

WSA IB Language and Literature

High Level Course Overview

2019-2020

At Higher Level, students must study a total of 6 literary texts in addition to a selection of non-literary texts over the two years of the course. In Year 1 non-literary texts must come from larger “bodies of work” by the same author in order to qualify for the Individual Oral (IO) Internal Assessment (IA) at the end of the year. We will be looking at some stand alone non-literary texts as well, but please keep in mind that these will not qualify for the IO. The following is a general overview for the course for Year 1. This overview is subject to change at the discretion of your teacher.

Semester 1

Unpacking the Course – Little Red Riding Hood & the Vocabulary of the Course

Unit 1

REPRESENTATION OF GENDER IN THE MEDIA (non-literary)

Lemonade and Advertising

Concepts: Identity + Communication

AOE: Readers, writers, texts, intertextuality

Possible Global Issue fields of inquiry: Culture, identity, community + Beliefs, values, education + Art, creativity, Imagination + Power, politics and justice

Guiding conceptual questions:

How does the media influence our understanding of ourselves and our world?

How does mass media use both visual and written text to influence our understanding of social norms?

To what extent does mass media influence our political and ideological understandings

The Handmaids Tale by Margaret Atwood (literary)

Concepts: Creativity + Perspective

AOE: Intertextuality, Readers, writers, texts

Possible Global Issue fields of inquiry: Power, politics and justice + Beliefs, values and Community + Art, creativity, imagination + Culture, Identity and community

Guiding conceptual questions:

How do writers use stylistic devices and literary techniques to create meaning?

How do writers use language to create a personal and emotional response in their readers?

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Unit 2

A Dolls House by Henrik Ibsen (literary)

Concepts: Identity + Culture

AOE: Time and Space, Readers, writers, texts

Possible Global Issue fields of inquiry: Culture, identity, community + beliefs, values, education, equity

Guiding conceptual questions:

How does literature broaden our understanding of human experience?

How can reading works in translation expand our understanding of ourselves and others?

How can literature and the written word convey culture and tradition?

THROUGH A WESTERN LENS - REPRESENTATIONS OF CULTURE AND IDENTITY (non- literary)

Various visual and written texts from Anthony Bourdain, Michael Booth and others

Concepts: Identity + Culture

AOE: Time and Space, Readers, writers, texts

Possible Global Issue fields of inquiry: Culture, identity, community + beliefs, values, education

Guiding conceptual questions: How can the context of production affect representation within texts?

To what extent can culture and identity be authentically represented by those considered 'outsiders'?

Semester 2

Unit 3

Native Son by Richard Wright (Literary Text)

Concepts: Communication + Representation

AOE: Readers, writers, texts, Space and time, Intertextuality

Possible Global Issue fields of inquiry: Power, Politics and justice + Beliefs, values and education + Culture, identity and community

Guiding conceptual question:

To what extent is "truthfulness" important in historical fiction?

How does conflict shape an individual?

Are our ethical and moral codes situational?

Unit 4

Hamlet by William Shakespeare (Literary Text)

Concepts: Perspective + Culture

AOE: Space and time, Intertextuality

Possible Global Issue fields of inquiry: Power, Politics and justice + Beliefs, values and education + Culture, identity and community

Guiding conceptual question:

To what extent is "truthfulness" important in historical fiction?

How does conflict shape an individual?

Are our ethical and moral codes situational?

Unit 5

Preparation for the Individual Oral (May 26-27)