



## Undervisningsbeskrivelse

### Stamoplysninger til brug ved prøver til gymnasiale uddannelser

<b>Termin</b>	Maj-juni 2016
<b>Institution</b>	Marie Kruses Skole
<b>Uddannelse</b>	Stx
<b>Fag og niveau</b>	Engelsk B
<b>Lærer(e)</b>	Pia Theilgaard Smith, Alma Charalabidis
<b>Hold</b>	2 i

### Oversigt over gennemførte undervisningsforløb

<b>Titel 1</b>	Growing Up
<b>Titel 2</b>	Violence
<b>Titel 3</b>	Immigrants
<b>Titel 4</b>	To Be or Not to Be
<b>Titel 5</b>	Wilderness
<b>Titel 6</b>	The refugee crisis in Europe
<b>Titel 7</b>	Essay writing
<b>Titel 8</b>	Social Media and the Internet
<b>Titel 9</b>	Aboriginal Australia – Postcolonial Identity



## Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

<b>Titel 1</b>	<b>Growing Up</b>
<b>Indhold</b>	<b>Kernestof</b> Ernest Hemmingway: Indian Camp Alison Fell: The Shining Mountain Michael Richards: Just Like That Billy Collins: The History Teacher Lucy Cross: The Sin Bin or Lucy's Heart Kamal Ahmed: PM's wife crusades against bullies. Cherie Booth: Together, we can beat the bullies Wendy Cope: Tich Miller Kelly Cherry: The Parents Alle fra <i>Contexts</i> (kapitlet Growing Up), Gyldendal, 2001  <b>Supplerende stof</b> <a href="http://www.wisegeek.com/what-is-postmodern-poetry.htm">http://www.wisegeek.com/what-is-postmodern-poetry.htm</a>
<b>Omfang</b>	12 moduler
<b>Særlige fokuspunkter</b>	Lytte, læse, søge information, skrive, diskutere, formidling, analytiske evner, kommunikative færdigheder, overskue og strukturere, initiativ og samarbejdsevne
<b>Væsentligste arbejdsformer</b>	Lærerstyret undervisning  Gruppearbejde  Individuelt arbejde  Forelæsninger



## Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

<b>Titel 2</b>	<b>Violence</b>
<b>Indhold</b>	<p><b>Kernestof</b> Daniel Ransom: Rendezvous Terry McCarthy: Warning Nancy Gibbs: It's Only Me Tony Thompson and Paul Harris: They're lethal, unfeeling – and no can touch them. Marita Conlon-McKenna: Good Girl Brian Lavery: Belfast Protests Leaving Scars on Children Lesley Glaister: Serrusalmus Alle fra <i>Contexts</i> (kapitlet Violence), Gyldendal, 2001</p> <p><b>Supplerende stof:</b> We need to talk about Kevin, 2011, director: Lynne Ramsay</p>
<b>Omfang</b>	11 moduler
<b>Særlige fokuspunkter</b>	Lytte, læse, søge information, skrive, diskutere, formidling, analytiske evner, kommunikative færdigheder, overskue og strukturere, initiativ og samarbejdsevne
<b>Væsentligste arbejdsformer</b>	Lærerstyret undervisning Gruppearbejde Individuelt arbejde Forelæsninger



## Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

<b>Titel 3</b>	<b>Immigrants</b>
<b>Indhold</b>	<b>Kernestof</b> Gish Jen: Who's Irish Chitra Banerjee Divakaruni: Clothes Jimmy Santiago Baca: Immigrants in our own Land Burhan Wazir: Long nights, low pay, and no play Hanif Kureishi: My Son the Fanatic Tariq Ramadan: You Can't Go Home Again Alle fra <i>Contexts</i> (kapitlet Immigrants), Gyldendal, 2001
<b>Omfang</b>	9 moduler
<b>Særlige fokuspunkter</b>	Lytte, læse, søge information, skrive, diskutere, formidling, analytiske evner, kommunikative færdigheder, overskue og strukturere, initiativ og samarbejdsevne
<b>Væsentligste arbejdsformer</b>	Lærerstyret undervisning  Gruppearbejde  Individuelt arbejde  Forelæsninger



## Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

<b>Titel 4</b>	<b>To Be or not to Be</b>
<b>Indhold</b>	<b>Kernestof</b> Alan Bennett: <i>Waiting for the Telegram</i> Jenny Joseph: <i>Warning</i> Maya Angelou: <i>The Last Decision</i> Kim Stanley Robinson: <i>Beware a Senior Society</i> Kurt Vonnegut: <i>2BR02B</i>  Alle fra <i>Contexts</i> (kapitlet <i>To Be or not to Be</i> ), Gyldendal, 2001
<b>Omfang</b>	7 moduler
<b>Særlige fokuspunkter</b>	Lytte, læse, søge information, skrive, diskutere, formidling, analytiske evner, kommunikative færdigheder, overskue og strukturere, initiativ og samarbejdsevne
<b>Væsentligste arbejdsformer</b>	Lærerstyret undervisning  Gruppearbejde  Individuelt arbejde  Forelæsninger



## Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

<b>Titel 5</b>	<b>Wilderness (society vs. nature)</b>
<b>Indhold</b>	<b>Kernestof</b>  Theoretical background: excerpts from Roderick Nash: Wilderness Defined, 1967  Excerpts from Beowulf  Poem: Dolphins, Carol Ann Duffy  Poem: Tables Turned , William Wordsworth, 1798  Hemingway: The Snows of Kilimanjaro, 1936  Song lyrics: Eddie Vedder: Society (from Into the Wild soundtrack)  Film: Into the Wild, Sean Penn 2007  Documentary: Blackfish, Gabriela Cowperthwaite 2013  <b>Supplerende stof:</b>  Presentations: Blackfish vs. SeaWorld Letter from Chris McCandless to Ron Franz (Into the Wild)
<b>Omfang</b>	12 moduler
<b>Særlige fokuspunkter</b>	Lytte, læse, søge information, skrive, diskutere, formidling, analytiske evner, kommunikative færdigheder, overskue og strukturere, initiativ og samarbejdsevne
<b>Væsentligste arbejdsformer</b>	Lærerstyret undervisning  Gruppearbejde  Oplæg  Individuelt arbejde  Forelæsninger



<b>Titel 6</b>	<b>The refugee crisis in Europe</b>
<b>Indhold</b>	<p><b>Kernestof</b></p> <p><a href="http://www.theguardian.com/uk-news/video/2015/jul/27/calais-migrants-jungle-camp-video">http://www.theguardian.com/uk-news/video/2015/jul/27/calais-migrants-jungle-camp-video</a></p> <p><a href="http://www.designmadeingermany.de/2015/91231/">http://www.designmadeingermany.de/2015/91231/</a></p> <p><b>Quiz</b></p> <p><a href="http://www.theguardian.com/uk-news/2015/aug/10/europes-migration-crisis-the-facts-and-figures-quiz">http://www.theguardian.com/uk-news/2015/aug/10/europes-migration-crisis-the-facts-and-figures-quiz</a></p> <p><b>Group presentations based on following articles:</b></p> <p><a href="http://www.theguardian.com/uk-news/2015/aug/09/african-migrants-threaten-eu-standard-living-philip-hammond">http://www.theguardian.com/uk-news/2015/aug/09/african-migrants-threaten-eu-standard-living-philip-hammond</a></p> <p><a href="http://www.nbcnews.com/storyline/europes-border-crisis/refugee-crisis-unease-mixes-empathy-germany-n433106">http://www.nbcnews.com/storyline/europes-border-crisis/refugee-crisis-unease-mixes-empathy-germany-n433106</a></p> <p><a href="http://www.theguardian.com/commentisfree/2015/sep/15/syria-uk-damascus-refugee-people-smugglers-calais-jungle">http://www.theguardian.com/commentisfree/2015/sep/15/syria-uk-damascus-refugee-people-smugglers-calais-jungle</a></p> <p><a href="http://www.theguardian.com/commentisfree/2015/aug/03/denmark-refugees-immigrants-welcome-asylum">http://www.theguardian.com/commentisfree/2015/aug/03/denmark-refugees-immigrants-welcome-asylum</a></p> <p><a href="http://www.independent.co.uk/news/world/europe/refugee-crisis-denmark-discourages-asylum-seekers-with-newspaper-adverts-in-lebanon-10490666.html">http://www.independent.co.uk/news/world/europe/refugee-crisis-denmark-discourages-asylum-seekers-with-newspaper-adverts-in-lebanon-10490666.html</a></p> <p><a href="http://www.theguardian.com/commentisfree/2015/sep/03/david-meron-shaming-britain-refugees-europe">http://www.theguardian.com/commentisfree/2015/sep/03/david-meron-shaming-britain-refugees-europe</a></p> <p><a href="http://www.theguardian.com/commentisfree/2015/aug/21/angela-merkel-migration-crisis-europes-biggest-challenge">http://www.theguardian.com/commentisfree/2015/aug/21/angela-merkel-migration-crisis-europes-biggest-challenge</a></p>
<b>Omfang</b>	3 moduler
<b>Særlige fokuspunkter</b>	Lytte, læse, søge information, skrive, diskutere, formidling, analytiske evner, kommunikative færdigheder, overskue og strukturere, initiativ og samarbejdsevne
<b>Væsentligste arbejdsformer</b>	Lærerstyret undervisning Gruppearbejde Oplæg



<b>Titel 7</b>	<b>Essay writing</b>
<b>Indhold</b>	Short-story: Blood by Zdravka Evtimova, 2005
<b>Omfang</b>	3 moduler
<b>Særlige fokuspunkter</b>	Læse, analytiske evner , overskue og strukturere, skrive
<b>Væsentligste arbejdsformer</b>	Lærerstyret undervisning Gruppearbejde Individuelt arbejde

### Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

<b>Titel 8</b>	<b>Social Media and the Internet</b>
<b>Indhold</b>	<b>Kernestof</b>  What is Social Networking? <a href="http://www.whatisocialnetworking.com">www.whatisocialnetworking.com</a>  Facebook users browse their own profiles to boost egos, by Jenny Price, 2008 <a href="http://news.wisc.edu/facebook-users-browse-their-own-profiles-to-boost-egos/">http://news.wisc.edu/facebook-users-browse-their-own-profiles-to-boost-egos/</a>  Facebook Story part 1&2 <a href="https://www.youtube.com/watch?v=C2VAIbEdTv8">https://www.youtube.com/watch?v=C2VAIbEdTv8</a> <a href="https://www.youtube.com/watch?v=7XQpAoj549o">https://www.youtube.com/watch?v=7XQpAoj549o</a>  New study shows, Time Spent Online important for teen Development (Digital Media and Learning) - From World in Motion 2.0  Is Google Making Us Stupid?, by Nicholas Carr, 2008 – From World in Motion 2.0 <a href="http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/">http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/</a>  Pics or it didn't happen, the mantra of the Instagram era, by Jacob Silvermann 2015, The Guardian <a href="http://www.theguardian.com/news/2015/feb/26/pics-or-it-didnt-happen-mantra-instagram-era-facebook-twitter">http://www.theguardian.com/news/2015/feb/26/pics-or-it-didnt-happen-mantra-instagram-era-facebook-twitter</a>





	<p>The Anonymous "We Are Legion" (documentary from Netflix)</p> <p><b>Supplerende stof:</b></p> <p>Matrix-group presentations on online articles (Essena O'Neill, Selfies, Donald Trump etc.)</p> <p>Group presentations on the Anonymous</p>
<b>Omfang</b>	9 moduler
<b>Særlige fokuspunkter</b>	Lytte, læse, søge information, skrive, diskutere, formidling, analytiske evner, kommunikative færdigheder, overskue og strukturere, initiativ og samarbejdsevne
<b>Væsentligste arbejdsformer</b>	<p>Lærerstyret undervisning</p> <p>Gruppearbejde</p> <p>Cooperative Learning</p> <p>Oplæg</p> <p>Individuelt arbejde</p> <p>Forelæsninger</p>

### Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

<b>Titel 9</b>	<b>Aboriginal Australia – Postcolonial Identity</b>
<b>Indhold</b>	<p><b>Kernestof</b></p> <p><i>Historical texts:</i> Dreamtime story- The Creation Van Diemen's Land (folk song) Hell-hole prison turned Convicts to cannibals (1994)</p> <p>Short-story: Going Home by Archie Weller (1986) Poem: "The Past" (1970) by Oodgeroo Noonuccal Poem: "This Land", (1935) by Ian Muddie Lyrical song: Archie Roach "They Took the Children away" (1980)</p>



	<p><i>Articles online:</i> Australia day: <a href="https://newmatilda.com/2016/01/22/john-pilger-australias-day-for-secrets-flags-and-cowards/">https://newmatilda.com/2016/01/22/john-pilger-australias-day-for-secrets-flags-and-cowards/</a></p> <p>Apartheid in Australia: <a href="http://www.theguardian.com/commentisfree/2013/nov/05/australia-apartheid-alive-aboriginal-history">http://www.theguardian.com/commentisfree/2013/nov/05/australia-apartheid-alive-aboriginal-history</a></p> <p>Aboriginal protection act: <a href="http://www.historychannel.com.au/classroom/day-in-history/933/controversial-aboriginal-protection-act-is-enacted">http://www.historychannel.com.au/classroom/day-in-history/933/controversial-aboriginal-protection-act-is-enacted</a></p> <p>Stan Grant's speech ( "The Australian dream is rooted in Racism") <a href="https://www.youtube.com/watch?v=uEOssW1rw0I">https://www.youtube.com/watch?v=uEOssW1rw0I</a></p> <p><b>Documentaries:</b> Our generation, <a href="http://www.filmsforaction.org/watch/our-generation-2010/">http://www.filmsforaction.org/watch/our-generation-2010/</a> (first 20 minutes)</p> <p><b>Film:</b> Rabbit Proof Fence, Instr. Phillip Noyce, 2002</p> <p><b>Supplerende stof:</b> Utopia, Documentary by John Pilger Documentary on historical events: <a href="http://www.programs.sbs.com.au/firstaustralians/content">http://www.programs.sbs.com.au/firstaustralians/content</a> Sports and Leisure in Australia – Project group-work</p>
<b>Omfang</b>	15 moduler
<b>Særlige fokuspunkter</b>	Lytte, læse, søge information, skrive, diskutere, formidling, analytiske evner, kommunikative færdigheder, overskue og strukturere, initiativ og samarbejdsevne
<b>Væsentligste arbejdsformer</b>	Lærerstyret undervisning Gruppearbejde Oplæg Individuelt arbejde Forelæsninger