

Course Overviews DP , UWC Thailand 2017-2018

All units taught in grades 11 and 12 are continuously being developed and improved to best meet the needs of the students at UWCT. Therefore, the following overview is only a reflection of current plans for the course. Some changes to these course overviews may occur as a result of planning done throughout the academic year.

Grade	Time Frame	Unit number and title	<u>Approaches To Learning</u> skills taught / learnt / developed in this unit	Content (topics / knowledge/ subject specific skills)	Connections to TOK	Summative assessment
11	2 weeks	0. Welcome to English B	Thinking <ul style="list-style-type: none"> - VARK learning styles Communicating <ul style="list-style-type: none"> - In oral form, understand and make others understand Social <ul style="list-style-type: none"> - Collaboration 	Topics <ul style="list-style-type: none"> - Core & Option - What topics will we study? Assessments <ul style="list-style-type: none"> - External, Internal, Written - What does the English B assessment look like? Objectives <ul style="list-style-type: none"> - What are the objectives of English B? Content & Skills <ul style="list-style-type: none"> - What content and skills will we learn? Writing skills: <ul style="list-style-type: none"> - P2A: Scaffolding a letter - P2A: Designing an English B brochure 	Ways of knowing: How does language shape knowledge or what it is possible to know? --Soft language/ euphemisms --'England and America are two countries separated by a common language.'	NA Formative: Paper 2A: Write a formal letter of introduction to your teacher. Paper 2A: Design a panel for a brochure about DP English B
11	7 weeks	1. Rites of passage (Customs & Traditions)	Thinking <ul style="list-style-type: none"> - VARK learning styles Self-Management Skills <ul style="list-style-type: none"> - Organizational skills: scaffolding writing, time management 	Confused words: <ul style="list-style-type: none"> - job/work - fun/funny - opportunity, possibility, occasion Reading & Text-Handling <ul style="list-style-type: none"> - gap sentences - gap-fill - speaker matching - pronoun reference Writing skills <ul style="list-style-type: none"> - P2A: advice column - P2B: personal response (essay) - essay: 1st school p. 16-17 Grammar & Usage <ul style="list-style-type: none"> - parallelism - pronoun-antecedent agreement - transition words (conjunctions) - review tenses - (non)count/abstract nouns & articles Visual interpretation <ul style="list-style-type: none"> - timelines - mosaic 	Areas of knowledge: How do religious and indigenous knowledge systems play a role in rites of passage?	Paper 2B: Write a response to the following statement: <i>"Even more than getting married or having kids, I found losing a parent is what thrusts you into adulthood."</i> - Paul Rudd (actor) Paper 2A: Read the 'Dear Abby' letter and write what you think her response would be in an advice column.

