

Curriculum Map for English B: Language Acquisition (Group 2) DP1/2

Unit Title (Time frame)	Standards	IB Objectives	Knowledge/C ontent	Skills	Assessments		Key resources
	<i>What are students expected to know and be able to do (knowledge and skills) by the end of a specific stage in their education?— General statements</i>	<i>What IB Objectives (as stated in Subject Guides) will this unit address?</i>	<i>What key knowledge will students acquire as a result of this unit? This requires a summary of key content for the unit.</i>	<i>What skills will they acquire in this unit?</i>	<p><i>Through what tasks will students demonstrate the desired understanding? What IB criteria will be used to assess the students?</i></p> <p><i>Summative Assessments: All assessment tasks which will be used to calculate a student's semester grade (must be entered on Engage Gradebook). Must be IB type assessment.</i></p> <p><i>Formative Assessment: All assessment tasks which are used to provide students with periodic feedback so they are aware of their progress. These could include quizzes, posters, etc. (Do not enter on Engage Gradebook).</i></p>		<p><i>Textbook Other texts Websites Videos Movies Community as a resource? Trip</i></p>
					<i>Formative</i>	<i>Summative</i>	

<p>Unit 1: Introduction to writing (2 Weeks)</p>	<p>RL.1 – RL.10 W1 – W10 LS.1 – LS.6 LF.1 – LF.6</p>	<p>1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding 2. use language appropriate to a range of interpersonal and/or cultural contexts 3. understand and use language to express and respond to a range of ideas with accuracy and fluency 4. organize ideas on a range of topics, in a clear, coherent and convincing manner</p>	<p>Essay writing fundamentals to allow a platform for development in students writing. Basic sentence structure and various forms of paragraph will be studied to prepare students for the requirements of the IB English B course.</p>	<p>Sentence structures. Identify parts of a paragraph. Understand form of a paragraph. Identify and develop topic, supporting and concluding sentences. Turn topic sentences into a question. Paragraph unity. Understand and use transitions, chronology, exposition, and spatial order to connect ideas. Write descriptively – create a picture with words using detail and sensory vocabulary. Use logical order to develop an opinion paragraph. Effectively use signal words for compare and contrast/cause and effect paragraphs.</p>	<p>Using topic sentences as prompts to write paragraphs. Following structured steps to form a paragraph. Use a schedule/timeline to write a list. Use prepositions of time to write an email. Write a short biographical paragraph. Write a paragraph using spatial awareness – descriptive – from left to right. Understand the writing process – brainstorming, clustering, listing etc. Edit paragraphs.</p>	<p>Personal Response . Paper 2 – section B. Internal Assessment – Interactive Oral.</p>	<p>Ready to Write. 4th edition. Karen Blanchard, Christine Root. Greater Essays 5. 2nd edition. Keith S. Folse, Tison Pugh. English Writing and Skills. Workbook. 3rd course. Coronado Publishers. Printouts (Server)</p>
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<p>Unit 2: Social Relationships:</p> <p>A) Language and the global village B) The dynamics of acceptance and behaviour in society.</p>	<p>RL.1 – RL.10 W1 – W10 LS.1 – LS.6 LF.1 – LF.6</p>	<p>1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding 2. use language appropriate to a range of interpersonal and/or cultural contexts 3. understand and use language to express and respond to a range of ideas with accuracy and fluency 4. organize ideas on a range of topics, in a clear, coherent and convincing manner 5. Understand, analyse and respond to a range of written and spoken texts</p>	<ul style="list-style-type: none"> •language and cultural identity, or self-identity •linguistic dominance •multilingualism <p>Will use a number of resources to show the direct impact of language on modernity, transitioning in to the second part of the module which focuses on certain aspects of different societies (links to global issues).</p> <ul style="list-style-type: none"> •relationships (friendship, work, family) •social behaviours and stances •minorities •taboos versus what is socially acceptable. 	<p>Critical thinking. Objectivity in reading. Understand types and structures of various text types. Vocabulary associated with 'language'. Recognise and understand use of rhetorical devices and be able to use learnt language in productive communication.</p>	<p>Presentations Socratic classroom discussions. Collaborative & Individual productive language writing – movie review/research project. Video comprehension assessment of audio and visual stimulus. Textual analysis.</p>	<p>Oral – Interactive Paper 1 – textual analysis Paper 2 – section a and section b written responses</p>	<p>Oxford IB Diploma Programme English B course companion. Oxford University Press.</p> <p>Forrest Gump. 1994.</p> <p>Australian released government statistics on domestic abuse.</p> <p>TEDx – documentaries on civil rights.</p> <p>Crash course – AP History – 1950s and 1960s short videos.</p>
