

English B SL unit planner

Teacher(s)		Subject group and course	Group 2		
Course part and topic	English B: Identity: Part A: Global Citizens and Culture, Part B: Beauty and Gender	SL or HL/Year 1 or 2	SL/ Year 1	Dates	
Unit description and texts		DP assessment(s) for unit			
<p>Students explore and discuss identity and what it means to be a global citizen and how it relates to them and their own identities.</p> <p>They connect nationality, culture (in its many forms), gender, definitions of beauty to the formation of their identity and global citizenship.</p> <p>Students read and become familiar with various text types, such as articles, blogs, speeches, transcribed interviews, diaries and letters. These texts help students gain a conceptual understanding of identity and global citizenship as well as improving their reading skills. Students develop their personal writing as practice for the Paper 1 Examination in writing a variety of text types, including personal blog.</p>		<p>Paper 1 Practice: Personal writing: Students practice writing (productive skills) a personal blog, both formative and summative practices are used in this unit.</p> <p>Paper 2 Reading Comprehension Practice: Students practice answering paper 2 reading comprehension (receptive skills) question types in both formative and summative practices.</p> <p>IOA practice: Students practice a shortened version of the IOA, (recording their presentations 3 to 4 minutes). There are formative practices of this with images from the textbook and provided by the teacher. The students then have an end of term summative practice for the presentation part of the IOA. Unpacking and planning the presentation is scaffolded throughout the unit and term.</p>			

INQUIRY: establishing purpose of the unit

Transfer goals

List here one to three big, overarching, long-term goals for this unit. Transfer goals are the major goals that ask students to “transfer”, or apply, their knowledge, skills, and concepts at the end of the unit under new/different circumstances, and on their own without scaffolding from the teacher.

- To encourage students to develop an understanding of various cultures through exposure to and study of different forms of text types.
- To develop students’ awareness of the forces at work behind the formation of identity: such as culture, religion, locality, language, appearance, sexual orientation and gender and awareness of how these aspects of identity can affect thoughts and behaviours. To enable students to use language effectively to express identity.
- To transfer understanding of language, identity formation to connect to the concepts of culture, perspective and values in TOK.

Essential understandings

List here the key content/skills/concepts that students will know/develop by the end of the unit.

Students will know the following content:

- To develop students’ awareness of the forces at work behind the formation of identity: such as culture, religion, locality, language, appearance, sexual orientation and gender and awareness of how these aspects of identity can affect thoughts and behaviours.
- To encourage students to develop an understanding of various cultures through exposure to and study of different forms of text types.
- To develop vocabulary, expressions and grammar structures (such as present simple vs present continuous) to express the concept of identity.

Students will develop the following skills:

- Productive skills, writing, in response to Paper 1 prompts, unpacking, identifying context, audience and purpose.
- Productive skills, writing: personal blog and interview text features: how to vary writing style based on context, audience and purpose: register and tone introduction
- Productive skills speaking in presentation (IOA), speaking concisely and clearly.
- Receptive skills: analysis of a visual text (IOA)
- Receptive skills: reading personal blogs, embedded interviews, etc, highlighting features, practices Paper 2 Reading Comprehension questions.

- Receptive skills: listening to various texts, cloze listening (gapfill) and listening for the key points and the gist.
- Research skills: Students develop their awareness of academic honesty and reliable sources

Students will grasp the following concepts:

- Identity, gender, beauty standards and self-esteem, culture, both visible and invisible

Missed concepts/misunderstandings

List here likely misunderstandings students may have during the unit with relation to skills, content and concepts.

Content-based:

- Students might think beauty standards are universal.
- Students might have preconceptions about gender and mix it up with biological sex.
- Students might find it difficult to understanding the different experiences of people of “third cultures” and due to the homogeneity of Japan, might not understand why race or ethnicity are important parts of many peoples’ identity.
- Students might not be aware of the nuance of different grammatical tenses, such as “I live in Tokyo” vs “I’m living in Tokyo”.

Skills-based:

- Students might write more essay style, having not practiced writing more creative text types. The less “academic” style writing might be a new skill the students will need to be conscious of when developing.
- Students might mix up formal and informal letter text types.

Concept-based:

- Students might think culture is merely the visible part of culture and not have much understanding or appreciation of the deeper parts of culture. Students might not be aware of subcultures or know what makes a subculture vs mainstream culture.

