

Diploma Programme subject outline—Group 2: language acquisition

School name	Gymnazium a SOS Rokycany	School code	061768
Name of the DP subject <i>(indicate the language)</i>	English B		
Level <i>(indicate with X)</i>	Higher <input checked="" type="checkbox"/> <i>(not applicable for languages ab initio)</i> Standard completed in two years <input type="checkbox"/> Standard completed in one year * <input type="checkbox"/> <i>(not applicable for languages ab initio)</i>		
Name of the teacher who completed this outline	Jan Zitek	Date of IB training	9th – 11th April 2021
Date when outline was completed	05/2021	Name of workshop <i>(indicate name of subject and workshop category)</i>	DP English B Cat 1

* 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. If you will be teaching language B higher level, identify the two works of literature to be studied.

Aldous Huxley – Brave New World
George Orwell - 1984

2. 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.

Theme	Contents	Allocated time	Assessment instruments to be used	Resources.
		One class is 45 minutes In one week, there are 5 classes		
YEAR 1				
UNIT 1: IDENTITIES	<p>1. CITIZENS OF THE WORLD Via various videos and articles, Ss discover what it means to be a “citizen of the world”, develop their sense of identity in a globalised world, recap what kinds of experiences have contributed to their sense of identity Language acquisition aim: develop an understanding of international mindedness; use language effectively to explore the topic of globalisation; develop appropriate language skills to discuss and express your identity ATLs: research skills required to investigate commonly held beliefs among different cultures; national stereotypes Social skills: practising empathy for others; open-mindedness</p> <p>2. BELIEF AND IDENTITY Ss explore how their identity is defined by what they believe; Ss recap how people express their beliefs through language Language acquisition aim: become aware of how beliefs shape our identity; develop a command of language to discuss religion and faith ATLs: organisational skills-vocabulary development, creating a word bank</p>	45 classes/33.75 hours	<p>Summative Assessment: Develop an annotated collage depicting the beliefs and values of various cultures, identify, organize and present ideas;</p> <p>Formative Assessments: Ss will research to find various cultures/subcultures and asked to form inquiry questions-pair, peer, group evaluation; Ss will brainstorm ideas of social obligation, contrasting their own culture to others-reflection of beliefs and values;</p> <p>Summative Assessment: role play – alien introduced to world religions; text analysis – religion; Formative Assessments: self-determination vs. fate/destiny – self-evaluation;</p>	<p>Coursebook: <i>English B for the IB Diploma</i>, CUP, 2018</p> <p>audio-video files video: Rainn Wilson’s Spiritual Journey</p> <p>ELT websites, applications (ed.ted.com, teach-this.com, Quizlet, Quizizz, Flipgrid, Mentimeter, Kahoot)</p> <p>various additional reading materials-personal, professional and mass media texts www.fulltimenomad.com www.popsoci.com <i>Black Boy</i>, Wright R., 1945</p> <p>specimen exam papers</p>

	<p>3. BEAUTY AND HEALTH Ss explore how definition of beauty is shaped and how media's narrow definition of beauty affects people's mental and physical health Language acquisition aim: become aware of the effects of the beauty industry and unrealistic depiction of beauty in the media; talk about the pressure on people to look beautiful ATLs: thinking skills-adverse effects of the advertising industry</p>		<p>Summative Assessment: listening task-practice listening comprehension; Exploring texts – reading task; decoding advertising strategies-list of recommendations for a potential buyer; Formative Assessments: “ROUND TABLE” discussion-evaluating the concept of “beauty”; eating disorders;</p>	
UNIT 2: EXPERIENCES	<p>1. PILGRIMAGE Ss explore why people go on pilgrimages and what kinds of experiences are important to spiritual, religious or secular people Language acquisition aim: gain broader understanding of other cultures and spiritual journeys ATLs: thinking skills-pilgrimage mind map</p> <p>2. EXTREME SPORTS Ss explore why people sometimes unnecessary risks and how sport helps to shape identity Language acquisition aim: expand knowledge of extreme sports ATLs: thinking skills-ranking, rating, comparing, evaluating</p> <p>3. MIGRATION Ss explore why people migrate and how migration is changing the world Language acquisition aim: be able to understand and explain reasons for migration ATLs: research skills-relevance of sources</p>	45 classes/33.75 hours	<p>Summative Assessment: web quest-historical context of pilgrimages; writing task – Gallipoli 1915; Listening (Paper Two); Formative Assessments: concept map- analysis and interpretation of reasons and purposes of pilgrimages;</p> <p>Summative Assessment: Individual oral based on extract; Text handling practice; Formative Assessments: creating a rank of dangerous sports;</p> <p>Summative Assessment: oral presentation based on visual materials; Formative Assessments: diagram – immigration routes/trends;</p>	<p>Coursebook: <i>English B for the IB Diploma</i>, CUP, 2018</p> <p>audio-video files</p> <p>ELT websites, applications (ed.ted.com, teach-this.com, Quizlet, Quizizz, Flipgrid, Mentimeter, Kahoot</p> <p>various additional reading materials-personal, professional and mass media texts www.anzactrips.com www.travelwithachallenge.com www.islamicity.com The Guardian Huffington Post</p> <p>specimen exam papers</p>

