



Archbishop MacDonald Catholic High School

Course IB English A: Literature HL/ English Lit 35

Year 2025-2026

Term Semester II

Teacher(s) Ms. Nychka, marika.nychka@ecsd.net

Resources texts and technology provided by the school

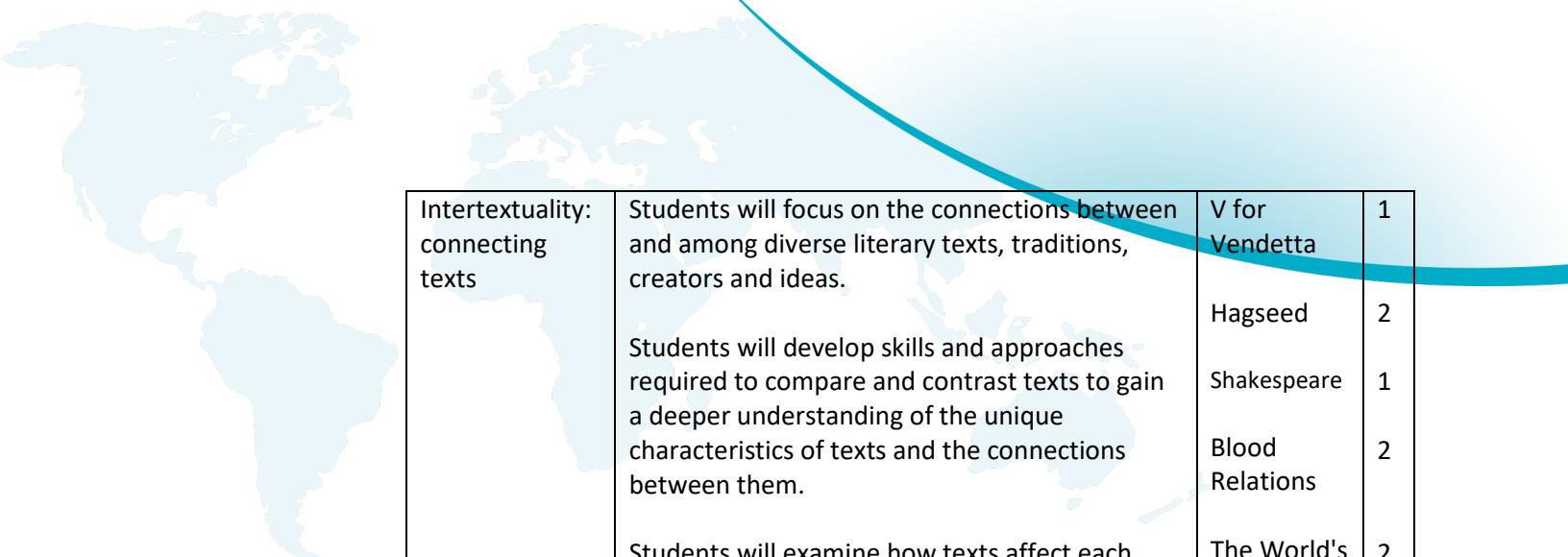
IB Curriculum [LINK](#)

IB Overview Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

- engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures.
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing.
- develop skills in interpretation, analysis and evaluation.
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings.
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings.

- develop an understanding of the relationships between studies in language and literature and other disciplines.
- communicate and collaborate in a confident and creative way.
- foster a lifelong interest in and enjoyment of language and literature.
- a balanced evaluation includes adjusting and varying assignments consistent with IB standards including bases of inquiry expected in Theory of Knowledge and Approaches to Learning (TOK and AOL) with a strong CAS involvement.

