

MYP 英語 单元指導案

Teacher(s)		Subject group and discipline	Language and Literature (English)		
Unit title	The power of music, movies and manga	MYP year	MYP4	Unit duration (hrs)	23

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Culture	Point of View, Message	Personal and cultural expression philosophies and ways of life
Statement of inquiry		
Messages can be understood from people's point of view of philosophies and ways of life based on their culture.		
Inquiry questions		
<p>Factual — How did culture influence the way of life in the past? What kind of messages do lyrics and stories send people?</p> <p>Conceptual — How can music, movies and manga help us develop philosophies and ways of life?</p> <p>Debatable — To what extent can ways of life change depending on the culture?</p>		

Objectives	Summative assessment	
<p>Criterion A: Listening</p> <ul style="list-style-type: none"> i. identify explicit and implicit information (facts, opinions, messages and supporting details) in a wide variety of simple and some complex authentic texts ii. analyse connections in a wide variety of simple authentic texts <p>Criterion B: Reading</p> <ul style="list-style-type: none"> i. identify explicit and implicit information (facts, opinions, messages and supporting details) in a wide variety of simple and some complex authentic texts ii. analyse connections in a wide variety of simple authentic texts <p>Criterion C: Speaking</p> <ul style="list-style-type: none"> i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately iii. use clear pronunciation and intonation in a comprehensible manner 	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Criterion A: Listening</p> <p>Students will answer the comprehension checking questions about the spoken texts about music, movies and manga. Students analyse the conventions and connections of each spoken text and understand the differences.</p> <p>Criterion B: Reading</p> <p>Students will answer the comprehension checking questions about the written texts about various culture differences and diversity. They will analyse connections and think how culture influences human life.</p> <p>Criterion C and D: Speaking and Writing</p> <p>Goal</p> <p>Your goal is to understand how people's ways of life are influenced by their points of view based on their culture.</p> <p>Role</p> <p>You are a young blogger.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Before the speaking and writing task, students will listen to and read the texts related to culture. From these, they will inquire the meaning of culture, analyse how culture influences human life.</p> <p>And they will learn about the diversity and get to clarify their point of view.</p> <p>Through the summative tasks of Speaking and Writing, the students will reflect on their points of view which are influenced by their culture and also get to know people from other cultures who have different points of view.</p>

<p>iv. communicate all the required information clearly and effectively.</p> <p>Criterion D: Writing</p> <p>i. use a wide range of vocabulary</p> <p>ii. use a wide range of grammatical structures generally accurately</p> <p>iii. organise information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices</p> <p>communicate all the required information with a clear sense of audience and purpose to suit the context</p>	<p>Audience</p> <p>Your audience is blog readers around the world.</p>	
--	--	--

	<p>Situation</p> <p>The situation you find yourself in is writing a blog about music, movies or manga to show that they can give positive effects to people. And after that, you will have an interview with a TV reporter about how and what kind of effect they will give people.</p> <p>Product / Performance</p> <p>You will write around a 700-word long article which needs to be a purposeful message to convince readers of your opinion about how people's ways of life are influenced by their points of view based on their culture. After that you will have a 2-min interview about how and what kind of effect they will give people.</p> <p>Situation</p> <p>Your work will be judged by Criterion C, D, Speaking and Writing. Criterion C will be evaluated by the summative speaking task about how and what kind of effect music, movies or manga will give people. , and Criterion D will be evaluated by the 700-word long article about music, movies or manga to show that they can give positive effects to people.</p>	
--	---	--

Approaches to learning (ATL)

In order for the students to communicate all the required information with a clear sense of audience and purpose to suit the context, they will need to use appropriate forms of writing for different purposes and audiences. **(Communication skills, Communication)**

In order for the students to communicate all the required information clearly and effectively, they will need to evaluate evidence and arguments. **(Thinking skills, Critical thinking)** In order for students to manage their state of mind; they will need to practise strategies to reduce stress and anxiety. **(Self-Management, Affective Skills)**.

