>

considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the Language A: Literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of the language. Language A: Literature is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a course that suits the particular needs and interests of their students.

Through the study of a wide range of literature, the Language A: Literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. Given the international nature of the IB and its commitment to intercultural understanding, the Language A: Literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of the language. Language A: Literature is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a course that suits the particular needs and interests of their students. It is divided into four parts, each with a particular focus.

It is divided into four parts, each with a particular focus:

Part 1: Works in translation

Part 2: Detailed study

Part 3: Literary Genres

Part 4: Options (in which works are freely chosen)

Part 1: Works in translation. Number of works studied: Two at SL

All works must be chosen from the prescribed literature in translation (PLT) list. This part of the course is a literary study of works in translation, based on close reading of the works themselves. Students are encouraged to appreciate the different perspectives of people from other cultures and to consider the role that culture plays in making sense of literary works. Part 1 of the course aims to deepen students' understanding of works as being products of a time and place. Artistic, philosophical, sociological, historical and biographical considerations are possible areas of study to enhance understanding of the works.

Teachers aim to develop students' ability to:

- understand the content of the work and the qualities of the work as literature

English 3P: IB Language A: Literature SL & English 4P: IB Language A: Literature SL
Additional Course Proposal Information

- respond independently to the work by connecting the individual and cultural experience of the reader with the text
- recognize the role played by cultural and contextual elements in literary works.

Part 2: Detailed study. Number of works studied: Two at SL

All works must be chosen from the prescribed list of authors (PLA). In part 2 the focus is on detailed analysis of a work, both in terms of content and technique. The detailed study is achieved through approaches that ensure close reading and in-depth analysis of the significant elements of the works involved. Teachers familiarize their students with a variety of interpretations and critical perspectives. They also guide students to form and articulate personal responses to the works. This part of the syllabus will be assessed orally. Teachers therefore use of every opportunity to equip students with the skills for speaking appropriately about literature in a variety of contexts.

Teachers aim to develop students' ability to:

- acquire detailed knowledge and understanding of the works studied
- demonstrate appropriate analytical responses to specific genres
- show how particular effects are achieved through language use, and analyze elements such as character, theme and setting
- engage with the details of works in order to develop a considered and informed response.

Part 3: Literary genres. Number of works studied: Three at SL.

All works must be chosen from the same literary genre from the prescribed list of authors (PLA). Each genre has recognizable techniques, referred to as literary conventions, and writers use these conventions, along with other literary features, in order to achieve particular artistic ends. The grouping of works by genre is intended to provide a framework for the comparative study of the selected works through an exploration of the literary conventions and features associated with that genre.

Teachers aim to develop students' ability to:

- acquire knowledge and understanding of the works studied
- acquire a clear sense of the literary conventions of the selected genre
- understand the ways in which content is delivered through the literary conventions of the selected genre
- compare the similarities and differences between the chosen works.

Part 4: Options. Number of works studied: Three at SL

Literary works are freely selected by the teacher. There is no requirement for works to be chosen from either of the prescribed lists. This part of the course is designed to give teachers an opportunity to include in their courses works that reflect their own particular interests, or that meet the specific needs of their students. The choice of works may also be dictated by circumstances that apply to specific regions or countries. Such circumstances may be a study of works in a particular genre or period, or from particular countries, to balance choices elsewhere in the course. The selection of works may fulfill local or national requirements. All works may be chosen freely and any combination of works may be used. Only works of literary merit and those that offer a suitable challenge are chosen. Three printed works (or their equivalent) must be studied. For all choices the assessment task is the same, and students will be assessed on their literary understanding as well as their ability to produce an effective oral presentation.

Teachers aim to develop students' ability to:

- acquire knowledge and understanding of the works studied
- present an individual, independent response to works studied
- acquire powers of expression through oral presentation
- learn how to interest and hold the attention of an audience.

There are three assessment objectives at SL for the Language A: Literature course

1. Knowledge and understanding

- Demonstrate knowledge and understanding of individual literary works as representatives of their genre and period, and the relationships between them
- Demonstrate an understanding of the ways in which cultural values are expressed in literature
- Demonstrate awareness of the significance of the context in which a work is written and received
- Substantiate and justify ideas with relevant examples

2. Analysis, synthesis and evaluation

- Demonstrate an ability to analyze language, structure, technique and style, and evaluate their effects on the reader
- Demonstrate an ability to engage in independent literary criticism on both familiar and unfamiliar literary texts

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3. Selection and use of appropriate presentation and language skills

- Demonstrate an ability to express ideas clearly and fluently in both written and oral communication, with an effective choice of register and style
- Demonstrate a command of terminology and concepts appropriate to the study of literature
- Demonstrate an ability to express well-organized oral and written arguments

Students study 10 works at SL. There are two book lists that must be used in conjunction with this guide. Prescribed literature in translation (PLT)—there is one PLT list for all language A courses, and teachers select works for study from the list. Prescribed list of authors (PLA)—each language A that has been authorized for study and listed in the Handbook of procedures for the Diploma Program has its own PLA, and teachers select works for study from the authors listed.

In accomplishing these goals, the course will also involve instruction and practice designed to increase proficiency in grammar, mechanics, and usage, as well as vocabulary.

This course examines literary and dramatic texts and seeks to develop intellect, analytical ability and oral and written expression-- primary components of CCSS. Additionally, it encourages intercultural awareness through a study of text in translation and provides interdisciplinary links to social studies, foreign language, and drama.