

## Diploma Programme subject outline—Group 2: language acquisition

<b>School name</b>	Spojená škola, Pankúchova 6, 851 04 Bratislava	<b>School code</b>	061749
<b>Name of the DP subject</b> <i>(indicate the language)</i>	English B		
<b>Level</b> <i>(indicate with X)</i>	Higher <input checked="" type="checkbox"/> Standard completed in two years <input type="checkbox"/> Standard completed in one year * <input type="checkbox"/> <i>(not applicable for languages ab initio)</i>		
<b>Name of the teacher who completed this outline</b>	Mgr. Jana Sláviková	<b>Date of IB training</b>	4 August 2021- 1 September 2021
<b>Date when outline was completed</b>	December 2021	<b>Name of workshop</b> <i>(indicate name of subject and workshop category)</i>	English B

\* 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.

Khaled Hosseini – The Kite Runner  
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.

	Topic (as identified in the IB subject guide)  <i>State the topics in the order you are planning to teach them.</i>	Contents	Allocated time		Assessment instruments to be used	Resources  <i>List the main resources to be used, including information technology if applicable.</i>
			One class is <input type="text" value="45"/> minutes.	In one week there are <input type="text" value="5"/> classes.		
Year 1	Theme 1: <b>Social Organization</b>	<b>Unit 1: Social relationships</b> Population change, Social services,  Inequalities Model text: diary Grammar: Tenses – simple and continuous <b>HL Literature: <u>Animal Farm – an extract</u></b> <b>Unit 2: Education</b> Early years education, Language and education, Education, Graduation Model text: personal email Grammar: Tenses- simple and perfect <b>HL literature: Narrative of the Life of</b>	12 weeks		Short quizzes Journal entries Student interviews Student reflections Classroom discussions	Mark McGowan, Hyun Jung Owen, Aaron Deupree: English B, Hodder Education, 2019. Hyun Jung Owen: English B Grammar and Skills workbook, Hodder Education, 2019.  Ray Norris, Amanda French: Ready for Advanced Students book and workbook. MacMillan, 2019  Felicity O’Dell, Michael Black: Advanced Trainer, second edition, Cambridge University Press, 2015

		<p>Frederick Douglas, an American slave – <u>an extract</u></p> <p><b>Unit 3: Law and order</b></p> <p>Crime, Discrimination and the law, Imprisonment  Model text: professional journal entry  Grammar: Past habits- used to vs would</p> <p>HL literature: <u>Want you dead - an extract</u></p>		<p>Portfolios  Group projects</p> <ul style="list-style-type: none"> <li>📄 Progress reports</li> <li>📄 Class discussions</li> <li>📄 Entry and exit tickets</li> <li>📄 Short, regular quizzes</li> </ul> <p>Reading comprehension</p> <p>Writing assignments</p> <p>Listening comprehension</p>	
Theme2: <b>Experiences</b>		<p><b>Unit 4: Leisure and holidays</b>  Hobbies, Tourism, Sports  Model text: Job application  Grammar: Future tenses</p> <p>HL Literature: <u>Notes from a Small Island – an extract</u></p> <p><b>Unit 5: Life stories</b>  Professions, Migration, Trauma  Model text: Essay  Grammar: The passive voice</p> <p>HL Literature: <u>The Kite Runner – full book</u></p> <p><b>Unit 6: Customs and traditions</b>  Traditions, Social norms and taboos, Dress codes and uniforms  Modal text: Proposal  Grammar: verb patterns</p>	12 weeks		

		<p>HL Literature: <a href="#">Dead Men's Path – an extract</a></p>			
	Theme 3: <b>Identities</b>	<p><b>Unit 7: Lifestyles</b>  Health, Physical well-being, Mental Health  Model text: Instruction / Guidelines  Grammar: Dependent prepositions  HL Literature: <a href="#">Wonder – an extract</a></p> <p><b>Unit 8: Beliefs and Values</b>  Culture ( the influence of culture on identity)  Identity), Values, Beliefs  Model text: Report  Grammar: Reported speech  HL Literature: <a href="#">The Curious Incident of the Dog in the Nigt-Time – an extract</a></p> <p><b>Unit 9: Language and Identity</b>   The benefits of bilingualism, English as a global language, Gender and identity  Model text: Article  Grammar: Adjectives  HL Literature: <a href="#">The Other Hand - an extract</a></p>	12 weeks		
Year 2	Theme 4: Human Ingenuity	<p><b>Unit 10: Artistic expression</b>  Expression through culture   Expression through movement  Expression through images  Model text: Blog  Grammar: Adverbs  HL Literature: <a href="#">Sonny's Blues - an extract</a></p>	14 weeks		

		<p><b>Unit 11: Communication and Media</b>          Mobility, Social Media, Entertainment          Model text: Leaflet          Grammar: Adjectives vs Adverbs  <b>HL Literature: The Ballad of the Landlord - an extract</b></p> <p><b>Unit 12: Innovation in science and technology</b>          Benefits to society, Privacy, The future          Model text: Interview          Grammar: Phrasal verbs  <b>HL Literature: The War of the Worlds - an extract</b></p>			
	<p>Theme 5:          Sharing the planet</p>	<p><b>Unit 13: The environment</b>          Green power, Plastic pollution, Climate Change          Model text: Review          Grammar: Prepositions  <b>HL Literature: The Coming Race – an extract</b></p> <p><b>Unit 14: Human rights</b>          Freedom of speech          Children’s rights          Women’ s right          Model text: Editorial          Grammar: Connectors  <b>HL Literature: 1984 – full book</b></p> <p><b>Unit 15: Globalisation</b>          Cultural globalisation</p>	<p>14 weeks</p>		

		Trade globalisation Environmental globalisation Model text: Speech Grammar: relative clauses HL Literature: <u>Of Mice and Men – an extract</u>			
--	--	---	--	--	--

3. **Communication 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.