Inquiry questions

List here the understandings above written in question form, preferably as ones that inspire students to answer them. Feel free to create additional questions that help inspire further inquiry in the unit but may not directly connect to an above essential understanding.

Content-based:

- How do beauty standards vary around the world?
- What effect do beauty standards have on people's mental health?
- What are the differences between gender, sex and sexuality?
- How does our nationality and where we live impact who we are as people?
- What is the difference between using present continuous and present simple when describing place of residence?
- What do we value and how do our values vary from people of different cultures (particularly English-speaking cultures)
- How do the languages we speak, the cultures we belong to, our gender identities and sexual orientations affect our identities?
- How does belonging to a team, such as a sports team, impact our identity?

Skills-based:

- How is a blog different from an academic essay?
- How is a formal letter different from an informal letter (and email)
- How can you speak concisely and clearly?
- How can you plan your work before beginning (writing and speaking)
- What is your SMART goal? How can you work on your goal for this term/unit? What are your strengths and weaknesses when it comes to English B?

Concept-based:

- What makes us who we are?
- Are we unique? What does it mean to be unique? What makes us unique?
- How important are other people's opinions of us in the formation of our identity? To what extent is our identity defined by others?
- How does language affect identity? How does language change over time? Can we choose to change language to better express our identity?

ACTION: teaching and learning through inquiry

<p>Essential understanding goals</p> <p><i>Copy and paste the essential understanding goals from above “Inquiry” section.</i></p>	<p>Assessment of essential understanding goals</p> <p><i>Write a 1:1 matching assessment for all goals. Assessments should be labelled formative (F) or summative (S).</i></p>	<p>Learning process</p> <p><i>Check the boxes for any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.</i></p>
<p><u>Students will know the following content:</u></p> <ul style="list-style-type: none"> ● To develop students’ awareness of the forces at work behind the formation of identity: such as culture, religion, locality, language, appearance, sexual orientation and gender and awareness of how these aspects of identity can affect thoughts and behaviours. ● To encourage students to develop an understanding of various cultures through exposure to and study of different forms of text types. ● To develop vocabulary, expressions and grammar structures (such as present simple vs present continuous) to express the concept of identity. <p><u>Students will develop the following skills:</u></p> <ul style="list-style-type: none"> ● Productive skills, writing, in response to Paper 1 prompts, unpacking, identifying context, audience and purpose. ● Productive skills, writing: personal blog and interview text features: how to vary writing style based on context, audience and purpose: register and tone introduction 	<p><u>Content-based:</u></p> <ul style="list-style-type: none"> ● Short oral presentations in-class and discussions on the theme of identity and the topics of global citizens, culture, gender and beauty. (F) ● Written reflections after class recording their learning and thoughts on identity (F) ● Discussions relating to texts created by people from different cultures, including a blog written by a Chinese American living abroad (F) ● Peer-feedback and peer-commenting on practice Blogs (F) ● Vocabulary Quizzes and grammar quizzes (F) <p><u>Skills-based:</u></p> <ul style="list-style-type: none"> ● Unpacking a prompt with unpacking rubric (F) ● Text Type Quiz (F) ● Writing a personal blog about an experience which changed them (F) 	<p>Lecture Socratic seminar Small group/pair work Powerpoint lecture/notes Individual presentations Group presentations Student lecture/leading Interdisciplinary learning Details: Other/s: Role play activities</p>

<ul style="list-style-type: none"> • Productive skills speaking in presentation (IOA), speaking concisely and clearly. • Receptive skills: analysis of a visual text (IOA) • Receptive skills: reading personal blogs, embedded interviews, etc, highlighting features, practices Paper 2 Reading Comprehension questions. • Receptive skills: listening to various texts, cloze listening (gapfill) and listening for the key points and the gist. • Research skills: Students develop their awareness of academic honesty and reliable sources <p><u>Students will grasp the following concepts:</u></p> <ul style="list-style-type: none"> • Identity, gender, beauty standards and self-esteem, culture, both visible and invisible 	<ul style="list-style-type: none"> • Writing a personal blog about the benefits of living abroad (S) • End of term oral test- presentation part of the IOA • Paper 2 - practice reading comprehension questions (F) • Paper 2 - practice reading comprehension questions (S) • Paper 2 - practice listening comprehension questions - listening for gist, key points, specific information, gapfill etc. (F) • Paper 2 - practice listening comprehension questions (S) <p><u>Concept-based:</u></p> <ul style="list-style-type: none"> • Short oral presentations in-class and discussions on the theme of identity and the topics of global citizens, culture, gender and beauty. (F) • Written reflections after class recording their learning and thoughts on identity (F) 	
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Resources
<p>General resources:</p> <p>Cambridge University Press English B for the IB Diploma textbook :</p> <ul style="list-style-type: none"> • Rubrics and course information: pp xi-xvi <p>Oxford IB Prepared textbook:</p>

