

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

<b>School name</b>	IES Fernando de Herrera	<b>School code</b>	062490
<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"/> <i>(not applicable for languages ab initio)</i>	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>	Juan Angel Garzón González María Salvadora Cuadros Muñoz	<b>Date of IB training</b>	17/11/2021
<b>Date when outline was completed</b>	23/02/2022	<b>Name of workshop</b> <i>(indicate name of subject and workshop category)</i>	DP Category 1 English B Workshop

\* 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

K. Ishiguro “Never Let Me Go”; Harper Lee “To Kill a Mockingbird”

### 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)  State the topics in the order you are planning to teach them.	Contents and Learning objectives	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="60"/>		
Year 1	COURSE INTRODUCTION	1. Course outline 2. IB Philosophy 3. Text types 4. Mock exam Paper 1	HL: 1 week = 4 hours		Programa del Diploma Guía de Lengua B
Year 1	1. Identities 1.1 Citizens of the World	<b>Content</b> 1 Shaping of individual identities. 2 How our identity is shaped by the diverse culture in which individuals are raised. 3 Diversity in your class.	HL: 3 weeks = 12 hours	<b>INTERACTIVE ACTIVITIES:</b> 1.1 Small groups discussion after listening to a podcast or a radio show. 1.2 Class discussion after watching a video or a TED Talk 1.3 A role play that incorporates decision-making or problem solving. 1.4 Photograph description.	English B for the IB Diploma, Second edition, Cambridge University Press  - Digital board  - Multimedia equipment  - Moodle / Classroom platforms  - Online tools to create infographics, posters, fliers, slides : Canva, Picktochart, Paddlet
Year 1	1.2 Belief and Identity	<b>Content</b> 1 How identities are shaped by beliefs. 2 Expressing beliefs through language. 3 Becoming aware of different beliefs	HL: 3 weeks:12 hours	<b>MOCK INTERNAL ASSESSMENT:</b>  Read a passage and answer the questions that follow. Based on your answers to the questions, prepare a four-minute presentation on the contents of the extract. Discuss the extract further with your teacher	- TED Talks

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			One class is	60		
Year 1	1.3 Beauty and the media, adverts, movies, TV commercials	<b>Content</b> 1 Advertisement techniques and variation. 2 Beauty industry and self-esteem. 3 Beauty industry and effects on women and men. 4 Anorexia	HL: 4 weeks: 16 hours		<b>MOCK PAPER 1 ( PRODUCTIVE SKILLS - WRITING 1 hour 30 minutes)</b>  Written assignments based on different types of texts: 450-600 words  *Formal e-mail / letter * Personal e-mail / letter * Review writing * A blog entry * Speech writing * News report * A brochure * An official report * Essays	-WEB PAGES  <a href="https://www.bbc.co.uk/learningenglish/">https://www.bbc.co.uk/learningenglish/</a>  <a href="https://www.bbc.com/news">https://www.bbc.com/news</a>  <a href="https://learnenglish.britishcouncil.org/">https://learnenglish.britishcouncil.org/</a>  <a href="https://www.nationalgeographic.co.uk/">https://www.nationalgeographic.co.uk/</a>  <a href="https://www.studenttimes.org/news/uk-news/">https://www.studenttimes.org/news/uk-news/</a>  <a href="https://www.thetimes.co.uk/">https://www.thetimes.co.uk/</a>  <a href="https://www.nytimes.com/">https://www.nytimes.com/</a>
Year 1	2 Experiences 2.1 Pilgrimage and self- exploration	1 Why people go on pilgrimage. 2 Learning to understand other cultures. 3 Camino de Santiago pilgrims. How they feel.	HL: 3 weeks = 12 hours			
Year 1	2.2 Extreme Sports	1 Why people take unnecessary risks 2 How sport shape identity. 3 Writing a formal letter. 4 History of Olympics. 5 Greece as Europe's cultural ancestor.	HL: 3 weeks= 12 hours			