Areas of Exploration	Approach	Works	yr
Readers, Writers, and Texts	<p>Students will examine the ways literary texts are produced, read, interpreted, responded to and performed, and explores the role of literature.</p> <p>Students will develop skills and approaches to engage with how meaning is created in texts.</p> <p>Students will be attentive to the words on the page, the literal meaning of words, the type of literary work being read, the themes, characters, setting, word choice and stylistic features.</p>	<p>Answering Back</p> <p>Pride and Prejudice</p> <p>A Doll's House</p> <p>The Secret to Superhuman Strength</p> <p>Chin Poetry: Hard Love Province</p>	<p>1</p> <p>1</p> <p>2</p> <p>2</p> <p>2</p>
Time and Space	<p>Students will consider how a literary text interacts with the context in which it is produced and received.</p> <p>Students will develop skills and approaches to explore how texts are affected by a wide variety of factors such as the life of the author, the times the author lived in, and the way the context of reception and the work impact each other.</p> <p>Students will examine how the works represent, reflect, and become part of life and culture</p>	<p>Akutagawa stories</p> <p>The Visit</p> <p>Antigone</p> <p>Rosencrantz & Guildenstern are Dead</p>	<p>1</p> <p>1</p> <p>1</p> <p>2</p>



Intertextuality: connecting texts	<p>Students will focus on the connections between and among diverse literary texts, traditions, creators and ideas.</p> <p>Students will develop skills and approaches required to compare and contrast texts to gain a deeper understanding of the unique characteristics of texts and the connections between them.</p> <p>Students will examine how texts affect each other, and the wide range of ways texts can be connected and grouped.</p>	V for Vendetta Hagseed Shakespeare Blood Relations The World's Wife Hard Love Province	1 2 1 2 2 2
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IB Assessment Only content from the Alberta Program of Studies affects the course grade. IB content is assessed formatively using IB standards.

The IB English A curriculum is covered over two years, through two 5 credit (20IB, 30IB) and one 3 credit (English Literature 35) classes. Students are assessed independently to determine their IB and Alberta grades.

Paper 1: Guided literary analysis (external)	35%	2.25 hours	Guided analysis of unseen literary passage/passages from different text types
Paper 2: Comparative Essay (external)	25%	1.75 hours	Comparative essay based on two literary works (studied in class) written in response to a choice of one out of four questions.
HL essay (external)	20%		Written coursework component: 1200–1500 words on a work studied. Students must choose a line of inquiry related to the central concepts of the course.
Individual oral (internal)	20%	15 min	Prepared oral response that discusses two of the works studied in relation to a global issue. A work originally written in the language studied and one studied in translation.

The code NHI may be used to represent coursework that has not been handed in. It is representative of a zero. In addition, the following may appear for a student in PowerSchool instead of, or in addition to, a numeric grade:

Disclaimer



A wide range of assessment information is used in the development of a student's final grade. At Archbishop Macdonald Catholic 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 for differences in student needs, learning styles, preferences, and paces. It should also be noted that not all assignments are used to determine the final grade, and that scale factors may have been used to determine the weight of individual assignments.

High School courses explore sensitive and complex topics. Classroom discussions may involve navigating significant moments of personal growth and realization, or traumatic experiences that encompass the human condition. Perspectives are taught through a Catholic lens.

Texts are curated from Alberta Education and the International Baccalaureate Programme prescribed lists. Students are expected to pre-read assigned texts prior to the unit of study to discuss thematic perspectives. If you have questions, please reach out to your child's teacher and an alternate text will be provided.

Expectations

Unexcused absences and/or lates are unacceptable and may have a negative effect on the grade. Missed coursework may be expected to be completed and may be scored as zero or NHI until submitted (see disclaimer).

Personal Mobile Device Standards

Mobile Devices and Social Media Use:

- Personal mobile devices are to be silenced or turned off and stored in the student's assigned locker during the day, which must be locked.
- No personal mobile devices are to be used during the day except for at lunch.
- No social media is to be accessed during the school day.
- The standards for Personal Mobile Devices includes cell phones, SMART watches, earbuds, and headphones
- Non-compliance with the standards will result in consequences of a suspension or loss of privileges such as participation in school trips, or activities, sports teams, and extracurricular activities.

Student Handbook [LINK](#)

Academic Integrity [LINK](#)