<p>UNIT 3: HUMAN INGENUITY</p>	<p>1. FUTURE HUMANS Ss explore ethical considerations there are with the advancement of technology; Ss consider how science will change human existence in 50-100 years Language acquisition aim: explore how science and technology are affecting human life; present and discuss ethical issues connected to the topic ATLs: thinking skills – connecting new to existing knowledge, connect, extend, challenge</p> <p>2. TECHNOLOGY AND HUMAN INTERACTION Ss explore how technology has affected the way people interact with each other and how to engage in meaningful relationships without technology Language acquisition aim: become aware of the effects of technology on social interaction; debate issues associated with technology and social interaction ATLs: communication skills – getting audience engaged; self-management skills – avoiding distraction by social media</p> <p>3. REDEFINING ART Ss explore the purpose and definition of art; discuss how literature is taught and whether you can learn to appreciate it Language acquisition aim: develop greater appreciation for various forms of artistic expression; be able to express and articulate opinions about art ATLs: thinking skills – Bloom's taxonomy</p>	<p>45 classes/33.75 hours</p>	<p>Summative Assessment: listening task-practice listening comprehension; reading task- controversial research; individual oral based on extract;</p> <p>Formative Assessments: “ROUND TABLE” discussion-evaluating the pros/cons of technology;</p> <p>Summative Assessment: if clauses summary; written assignment – argumentative essay, interpret quotations; written assignment – a story: Raising children without mobile phones or Internet-connected devices;</p> <p>Formative Assessments: “The Millennial Question” - read, interpret, respond;</p> <p>Summative Assessment: reading task- modern art;</p> <p>Formative Assessments: “ROUND TABLE” discussion-how much art is worth; concept map- analysis and interpretation of purposes of art; individual oral based on extract;</p>	<p>Coursebook: <i>English B for the IB Diploma</i>, CUP, 2018</p> <p>audio-video files</p> <p>ELT websites, applications (ed.ted.com, teach-this.com, Quizlet, Quizizz, Flipgrid, Mentimeter, Kahoot</p> <p>various additional reading materials-personal, professional and mass media texts The Independent www.geneticallymodifiedfood.co.uk Sydney Morning Herald www.theverge.com www.slate.com</p> <p>specimen exam papers</p>
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<p>Literature 1:</p> <p>BRAVE NEW WORLD</p> <p>Aldous Huxley</p>	<p>The Use of Technology to Control Society</p> <p>The Consumer Society</p> <p>The Incompatibility of Happiness and Truth</p> <p>The Dangers of an All-Powerful State</p>	<p>60 classes/45 hours approximately 1/week</p>	<p>Individual Oral assessment mock</p>	
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YEAR 2

UNIT 4: SOCIAL ORGANISATION

1. MINORITIES AND EDUCATION

Ss explore what problems minorities face and how education can alleviate these problems

Language acquisition aim:

become more aware of the problems encountered by social minorities around the world; develop skills that enable students to discuss the topic

ATLs:

self-management skills – show resilience and perseverance, tackling challenges at school

2. PARTNERS FOR LIFE

Ss explore what marriage means to them and their culture and what constitutes good marriage or partnership

Language acquisition aim:

appreciate cultural differences with regard to marriage practices; acquire appropriate language for discussing the topic

ATLs:

communication skills – articulation of arguments, listening to and understanding counter arguments

3. THE FUTURE OF JOBS

Ss explore how globalisation affected employment practices and opportunities and how technology is changing the way people are employed

Language acquisition aim:

develop understanding of the topic and be able to speak proficiently and write coherently about globalisation, technology and job opportunities