- guidance on IOA structure pp 128 – 138

Other resources:

- Kahoot - for quizzes
- Google slides - for sharing and peer-review
- Inthinking website - reading and listening activities
- Oxford IB Prepared - visual stimuli samples
- Cambridge University Press - IOA visual stimuli
- IOA visual stimuli IB samples
- IOA visual stimuli Teacher found samples

Part A: Global Citizens and Culture:

Cambridge University Press English B for the IB Diploma textbook :

- Unit 1.1 Citizens of the world 2-16
- [What's in a name? | LearnEnglish Teens](#)
- [What kind of Asian are you?](#)
- [Protests continue against hijab bans in India - BBC News](#)
- <https://www.abc.net.au/news/2014-10-02/what-are-the-differences-between-the-burka,-niqab-and-hijab/5785816>
- [13 Advantages of Living Abroad You Need to Read • Sojournies](#)
- [Cultures, Subcultures, and Countercultures: Crash Course Sociology #11](#)
- [Subcultures \(first 20 seconds\)](#)
- [Powerpoints and Printed Texts](#)

Part B: Beauty and Gender:

Cambridge University Press English B for the IB Diploma textbook :

- Unit 1.3 Beauty and health 37 - 49
- Formal and informal letter - samples
- Word bank quiz
- Feedback on student errors
- Audio Track 3 (Cambridge University Press)
- [Archie Crowley: Language around gender and identity evolves \(and always has\)](#)
- [READ: Changing Gender Roles \(article\) | Khan Academy](#)

- National Geographic - physical copy - issue on Gender
- Gendered Toys [How Today's Toys May Be Harming Your Daughter](#)
- [What are Gender Stereotypes?](#)
- <https://always.com/en-us/tips-and-advice/puberty-101/what-are-gender-roles-and-stereotypes>
- [Gender is not a social construct](#)
- [A Class That Turned Around Kids' Assumptions of Gender Roles!](#)
- https://www.youtube.com/watch?v=Ulh0DnFUGsk&ab_channel=://www.who.int/health-topics/gender#tab=tab_
- <://apastyle.apa.org/style-grammar-guidelines/bias-free-language/>
- Proposal Sample - Inthinking

Approaches to learning (ATL) <i>Check the boxes for any explicit approaches to learning connections made during the unit. For more information on ATL, please see the guide.</i>	Metacognition <i>Check the boxes for any metacognitive approaches used that ask students to reflect on unit content, their own skills, or unit concepts. For more information on the IB's approach to metacognition, please see the guide.</i>	Differentiation: <i>For more information on the IB's approach to differentiation, please see the guide.</i>
<p>Thinking Social Communication Self-management Research</p> <p>Details:</p> <ul style="list-style-type: none"> • Thinking skills <p>Students are given opportunities to develop their thinking skills through the analysis of text</p>	<p>Reflection on content Reflection on skills Reflection on concepts</p> <p>Details:</p> <ul style="list-style-type: none"> • Reflection on content and concepts <p>Students reflect on what they knew related to identity and both visually and orally reflect on what they have learnt in terms of vocabulary</p>	<p>Affirm identity—build self-esteem Value prior knowledge Scaffold learning Extend learning</p> <p>Details:</p> <ul style="list-style-type: none"> • Affirm identity - one of the core aims of the second part of this unit is to better understand beauty standards