11	9 weeks	2. Language & Identity (Social Relationships)	<p>Thinking</p> <ul style="list-style-type: none"> - thinking critically and reflectively <p>Social</p> <ul style="list-style-type: none"> - working collaboratively; refining receptive and interactive skills <p>Communication</p> <ul style="list-style-type: none"> - reporting data in a coherent and organized way <p>Research</p> <ul style="list-style-type: none"> - interpreting and organizing data from a report 	<p>Reading & text handling</p> <ul style="list-style-type: none"> - skimming, scanning - interpret and summarize - listening & viewing <p>Writing skills</p> <ul style="list-style-type: none"> - P2A: blog to diary - P2A: review (book & movie) - WA: rationale - P2B: personal response - paragraphing (TiP ToP) <p>Speaking & interactive skills</p> <ul style="list-style-type: none"> - presenting - teaching (jigsaw) - follow-up questions - IOA: group research & presentation <p>Grammar & Usage</p> <ul style="list-style-type: none"> - Simple, compound, complex structures - Present simple, progressive, perfect aspects - Subject-Verb Agreement - Conjunctions: coordinate, subordinate - Clauses: dependent & independent 	<p>Ways of knowing: Do we know and learn our first language(s) in the same way as we learn additional languages?</p>	<p>P2B: Write a response to the following statement: <i>“One of the most effective ways to learn about one’s self is by taking seriously the cultures of others. It forces you to pay attention to details of life which differentiate them from you.”</i> -- Edward T. Hall</p> <p>P2A: Write a review of the movie <i>Speak</i>. Utilize film-specific terminology.</p> <p>P1: A mash-up of topic-related SL and HL papers</p>
11	7 weeks	3. Minorities in Education & Literature (Social Relationships)	<p>Thinking</p> <ul style="list-style-type: none"> - Reflect on how your school career has shaped who you are <p>Self Management</p> <ul style="list-style-type: none"> - Organization: time management complete reading assignments 	<p>Literary Text</p> <ul style="list-style-type: none"> - <i>The Absolutely True Diary of a Part-time Indian</i> by Sherman Alexie <p>Reading skills</p> <ul style="list-style-type: none"> - Infer (character analysis: STEAL) - Predict - Identify: plot, mood, theme, tone <p>Writing skills</p> <ul style="list-style-type: none"> - P2A: Persuasive speech - WA: Rationale - WA: Character backstory <p>Grammar & Usage</p> <ul style="list-style-type: none"> - Part of speech, word formation, suffix - Confused words: affect vs effect - adverbs vs adjectives - Prepositions - Quotation marks and punctuation - Conditionals <p>Visual interpretation</p> <ul style="list-style-type: none"> - Junior’s comics 	<p>Ways of knowing: To what extent does the environment have an impact on the way an additional language is acquired? How can words have a color?</p> <p>Areas of knowledge: Indigenous knowledge</p>	<p>WA: Write a rationale for a piece of fan fiction based on the novel we have read.</p> <p>WA: Write a rationale for a new book cover or illustration like the one on p.12.</p> <p>IOA: Discuss cultural appropriation versus cultural appreciation.</p> <p>IOA: Loosely script a role play for a family moving abroad for the first time.</p>
11	5 weeks	4. Extreme Sports (Leisure)	<p>Thinking</p> <ul style="list-style-type: none"> - Thinking critically: considering ethics <p>Social</p>	<p>Experiential learning</p> <ul style="list-style-type: none"> - Field trip to Rebel / Anthem <p>Reading & Text Handling skills</p> <ul style="list-style-type: none"> - Gap-fill 	<p>Knowledge issue: To what extent do extreme sports and stunts violate ethics?</p>	<p>P2A: Imagine you have the opportunity to interview a sports star from a popular</p>

			<ul style="list-style-type: none"> - Shared challenges: taking risks together, encouraging each other through challenges - Discussing and reading literature in small groups 	<ul style="list-style-type: none"> - Word form - True/False and justification - Recognizing humour (Sarcasm, hyperbole, familiar style, figurative lang, 2nd person, idiom) - Reconstructing interview questions <p>Writing skills</p> <ul style="list-style-type: none"> - P2A: Transcribed Interview - P2A: Brochure (reducing big ideas to short phrases) - P2A: Vlog or Diary entry <p>Grammar & Usage</p> <ul style="list-style-type: none"> - Fragments - Collocations - Sentence starters - Suggestive language (<i>why not + [positive] + ?</i>) <p>Speaking & Interactive Skills</p> <ul style="list-style-type: none"> - Determining register - IOA: Role Play - Asking for permission to go on a weekend trip. Proposing a sport to the Int. Olympic Committee. Suggesting one activity over another to friends. <p>Visual interpretation - Create context for images</p>		<p>magazine. In your transcribed interview, write both your questions and the sport star's responses.</p> <p>P2A: Write a diary entry or create a vlog episode reflecting on your experience taking part in an extreme sport.</p> <p>IOA: Role play convincing a parent to allow you to participate in an activity.</p>
11	6 weeks	5. Internet (Communication & Media)	<p>Thinking</p> <ul style="list-style-type: none"> - Critical thinking: How can access to more information on the Internet be negative? <p>Social</p> <ul style="list-style-type: none"> - Poster: with a partner advertise proper Internet citizenship. Write a rationale. Present <p>Communication</p> <ul style="list-style-type: none"> - Discussion: respond to Internet Shaming TED talk <p>Research</p> <ul style="list-style-type: none"> - News Report: make an survey, interpret the data to find trends, write a report <p>Self Management</p> <ul style="list-style-type: none"> - News Report make an survey, interpret the data to find trends, write a report 	<p>Reading & Text Handling skills</p> <ul style="list-style-type: none"> - predict, infer, interpret - skim, scan - gap-fill <p>Writing skills</p> <ul style="list-style-type: none"> - planning/outlining - persuasive tools - P2A: Blog - P2A: News report (Inverted ▽) - P2B: writing arguments <p>Speaking & Interactive skills</p> <ul style="list-style-type: none"> - How to lead a discussion - Discussion key phrases - IOA: discussion - Internet shaming - IOA: discussion - connect emotionally <p>Grammar & Usage</p> <ul style="list-style-type: none"> - misplaced modifiers - conditional 'if' - (non)restrictive clause: who which that - suffixes, word formation - transition/sequence words - parallelism - run-on sentence 	<p>Knowledge issue: Students learn to detect biased language in a text</p>	<p>P2B: Write a response to the following statement: <i>'I'll admit sometimes I do miss the simple life before mobile phones existed. Being connected to the world at all times comes with an incredible number of perks, but it has huge disadvantages too.'</i></p> <p>IOA: Discussion the Internet Shaming TED talk</p>

