

Curriculum overview for English A: Literature, SL, 3mn/4mn, School Year 2019/2020

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Unit title / Month	Concept(s)	Content	Objectives / Learning outcomes	Assessment tasks	ATL skills	Links to other subjects; Optional sources
Readers, writers, texts/ Part 2 T. S. Eliot: The Love Song of J. Alfred Prufrock September/ October 4 weeks	Communication Representation Perspective	Poetry analysis (imagery, diction, tone, mood, atmosphere). Introduction to Modernist themes in Eliot's early poetry. Opposition between realism and idealism. The nature of the self and its relationship to the external world. The unity/ disunity of thought and feeling. The (im)possibility of communication. Social myths and life as a masquerade and empty ritual. Social and personal exposure, hypocrisy and self- delusion.	Developing Ss skills of close reading of poetry. Developing Ss skills of oral commentary. Developing Ss writing skills. Developing Ss analytical, critical and discussion skills. Developing conceptual understanding	Oral commentary Written commentary Essay Creative assignment (learner portfolio)	Research skills Communication skills Thinking skills	Eliot's selected essays (optional) TOK Music Cultural history

<p>Intertextuality/ Part 2</p> <p>Tom Stoppard: Arcadia</p> <p>October/ 3 weeks</p>	<p>Creativity Representation</p>	<p>Analysing drama (the structure, setting, characterization). Elements of Romanticism and Classicism; the interplay of past and present; the role of landscaping (the symbolism of Garden of Eden). Themes of order and disorder, the Chaos theory, science and art, reason and emotion, love and sexuality. The role of the title. Characters- how they are coupled and which values they represent. Motifs and symbols- the role of props; Conflicts and resolutions.</p>	<p>Developing Ss research and presentation skills. Developing Ss skills in close reading of a play. Developing Ss writing skills. Developing Ss analytical, critical and discussion skills. Developing conceptual understanding</p>	<p>Ss presentations on background and context Oral discussion of an aspect of a play Essay Learner portfolio check-up</p>	<p>Research skills Communication skills Thinking skills</p>	<p>Mathematics Physics Arts TOK</p>
<p>Time and space/ Part 3</p> <p>Virginia Woolf: Mrs Dalloway</p> <p>November/December 5 weeks+2 weeks</p>	<p>Culture Creativity Representation</p>	<p>Analysing modern prose. Modernist principles of organization + structure;spatial + temporal simultaneity. Narrative strategies- free indirect discourse. Modernist and realist elements; Character analysis; Themes of Empire and power, war and struggle. Inner and outer conflicts. Public + private disillusionments, (im)possibility to communicate. The fear of death. Analysis of a variety of motifs and symbols (trees, flowers, waves, water, Doppelgänger motif, the pocket knife, the aeroplane etc.)</p>	<p>Developing Ss skills of close reading in prose. Developing Ss research skills. Developing Ss cultural competencies. Developing Ss writing skills. Developing Ss analytical, critical and interactive skills. Developing conceptual understanding.</p>	<p>Oral discussion of an aspect Essay Comparative essay (4mn only) Learner portfolio check-up Paper 1 and 2 1st term exam</p>	<p>Research skills Self-management skills Communication skills Thinking skills</p>	<p>History (cultural and political) Psychology TOK Programme on the historical and biographical context and circumstances (optional) Mrs Dalloway (dir. by M.Gorris.1997) (optional)</p>

January/ 3 weeks		Miscellaneous poetry and prose exercises (eg. past exam papers)	Developing Ss close reading skills. Developing writing skills. Building confidence in dealing with unseen texts.	Recording IOC (4mn) Paper 1	Self-management skills Thinking skills Communication skills	
Readers, writers, texts/ Part 3 Emily Brontë: Wuthering Heights February/ 4 weeks	Identity Perspective Communication	Analysing 19 th century prose. Victorian context. Developing a synopsis and a character map. Features of a prose narrative- plot, setting, narrative techniques. The narrative framework and multiple narratorial voices. The questions of (un)reliability. Character analysis. The concept of Byronic hero. Archetypes. Dichotomy of nature vs culture. Interiors and exteriors. Episodic structure. The thematic structure- love, passion, marriage. Revenge and morality. A variety of motifs and symbols (boundaries, textuality, animal imagery, symbolism of dreams, etc)	Developing skills of close reading in prose. Developing note-taking skills. Organizing note-taking. Developing writing skills. Developing analytical, critical and discussion skills. Developing conceptual understanding.	Essay Comparative essay Learner portfolio check- up Creative assignment	Research skills Communication skills Self-management skills Thinking skills	TOK Geography Cultural history

