



# LANGUAGE ARTS

## Accelerated Class for Humanities (ACH)

### INTRODUCTION

The Year 3 and 4 Language Arts Programme offered at ACS (Independent) is designed to provide a rigorous preparation for Group 1: Language A (Studies in Language and Literature) at the Higher and Standard Levels in the International Baccalaureate Diploma Programme.

The aims of the course are to develop the ability of students to:

- Communicate accurately, appropriately and effectively in speech and writing;
- Understand and respond appropriately and imaginatively to what they have read and experienced;
- Engage in close detailed analysis of written texts;
- Enjoy and appreciate reading texts in the English Language.

Critical thinking, National Education and Affective Education are constantly brought to the fore during the teaching of the syllabus. In addition, the course introduces students to the attributes of the IB learner profile which promote academic rigor, self-directed learning and the establishing of a personal value system leading to international-mindedness. Apart from offering opportunities for creative and discursive writing, the genres of text encourage the development of close analysis, empathy and critical appreciation.

### LEARNING OUTCOMES

By the end of the course, students should be able to:

- Speak clearly and purposefully in a variety of situations, using appropriate vocabulary and emphasis; contribute to discussion on the basis of listening and evaluation.
- Respond to a range of fiction and non-fiction texts, commenting on how authors achieve their effects through styles, structure and presentation.
- Write in an interesting and persuasive manner, adapting their style to particular purposes, expressing opinions and arguments (in non-fiction), and discussing presentation of character and setting (in fiction).

### COURSE OUTLINE

#### 1) The Nature of Literature

- What is Literature?
- Form and Genre (An Overview)
- The elements of storytelling
- Setting: Review and introduce function of setting
- Themes: Examine universal themes relating to the human condition, such as alienation and discrimination, oppression and identity, the futility of war, among others
- Characters: Introduce the concept of characterisation in relation to plot, theme and writer's intention through the examination of role and functions of characters: Protagonist(s), antagonist(s), minor characters, relationship between characters, development of characters, characterisation techniques (speech content, language, action, behaviour, other characters' views)

#### 2) Novel / Short Stories

- Form and Genre (An Overview)
- Prose: Introduction to short stories
- Close study of text – Linking to Man and His World
- Elements of short stories and literary techniques
- A detailed study of set text: Into The Wind – Contemporary Stories in English selected by Barrie Wade (Year 3)
- Study of stories that seek to understand the complexities and nuances of our globalised world, dealing with issues such as terrorism, the plight of asylum seekers and refugees, immigrant experiences, modern-day slavery and the effects of capitalism. It is hoped that these stories will prompt deeper, more empathetic, and layered connections with multiple others in our world. Text: Cross-Worlds: Short Stories on Global Themes (Year 4)

### 3) Poetry

- Reinforcement of understanding of form and elements of poetry through analysis of literary devices used to manifest meaning through words
- Examination and comparison of different poetry from various countries
- Different poems from different eras. A detailed study of easier selected poems from the set text: Poetry Moves

### 4) Drama

- Study of dramatic conventions and literary themes in The Tragedy of Romeo and Juliet by William Shakespeare

### 5) Guided Literary Analysis of Prose and Poetry

- Development of awareness of different types of poetry (free verse vs structured)
- Development and reinforcement of understanding of point of view and its effect on the reader
- Development and reinforcement of understanding of mood and atmosphere and how they are created and their impact
- Development and reinforcement of understanding of style such as tension, suspense, irony, satire, tone and imagery and how style informs meaning

### 6) Communications Skills

- a. Language in Context
  - Text types (writing for a variety of purposes)
  - Raising language awareness for text, register, audience, context and culture.
- b. Listening
  - The function of listening in communication and the attributes of good listening
  - The need to listen before speaking
  - Assessing audience perception
- c. Speaking
  - When to speak: discerning context, audience and purpose for specific speech register
  - Dynamics of speech in communication in both a formal or informal setting
- d. Public Speaking
  - Reading skills such as intonation and pacing
  - Public speaking in the formal context of individual speech and group presentation
  - Presentation with technological aids for visual and aural impact (e.g Powerpoint, Video Conferencing)
- e. Writing
  - Stages in the writing process
  - Critical Thinking and Presenting an argument
  - Writing to Persuade/Respond/ Compare
  - Writing to Analyse/Explicate/Evaluate
  - Information Management and Organisational skills