ATLs:

communication skills – simulating a situation

45 classes/33.75 hours

Summative Assessment:

listening task-practice listening comprehension;
reading task – educating minorities;
oral presentation based on visual materials;

Formative Assessments:

self-reflection-my school career;

Summative Assessment:

written task – argumentative essay, arranged marriages;

Formative Assessments:

diagram – unreal past conditional, how my life would have been different;
self-reflection – how have the ideas presented in the unit changed your views of marriage;

Summative Assessment:

Vocabulary building – jobs, careers, employment market, technology in the workplace;

writing task – self-employment;

Formative Assessments:

roleplay – job interview;
group discussion - choosing a “future proof” career;

Coursebook: *English B for the IB Diploma*, CUP, 2018

audio-video files

ELT websites, applications (ed.ted.com, teach-this.com, Quizlet, Quizizz, Flipgrid, Mentimeter, Kahoot

various additional reading materials-personal, professional and mass media texts

Growing Up Indian, Young S.

My Gypsy Childhood, Freeman R.

www.homelands.org

Studies in the Park, Desai A.

www.indiamarks.com

specimen exam papers

<p>UNIT 5: SHARING THE PLANET</p>	<p>1. ENDING POVERTY Ss explore how poverty can be eradicated and what can be done to help make the world a more equitable place Language acquisition aim: gain a better understanding of the various approaches to alleviating poverty and be able to discuss the merits of different approaches ATLs: thinking skills - connecting new to existing knowledge, connect, extend, challenge</p> <p>2. CLIMATE CHANGE Ss explore how and why the climate is changing and what can be done to help prevent it Language acquisition aim: become more aware of the causes of climate change and their effects on the world; be proficient in discussing climate change and its prevention ATLs: research skills – individual oral presentation, gathering sources, finding data, cross-referencing</p> <p>3. POWER TO THE PEOPLE Ss explore how young individuals are fighting for a safer and fairer world and what the importance of democracy is in solving social injustice Language acquisition aim: learn how young individuals are making a difference in the world; develop proficiency in speechmaking and argumentation techniques ATLs: self-management skills-learn from reflection, developing study habits, learn effectively</p>	<p>45 classes/33.75 hours</p>	<p>Summative Assessment: listening task – philanthropists; writing task – using commas in English; Formative Assessments: spider diagram – causes of poverty</p> <p>Summative Assessment: individual oral based on visuals; reported speech summary; Formative Assessments: role-play – persuasion strategies, global warming being a real threat; brainstorming – being green;</p> <p>Summative Assessment: listening task – Occupy movement, making political statements; writing task – To what extent is democracy dependent on peace; Formative Assessments: mind map – visual representation of a text/speech</p>	<p>Coursebook: <i>English B for the IB Diploma</i>, CUP, 2018</p> <p>audio-video files TED Talk – Rutger Bregman: Poverty film: An Inconvenient Truth film: An Inconvenient Sequel</p> <p>ELT websites, applications (ed.ted.com, teach-this.com, Quizlet, Quizizz, Flipgrid, Mentimeter, Kahoot</p> <p>various additional reading materials-personal, professional and mass media texts www.fairtrade.org.uk www.finca.org www.seeker.com</p> <p>specimen exam papers</p>
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Literature 2: 1984 George Orwell	Totalitarianism: Total Control, Pure Power Propaganda Machines The Thing Called Love Liberty and Censorship Language: Doublethink and Newspeak Technology: All-seeing Telescreens and a Watchful Eye	60 classes/45 hours approximately 1/week 345 classes in 2 years 259 hours in 2 years	Individual Oral assessment mock	
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3. IB Internal and external assessment requirements to be completed during the course

Briefly explain 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.

General information

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. The internal assessment requirements at SL and at HL are the same.

Scheduling

Y1: September - Initial introduction to assessment requirements presented with the course outline. All students receive the syllabus of the course and go over the structure and content of internal and external assessment; Written productive skills: Paper 1 - practice for this paper will start September of Year 1 and students are expected to have produced a variety of text types by the time of the assessment; Receptive skills: Paper 2 - practice for this paper will start September of Year 1 and students are expected to have worked with a variety of text types and listened to a number of audio passages covering topics from the five themes by the time of the assessment; June - Individual Oral Assessment mock (literature 1): internal assessment will be due during Year 2 so during the first year we will be practicing the components which are going to be assessed.

