

Curriculum overview for English B, SL School Year 2023/2024

Unit title / Month	Theme	Content	Objectives / Learning outcomes	Assessment tasks	ATL skills	Links to other subjects
Chapter 1 Identities	UNIT 1.1 Citizens of the world- 4weeks UNIT 1.2- Belief and identity 4weeks UNIT 1.3- Beauty and health 3 weeks	-How do you see yourself? -What does it mean to be a citizen of the world? -topics into: self-identity, internal and external cultural characteristics -how do people express their beliefs through language? -What are the effects of the media's narrow definition of 'beauty' on people's mental and physical health?	-Developing an understanding of international mindedness - Developing appropriate language skills to discuss and express Ss' identity - Developing a command of language that enables Ss to discuss religion and faith appropriately - Being able to articulate ideas about the beauty industry	- Working with vocabulary - interactive oral activity in form of group presentations and role-plays - writing a review - reading comprehension test	- research skills - social skills - communication skills	- links to linguistics - links to history and sociology studies
Chapter 2 Experiences	UNIT 2.1- Pilgrimage 4 weeks UNIT 2.2- Extreme sports 4 weeks UNIT 2.3- Migration 3 weeks	-What kinds of experiences are important to spiritual, religious or secular people? -Why do people take unnecessary risks in extreme sports? -How does sport help shape identity? - Why do people migrate? -How is migration changing the world?	- Understanding of other cultures, pilgrimages and spiritual journeys - Being able to articulate why people go on pilgrimages - expanding knowledge of extreme sports - Understanding the reasons why people migrate	- interactive oral activities - reading comprehension - writing skills: a blog post - listening comprehension task	- research skills - social skills - communication skills - self-management skills - thinking skills	- links to psychology, history, medicine Point Break film TOK- Can you measure danger? documentary films about immigration to the USA

<p>Chapter 3 Human ingenuity</p>	<p>UNIT3.1- Future humans 4 weeks UNIT3.2- Technology and human interaction 3 weeks UNIT3.3- Redefining art 3 weeks</p>	<ul style="list-style-type: none"> - What ethical considerations are there with the advancement of technology? - How will science change human existence in the 50-100 years? - How has technology affected the way people interact with each other? - How can people best engage in meaningful relationships without technology getting in the way? - How do you define art? - What is the purpose of art? 	<ul style="list-style-type: none"> - developing Ss writing skills - Exploring how science and technology are affecting human life -Developing Ss critical and discussion skills -Being able to discuss and debate issues associated with technology and social interaction -Developing a greater appreciation for various forms of artistic expression 	<ul style="list-style-type: none"> - writing skills-an opinion essay, a review - Reading and listening comprehension test - For and against essay 	<ul style="list-style-type: none"> - research skills - social skills - communication skills - self-management skills - thinking skills 	<ul style="list-style-type: none"> - Links to visual arts, history
<p>YEAR 2 Chapter 4 Social organisation</p>	<p>UNIT 4.1- Minorities and education 4 weeks UNIT 4.2- Partners for life 4 weeks UNIT4.3- The future of jobs 4 weeks</p>	<ul style="list-style-type: none"> - What problems do social minorities face? - How can education help alleviate these problems? - What does marriage mean to you or your culture? - What constitutes a good marriage or partnership? - How has globalisation affected employment practices and opportunities? - How is technology changing the way people are employed? 	<ul style="list-style-type: none"> - Becoming aware of the problems encountered by social minorities around the world - Developing skills that enable Ss to discuss social minorities and education - Acquiring appropriate language for discussing the topic of marriage - Appreciating cultural differences with regards to marriage practices - Being able to speak proficiently and write coherently about globalisation, technology and job opportunities 	<ul style="list-style-type: none"> - Listening skills Exploring texts (vocabulary, grammar) Discussion Presentations Panel discussions A formal e-mail Guidelines 	<ul style="list-style-type: none"> - social skills - communication skills (role plays) - thinking skills - self- management skills 	<ul style="list-style-type: none"> - links to psychology, Business English Social studies Movies: To Sir with Love Hillbilly Elegy Guess who's coming to dinner

