

Curriculum overview for English B, SL&HL, 3mn, School Year 2019/2020

Teachers: I.Čorak, Z.Franić

Unit title / Month	Theme	Content	Objectives / Learning outcomes	Assessment tasks	ATL skills	Links to other subjects
<p><b>UNIT 1</b></p> <p>September</p> <p>3 weeks</p>	<p><b>Social skills organization: English – a global language</b></p> <p>A: Linguistic dominance</p> <p>B: Social skills relationships</p>	<ul style="list-style-type: none"> <li>- Introduction into the course, its aims, objectives, syllabus and assessment criteria</li> <li>- <i>Text: English – a Global Language?</i> by Kevin Morley, 2011</li> <li>- Introducing students to Interactive Oral Activities</li> <li>- A blog entry on International Herald Tribune webpage</li> <li>- Text "English won't dominate as world language"</li> <li>- Interactive oral activity (IOA) on the topic</li> <li>- Movie review: "Sing Street" is another charmer from director of "Once" (p.93, 2<sup>nd</sup> ed.) &amp; "Mad About English"</li> <li>- A Review: Pigeon English by Steven Kelman" (p.109,2<sup>nd</sup> ed.)</li> </ul>	<ul style="list-style-type: none"> <li>- familiarizing Ss with basic concepts and terminology in linguistics (how to study grammar and vocabulary, collocations, idioms, phrasal verbs)</li> <li>- improving Ss grammar by practicing phrasal verbs</li> <li>- Ss practice their presentation skills and participate in a debate</li> <li>- Ss improve their writing skills in a specific text format (review)</li> <li>-developing Ss reading comprehension skills</li> </ul>	<ul style="list-style-type: none"> <li>- grammar quiz on phrasal verbs</li> <li>- interactive oral activity in form of group presentations and role-plays</li> <li>- writing a review</li> <li>- reading comprehension test</li> </ul>	<ul style="list-style-type: none"> <li>- research skills</li> <li>- social skills</li> <li>- communication skills</li> </ul>	<ul style="list-style-type: none"> <li>- links to linguistics</li> <li>- links to history and sociology studies</li> </ul>
<p><b>UNIT 2</b></p> <p>October</p> <p>4 weeks</p> <p>November</p> <p>4 weeks</p>	<p><b>Identities: Who we are!</b></p> <p>A: Language and identity</p> <p>B: Subcultures</p> <p>C: Uniforms and Tattooing: A tradition</p>	<ul style="list-style-type: none"> <li>- topic intro: <u>self-identity</u></li> <li>- L. H. Anderson: "Welcome to Merriweather High", excerpt</li> <li>- "Your values, your life" (p.216,2<sup>nd</sup>)</li> <li>- Discussion: wearing a school uniform is a cultural issue or not</li> <li>- Processing two texts on wearing uniforms– arg.&amp; counter-arguments</li> <li>- "I've seen the future –it's Goth"</li> <li>- Subcultures – internal semantics</li> <li>- "Geeks, MOPs, &amp; sociopaths in subculture evolution"(p.24,2<sup>nd</sup>ed.)</li> <li>-Discussion: tattoos and piercings-a sign cultural tradition or fashion?</li> <li>- Text "Cult. Significance of Tattoos"</li> <li>- Z. Dewara's 2007 article "Tattoos and piercings cause discrimination..."</li> <li>- Blog entry excerpt from <a href="http://www.fashiontrend.biz">www.fashiontrend.biz</a>, 2009 "Are dress codes in the workplace important?"</li> </ul>	<ul style="list-style-type: none"> <li>- developing students' writing skills (letter of complaint, letter to the editor and letter giving opinion, blog)</li> <li>- Ss learn how to structure arguments in a clear, coherent and convincing way</li> <li>- Ss assess and implement subtleties of the language in written form and style</li> <li>- improving Ss grammar knowledge by practicing past tenses</li> <li>- Listening comprehension exercises, practicing in class, turning their attention to most important cues</li> <li>- text processing exercises</li> </ul>	<ul style="list-style-type: none"> <li>- interactive oral activities</li> <li>- grammar: revision of past tenses; quiz</li> <li>- writing a letter of complaint</li> <li>- listening comprehension task</li> </ul>	<ul style="list-style-type: none"> <li>- research skills</li> <li>- social skills</li> <li>- communication skills</li> <li>- self-management skills</li> <li>- thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>- links to sociology and cultural studies</li> </ul>
<p>December</p> <p>3 weeks</p>	<ul style="list-style-type: none"> <li>- Revision and practising: writing activities on topics addressed in class, reading &amp; listening comprehension task</li> <li>- <u>First Term Exams</u></li> <li>- Commenting students' work; final marks</li> </ul>	<ul style="list-style-type: none"> <li>- Ss assess language in written form and style</li> <li>- Ss discuss their written work in class</li> </ul>	<ul style="list-style-type: none"> <li>- Paper 1</li> <li>- Paper 2</li> </ul>	<ul style="list-style-type: none"> <li>- self-management skills</li> <li>- thinking skills</li> </ul>		