Students will be engaged in a number of communication activities in each and every unit:

Speaking : classroom debates, individual presentations

Writing : rough drafts and final drafts the writing pieces : diary entries, personal letters, journal entries, formal letters, essays, proposals, instructions, guidelines, newsreports, articles, blog entries, brochures, interviews, reviews, editorials, speeches ; peer assessment of the drafts

Listening : authentic material – documentaries, speeches, short videos

Reading : texts both fiction (in HL) and non-fiction, multimodal text and their analysis

Personal, professional and mass media texts will be presented in the form of written, visual, audio and audio-visual texts covering the themes of Identities, Experiences, Human Ingenuity, Social organisation and Sharing the planet.

Preparation for the internal assessment : literary extracts stipulated in the course outline are up to approximately 300 words. In each of the extracts the students have to communicate clearly and effectively in a range of contexts (each literary extract is closely linked to the topic of the Unit within the prescribed themes). Students will be offered opportunities to demonstrate intercultural understanding and express the personal interpretation of the extract.

The students will study in-depth two literary works.

Assessment requirements will be introduced at the beginning of the course, in September. Internal assessment date will be in February in the second year.

#### 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/courses.

Topic	Link with TOK (including description of lesson plan)
Theme 2 : Experiences <b>Topic : Life stories</b>	<p>TOK links in the topic <b>Life stories</b></p> <p>TOK link would be presented in connection to the interview with Bruce Daisley, vice president of Twitter Europe, in which he encourages new graduates to follow their intuition. We will discuss what he means by this.</p> <p>KQ : Knowing that intuition is based more on feelings than facts, <b>how reliable do you think intuition is ? Where does our intuition come from ?</b></p> <ol style="list-style-type: none"> <li>1. Attempt to construct a definition of what intuition is and comparison with the dictionary definition : <i>intuition = knowledge from an ability to understand or know something immediately based on your feelings rather than facts</i> (Cambridge dictionary – available in the school library)</li> <li>2. We cannot fully rely on our intuition as it is not always logical or reasonable. It may conflict with reason, experience or other people’s intuition. – student provide examples</li> <li>3. Students share their experience in class : <i>Have you ever had an experience where you followed your heart and intuition and received good outcomes ?</i></li> <li>4. Examples of jobs and professions (topic vocabulary) where people make important decisions and they need more evidence and careful thinking to make a decision. Examples of jobs and professions (topic vocabulary) where people can rely on their intuition.</li> </ol>

#### 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)
<b>Customs and traditions</b> (Unit 6)	<p><b>Research skills</b> – students research different social norms and taboos (unwritten rules of behaviour that are considered acceptable in different countries)</p> <p><b>Thinking skills</b> - visual thinking strategies (venn diagrams, mind maps ....) to organise their findings</p> <p><b>Communication skills</b> – presenting and discussing different norms and taboos in different formats (presentation, set of guidelines – Code of Conduct, posters etc.)</p> <p><b>Social skills</b> – acknowledging and following the unwritten rules for groups of people</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)
<b>Language and identity</b> (Unit 9)	<p>Topic – <b>English as a global language</b></p> <p><b>Aim</b> : to realise the importance of mother tongue ; its protection ; make students aware of languages that are dying out</p> <p><b>Thesis question</b> : What happens to a society in which people no longer speak their mother tongue ? How much of knowledge and traditions is lost when a language disappears?</p> <p><b>Discussion</b> : Lingua franca (universal language) vs national languages - pros and cons, analysing from different cultural perspectives</p> <p>Source : <a href="https://whistlinginthewind.org/2015/02/11/why-english-should-not-be-the-international-language-of-the-world/">https://whistlinginthewind.org/2015/02/11/why-english-should-not-be-the-international-language-of-the-world/</a></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

Human rights (Unit 14)	<p><b>Principled –</b>  <b>Activity :</b> in small groups, students design a perfect country for children. They have to discuss and present the following aspects of the country :</p> <ul style="list-style-type: none"> <li>Social structure</li> <li>Law and order</li> <li>Children’s rights</li> <li>Votes and elections</li> <li>Government</li> </ul> <p><i>Students demomnstrate strong sense of fairness and justice. They show respect for dignity of people everywhere and take responsibility for their actions and their consequences.</i></p>
---------------------------	---

**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 has plenty of resources for language development and for skills development in the library – resources are available for the students and the teachers.  
 Primary sources- the fiction books – are available for every student.  
 The students will all be given a course book and an accompanying workbook, so that they can access all materials.  
 Multimedia room provides opportunities for skills development as well.