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<p>Unit 3: Communication and Media (Weeks)</p>	<p>RL.1 – RL.10 W1 – W10 LS.1 – LS.6 LF.1 – LF.6</p>	<p>1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding 2. use language appropriate to a range of interpersonal and/or cultural contexts 3. understand and use language to express and respond to a range of ideas with accuracy and fluency 4. organize ideas on a range of topics, in a clear, coherent and convincing manner 5. Understand, analyse and respond to a range of written and spoken texts</p>	<p>contexts of media and their influence on media products and processes, Understanding of advertising. Analysis & critical thinking. Advertising Types. Terminology. Advertising & stereotypes – Bias in the media.</p> <p>Art of persuasion. Different types of rhetoric (Aristotle's Modes of Rhetoric.)</p> <p>Advertising and effects on mental health (precursor to body dysmorphia - Health Unit).</p> <p>Communication. Evolution of communication. The internet and its impact</p>	<p>Critical thinking. Analysis and reflection of media bias. Objectivity in reading. Understand types and structures of various text types. Vocabulary associated with 'Media' - advertising. Recognise and understand use of rhetorical devices and be able to use learnt language in productive communication.</p>	<p>Presentations; Classroom Discussions, Group work, Individual work, content quizzes; ad construction; posters; readers theater; passage analysis; research</p>	<p>Project based on Interactive oral and Paper 2 assessment.</p>	<p>http://www.thinkib.net/english_lesson_resources</p> <p>Oxford IB Diploma Programme English B course companion. Oxford University Press.</p> <p>Coca cola advertising – evolution of.</p> <p>Youtube.com videos.</p>
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			<p>on society. Social networking. (social relationships link). Impact on the environment (global issues lesson)</p>				
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<p>Unit 4: Global Issues</p>	<p>RL.1 – RL.10 W1 – W10 LS.1 – LS.6 LF.1 – LF.6</p>	<p>1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding 2. use language appropriate to a range of interpersonal and/or cultural contexts 3. understand and use language to express and respond to a range of ideas with accuracy and fluency 4. organize ideas on a range of topics, in a clear, coherent and convincing manner 5. Understand, analyse and respond to a range of written and spoken texts</p>	<p>Global warming basic background information. Controversy surrounding the debate of global warming. Multiple perspectives on global warming. An inconvenient truth – Al Gore (and other rhetoric surrounding this argument). Environmental awareness. Implications of global warming and pollution in China. Impact of greenhouse gases on arctic regions.</p>	<p>* seek a range of perspectives from multiple and varied sources. * interpret data and use brainstorming and visual diagrams to generate new ideas. * use a range of speaking techniques to communicate with a variety of audiences. * Interpret data. * Use appropriate forms of writing for different purposes and audiences. * Use appropriate strategies for organizing complex information.</p>	<p>Classroom Discussions, Group work, Individual work, content quizzes; posters; passage analysis; research.</p>	<p>Oral – Interactive . Paper 1 – textual analysis Paper 2 – section a and section b written responses .</p>	<p>Al Gore – An inconvenient truth. Oxford IB Diploma Programme English B course companion. Oxford University Press. English B (inthinking website) Hdgc.epp.cm u.edu/teacher sguide/teache rsguide.htm</p>
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Unit 5: Literary Element	RL.1 – RL.10 W1 – W10 LS.1 – LS.6 LF.1 – LF.6	<ol style="list-style-type: none"> 1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding 2. use language appropriate to a range of interpersonal and/or cultural contexts 3. understand and use language to express and respond to a range of ideas with accuracy and fluency 4. organize ideas on a range of topics, in a clear, coherent and convincing manner 5. Understand, analyse and respond to a range of written and spoken texts 	Background to novel Of Mice and Men. History of the author. Overview of the novel. Character summaries. The novels relationship with units studied – Of Mice and Men (Social Relationships – gender/race etc) and The Talented Mr. Ripley (Mental Health/ Social Relationships/ Leisure)	POV, Stylistic choices.	Presentations; Classroom Discussions, Group work, Individual work, content quizzes; posters; readers theater; passage analysis; research.	Writing Assignment	Of Mice and Men – John Steinbeck; The Talented Mr. Ripley – Patricia Highsmith.