### ASSESSMENT MODES

- Guided Literary Analysis (Prose / Poetry)
- Essay Writing & Literary Analysis of Set Texts
- Group Presentation
- Individual Oral Presentation: Digital Storytelling Task
- Individual Oral Commentary: Online Video Interview (Drama/Poetry)
- Coursework: Persuasive Speech / Opinion Column

### TEACHING AND LEARNING APPROACHES

Adopting a spiral curriculum design, the Year 4 syllabus revisits the breadth of literary and language skills taught in Year 3 for added depth and skill mastery. The approaches to teaching apply strategies like Socratic Questioning and the Community of Inquiry to guide students through classroom discussions. Students will also be introduced to the current paradigm of literary study, exploring multiple approaches to the meaning of a literary text. Correspondingly, autonomy and curiosity are encouraged in the learning approaches students

adopt to promote metacognition and reflexivity. The English Language is the medium through which thoughts and feelings are conveyed, and the strength of an opinion is as much about its content as it is in its intent. The art of informational management and audience-engagement will be reinforced at every stage of learning. Given the interdisciplinary nature of the subject, students will also be exposed to a wide range of global issues past and present, complementing their study of History, International Studies and other disciplines.

## **CURRICULAR ENHANCEMENT**

The Language Arts curriculum for the ACH will feature the same texts as the rest of the IP cohort. The curricular enhancement will take the form of in-depth engagement through inquiry, engaging in discussions that promote critical thinking in literary concepts such as narratology: narrator biases and reliability, counter-narratives, structuralism, surrealism, magical realism, doubling, contradictions, inter-textuality, and more. To promote student autonomy and self-directed learning, greater latitude will be given to the choice of topics for the Oral assessment and Coursework tasks for the ACH.

Apart from the syllabus-based learning in the classroom, all ACH students are expected to be involved in at least one of the Talent Development programmes organised by the Gifted Education (GE) Branch of MOE. Through the participation of such programmes, the application of communication and language skills will be reinforced by the opportunities of functional communicative engagements, applied learning and lived-experiences.

## **TALENT DEVELOPMENT PROGRAMMES**

**Creative Arts Programme (CAP):** Jointly organised by the GE branch of MOE and Yale-NUS College, this programme aims to nurture talented young writers. Students will submit a portfolio to apply. Successful applicants will have the opportunity to attend writing workshops, plenary sessions and forums as well as performance workshops, all of which give the participants the opportunity to learn from established writers and be exposed to exciting issues on writing and the arts.

<https://www.moe.gov.sg/education/programmes/gifted-education-programme/special-programmes/creative-arts-programme>

**Literature Seminar:** Organised by the GE branch of MOE, this programme aims to stimulate students' interest in Literature by exposing them to literary issues beyond normal curriculum and classroom content, enabling them to enrich their understanding of the literary discipline. Students will submit a literary inquiry project to apply. Successful applicants will attend a one-day seminar, where they get to attend sessions conducted by guest facilitators, as well as their peers.

<https://www.moe.gov.sg/education/programmes/gifted-education-programme/enrichment-programmes-and-activities-secondary/literature-seminar>

**Humanities and Social Sciences Research Programme (HSSRP):** Jointly organised by the GE branch of MOE and various institutions of Higher Learning, this programme aims to provide participants with the opportunity to engage in research under the guidance of mentors in the various fields in the Humanities and Social Sciences. Students will submit a proposal to apply. Successful applicants will have the opportunity to work closely with experts to examine a meaningful research problem.

<https://www.moe.gov.sg/education/programmes/gifted-education-programme/special-programmes/humanities-and-social-sciences-research-programme>