I. Purpose

1. to help students develop:

   a. a personal appreciation of language and literature
   b. skills in literary criticism
   c. an understanding of the formal, stylistic and aesthetic qualities of texts
   d. strong powers of expression, both written and oral
   e. an appreciation of cultural differences in perspective

*The IB A-1 English curriculum is covered in 2 years, through 2 five credit (20IB, 30IB) and one 3 credit (Works in Translation) classes. The evaluation criteria for the students' IB assessment are independent of their Alberta Education mark, but include questions based in Theory of Knowledge and Approaches to Learning (TOK and AOL).

II. Organization – General Outcomes

Students will listen, speak, read, write, view and represent to:

   a. explore thoughts, ideas, feelings and experiences
   b. comprehend literature and other texts in oral, print, visual and multimedia forms and respond personally, critically and creatively
   c. manage ideas and information
   d. create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication
   e. respect, support and collaborate with others

III. Objectives of a Differentiated Curriculum (IB Assessment Standards for Language A1: Literature including Part 1, 2, 3, and 4 as a two year program)

By the end of two years, students should be able to:

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
   - Show an ability to examine and discuss in depth the effects of literary techniques and the connections between style and meaning

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
   - Demonstrate an ability to write a sustained and detailed literary commentary

Skills

1. Language Skills

Language A: Literature provides an opportunity for students to develop and refine their language skills. In particular, they are expected to develop the ability to express their ideas in clear, unambiguous language, paying attention to appropriate style and register. Furthermore, they are expected to structure their ideas coherently and effectively, and to acquire vocabulary appropriate to formal expression and literary analysis.

2. Critical Approaches

As part of developing independent literary judgment, students need to have some knowledge of the methodology involved in studying literature. Teaching critical perspectives is an inherent part of the course, and differing critical views of a given text may be highlighted in order to give students a broader understanding of the possible readings of a work. The teaching of critical perspectives allows the students to consider heightened types of questions we ask about literature.

3. Literary Conventions

Understanding specific features and vocabulary used to analyze the characteristics of various literary genres ensures articulate responses to an author’s artistry.

4. Visual Skills

It is essential that students develop skills in understanding and interpreting visual images used in conjunction with reading, writing, listening and speaking.
Considerations of visual analysis feature as a specific part of the course in Part 4: Options. These skills create an awareness of the way images may be analyzed for form, content, and meaning.

IV. Course Description/Genres

Category 1 Works in Translation (3 works to be completed in 1st year of study)
- Akutagawa (Short Story Selections)
- The Visit (Durrenmatt)
- A Doll’s House (Henrik Ibsen)

Category 2 Detailed Study (3 works to be completed in 2nd year of study)
- Hagseed (Margaret Atwood)
- Pride and Prejudice (Jane Austen)
- Poetry (collection of Duffy's poems)

Category 3 Literary Genres: Drama (2 works to be completed in 2nd year of study)
- The Glass Menagerie (Tennessee Williams)
- Arms and the Man (George Bernard Shaw)
- The Tempest (William Shakespeare)
- Blood Relations (Sharon Pollock)

Category 4 Options (*Option 3) (3 works to be completed in 1st year of study)
- Answering Back (collection of poems) edited by Carol Ann Duffy
- Hamlet (William Shakespeare) (and film adaptations)
- Night (Elie Weisel)

V. Student Guidelines

1. Expectations of students
   1) Homework and Assignments
      i) work is to be conscientiously and carefully revised
      ii) **Plagiarism is a serious matter and not tolerated: any work or idea found improperly cited or copied from any other source that is not the student’s original work will be seen as plagiarism and dealt with accordingly. (Depending on the situation: automatic zero, administration and parental involvement. )**
   2) Attendance
      i) must be regular – a note is required for all absences – students are responsible for any work missed while away
   3) Creative Work
      i) Students are encouraged to submit work to the school newspaper and to prepare manuscripts for literary competitions
   4) Behavior
      As Catholic educators, teachers will respect the dignity and inestimable value of each individual; students are to show the same respect to others in the class.
2. Program Choices

Congratulations on choosing IB! You're well on your way to working through a first year University level course.

3. Contact For Help

Students who would like extra help with class work can arrange a suitable time with their teachers. PLT is ideal.

4. Student Effort

If students are unable to maintain a high quality of work due to poor attendance or lack of effort, they will be counseled on appropriate program changes.