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<p>Unit 6: Health Body Image (related to Advertising unit) Drug abuse (related to global issues and social relationships unit)</p>	<p>RL.1 – RL.10 W1 – W10 LS.1 – LS.6 LF.1 – LF.6</p>	<p>1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding 2. use language appropriate to a range of interpersonal and/or cultural contexts 3. understand and use language to express and respond to a range of ideas with accuracy and fluency 4. organize ideas on a range of topics, in a clear, coherent and convincing manner 5. Understand, analyse and respond to a range of written and spoken texts</p>	<p>Beauty – perception of aesthetics. Cultural values surrounding ‘beauty’. International variation. (Media/communication uniformity?) Self and the body. Body image in the media. Evolution of social norms. Body dysmorphia – social media. Anorexia. Bulimia. Manorexia. Vocab.</p>	<p>Critical analysis of media (review of Media and communication module). Identify various arguments and opinions based within medium presented. Make predictions in regards to future of beauty. Compare and contrast information given from multiple texts and videos. Research, review and interpret academic reports.</p>	<p>Presentations Socratic classroom discussions. Collaborative & Individual productive language writing – statistics study/academic paper review/research project. Video comprehension - assessment of audio and visual stimulus. Textual analysis.</p>	<p>Booklet Research Project work based on Paper 2 criteria. BODY IMAGE IN RELATION TO MEDIA. Interactive Oral. Comparative study + group discussion.</p>	<p>Oxford IB Diploma Programme English B course companion. Oxford University Press. Youtube.com: Ted – Meaghan Ramsey – Learning to love who we are. Ted – Dave Chawner – Over it. Wearequals.org – Equals? – Daniel Craig (James Bond) short video. Common sense media – Children, Teens, Media and Body Image. Google Image search – anorexia, bulimia, body dysmorphia.</p>
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							Vocabulary - Oxford IB Diploma Programme English B course companion. Oxford University Press.
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<p>Unit 7: (Ongoing – summer holidays) Written Assignmen t based upon literary works studied.</p>	<p>RL.1 – RL.10 W1 – W10 LF.1 – LF.6</p>	<p>3. understand and use language to express and respond to a range of ideas with accuracy and fluency 4. organize ideas on a range of topics, in a clear, coherent and convincing manner 5. Understand, analyse and respond to a range of written and spoken texts</p>	<p>Use literature studied in class to create an original piece of fiction using IB specified formats or alternative (excluding academic essay format).</p>	<p>Interpret text from novel and create an original piece of creative writing.</p>	<p>Creative writing based on Literature chosen for the course.</p>	<p>Writing Assignme nt.</p>	<p>Of Mice and Men – John Steinbeck; The Talented Mr. Ripley – Patricia Highsmith.</p>
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<p>Unit 8: Leisure</p> <p>Cultural habits and hobbies</p>	<p>RL.1 – RL.10 W1 – W10 LS.1 – LS.6 LF.1 – LF.6</p>	<p>1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding 2. use language appropriate to a range of interpersonal and/or cultural contexts 3. understand and use language to express and respond to a range of ideas with accuracy and fluency 4. organize ideas on a range of topics, in a clear, coherent and convincing manner 5. Understand, analyse and respond to a range of written and spoken texts</p>	<p>International youth festival, Book festival. Reading internationally. Types of media.</p> <p>Travel and recreation, recreational dangers, Responsible travelling. Ecotourism, travel and wildlife, poaching, adventure travel.</p> <p>Extreme sports. (TBC) How does your leisure time reflect who you are? on the IB learner profile list.</p>	<p>Interpret information from a number of texts. Identify different types of text, POV, styles. Compare and contrast information from difference sources. Make connections after reflection of texts. Link leisure unit back to previous units studied and examine relationships. Listen to and respond to a variety of spoken and visual media and respond demonstrating understanding.</p>	<p>Presentations Socratic classroom discussions. Collaborative & Individual productive language writing – movie review/research project. Video comprehension assessment of audio and visual stimulus. Textual analysis.</p>	<p>Paper 1 and Paper 2 assessment.</p> <p>Individual Oral structured assessment Interactive Oral.</p>	<p>Oxford IB Diploma Programme English B course companion. Oxford University Press.</p> <p>Ann Morgan – TED – My year reading a book from every country in the world.</p> <p>Laura Boushnak – TED – For these women, reading is a daring act.</p> <p>Chimamanda Ngozi Adichie – TED -The dangers of a single story.</p> <p>Scott McCloud – TED – The visual magic of the world.</p> <p>RedBull world record attempts. Skydiving etc.</p>
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