<p>types and how the purpose and audience of a text affects its language. Similarly, students are encouraged to improve their image analysis skills via modelling and practicing the analysis of visual stimuli.</p> <ul style="list-style-type: none"> ● Communication skills <p>Students are given opportunities to practice their concise speaking and to write a variety of different texts. They are also encouraged to comment on each other’s work and express themselves clearly and politely online.</p> <ul style="list-style-type: none"> ● Research thinking <p>Students are given an opportunity to conduct their own driven and selected research based on a selected subculture and have to make choices on how to present this information and what information to present to the class about the subculture. Academic honesty and reliability are emphasised before the initiation of the research.</p>	<p>related to topics and the concepts of gender, sexuality and beauty standards and how they relate to identity.</p>	<p>and what impact they have on people’s identities and self-esteem.</p> <ul style="list-style-type: none"> ● Scaffold learning - modeling unpacking and planning for the paper 1 prompts and modeling the unpacking the IOA visual stimulus, providing samples before and after writing tasks. Demonstrating techniques that can be used to listen out for information and scanning and skimming in reading texts.
<p>Language and learning</p> <p><i>Check the boxes for any explicit language and learning connections made during the unit. For more information on the IB’s approach to language and learning, please see the guide.</i></p>	<p>TOK connections</p> <p><i>Check the boxes for any explicit TOK connections made during the unit.</i></p>	<p>CAS connections</p> <p><i>Check the boxes for any explicit CAS connections. If you check any of the boxes, provide a brief note in the “details” section explaining how students engaged in CAS for this unit.</i></p>
<p>Activating background knowledge Scaffolding for new learning</p>	<p>Core theme Optional themes</p>	<p>Creativity Activity</p>

<p>Acquisition of new learning through practice Demonstrating proficiency</p>	<p>Areas of knowledge</p>	<p>Service</p>
<p>Details:</p> <p>Students relate everything studied to their own personal experiences, whether it be the values they have or their understanding of what it means to beautiful. Links are constantly drawn to students' prior knowledge and students are regularly given vocabulary lists and opportunities to use the vocabulary in the classroom.</p>	<p>Details:</p> <ul style="list-style-type: none"> • Connection to “How do you know what you know” - this TOK question connects very well to the idea of gender roles and beauty standards in society. It also connects to the idea of how do we know who we are. Students are given a chance to discuss with relation to the Core theme of TOK and connect to TOK. • The 12 TOK concepts are also highlighted, in particular perspective, values and culture. What exactly is meant by culture and what is included within this word is also discussed. 	<p>Details:</p> <p>No explicit CAS connections are made in this part of the course. There are further connections in other units, such as in the unit for the theme sharing the planet, students create presentations explaining what they could do to engage with the local community to help improve the nearby green spaces.</p>

REFLECTION: Considering the planning, process and impact of the inquiry

What worked well	What didn't work well	Notes/changes/suggestions:
<ul style="list-style-type: none"> • Students particularly enjoyed discussing who they are and what is valuable to them, even when they had very different priorities in terms of values. Students also enjoyed sharing their personal experiences in terms of living and travelling abroad. • Students demonstrated a good understanding of the main text type studied in this unit, which was the personal blog. Some of them wrote incredibly well and demonstrated a natural flare and passion for such writing. • Students enjoyed discussing what makes them who they are and were open-minded in terms of learning about transgender people and the use of the gender neutral pronoun “they”. • Many of the students had not fully reflected before on what it meant to be who they are. The reflection enabled by parts of this unit led several students to be introspective about who they are as a person and what they valued and what was important to them. Several students demonstrated a maturity at the end of the unit that was perhaps not as distinct at the beginning of the unit, in discussing their identity. 	<ul style="list-style-type: none"> • Some students struggled with the speaking concisely, PREP pattern that was taught to them and had a tendency to waffle in their explanations, without coming to a solid point. • A few students did still write in a very academic style and struggled to write more personally when writing the blog. More instruction and practice is needed for these students. 	<ul style="list-style-type: none"> • Providing more demonstration and modeling of how to speak concisely would improve this unit. • Highlighting the differences between more academic registers and more informal registers and having students practice shifting their register would improve their personal blog writing and their informal letter writing.

Transfer goals

List the transfer goals from the beginning of this unit planner.

- To encourage students to develop an understanding of various cultures through exposure to and study of different forms of text types.
- To develop students' awareness of the forces at work behind the formation of identity: such as culture, religion, locality, language, appearance, sexual orientation and gender and awareness of how these aspects of identity can affect thoughts and behaviours. To enable students to use language effectively to express identity.
- To transfer understanding of language, identity formation to connect to the concepts of culture, perspective and values in TOK.

Transfer reflection

How successful were the students in achieving the transfer goals by the end of the unit?

Students achieved a good understanding of various cultures and demonstrated themselves to be open-minded and interested and active learners in seeking to understand others.

Students who had not considered their identity before demonstrated excellent growth in terms of this awareness. Students also expanded their vocabulary, enabling themselves to better reflect their identity through their word choice, both orally and in writing.

More emphasis is needed here, though the TOK discussions were relevant, they were often superficial and too focused on the Language B side of things, rather than the TOK side.