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			One class is <input type="text" value="60"/> Weekly classes <input type="text"/>  <input type="text" value="4/5"/> HL		
Year 1	2.3 Migration	1 Understanding why people migrate. 2 Understanding how migration is changing the world. 3 Overcoming stereotypes. 4 Benefits and problems related to immigration. 5 Deal with opposite approaches (for and against) by means of websites. 6 Xenophobia 7 Verb tenses.	HL: 4 weeks = 16 hours	<b>MOCK PAPER 2 (RECEPTIVE SKILLS- LISTENING 1 hour and READING 1 hour)</b>  Paper 2 will include a range of questions, including multiple choice, true/false, matching, fill-in-the-gap or short answers.	
Year 1	3 Human Ingenuity 3.1 Future	1 Ethical considerations in technological advancement. 2 Human existence in the future. 3 How science and technology are affecting human life. 4 Presenting and discussing ethical issues related to science and technology. 5 Verbs followed by gerund and inf.	HL: 3 weeks = 12 hours		

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			One class is <input type="text" value="60"/>  Weekly classes <input type="text"/>  <input type="text" value="4/5"/> HL		
Year 1	3.2 Technology and Human Interaction	1 How technology affects our interaction with each other. 2 Relationships without technology getting in the way. 3 Conditionals	HL: 3 weeks = 12 hours		
Year 1	3.3 Redefining Art	1 The purpose of art. 2 How literature should be taught. 3 Different forms of artistic expressions. 4 Expressing opinions about art. 5 Active and passive.	HL: 4 weeks= 16 hours		
Year 1	READING K. Ishiguro "Never let me go"	Students will work on the themes and topics from the program which are found in the reading book.	5 weeks = 20 hours		

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			One class is	60			
			Weekly classes		SL		
				4/5	HL		
Year 2	4 Social Organisation 4.1 Minorities and education	1 Problems social minorities face. 2 How education can help relieve those problems 3 Becoming more aware of problems of minorities around the world. 4 Discussing social minorities and education. 5 Word formation.	HL: 3 weeks (5 hours) = 15 hours		<b>INTERACTIVE ACTIVITIES:</b>  2.1 Small groups discussion after listening to a podcast or a radio show. 2.2 Class discussion after watching a video or a TED Talk 2.3 A role play that incorporates decision-making or problem solving. 2.4 Photograph description.		
Year 2	4.2 Partners for life	1 What marriage means to you. 2 What is a good marriage or partnership? 3 Appreciate cultural differences with regards to marriage. 4 Conditional sentences	HL: 4 weeks (5 hours) = 20 hours			<b>INTERNAL ASSESSMENT-INDIVIDUAL ORAL</b>  Read a passage and answer the questions that follow. Based on your answers to the questions, prepare a four-minute presentation on the contents of the extract. Discuss the extract further with your teacher	
	4.3 The future of Jobs	1 Globalisation and employment practices and opportunities. 2 Connectors in English	HL: 4 weeks (5 hours) = 20 hours				

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		One class is	60		
			4/5	HL	
5 Sharing the Earth 5.1 Ending poverty	1 How poverty could be eradicated. 2 Making the world a more equitable place. 3 Various approaches to relieve poverty. Punctuation	HL: 3 weeks x 5 hours = 15 hours			
				<p><b>PAPER 1 : Productive skills- writing 1 hour 30 minutes)</b></p> <p>Written assignments based on different types of texts: 450-600 words</p> <ul style="list-style-type: none"> <li>* Formal e-mail / letter</li> <li>* Personal e-mail / letter</li> <li>* Review writing</li> <li>* A blog entry</li> <li>* Speech writing</li> <li>* News report</li> <li>* A brochure</li> <li>* An official report</li> <li>* Essays</li> </ul> <p><b>PAPER 2 (RECEPTIVE SKILLS- LISTENING 1 hour and READING 1 hour)</b></p> <p>Paper 2 will include a range of questions, including multiple choice, true/false, matching, fill- in-the-gap or short answers.</p>	