Action: Teaching and learning through inquiry

Content	Learning process
<p>1. Introduction of this unit(1hour)</p> <p>2. Understanding the usage, form of present perfect tense, present perfect continuous tense, and passive tense.(5 hours)</p> <p>3. Reading and comprehending the texts on the coursebook about American film, music, and Japanese manga.(5 hours)</p> <p>4. Listening to a teacher's favourite song, anime and deepening their ideas about diversity.(3 hours)</p> <p>5. Writing a blog about music, movies or manga to show that they can show positive effects on people. (5 hours)</p> <p>6. Summative speaking task about how music, movies, and manga affect people. In particular, students need to share insights on how music, movies, and manga help shape our identities. (3 hours)</p> <p>7. Reflection (1 hour)</p>	<p>Learning experiences and teaching strategies</p> <p>1. Introduction (1 hour) <u>Inquiry question:</u> <u>How did culture influence the way of life?</u> (1) Students will reflect on their own lives and give some examples that culture influences their way of life. (2) Through this, students will evaluate evidence and arguments. (ATL Category: Thinking, ATL skill cluster: Critical thinking skills)</p> <p>2. Understanding the usage, form of present perfect tense, present perfect continuous tense, and passive tense.(5 hours) (1) Students will learn and practise grammar points: a form of present perfect tense (2) Students will learn and practise grammar points: a form of present perfect continuous tense (3) Students will learn and practise grammar points:a form of passive tense (4) Students will learn how to use present perfect, present perfect continuous tense, and passive voice in appropriate situations (5) Through these processes, students will use appropriate forms of writing for different purposes and audiences. (ATL Category: Communication, ATL skill cluster: Communication skills)</p> <p>3. Reading and comprehending the texts on the coursebook about American movie, music, and Japanese manga. (5 hours) <u>Inquiry question:</u> <u>What is the message of the lyrics and stories?</u> (1) Students will read texts about American movie and music and understand their messages. (2) Students will listen to some songs and understand their messages. (3) Students will read texts about Japanese manga and understand their messages. (4) Through these processes, students will evaluate evidence and arguments. (ATL Category: Thinking, ATL skill cluster: Critical thinking skills)</p> <p>4. Listening to a teacher's presentation about favourite song, anime and deepening their ideas</p>

about diversity.(3 hours)

Inquiry question:

How can music, movies and manga help us develop a sense of personal identity and philosophy ?

- (1) Students will listen to a teacher's presentation about “This is Me”, her favourite song, and understand the message of the song: diversity.
- (2) Students will consider what diversity means.
Then, they will discuss how to create a society that is friendly to everyone.

Middle Years Programme Unit planner 4

- (3) Students will discuss how music, movies and manga can help us develop a sense of personal identity and philosophy with peers.
- (4) Through these processes, students will practise ways to reduce stress and anxiety by considering how to create a society that is friendly to everyone through thinking about what diversity means.
- (ATL Category: Self-management, ATL skill cluster: Affective Skills).

5. Writing a blog about music, movies or manga to show that they can show positive effects on people. (5 hours) Inquiry question:
How can music, movies and manga help us develop a sense of personal identity and philosophy?

- (1) Students will choose their favourite song, movie or manga
(2) Students will draw an image map about their favourites and talk about it with various partners (3) Students will understand how to structure a blog
(4) Students will write a blog using appropriate forms of writing to tell the main idea of their favourites and show that song, movie or manga can give positive effects to people.
(5) Through this task, the students communicate all the required information with a clear sense of audience and purpose to suit the context. (ATL Category: Communication, ATL skill cluster: Communication skills)

6. Summative speaking task about how music, movies, and manga affect people. In particular, students need to share insights on how music, movies, and manga help shape our identities.
(3 hours)

Q4: To what extent can ways of life change depending on the culture?