				Visual interpretation - comics		
11	4 weeks	6. Travel (Leisure)	<p>Thinking</p> <ul style="list-style-type: none"> - brainstorming, critical thinking, reading for understanding <p>Social</p> <ul style="list-style-type: none"> - interaction, teamwork <p>Communicating</p> <ul style="list-style-type: none"> - debating and sharing ideas 	<p>Reading & Text Handling Skills</p> <ul style="list-style-type: none"> - gap-fill - paragraph headings - conventions of travel writing - audience & register - FCE Read & Use (travel topic) <p>Writing skills</p> <ul style="list-style-type: none"> - P2A: Letter of Application - conventions, audience, format, vocab - P2A: News Article - point of view, paragraphing, tense, in/direct quotes - P2A: Tabloids: sensationalism - P2A: Set of Instructions - advice-based or chronology-based - P2B: Marya Mannes quote <p>Grammar & Usage</p> <ul style="list-style-type: none"> - word form / suffixes - pronoun-antecedent agreement - punctuation <p>Visual interpretation</p> <ul style="list-style-type: none"> - OPTIC strategy for analysing photos 	<p>Personal & shared knowledge:</p> <p>Is preserving the environment an ethical responsibility? And is service to others a moral obligation?</p>	<p>P2A: Write a letter of application for a study abroad programme.</p> <p>P2A: Re-write a tabloid article as a news article.</p> <p>IO: Use the optic strategy to analyse an image.</p>
12	6 weeks	7. Poverty (Global Issues)	<p>Thinking</p> <ul style="list-style-type: none"> - Critical Thinking: can charities do more harm than good <p>Social</p> <ul style="list-style-type: none"> - Interaction <p>Organization</p> <ul style="list-style-type: none"> - Organize events in feedback loop - Link events/ideas in a spider diagram 	<p>Reading & Text Handling skills</p> <ul style="list-style-type: none"> - gapped text <p>Writing skills</p> <ul style="list-style-type: none"> - P2B: Nelson Mandela quote - P2B: Machiavelli quote - P2A: Proposal (for IOA format) <p>Grammar & Usage</p> <ul style="list-style-type: none"> - comma usage p.50-51 - conditional 'if' - fixing fragments - commas w/ introductory and concluding elements, interrupters, nonessential clauses, in a list or series, w/ 'and' - 'so' vs 'so that' (+ commas w/) <p>Speaking & Interacting skills</p> <ul style="list-style-type: none"> - role play (fairtrade) - role play (Tom's Shoes) - IOA: planning - IO: analyze ads (Benetton, Aftershave) <p>Organization</p> <ul style="list-style-type: none"> - feedback loop - spider diagram 	<p>Students discuss the notion of 'common beliefs' in relation to key global issues, using a map drawing exercise (page 44).</p> <p>Students discuss optical illusions in relation to the Fairtrade logo (page 46).</p>	<p>P2B: Machiavelli quote</p> <p>IO: aftershave ad</p> <p>IOA: students' choice</p>

