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| Diploma Programme subject outline—Group 1: studies in language and literature | | | | | | | | | | |
| School name | MOSCOW STATE PEDAGOGICAL GYMNASIUM 1505 | | | | | | School code |  | | |
| Name of the DP subject  (indicate the language) | Language A: Literature | | | | | | | | | |
| Level  (indicate with X) |  |  |  | |  |  | | |  |  |
| Higher | X | Standard completed in two years | | X | Standard completed in one year \* | | |  |  |
|  |  |  | | |  |  |
| Name of the teacher who completed this outline | Daria Gerasimova | | | **Date of IB training** | | | 25th – 27th October 2012 | | | |
| **Date when outline was completed** |  | | | **Name of workshop**  (indicate name of subject and workshop category) | | | English A, Language & Literature  IBDP Category 1 Workshop | | | |

\* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

* + 1. Indicate the literary works chosen for each of part of the programme

|  | Language A: literature | |
| --- | --- | --- |
| Higher level | Standard level |
| Part 1 | Hamlet, Shakespeare, W | Hamlet, Shakespeare, W |
| Faust, Goethe, J W | Cyrano de Bergerac, Rostand, E |
| Cyrano de Bergerac, Rostand, E |  |
| Part 2 | Некрасов "Русские женщины" | Островский "Гроза" |
| Островский "Гроза" | Толстой "Анна Каренина" |
| Толстой "Анна Каренина" |  |
| Part 3 | Некрасов В.П. Повесть "В окопах Сталинграда", рассказы | Некрасов Рассказы |
| Шолохов М.А. Повесть "Судьба человека", рассказы, очерки | Быков Рассказы |
| Быков В.В. Рассказы | Астафьев Рассказы |
| Астафьев В.П. Рассказы |  |
| Part 4 | Маяковский Лирика | Маяковский |
| Есенин Лирика | Есенин |
| Ахматова Лирика | Ахматова |

* + 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.

|  | Topic  (as identified in the  IB subject guide)  State the topics in the order you are planning to teach them. | Contents | Allocated time | | | Assessment instruments to be used | Resources  List the main resources to be used, including information technology if applicable. |
| --- | --- | --- | --- | --- | --- | --- | --- |
| One class is |  | minutes. |
| 45 |
| In one week there are |  | classes. |
| 3-5 |
|  |  |  |
| Year 1 | Literature and historical process. | R[eflection](http://slovari.yandex.ru/reflection/en-ru/LingvoUniversal/#lingvo/) of the historical events in the fiction (by the example of Hamlet). Historical coincidences. |  | | | Written assignment |  |
| Literature and religion. | Influence of the predominant religion on creative thinking and literary texts (Faust). HL |  | | |
| [Prototype](http://slovari.yandex.ru/prototype/en-ru/LingvoUniversal/#lingvo/)s of the literary characters. | Author's fantasy and the historical truth in literature. Problems of differentiation between invention and [fabrication](http://slovari.yandex.ru/fabrication/en-ru/LingvoUniversal/#lingvo/) (Cyrano de Bergerac). |  | | |
| [Transformation](http://slovari.yandex.ru/transformation/en-ru/LingvoUniversal/#lingvo/) of the woman's image in Russian literature of 19-th century. | Three types of the women's images in Russian literary tradition: conventional, heroic and demonic. |  | | | Individual oral commentary and discussion |
| The theme of woman's emancipation and the very first steps of the feministic idea in Russian literature. | The literary idea of woman's freedom in choosing her own way in the man's dominating society. Men-writers as the first defenders of the idea.  Russian classical literature in the feministic critique. HL |  | | |  |
| Year 2 | Literary conventions of the short stories genre. | Artistic methods to create images and to express author's viewpoint in the genre of short story. Composition characters.  Cinematographic techniques and effects in the genre. |  | | | Paper 2: Essay |  |
| Russian war short stories. | Autobiographical and documentary elements in war short stories (prose). The forms of creation of authenticity effect.  The child's image in war prose.  Language specificities of the genre and publicistic style. Literature and journalism. HL |  | | |
| The Silver Century of Russian literature. | Influence of the Revolutionary events in Russia on the development of Russian literature.  Women in poetry - protagonists and authors. |  | | | Individual oral presentation |
| Literary trends and tendencies. | Symbolism, futurism, imagenism, akmeism. |  | | |

* + 1. IB Internal and external assessment requirements to be completed during the course

Briefly explain briefly how and when you will work on them. Include the date when you will first introduce the internal and external assessment requirements, when they will be due and how students will be prepared to complete them.

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| 29 Sept - 4 Oct 2014 - The interactive oral and the reflective statement;  27 Oct - 1 Nov 2014 - The interactive oral and the reflective statement (HL);  1-6 Dec - The interactive oral and the reflective statement;  22-27 Dec - Supervised writing;  12-17 Feb 2015 - Written assignment.  18-23 May - Individual oral commentary  21-26 Dec - Paper 2: Essay  28 Mar - 2 Apr 2016 - Individual oral presentation  May - Paper 1 |

* + 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) |
| 1. Literature and historical process.  2. [Prototype](http://slovari.yandex.ru/prototype/en-ru/LingvoUniversal/#lingvo/)s of the literary characters. | What knowledge of literature can be gained by focusing attention on its historical context?  1. Which historical events in England contemporary of Shakespeare has influenced on choosing of theme, heroes, time and place of action in "Hamlet"? On what events of Danish Kingdom's history the plot of the Hamlet story was based? Is it possible to find some historical coincidences? And what historical or contemporary persons do you associate the main character with and why?  2. How does the real prototype influence on his own literary image? For example, in the text of Cyrano de Bergerac we can find a place with words about Moliere, the famous French writer. According to this text Moliere has borrowed some plots and comic elements from the works of Cyrano. Is that true or not? Can you prove your opinion? |

* + 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) |
| 1. Literature and religion.  2. The theme of woman's emancipation and the very first steps of the feministic idea in Russian literature. | 1. Many classical literary texts, including "Faust", are in itself religious and philosophical thinking of the authors. Studying of such works allows the students to learn some new tradition, other than their own, and to develop such personal skill as appreciation to convictions and world views of people of different cultures.  2. The idea of woman's emancipation and the feminism as an international social and cultural phenomenon of 19-th - 20-th century had the mostly serious influence on world literature and art. For example, the act of the decabrist's wives, that followed their husbands and went to the Siberia by their own will, for the first time demonstrated women's political activity in Russia. This historical event of course has found it's reflection in literature and was described in the famous poem "Russian women" of Nekrasov. |

* + 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 |
| Russian war short stories. | One of the most interesting theme about war literature - The child's image in war. Students usually try to understand the feelings of the young heroes through their own experience, because they are contemporary. So this topic would really develop: thinking, inquiring, caring and being principled. |

* + 1. Resources

Are instructional materials and other resources (for example, equipment for recording if you teach languages A or room for the performance aspect if you teach literature and performance) available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Briefly describe what plans are in place if changes are needed.

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| Screen or TV, tablets or notebooks for students, Wifi. |