Introduction to Papers One and Two in detail: Practice during each Theme; text-handling activities and listening practice; practice writing prompts.

Y2: April - Individual Oral Assessment mock (literature 2); May - Paper 1, Paper 2, Individual Oral Assessment

Assessment criteria

For Individual oral assessment the following criteria will be taken into consideration: Language (12 marks), Message-literacy extract (6 marks), Message-conversation (6 marks), Interactive skills—communication (6 marks)

4. 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.

Topic	Link with TOK (including description of lesson plan)
<p>UNIT 5: SHARING THE PLANET</p> <p>CLIMATE CHANGE</p>	<p>Warm up: Ask students to look at the title of the article “Is Global Warming Real?” Students think about how we can know if global warming is real considering the following aspects:</p> <p>language-to what extent have media influenced your understanding of global warming? perception – have you perceived the effects of global warming? reason – what evidence suggests there is or is not a connection between human activity and global warming? emotion – how do emotions influence our understanding of global warming? Why do some people deny its existence? imagination – to what degree must you use imagination to understand how global warming works? faith – do you “believe” in global warming? Is it a matter of “belief?” intuition – what does your intuition tell you about global warming? Can your instincts guide you on these matters? memory – some people claim that they remember that winters were harsher. Can memory be trusted in this discussion?</p> <p>Discussion: Taking these different ways of knowing into consideration students brainstorm their ideas in small groups presenting their outcomes.</p> <p>Reading: Students skim through the text checking the main ideas and structure then apply the “Read, Recall and Review” strategy and answer the reading comprehension question:</p> <ol style="list-style-type: none"> 1. What do scientists disagree on? 2. Why do scientists report different results on global warming? 3. How does David Keith use analogy to describe the media's reporting on global warming? 4. Why are scientists alarmed and concerned? 5. What can climate change sceptics and scientists agree on? <p>Follow-up: Students are asked to prepare arguments and strategies in order to convince a sceptical friend that global warming is real. Using the key arguments and notes students give a 2-minute presentation.</p>

5. Approaches to learning

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
UNIT 4: SOCIAL ORGANISATION PARTNERS FOR LIFE	<p>communication skills – students practice articulation of arguments, listening to and understanding counter arguments on the topic of same-sex marriage considering various points of view</p> <p>self-management and research skills - HL students are submitting a written assignment in this unit (argumentative essay). Thus, they have mastered skills of selecting the sources and collecting & organizing the information, proper referencing and presenting information; also, they have to observe deadlines and follow instructions</p>

6. 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.

Topic	Contribution to the development of international mindedness (including resources you will use)
UNIT 1: IDENTITIES CITIZENS OF THE WORLD	<p>Students develop an understanding of international mindedness by exploring the topics of globalisation, cultural diversity, national stereotypes, customs and values; they also develop appropriate language skills to express their identity</p> <p>In the unit students think about who they are in the context of which part of the world they are from, where they have been and where they are going; they will be exposed to various reading and listening material helping them understand themselves better and realize the benefits of travelling and getting to know other cultures; they also research the concept of being the “citizen of the world” compared to being a “citizen of one nation” in order to help them develop their sense of identity in a globalised world</p>

7. 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.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
UNIT 2: EXPERIENCES MIGRATION	balanced – in this unit students explore the topic of migration and the benefits and problems associated with it; the topic requires sensitivity, objectivity, keeping an emotional distance and a balanced approach open-minded – based on an interview with a Syrian refugee, students think about the choices the person has made; they learn more about the context and try to consider choices they would make in a similar situation thinkers – in a discussion on immigration it is important to know the “truth”; students learn to distinguish facts from opinions in provided reading materials caring – students read a text and statistics about the refugee crisis in the Middle East which explains the principles of charity and humanitarian work; students are then asked to provide feedback

8. Resources

Are instructional materials and other resources 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.

The school's classrooms are all equipped with computers, multimedia projectors, touch boards, speakers, and high-speed Wi-Fi. There is a computer lab and a well-equipped library with several multimedia stations and VR stations accessible to students. The school has purchased teacher resource materials for every subject including textbooks, subject guides and teaching methodology material. There is also a virtual link to the library of Western Bohemia University in Pilsen which enables students and teachers to use a wide variety of resources, magazine articles, fiction and non-fiction literature etc. There are also printing and scanning stations available to students and teachers enabling them to work with and create various teaching and learning material. Overall, the amount and quality of available resources is sufficient to give effective support to the English B course.