VI. Student Assessment in Power School

1. Distribution of Marks / Grade Book

   a. Your summative grade will be calculated *cumulatively* throughout the year
   b. In addition, a wide range of assessment information is used in the development of a student's final grade. At Archbishop MacDonald High School, individualized assessments provide specific information regarding student progress and overall performance in class. Student assessment may vary from student to student to adapt to differences in student needs, learning styles, preferences, and paces. It should be noted that not all assignments are used to determine the final grade.

   A minimum of three pieces of in-class writing are required.

   Course work will account for 70% of the student's Alberta Learning Mark.

   Of that, 70%:

   Assignments & Projects = 30% min. 2
   In-Class Writing = 35% min. 4 full written assignments
   In-Class Reading Comprehension 35% min. 2
   Formative Assessment = 0%

   Diploma Exam will account for 30% of the student's final grade.
   Part A
       3 hour exam (but can take 6) 50% of Diploma (Personal Response 20%, Analytical
   Part B Critical 30%)

       3 hour (but can take 6) exam 50% of Diploma Multiple Choice including unseen: short story, modern drama, Shakespeare, poetry, non-fiction, fiction, visual
       Context questions (30-40), Relating Literary Elements (15-25), Connections (5-15)
2. The following may appear as a task in a course:
   a. A numeric value

   b. “√” [Green “check mark’] This indicates an assignment has been received

   c. Late “L” (Red ‘L”) – this indicates that the assignment is has not been turned in on time. No change to the course grade will result.

   d. Exempt “EX” (Grey “EX”) – this is used for all items that are not to be included in that student’s grade calculation. (see disclaimer) No change to the course grade will result.

   e. Missing “M” (Tan “M”) – The student has missed an assessment but has the opportunity to complete the required work. The work will be evaluated when submitted according to a timeline set up in consultation between the student and the teacher. THIS CODE WILL CALCULATE AS A ZERO UNTIL THE CODE HAS BEEN REPLACED WITH A NUMERIC VALUE.

3. Evaluation in Differentiated Courses – IB

   a. Sophistication in literary appreciation is at times a delicate process that requires time and patience.

   b. In order to provide a balanced evaluation, teachers in the IB Programmes may find it necessary to assign fewer assignments than in the matriculation program. Due to the length and difficulty of course material along with the amount of student research and revision necessary, a rigidly predetermined number of assignments could create hardships for the students.

   - A balanced evaluation includes adjusting and varying assignments consistent with the taxonomy
   - To encourage creative risks in their assignments, teachers are prepared to maintain a balance through flexible distribution of marks and evaluation procedures
The goal of evaluation in the IB is to encourage student growth and to honestly reflect externally set standards such as IB and Provincial Diploma exams.

All summative assessment is to be based on the Alberta Program of Studies.

In cases where the Alberta Education Program of Studies and the IB Programs cover the same or similar material in a significantly different manner, summative assessments will be adjusted to reflect Alberta Program standards.

Alberta Learning Program of Studies assessment is separate from IB Diploma Programme Assessment.

Despite the obvious importance of academic achievement, English teachers consider the students’ growth in clarity and depth of thought, the integration of universal values and the development of a refined social conscience to be the true marks of success.

Grading for IB Language A: Literature is as follows:

**Internal Assessment  30%**

**To be completed by the end of year one:** Individual oral presentation IOP – the presentation is based on works studied in Part 4 (Grade 11). It is internally assessed and externally moderated. It is worth 15% of your total IB assessment (30 marks). Time: 10-15 minutes

**To be completed in year two:** Individual Oral Commentary IOC – Formal oral commentary on poetry studied in Part 2 with subsequent questions (8 minutes followed by a 2 minute discussion question and then 10 minute discussion on one of the other part 2 works). It is worth 15% of your total IB assessment (30 marks). Time: 20 minutes

**External Assessment  70%**

Paper 1 (Literary Commentary 2hrs, handwritten, no outside sources allowed) 20%
- The paper consists of two passages: one prose and one poem.
- Students choose one and write a literary commentary (20 marks).

Paper 2 (Essay 2hrs, handwritten, no outside sources allowed) 25%
- The paper consists of three questions for each literary genre.
- In response to one question on drama, students write an essay based on at least two works studied in Part 3 (25 marks)

Written Assignment (Works in Translation) 25%
- Students submit a reflective statement and literary essay on one work studied in Part 1 (25 marks)
- The reflective statement must be 300-400 words in length.
- The essay must be 1200-1500 words in length.