12	6 weeks	8. Climate Change (Global Issues)	<p>Social Communication</p> <ul style="list-style-type: none"> - demonstrate that you can communicate effectively in different situations 	<p>Reading & Text Handling skills</p> <ul style="list-style-type: none"> - scan for main idea - identify use of rhetorical devices <p>Writing skills</p> <ul style="list-style-type: none"> - persuasive writing (appeals, rhetoric) - P2A: persuasive speech <p>Grammar & Usage</p> <ul style="list-style-type: none"> - fixing fragments - direct vs reported speech <p>Speaking & Interacting skills</p> <ul style="list-style-type: none"> - IOA: informal discussion based on listening - <i>Deliver us from Drought</i> 	<p>(1) How can our 'common beliefs' of global issues not be as 'common' as we think? (2) To what extent has the media influenced your understanding of global warming? (3) Have you perceived the effects of global warming? (4) What evidence suggests there is or is not a connection between human activity and an increase in global temperatures? (5) How do emotions guide our understanding of global warming? (6) To what degree must you use your imagination to understand how global warming works? (7) Do you 'believe' in global warming? Is it a matter of belief? (8) What does your intuition tell you about global warming? (9) Some people say that they remember when the weather was different, when there were fewer hurricanes and droughts. Can memory be trusted in this discussion?</p>	<p>IOA: informal discussion based on listening and viewing</p> <p>P1: past paper mashup</p>
12	7 weeks	9. Health & Literature (Health)	<p>Self-Management Skills</p> <ul style="list-style-type: none"> - Create a reading schedule and stick to it - Recognize new vocabulary and learn it - Recognize unusual structures used in literary style <p>Research Skills</p> <ul style="list-style-type: none"> - Using resources to understand vocabulary or allusions 	<p>Novel: <i>The Fault in Our Stars</i>, John Green Novel: <i>The Curious Incident of the Dog in the Nighttime</i>, Mark Haddon (option for readers with poor reading comprehension or limited vocabulary)</p> <p>Topics:</p> <ul style="list-style-type: none"> - Terminal Illness (<i>The Fault in Our Stars</i>) - Obesity (FCE reading comprehension) - Mental Health, Oxford CC. Ch2 <ul style="list-style-type: none"> - Writing an article <p><u>Eat to Live</u>, FCE First ch 16</p> <ul style="list-style-type: none"> - Who said what - using articles (a/an/the/--) <p><u>An Apple a Day</u>, FCE First Ch 19</p> <ul style="list-style-type: none"> - Reading comprehension 	<p>One way of manipulating a message is through the use of euphemisms. These are words that make something sound better than it actually is. Is it ok to use euphemisms? What are some effects of using euphemistic language?</p> <p>In various tests to prove the effectiveness of alternative medicine, patients have reported feeling better after taking medication. What they didn't know is that they</p>	<p>WA: Written Assignment & Rationale</p> <p>Paper 2A: Article</p>

				<ul style="list-style-type: none"> - Subject specific vocab - Same meaning different words <p><u>Medical Matters</u>, FCE Complete Ch 11</p> <ul style="list-style-type: none"> - Relative pronouns and clauses - Word formation - Essay writing (develop an argument) - Same meaning using different words 	<p>were not actually given the medication they were told they were given. Instead they were given a 'placebo'. Is it ethical for doctors to give placebos (neutral substances)?</p>	
12		10. Advertising (Communication & Media)	<p>Thinking Skills</p> <ul style="list-style-type: none"> - Being critical of advertisements 	<p>Content</p> <ul style="list-style-type: none"> - To what extent can we trust media information? - Advertising - concepts of beauty, sensationalism - Propaganda - Tipping Point reading comprehension - The Perfect World sentence in context <p>Skills</p> <ul style="list-style-type: none"> - How is language used to shape our opinions and beliefs - Bias in the media (use of persuasive and rhetorical devices in the media-visual and in print) <p><u>The Hard Sell</u>, FCE First</p>	<p>What constitutes responsible journalism? How can we know conclusions are justified? It is easy to tell some newspapers are more concerned with entertainment than with truth. How easy is it to tell how much credibility to give to serious stories? How is Language used to shape what we know? How can someone ascertain the truth in the media?</p>	IOA #3 (based on listening) Watch an advertisement and discuss the subtexts and implications.
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