<p><b>UNIT 3</b></p> <p><b>January</b> 4 weeks</p> <p><b>February</b> 4 weeks</p>	<p><b>Experiences: Third Culture Kids</b> A: Customs and traditions B: Migration</p>	<ul style="list-style-type: none"> <li>- "What does it mean to be a 21st ct. learner?", p.369, 2nd ed.</li> <li>- Newspaper article: "TCKs"</li> <li>- Defining &amp; describing advantages and challenges of living in diff. cult.</li> <li>- W. Thomas: "Colours", a TCK poem</li> <li>- Text: "Help children maintain their culture in foreign environments"</li> <li>- "How much does the language we speak shape our identity?" p.229, 2<sup>nd</sup>ed.</li> <li>- "Role of language in identity formation", p.243</li> </ul>	<ul style="list-style-type: none"> <li>- developing Ss writing skills: a college interest letter, p.363</li> <li>-Ss develop poetry analysis and interpretation skills</li> <li>- Developing Ss critical and discussion skills</li> <li>-Ss use specific topic related register</li> </ul>	<ul style="list-style-type: none"> <li>- writing an advice column</li> <li>- Reading and listening comprehension test</li> </ul>	<ul style="list-style-type: none"> <li>- research skills</li> <li>- social skills</li> <li>- communication skills</li> <li>- self-management skills</li> <li>- thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>- Links to sociology and psychology</li> </ul>
<p><b>UNIT 4</b></p> <p><b>March</b> 4 weeks</p> <p><b>April</b> 4 weeks</p>	<p><b>Sharing the planet: "The Curious Incident of the dog in the night-time" by M. Haddon</b> A: Human rights B: Equality C: People with Special Educ. Needs</p>	<ul style="list-style-type: none"> <li>- Introduction to Mark Haddon`s work</li> <li>- The importance of C. Doyle's Sherlock Holmes in Haddon's novel</li> <li>- Students presentations on Doyle's "Silver Blaze" and "The Dog of the Baskervilles"</li> <li>- Study on Asperger's syndrome and Christopher's similar symptoms</li> <li>- Discussion of Christopher's fascination with mathematical tests, puzzles and astronomy</li> <li>- Movie: "<i>Rain Man</i>"</li> </ul>	<ul style="list-style-type: none"> <li>- enabling Ss to understand the language (on impairment) studied in this literary work</li> <li>- Ss structure arguments coherently and convincingly in novel discussions</li> <li>- developing Ss analytical skills: chapters analysis</li> </ul>	<ul style="list-style-type: none"> <li>- Novel quiz and test</li> <li>- Paper 1–like tasks: leaflets, diaries and letters related to the novel issues</li> <li>- writing a movie review</li> </ul>	<ul style="list-style-type: none"> <li>- social skills</li> <li>- communication skills</li> <li>- thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>- links to psychology and literary studies</li> </ul>
<p><b>UNIT 5</b></p> <p><b>May</b> 4,5 weeks</p>	<p><b>Human ingenuity: Scientific and technological innovation</b> A: Communicat. and media B: Technological innovation C: The future of humanity</p>	<ul style="list-style-type: none"> <li>- Rapid growth in the use of mobiles in rural areas of Africa and S. Asia</li> <li>- How banking, new media, and ICT can help in developing world</li> <li>- Texts: "Cell phones and sustainable development: the future is mobile" (p.344); "Are mobile phones Africa's silver bullet" (p.347); "Africa calling: mobile phone revolution to transform democracies" (296, 2<sup>nd</sup>ed)</li> <li>- microbanking services - benefits, potential customers</li> <li>- Texts: "Microbanking; Branch-less banking for the un-banked" (p. 352)</li> <li>- How might future scientific and technological innovation change the human species?: "Visions of the future: 5 hi-tech inventions we`ll hopefully be using in 2030" (p.329, 2<sup>nd</sup> ed.), "Top 5 Mobile Innovations for Social skills Causes", p. 356</li> </ul>	<ul style="list-style-type: none"> <li>- Text handling exercises</li> <li>-developing Ss listening comprehension skills (p.328, 2<sup>nd</sup> ed.)</li> <li>- Ss learn and review to understand and use written forms of English essential for effective communication skills in different styles</li> <li>-developing Ss interactive oral skills</li> <li>- text handling exercises</li> <li>- individual research skills to structure and prepare a presentation</li> </ul>	<ul style="list-style-type: none"> <li>- Listening comprehension exercises, practicing in class</li> <li>- Reading and listening comprehension test</li> <li>- IOA</li> </ul>	<ul style="list-style-type: none"> <li>- research skills</li> <li>- communication skills</li> <li>- self-management skills</li> </ul>	<ul style="list-style-type: none"> <li>- Links to global issues and TOK</li> </ul>
<p><b>June</b> 2,5 weeks</p>	<ul style="list-style-type: none"> <li>- Revision and practising for the exam</li> <li>- writing assignments on topics addressed in class</li> <li>- <u>End of Year Exams</u></li> <li>- Commenting students' work; final marks</li> </ul>	<ul style="list-style-type: none"> <li>- Revising text types</li> <li>- Developing reading and listening compreh. skills</li> </ul>	<ul style="list-style-type: none"> <li>- Paper 1</li> <li>- Paper 2</li> </ul>	<ul style="list-style-type: none"> <li>- self-management skills</li> <li>- thinking skills</li> </ul>		