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			One class is <input type="text" value="60"/>		
			Weekly classes <input type="text"/> SL		
			<input type="text" value="4/5"/> HL		
	5.2 Climate Change	1 How the climate is changing. 2 Becoming aware of causes. 3 Historical Climate Changes. 4 Reported Speech.	HL: 4 weeks x 5 hours = 20 hours		
Year 2	5.3 Power to the people	1 How young individuals are fighting for a safer world. 2 Democracy and resolution of social injustices. 3 How individuals are making a difference. 4 Phrasal Verbs	HL: 4 weeks x 5 hours = 20 hours		
	Harper Lee "To Kill a Mockingbird"	Students will work on the themes and topics from the program which are found in the reading book .	5 weeks x 5 hours = 25 hours		



## 2. 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.

The first week of the course all students will receive the syllabus of the course. In the same first week we will go over the internal and external assessment requirements.

### HL Students:

1. Productive skills, receptive skills and individual oral will be practiced throughout the two years of the program.
2. Practice for Paper 1, Written productive skills will start September of Year 1 and students are expected to have produced a variety of text types by the time of the assessment.
3. Practice for Paper 2, receptive skills will start in September, and students are expected to complete at least 3 practice papers before the assignment due date.
4. Interactive- Individual Oral will be practiced in each unit.
5. Internal assessment ( Individual oral) will be given in April of Year 2.
6. External assessment will be given in May of Year 2.

### 2.1 Assessment tools

- i. Use of a variety of assessment tools:
  - a) Peer assessment.
  - b) Self-evaluation.
  - c) Teacher's observation.
- ii. Formative and summative evaluation.

### 3. 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.

Topic	Link with TOK (including description of lesson plan)
Social Organisation: Minorities	<p><b>Warm up:</b></p> <p>Ask students to consider if they are aware of “lines” that divide students today by constructing a visual diagram of their social relationships. Who do they interact with the most? Who would they like to interact with?</p> <p>After students have constructed their diagrams, ask them to free write about their relationships, using the following questions: Why are they so close to certain individuals; what prevents them from interacting with certain persons? What factors create barriers between people? Do “lines” really exist between people, or are they just made up? Then discuss these questions as a whole group to identify the factors that cause the “lines” that exist among their peers and the reasons for these “lines.”</p> <p><b>Discussion:</b></p> <p><b>Read the following excerpt from the novel “The Help”</b></p> <p><i>You talking about something that don’t exist.”</i></p> <p><i>I shake my head at my friend. “Not only is they lines, but you know good as I do where them lines be drawn.”</i></p> <p><i>Aibileen shakes her head. “I used to believe in em. I don’t anymore. They in our heads. People like Miss Hilly is always trying to make us believe they there. But they ain’t.”</i></p> <p><i>“I know they there cause you get punished for crossing em,” I say. “Least I do.”</i></p> <p><i>“Lot a folks think if you talk back to you husband, you crossed the line. And that justifies punishment. You believe in that line?”</i></p> <p><i>I scowl down at the table. “You know I ain’t studying no line like that.”</i></p> <p><i>“Cause that line ain’t there. Except in Leroy’s head. Lines between black and white ain’t there neither. Some folks just made those up, long time ago.</i></p> <p><b>Directions:</b> Discuss the following questions:</p> <p><b>Ways of knowing:</b> How did this knowledge of “lines” spread? How could have this knowledge been leant? (language, sense perception, emotion, , reason, imagination, faith, intuition, memory)</p> <p><b>Knowledge Framework:</b> What was the reason for this concept to appear? How is this concept of social “lines” applicable? Can you name some words that would apply to minorities? Are the racial “lines” still present in our society? Have they changed? Why is this knowledge of the “lines” that don’t exist important?</p>

