

Diploma Programme subject outline—Group 2: language acquisition

School name	Gymnázium, Šrobárova 1, Košice, Slovakia	School code	061626
Name of the DP subject <i>(indicate the language)</i>	Language B English		
Level <i>(indicate with X)</i>	Higher <input type="checkbox"/> <i>(not applicable for languages ab initio)</i>	Standard completed in two years <input checked="" 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	Katarína Kňazovická	Date of IB training	April 7 – May 5, 2021
Date when outline was completed	June 2021	Name of workshop <i>(indicate name of subject and workshop category)</i>	IB Language B English

* 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.

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			
Year 1	Chapter 1: Identities-lifestyles, health, wellbeing	Citizens of the world Belief and identity Beauty and health	45	minutes	Listening skills- Receptive,productive Oral and interactive skills (presentations, Group discussion,vocabulary tests,reading, peer activities, peer and self-assessment) Written texts types(personal letters and emails)	English B Course Companion Videos https://watchdocumentaries.com/food-choices/ https://www.eufic.org/en/healthy-living/category/food-choice https://www.drugabuse.gov/publications/principles-adolescent-substance-use-disorder-treatment-research-based-guide/frequently-asked-questions/what-drugs-are-most-frequently-used-by-adolescents https://www.drugabuse.gov/publications/principles-adolescent-substance-use-disorder-treatment-research-based-guide/frequently-asked-questions/why-do-adolescents-take-drugs
			4	classes a week		
	Chapter 2:	Beliefs and values			Receptive and interactive	Vlogs

	Experiences	Subcultures Migration Holidays and travel Leisure activities	33hours	skills Debate, presenting to classmates Travel / Personal blogs Diary entries	Brochures/Booklets Travel Blogs Diaries English B Companion
	Chapter 3: Human ingenuity	Future humans Technology and human interaction Redefining art Celebrities	10weeks/40lessons/ 30hours	Receptive and Productive skills Interactive skills-interviews Reading comprehension- scientific articles Writing text types-reviews Debates, Presentations, Peer assessment, Speeches Writing skills: One opinion essays/For and against essays	English B Course Companion Videos Podcasts Documentaries TEDx speeches Magazines, Popular celebrity channels
Year 2	Chapter 4: social organization	Minorities Education Social relationships Partners for life The future of jobs	12weeks/48lessons/ 36hours	Receptive and Productive skills Interactive skills- Debates, Presentations, Peer assessment, Speeches Writing text types-reviews, articles, essays	Movies-To Sir with Love, /Sidney Poiter's film/ Hillbilly elegy drama https://content.wisestep.com/ communication-interviews/ Documentaries about Roma people Documentaries about arranged marriages
	Chapter 5: Sharing the planet	Ending poverty Climate change Power to the people	11weeks/44 lessons/ 33hours	Receptive and Productive skills Interactive skills-	English B Course Companion Internet research BBC documentaries about the

		<p>Inequality and level of poverty in the world?</p> <p>To what extent have the media influenced your understanding of global warming?</p> <p>Have you perceived the effects of global warming?</p> <p>Do you believe in global warming? Is it a matter of belief?</p>		<p>Debates, Presentations, Peer assessment, Speeches</p> <p>Reading comprehension-analysis</p>	<p>most polluted rivers in the world</p> <p>BBC documentaries about child labor</p> <p>Famous political speeches / R.Reagan, W.Churchill,JFK, MLK../</p> <p>Articles about authoritarian regimes/</p> <p>George Orwell-1984 novel</p>
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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.

When designing a language B course, the teacher must take into account the context of the school, diversity, student interests, access to the target language, languages of instruction, as well as languages used by the students and any local or national additional requirements. These may well dictate the pace of instruction, the breadth of the course and, to a certain extent, the course content.

Assessment objectives:

- Communicate clearly and effectively in a range of contexts and for variety of purposes
- Understand and use language appropriate to a range of interpersonal and / or intercultural context and audiences
- Understand and use language to express and respond to a range of ideas with fluency and accuracy
- Identify, organize and present ideas on a range of topics
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts

We will describe the assessment requirements in September of year 1 and again in September of year 2.

The written assignment will be introduced in detail at the end of December, so that SL students will have time to choose a topic and begin finding

resources over winter break. We will require students to submit their work by February so that we have time to address any problems of format before uploading before the deadline.

The interactive oral assignments will be completed in the fall/winter of year 2, after many practice activities throughout year 1. The students will be familiar with interactive formats (debates, discussions, etc.) as well as the rubrics for marking their contributions. The activities will be concluded in advance of the beginning of work on the individual oral assignment.

We will prepare for Paper 1 and Paper 2 during the entire 2nd year of this course. In the spring of year 2, we will begin to practice for paper 1 in a more dedicated way, with activities from past tests, and from the *IB Course Companion* to serve as timed practice texts. We will continue to review and practice on all class days until the examination day.