Curriculum overview for English B, SL&HL, 4mn, School Year 2019/2020

Teachers: Z. Franić, L. Silađin

Unit title / Month	Theme	Content	Objectives / Learning outcomes	Assessment tasks	ATL skills	Links to other subjects
<p><b>UNIT 1</b></p> <p><b>September</b> 3 weeks</p> <p><b>October</b> 4 weeks</p>	<p><b>Experiences: "Pygmalion" by G.B.Shaw</b> 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</p>	<ul style="list-style-type: none"> <li>- The myth of Pygmalion and how it applies to the play</li> <li>- Revision on types and elements of a play; analysing themes, motifs and symbols in the play</li> <li>- Introduction to the play; analysis of characters and acts</li> <li>- Studying language and style; presenting the background of the play</li> <li>- Based on classical myth, analysis of the complex business of human relationships in a social skills world</li> </ul>	<ul style="list-style-type: none"> <li>- Developing Ss analytical, critical and discussion skills employed in acts analysis</li> <li>- Ss structure arguments in a clear, coherent and convincing way in their discussions of the play</li> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation and assessment through written assignments (close reading; text analysis by providing answers to guiding questions; text commentary), various homework tasks</li> <li>- Pygmalion quiz and test</li> <li>- My Fair Lady, movie review</li> </ul>	<ul style="list-style-type: none"> <li>- social skills</li> <li>- communication skills</li> <li>- thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>- links to media studies</li> <li>- links to cinematography</li> </ul>
<p><b>UNIT 2</b></p> <p><b>November</b> 3 weeks</p>	<p><b>Sharing the Planet: Our rights!</b> A: Human rights B: Ethics</p>	<ul style="list-style-type: none"> <li>- Text: "Human rights in Jamaica, 2015/2016 report", p.383 2<sup>nd</sup> ed.</li> <li>- Internal assessment task: "Blink" by Matt Blackwood, p.388, peer assessment task</li> <li>- writing skills: Paper 1 (Magazine/Newspaper Article) on text: "Damning report on the exploitation in the Australian fashion industry", p.391</li> <li>- Text: "Human Trafficking and Moral Imperatives", p.395; reading comprehension tasks</li> <li>- "Radio report on people trafficking in the US", p.399; listening comprehension</li> <li>- Internal assessment task: "The Diary of a Slave", p.402, peer assessment task</li> <li>- writing skills: Paper 1 (Opinion column) on text: "Birth is a human rights issue", p.405</li> </ul>		<ul style="list-style-type: none"> <li>- internal assessment task</li> <li>- peer assessment</li> <li>- writing skills</li> <li>- listening and reading comprehension tasks</li> </ul>	<ul style="list-style-type: none"> <li>- communication skills</li> <li>- thinking skills</li> <li>- social skills</li> </ul>	
<p><b>December</b> 3 weeks</p>	<ul style="list-style-type: none"> <li>- Revision and practising: writing activities on topics addressed in class, reading &amp; listening comprehension task</li> <li>- <u>First Term Exams</u></li> <li>- Commenting students' work; final marks</li> </ul>	<ul style="list-style-type: none"> <li>- Ss assess language in written form and style</li> <li>- Ss discuss their written work in class</li> </ul>	<ul style="list-style-type: none"> <li>- Paper 1</li> <li>- Paper 2</li> </ul>	<ul style="list-style-type: none"> <li>- self-management skills</li> <li>- thinking skills</li> </ul>		

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