- (1) Students will evaluate the evidence for the effects of songs, movies and manga based on their experiences, the text they have read or videos they have watched.
(2) Students will practise speaking to a variety of audiences, receiving and giving feedback.
(3) Students have a 2-min interview with a teacher about how music, movies, and manga affect people. (4) Through this task, they will students evaluate evidence and arguments and communicate all the required information clearly and effectively (ATL Category: Thinking, ATL skill cluster: Critical thinking skills)

7. Reflection (1 hour)

	<p>Students will reflect how much their communication skills, critical thinking skills and affective skills have improved in this unit.</p> <p>Formative assessment</p> <p><u>Peer Assessment</u></p> <p>Students will share their ideas with their partner or group members. Through this assignment, they will broaden their own thinking.</p>
	<p><u>Teacher Assessment</u></p> <p>Students will learn the grammar points like present perfect tense, present perfect continuous tense, and passive tense and practice with drilling to improve their accuracy for communication.</p> <p>Teachers will check their understanding and give feedback about sentence structures and grammar points.</p>

Differentiation

For slow learners

- Start with familiar topic
- Show some examples of blogs by seniors from last year

By doing this, slow learners can get interested in the topic and understand how to write their blog effectively.

For visual learners

- Use visual aid (YouTube, pictures)

By doing this, students can easily imagine the topic.

For kinesthetic learners

- Pair work

By doing this, students can understand lessons deeply through sharing their ideas and actively engaging.

For fast learners

- encourage students at a higher level to choose more challenging topic

By doing this, fast learners can inquire more deeply.

For slow learners

	<ul style="list-style-type: none"> • Give example questions that a teacher will ask students <p>By doing this, slow learners can prepare the interview test and they will have more confidence during the interview</p> <p>For the students who don't come to school</p> <ul style="list-style-type: none"> • Support through interview tests online. <p>By doing this, students can join the summative task even if they are at home.</p>
Resources	
<p>British Council (n.d.) A blog, available at https://learnenglishteens.britishcouncil.org/skills/writing/b1-writing/a-blog (28 Apr, 2022)</p> <p>Sansei do. <i>New Crown English series 3</i></p> <p>The Greatest Showman Cast (2018/01/12) This Is Me available at https://youtu.be/CjxugyZCfuw</p> <p>Billy Steinberg & Tom Kelly (1986) True Colors</p> <p>DreamWorks Animation Television Mattel Creations (2018) She-Ra and the Princesses of Power</p> <p>Hayao Miyazaki (1988) My Neighbour Totoro</p> <p>Walt Disney Animation Studios (2014) Big Hero 6</p>	

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

Prior to teaching the unit	During teaching	After teaching the unit
<p>Many students are interested in Japanese songs, movies, and anime, but have few opportunities to listen to songs and movies from other countries. They also have a hard time understanding how to introduce the appeal of Japanese anime in English, as they need to explain the cultural background. They</p>	<p>Through Task 1, students developed an interest in English songs and movies. They also understood the importance of recognizing cultural differences when introducing Japanese things in English.</p> <p>In addition, students learned paragraph writing and tried to use appropriate cohesive devices. However, it seems</p>	<p>We gained a broader insight into the impact of music, movies, and manga (culture) on our identity. In addition, 98% of the students wrote blogs of 700 words or more, which gave them confidence that they could write the gist of their favourites and express their thoughts in English. They will be able to apply this skill to write</p>

<p>have never written more than 300 words.</p>	<p>difficult for students to use various cohesive devices</p>	<p>English homepages to share their actions and ideas in community projects.</p>
--	---	--

Middle Years Programme Unit planner 7

<p>This unit aims to help students be “open-minded” and “caring” by understanding diversity. In IDU classes, students will explore what we can do to create a more peaceful world. To do this, students need to understand diversity. Also, blog writing will enable students to gain English proficiency to share students' ideas and thoughts to the world, which is helpful in community projects.</p>	<p>according to the context. Therefore, the teachers decided to provide more input on its proper use.</p>	<p>However, students did not fully understand the rules of title notation and had difficulty choosing words to use in the titles. Thus, after adding more detailed explanations for the rules of title notation, it will be necessary to teach the students to choose which title is appropriate for the authentic written text as a scaffolding method.</p>
---	---	--

Middle Years Programme Unit planner 8