<p>Time and space/ Part 3</p> <p>Chinua Achebe: Things Fall Apart</p> <p>March/ 4 weeks</p>	<p>Culture Identity Transformation</p>	<p>Analysing modern prose. Pre- colonial and the end of the 19th century Nigeria. TFA as a historical novel. Representations of culture. Dual cultures and the role of language. Clash of cultures. The role of Europeans and depictions of colonization. Character analysis. The tragic hero and the role of chi. Narrative techniques and the role of foreshadowing. The structure of tragedy and the narrative tone. Style and point of view (ethnographic perspective and the narrator as a cultural intermediary). Themes of struggle between change and tradition. Interpretations of masculinity and the role of women.</p>	<p>Developing individual research and presentation skills. Developing skills of close reading of prose. Developing thinking skills and cultural literacy. Developing writing skills.</p>	<p>Presentations</p> <p>Essay</p> <p>Comparative essay</p> <p>Oral discussion of an aspect</p> <p>Creative assignment</p> <p>Learner portfolio check- up</p>	<p>Research skills</p> <p>Thinking skills</p> <p>Social skills</p> <p>Self-management skills</p> <p>Communication skills</p>	<p>History Geography linguistics TOK</p>
<p>April/ 4 weeks</p> <p>SPRING BREAK (10- 17. 4. 2020)</p>		<p>4mn Ss- revision, Mock exam, Mock exam results and final grades</p>		<p>Paper 1 Paper 2</p>		

<p>Intertextuality</p> <p>Thomas Mann: Death in Venice</p>	<p>Representation Transformation Culture</p>	<p>Analysing modern prose. Theory of the novella. Plot and the Greek tragedy. Cultural, aesthetic implications of the setting. The role of space, myth, psychology. Apollonian + Dionysian principles. Character analysis. Imagery of sickness and death. The motif of the “last journey”. Homoerotic elements and “repression”. The role of art, artists and artistry. Greek mythology and ethics of beauty. The role of leitmotifs. The role of dream and nightmare. Narrative techniques- interiorization and focalization; detail, suggestion, allusion.</p>	<p>Developing analytical, critical and evaluation skills. Developing cultural literacy. Developing conceptual understanding. Developing writing skills.</p>	<p>Individual research Oral discussion of an aspect Written discussion of an aspect Essay Comparative essay Learner portfolio check- up</p>	<p>Research skills Communication skills Thinking skills Self-management skills</p>	<p>F. Nietzsche, „The Birth of Tragedy“ (excerpts) Philosophy Music TOK</p>
<p>Time and space</p> <p>Kazuo Ishiguro: The Remains of the Day</p> <p>May/ 4 weeks</p>	<p>Culture Representaion Identity</p>	<p>Analysing modern fiction. Historical background, political, cultural context. Structure of the novel- role of prologue +chapter structure. The role of journey, the exploration of outer + inner worlds. Character analysis. The (un)reliability of the narrator. Themes: friendship, love, sexuality, repression. Characters dealing with guilt, blame, regret, loss. The role of memory and past. The depictions of society, class and politcs. Motif analysis (bantering, Stevens’ father, the English landscape, etc)</p>	<p>Developing research skills. Developing analytical, critical and evaluation skills. Developing cultural literacy. Developing writing skills. Developing conceptual understanding.</p>	<p>Individual presentations Essay Comparative essay Learner portfolio check- up</p>		<p>TOK History Geography „The Remains of the Day“ (directed by James Ivory. 1993))</p>

June/ 2 weeks		Revision and practising for the exam End-of- Year Exam Analysis of the exam, comments on Ss overall progress and final marks		Paper 1 Paper 2		
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