#### 4. 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)
Science and Technology	<p>1. Research skills : <b>Inquirers</b>  <i>referencing sources AND collecting, organizing, interpreting and presenting information</i></p> <p>For the <b>Written Assignment</b> they are expected to have mastered skills of selecting the sources and collecting &amp; organizing the information from the sources.</p> <p>2. Communication skills : <b>Communicators</b>  <i>presenting AND viewing</i></p> <p><b>Individual oral activities</b>, which involve viewing photographs and presenting the information from the photograph and their own thoughts on it</p> <p>3. Thinking skills : <b>Thinkers, Knowledgeable, Reflective</b>  <i>critical thinking AND reflection</i></p> <p>It requires students to submit their reflections and thus show their critical thinking process.</p> <p>4. Social skills : <b>Principled, Caring, Open-minded</b>  <i>global/intercultural awareness and sensitivity AND ethical behaviour</i></p> <p>This unit focuses on the technology and mankind. As with all topics in the IB curriculum it has the purpose of developing global awareness by exploring the issues in different parts of the world. Yet, technology is the future, and all OB graduates will be involved with it to some extent in their profession. It is important to know how to handle technology ethically.</p>

#### 5. 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)
Beauty and health	Reason for the choice: Advertisement is a medium of promotion, used in every country in the world. Yet, it is different everywhere. For this activity, students will be required to compare a current advertisement from 2 different countries (China and USA or China and Thailand etc).

	<p>They will have to analyse them based on the purpose, level of explicitness, straightforwardness, audience. Since some students will have access to channels from other countries, they can also compare the audience the ads are geared towards in the same time slot.</p> <p>Resources: TV, Radio, YouTube, YouKou ads.</p>
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## 6. 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
Sharing the planet	<p>Watching videos, the students will be better informed about the global environmental crisis, instilling in them the concern to reach a personal and balanced opinion based on different points of view which they will also acquire through original texts online.</p> <p><b>Climate change topic:</b> Knowledgeable / balanced / reflective / communicators / principled Documentary <b>An inconvenient truth.</b> Vocabulary related activities. Comprehension and reflection questions. Oral presentation and analysis of images showing environmental damage and economic effect of climate change.</p> <p><b>Power to the people topic:</b> Knowledgeable <b>Greta Thunderberg Speech at the UN Climate Change Summit:</b> listening comprehension activity/ Vocabulary related activities. Reported speech. Comprehension and reflection questions. Vocabulary: expressing opinions. <b>Ending Poverty topic:</b> Balanced / reflective / communicators / principled / inquirers</p> <p>Writing activity: "The world I am leaving you, dear son". Students will write a text, an informal letter with a reflection about the major environmental issues, their development in the mid-term and in the long term as well as the consequences of actions that are carried out today.</p> <p>Principled/caring/reflective – Students will learn how some countries solve the scarcity problems, and will evaluate these methods as applicable to China.</p> <p>Risk-Takers – Students will have to examine the question, what would happen if all drinking water ran out 20 years from now.</p>

## 7. 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.

Our high school's classrooms are all equipped with a back-projection touch board, speakers, and high speed Wi-Fi.

The school will purchase all the literature and curriculum materials before the start of the program. It is possible that the school will subscribe to [www.thinkib.net/englishb](http://www.thinkib.net/englishb).

1. Coursebook: ENGLISH B, Cambridge de Brad Philpot

2. Enlaces web: teachingenglish de la BBC, isabelperez.com, Educreations, Kahoot, Goodreads, Bookcrossing, Teaching tolerance, ESL Partyland, iteslj.org/questions para preguntas de todo tipo y con una increíble variedad temática, ESLvideo.com, PinkMonkey.com, BrightHub.com, Dictionary.com, UsingEnglish.com, BusyTeacher.org, ManyThings, Bab.la, ESL Basics, BBC Learning English, ESL Gold, Real English, Repeat After Us, Vocabulix, Wordsteps, One Stop English, OUP Learning Resources Bank, English-Test.net, EduFind English Online Tests and Learning Games, Vocabulary.com, Breaking News English, Readtheory.com, TeenTribune, EverythingESL, Thesaurus.com, Common Errors in English Usage, Fonetiks, Dave's ESL Café, Englishtown, ESL Podcast, Teacher Talk, TED talks, Inspiration Lane,