<p>Chapter 5 Sharing the planet</p>	<p>UNIT 5.1- Ending poverty 4 weeks UNIT 5.2- Climate change 4 weeks UNIT 5.3- Power to the people 3 weeks</p>	<p>How can poverty be eradicated? What can you do to help make the world a more equitable place? Gaining a better understanding of the various approaches to alleviating poverty How and why is the climate changing? What can you do to help prevent climate change? What is the importance of democracy in solving social injustice?</p>	<ul style="list-style-type: none"> - Text handling exercises -Being proficient in discussing climate change and ways to prevent it - Ss learn and review to understand and use written forms of English essential for effective communication skills in different styles -developing Ss interactive oral skills - text handling exercises - individual research skills - Developing proficiency in speechmaking and argumentation techniques 	<ul style="list-style-type: none"> - Listening comprehension exercises, practicing in class - Reading and listening comprehension test - IOA 	<ul style="list-style-type: none"> - research skills - communication skills - self-management skills 	<ul style="list-style-type: none"> - Links to global issues and TOK TED speeches BBC documentaries about the most polluted rivers in the world and child labour Famous political speeches: JFK, Ronald Reagan, MLK Articles about authoritarian regimes, G.Orwell-1984 novel
<p>May-June</p>	<ul style="list-style-type: none"> - Revision and practising for the exam - writing assignments on topics addressed in class - <u>End of Year Exams</u> - Commenting students' work; final marks 	<ul style="list-style-type: none"> - Revising text types - Developing reading and listening compreh. skills 	<ul style="list-style-type: none"> - Paper 1 - Paper 2 	<ul style="list-style-type: none"> - self-management skills - thinking skills 		

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UNIT 1 September 3 weeks October 4 weeks	Experiences: "Pygmalion" by G.B.Shaw A: Gender roles and Tradition - Social skills images in the rigid British class system and a commentary on women's independence B: Life stories C: Vertical social skills mobility	<ul style="list-style-type: none"> - The myth of Pygmalion and how it applies to the play - Revision on types and elements of a play; analysing themes, motifs and symbols in the play - Introduction to the play; analysis of characters and acts - Studying language and style; presenting the background of the play - Based on classical myth, analysis of the complex business of human relationships in a social skills world 	<ul style="list-style-type: none"> - Developing Ss analytical, critical and discussion skills employed in acts analysis - Ss structure arguments in a clear, coherent and convincing way in their discussions of the play - Close reading and analysis of the work through the importance of various registers, i.e. diction, by studying uses of imagery, themes and narrative strategies, language and style, tone, mood and atmosphere, symbolism and themes 	<ul style="list-style-type: none"> - Evaluation and assessment through written assignments (close reading; text analysis by providing answers to guiding questions; text commentary), various homework tasks - Pygmalion quiz and test - My Fair Lady, movie review 	<ul style="list-style-type: none"> - social skills - communication skills - thinking skills 	<ul style="list-style-type: none"> - links to media studies - links to cinematography
UNIT 2 November 3 weeks	Sharing the planet: Our rights! A: Human rights B: Ethics	<ul style="list-style-type: none"> - Text: "Human rights in Jamaica, 2015/2016 report", p.383 2nd ed. - Internal assessment task: "Blink" by Matt Blackwood, p.388, peer assessment task - writing skills: Paper 1 (Magazine/Newspaper Article) on text: "Damning report on the exploitation in the Australian fashion industry", p.391 - Text: "Human Trafficking and Moral Imperatives", p.395; reading comprehension tasks - "Radio report on people trafficking in the US", p.399; listening comprehension - Internal assessment task: "The Diary of a Slave", p.402, peer assessment task - writing skills: Paper 1 (Opinion column) on text: "Birth is a human rights issue", p.405 		<ul style="list-style-type: none"> - internal assessment task - peer assessment - writing skills - listening and reading comprehension tasks 	<ul style="list-style-type: none"> - communication skills - thinking skills - social skills 	
December 3 weeks	<ul style="list-style-type: none"> - Revision and practising: writing activities on topics addressed in class, reading & listening comprehension task - <u>First Term Exams</u> - Commenting students' work; final marks 		<ul style="list-style-type: none"> - Ss assess language in written form and style - Ss discuss their written work in class 	<ul style="list-style-type: none"> - Paper 1 - Paper 2 	<ul style="list-style-type: none"> - self-management skills - thinking skills 	