Assessment components

External assessment (3 hours)

Paper 1 (1 hour 15 minutes)

Productive skills – Writing (30 marks)

One writing tasks of 250 – 400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

Paper 2 (1 hour 45 minutes)

Receptive skills – separate sections in listening and reading 65 marks)

Listening comprehension (45 minutes) (25 MARKS)

Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Internal assessment

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral assessment

A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)

Class activities, homework, written tests after every chapter are parts of the formative assessment of a student's progress and encourage them to work systematically.

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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)
Sharing the planet	<p>TOK Qs: How do you feel about social inequality and level of poverty in the world? Are there any analogies, metaphors or expressions in your first language? Are these analogies and expressions applicable to universal language? In what ways can language be used to influence, persuade or manipulate people? How can we use the language we speak shape and deliberately manipulate thought? How does the language used to describe inequality and poverty help or hinder us in understanding the issue?</p> <p>My lesson will look something like this: I will use a BBC documentary film about Citarum River, one of the world's most polluted rivers As guiding questions I would use these: Why do you think Asian rivers are the most polluted rivers in the world? ;To what extent is poverty and inequality connected to pollution in certain parts of Asia? While watching the film students are required to make their own notes. After that, they will share their notes with their peers and compare them. The students will finalise and analyse the notes. This activity will encourage the students to use their critical thinking and their knowledge of poverty and pollution in certain parts of Asia. The students will figure out what can be done to solve poverty and pollution issues. The students will do their own research on the topic while utilising specific knowledge and language in order to spread awareness about the topic. Since emotions are discussed as a way of knowing, the students will express their emotions by means of extreme adjectives when describing some particularly shocking footage from the documentary film. The ToK focus is on how the issue is presented in the documentary and the language and imagery used to make its message.</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)
Social organisation	<p>I will use Ted Talks ,regional resource materials, documentary films and articles as the primary materials for discussing and writing analyses</p> <p>As guiding questions I would use- What does marriage mean to you or your culture? What are the main problems of social minorities and how they could be resolved? To what extent is education important when dealing with social minorities?</p> <p>1.Self-management skills Students need to learn how to manage themselves. Having organizational skills and goal setting are the key factors to successful learning. Clear deadlines should be established in a fair and purposeful manner.</p> <p>2.Thinking skills With developing thinking skills students are asked to engage with authentic disciplinary problems. Students are encouraged to be actively engaged in the formulation of hypotheses about the meaning of a text without needing to rely on easily accessible online sources.</p> <p>3. Communication skills Being able to communicate well contributes to the development of students' self-confidence. Practising different role plays, skits or oral interpretations of literature help students experience literary characters' inner struggles and life hardships.</p> <p>4. Social skills With the knowledge of social skills, students find themselves more comfortable in the act of appreciation of different cultures and behaviours. Debating and negotiating are key elements when studying language and literature.</p> <p>5. Research skills After adopting research skills students become aware of the usage of digital resources in an academically honest way.</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)
Health Drug abuse Partners for life	<p>“Do different cultures have the same concepts of beauty?” “ If so, explain it”</p> <p>“ Is drug abuse perceived differently in different cultures?” “ Could you explain why some cultures have more tolerant attitude to alcohol abuse?”</p> <p>“Is it likely that different cultures have different attitudes to marriage?” / child brides, arranged marriages/</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
Experiences	<p>The IB student expands their knowledge of extreme sports</p> <p>The IB student is encouraged to be a risk-taker. Does this mean that he/she should jump from a cliff with a wingsuit? In what sense is it healthy to be a risk-taker?</p> <p>Inquirers and Thinkers-Students should nurture their curiosity. Curiosity is the trait that helps students improve their critical thinking.</p> <p>Knowledgeable -Students develop the ability to communicate in the target language through the study of language, themes, and texts. They focus on all concepts such as audience, purpose, meaning and context.</p> <p>Communicators - To be good communicators, students need to be good listeners and to be engaged in global / intercultural/ issues.</p> <p>Open-minded - Students need to be respectful and open-minded to different values and traditions and learn to cooperate and help those who require it</p>

	Risk-takers- Students are encouraged to recognize their interdependence with other people, to reflect on the global problems and to leave their comfort zones to become risk-takers
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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.

Theory of Knowledge-for The IB Diploma Programme,
English B IB Diploma programme /IB Prepared/ by Kevin Morley

English B for the IB Diploma Coursebook Second edition / Brad Philpot/

English B Course Companion /Kawther Saa'd AlDin, Kevin Morley{

DVD resources

<https://ibo.org/en/become-an-ib-school/useful-resources/resource-library/>

<https://www.veoh.com/watch/v335946kKGMFKkF>

<https://www.youtube.com/watch?v=GEHOImcJAEk>

<https://www.cfr.org/blog/international-development-2014>

