|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Diploma Programme Course Outline** | | | | |
| **School name** | **Downtown Magnets HS** | | **School Code** | **006435** |
| **Name of the DP subject** | **Language B SL** | | | |
| **Level** | **Standard completed in two years** | | | |
| **Name of the teacher who completed this outline** | **Alice Wu** | **Date of IB training** |  | |
| **Date when outline was completed** | **August 2020** | **Name of workshop** |  | |

**IB Course outline**

* Use the following table to organize the topics to be taught in the course. If there are topics that cover other requirements provided by the curriculums.
* This documents shows the schedule of the course outline dividing the curriculum into different sections with contents that will be distributed throughout the year to the students. Making sure that the students are prepared and familiar with the requirements of the subject.
* This outline should be showing the reflection of what the students have learned throughout the semesters.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Topic**  **(As identified in the IB subject guide)**  *States the topic in the order you are planning to teach them* | | Contents | Allocated Time | *Assessment instruments to be used* | ***Resources***  *List the main resources to be used, including information technology if applicable* |
| One Class is 90 Minute |
| Year 1 | Identities | | Lifestyles  Health and well- being  Beliefs and values  Language and identity | 5 weeks | Assessment: All assessments will be aligned to the California World Language Standards, assessing the progress students make in the areas of language reception (LR) (Listening and reading) and language production (LP)(speaking and writing).  There will be a variety of formative as well as summative assessments through out the Themes/ Topics/Units.  Language reception assessments LR: Students will complete reading comprehension questions, cloze exercises, multiple choice reading questions, short response questions and open ended questions that will allow students to analyze sources and connect their personal ideas and beliefs to them.  Students will be assed in responding to visual as well as audio media and its relationship to the theme studied.  Language production assessments  LP: Students will engage in oral production activities such as Socratic seminars, philosophical chairs, debates, four corner reflections in order to present their opinions and connections to concepts presented in class. Students will also participate in visual interpretation activities in order to prepare them for their IOA.  IB Language B test Practices: Students will write compare and contrast essays, synthesis essays and persuasive essays as a final assessment for every unit.  Formal oral presentations/ Interviews  Personal Reflections/ graphic organizers and maps | Textbooks:   * Chinese Made Easy level 3-5 * IB language B Guide * Mandarin B * Chinese History book * Sat Prep * Integrated Chinese |
| Social Organization | | Social relationships  Education   Community | 5 | Internet:   * You Tube * Bai Du * Google search * Worldjournal.com |
| Human Ingenuity | | Entertainment  Communication and media  Technology   Scientific innovation | 5 |  |
| Experiences | | Leisure activities  Holiday and travel  Life stories  Customs and traditions | 5 weeks |  |  |
| Sharing the planet | | The environment  Human rights  peace and conflict  equality  Globalization  Ethics | 5 |  |  |
|  | | | |  |  |
| Year 2 | Identities | Lifestyles  Health and well- being  Beliefs and values  Language and identity | | 5 weeks |  |  |
| Social Organization | Social relationships  Education   Community | | 5 |  |
| Human Ingenuity | Entertainment  Communication and media  Technology   Scientific innovation | | 5 |  |
| Experiences | Leisure activities  Holiday and travel  Life stories  Customs and traditions | | 5 weeks |  |
| Sharing the planet | The environment  Human rights  peace and conflict  equality  Globalization  Ethics | | 5 |  |  |

**1. IB internal and external assessments 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.

|  |
| --- |
| There will be weekly speaking assignments using debates, round table discussions, individual presentations and group presentations. In addition, there will be weekly written assignments. The students will progress from writing 75 words, 150 words, 250 words, 350 words, and 400 words in the assignments. The text types will vary to include e-mails, journey entries, articles, interviews, formal and informal letters, brochures, etc. Students will keep a journal with all of their written assignments. The IB grade is based on 5 assessments during the 2nd year (3 external and 2 internal). The internal assessments will be based upon the student’s description of a picture related to a topic. For 4 minutes the student will speak about the picture and for 6 minutes they will discuss the picture with the teacher. The IB oral exam will be in March. The external assessments will be written using 400+ words in one of various text types. The IB review will be in May and the external assessment will be based on the dates in May or June for the test. |

1. **Link 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** |
| **Sharing the planet - globolization:**  Impact of Coronavirus to global warming | The study is on Coronavirus and the TOK question relating to global issues and to the area of natural science as follow:  What is the impact of Coronavirus to the world?  Throughout the several weeks, students will learn vocabulary, read information from various websites and watch short videos related to the topic. The study will end as the students debates over various questions they might have. |

1. **Approach to Learning**

Every IB course needs to contribute to the development of students’ approaches to various 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) |
| Identities – Health and well-being | What is the definition of beauty for Chinese? What about the importance of the health? Students will study the article in Mandarin B First Edition, starting page 179, “美和健康的概念 － 健康与美”, “饮食与营养 －民族养生” Students will be encouraged to research the topic and relating the situation to their personal preferences. |

1. **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 analyze it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

|  |  |
| --- | --- |
| Topic |  |
| Social Organization – Social Relationships | In this section, students will investigate the effect of being poor in China. Student will get to read an article in Mandarin B, First Edition, starting on page 47. Does being poor mean one loses all human rights? It is a good topic to talk about to open up for class discussion and talk about this prejudice, even though it has been happening in our society nationally. For example, if a baker sat next to someone, how would that person feel about the baker? Dirty and poor? Or Possibility of getting germs or diseases? |

1. **Development of the IB Learner Profile**

|  |  |
| --- | --- |
| Topic |  |
| Costumes and Traditions  Compare and contrast of Chinese traditional culture to now | China has a variety of traditional culture that defines the long Chinese history. Some traditions such as foot binding, the expected gender roles have caused long controversies between citizens of China and even within other countries. Through this study, students are exposed to become Caring and Open- minded individuals. Students show empathy, compassion, and respect towards the people of the situation back at the old times. As an IB class, the students are expected to be able to have an in depth open discussions about the topics provided and discuss about the pros and cons of it. |

Through the course it is also expected that students will develop the attribute 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.