<p>UNIT 3</p> <p>January</p> <p>3 weeks</p>	<p>Identities: Fit for life</p> <p>A: Lifestyles B: Mental health C: Health and well-being</p>	<ul style="list-style-type: none"> - An interview with Dr. Bibby on Canada`s teens: "Scrap the teen stereotypes" - Interview with Dr. Craig Anderson on Video Game Violence – processing - Newspaper article on censorship by Laura Clark "Cartoon violence makes children more aggressive"–text processing - Analysing blog elements on an excerpt by M. D. Gallagher : "Video games don`t cause children to be violent" 	<ul style="list-style-type: none"> - students study to understand and use the specific register related to the topic - Analysing interview features - developing Ss writing skills - Text handling exercises - Ss develop their discussion skills 	<ul style="list-style-type: none"> - Listening comprehension exercises - IOAs on media presentations of gender stereotyping - writing an interview, letter or e-mail giving advice 	<ul style="list-style-type: none"> - research skills - social skills - communication skills - self-management skills - thinking skills 	<ul style="list-style-type: none"> - links to the media studies - Links to (child) psychology
<p>UNIT 4</p> <p>February</p> <p>4 weeks</p>	<p>Social skills organization:</p> <p>A: Population diversity B: Cultural diversity C: Interlinguistic influence</p>	<ul style="list-style-type: none"> - "Traditional cultures in Singapore", p.134 - "SINGLISH: Broken English or Badge of Identity?", p.139 - "Multilingual identity", p.142 - "The courage to change", column by Shazia Mirza, p.173 - An extract from the novel: "Wild Meat and the Bullyburgers" by Lois-Ann Yamanaka, p.182 	<ul style="list-style-type: none"> - Practicing for the orals, developing students skills on organizing a good oral response, performing well and analysing in details; revision of the literature addressed topics for the IO; - Discussing the media report on global issues such as illegal immigration, war/conflict, poverty/ homelessness, etc. 	<ul style="list-style-type: none"> - Writing task: (opinion column, letter, proposal) - Listening to sample orals; peer oral assessment (applying the IO criteria) 	<ul style="list-style-type: none"> - communication skills - self-management skills - thinking skills 	<ul style="list-style-type: none"> - Links to TOK; possible links to history, geography, science, etc.
<p>UNIT 5</p> <p>March</p> <p>4,5 weeks</p>	<p>Human ingenuity: Scientific and technological innovation</p> <p>A: Advertising B: Communicat. and media C: Media and its effects on health</p>	<ul style="list-style-type: none"> - "Making sense of advertisements", p.26 Stereotypes in advertising, regulations in advertising industry - "Wires and Lights in a Box", p.31 Discussing the effects of advertising, consumerism and consumer protection Is advertising always negative? - "Should thin be in?", p.36 Perception of eating disorders in the society - "How to interview a celebrity", p.111, 2nd ed. How are celebrities affected by fame? - "Ferdia Walsh-Peelo and Mark McKenna say "Sing Street" the band is still a possibility", p.119, 2nd ed. - Recording Individual Orals 	<ul style="list-style-type: none"> - developing Ss analytical skills: analysing a written interview - Practicing individual oral presentations - Individual research skills - Text handling exercises 		<ul style="list-style-type: none"> - social skills - communication skills - self-management skills - thinking skills 	<ul style="list-style-type: none"> - Links to TOK/ Ethics in advertising
<p>April</p> <p>3,5 weeks</p>	<ul style="list-style-type: none"> - Revision and practising for the exam - writing assignments on topics addressed in class - <u>End of Year Exams</u> - Commenting students' work; final marks 		<ul style="list-style-type: none"> - Revising text types - Developing reading and listening comprehension skills 	<ul style="list-style-type: none"> - Paper 1 - Paper 2 	<ul style="list-style-type: none"> - self-management skills - thinking skills 	