



## Undervisningsbeskrivelse

### Stamoplysninger til brug ved prøver til gymnasiale uddannelser

<b>Termin</b>	2020-2021
<b>Institution</b>	Skanderborg-Odder Center for Uddannelse
<b>Uddannelse</b>	HHX
<b>Fag og niveau</b>	Engelsk A – grundforløb + november til juni 2020
<b>Lærer(e)</b>	Jonas Danielsen
<b>Hold</b>	HH1A

### Oversigt over gennemførte undervisningsforløb

<b>Titel 1</b>	Business Ethics
<b>Titel 2</b>	Business Correspondence
<b>Titel 3</b>	Growing Up
<b>Titel 4</b>	The Twilight Zone
<b>Titel 5</b>	Digital Awareness/Digital Society
<b>Titel 6</b>	American Hip Hop



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

<b>Titel 1</b>	Business Ethics – CSR – introforløb, august – November 2020
<b>Indhold</b>	<p>Kernestof:</p> <ul style="list-style-type: none"><li>- Link: 17 global goals <a href="https://www.globalgiving.org/sdg/?rf=ggad_19&amp;gclid=Cj0KCQjwv8nqBRDGARIsAHfr9wCwCj27r26y2zn47L8pKjT7wMbKNM-SYk2p2W43HyaJwcxhoj6RY2waAhsVEALw_wcB">https://www.globalgiving.org/sdg/?rf=ggad_19&amp;gclid=Cj0KCQjwv8nqBRDGARIsAHfr9wCwCj27r26y2zn47L8pKjT7wMbKNM-SYk2p2W43HyaJwcxhoj6RY2waAhsVEALw_wcB</a></li><li>- Questionnaire: Intro to Business Ethics</li><li>- Tekst: We'll never buy cheap fashion again (That's Business, Økonom) (6 sider)</li><li>- Dokumentar: Blood, Sweat and T-shirts, nr. 1 (mitCFU.dk) 1 (57 min)</li><li>- Tekst: Nike and Child Labour – How It Went from Laggard to Leader (Mallen, Baker 29 February (2016) (4 sider)</li><li>- Dokumentar: The Rise of Nike: How One Man Built a Billion Dollar Brand: <a href="https://www.youtube.com/watch?v=Gi7Vy_2B_D8">https://www.youtube.com/watch?v=Gi7Vy_2B_D8</a> (8 min)</li><li>- Dokumentar: Nike Sweatshops – Behind the Swoosh <a href="https://www.youtube.com/watch?v=M5uYCWVfuPQ&amp;ab_channel=TeamSweat">https://www.youtube.com/watch?v=M5uYCWVfuPQ&amp;ab_channel=TeamSweat</a> (21 min)</li><li>- Dokumentar: The Rana Plaza Collapse: <a href="https://www.youtube.com/watch?v=HHw4HEzzsyc">https://www.youtube.com/watch?v=HHw4HEzzsyc</a> (50 min)</li><li>- Tekst: What is Corporate Social Responsibility? (Skye Schooley, April 22, 2019) (4 sider)</li><li>- Dokumentar: Når tilbud dræber (mitCFU.dk) (58 min)</li></ul>
<b>Omfang</b>	August – november 2020
<b>Særlige fokuspunkter</b>	<p>I dette forløb skal elevernes forståelse og kendskab til merkantile og samfundsrelaterede tekster styrkes. Derudover skal eleverne:</p> <ul style="list-style-type: none"><li>- opnå en større sproglig bevidsthed inden for det merkantile og samfundsmæssige område med fokus på de 17 verdensmål og virksomhedsetiske problemstillinger</li><li>- relatere til disse problemstillinger gennem diskussion, mundtligt og skriftligt arbejde</li><li>- få indblik i virksomheden Nike og dens fokus på virksomhedsetik og CSR</li><li>- præsentere relevant information om en selvvalgt virksomheds historie, målgruppe, Code of Conduct, CSR og etablering på markeder med inddragelse af viden fra forløbet om Business Ethics</li></ul>
<b>Væsentligste arbejdsformer</b>	Klasseundervisning Pararbejde Gruppearbejde



<b>Titel 2</b>	Business Correspondence
<b>Indhold</b>	Kernestof: <ul style="list-style-type: none"><li>- Lærerudviklet kompendium med inspiration fra: “Yours faithfully”, Engelsk handelskorrespondance, Susanne Askham, Ventus, Business correspondence compendium, 2. udgave. 2011 (25 sider)</li><li>- Afleveringsopgaver: side 24 og 25 i BC-kompendiet + e-mails</li></ul>
<b>Omfang</b>	August – november 2020
<b>Særlige fokuspunkter</b>	Eleverne skal: <ul style="list-style-type: none"><li>- anvende og få kendskab til merkantile fagbegreber inden for området</li><li>- have indblik i erhvervsrelaterede kommunikationsformer og – strategier</li><li>- selvstændigt udarbejde erhvervsrelaterede meddelelser</li></ul>
<b>Væsentligste arbejdsformer</b>	Klasseundervisning Pararbejde Gruppearbejde



<b>Titel 3</b>	Growing Up
<b>Indhold</b>	<p>Kernestof:</p> <ul style="list-style-type: none"><li>- Novelle: Manhood (12 sider)</li><li>- Dokumentar: Kid Influencers: Big money, millions of followers: <a href="https://www.youtube.com/watch?v=8XkaSouYTbg&amp;ab_channel=CBSNews">https://www.youtube.com/watch?v=8XkaSouYTbg&amp;ab_channel=CBSNews</a> (23 min)</li><li>- Artikel: The Joy of a 1950s Childhood: <a href="https://www.express.co.uk/expressyourself/130079/The-joy-of-a-1950s-childhood">https://www.express.co.uk/expressyourself/130079/The-joy-of-a-1950s-childhood</a> (3,5 side)</li><li>- Artikel: The Influencer Economy: <a href="https://www.telegraph.co.uk/technology/2018/04/21/influencer-economy-world-celebrity-instagram-endorsements-attracting/">https://www.telegraph.co.uk/technology/2018/04/21/influencer-economy-world-celebrity-instagram-endorsements-attracting/</a> (3 sider)</li><li>- Artikel: My (Kid's) Generation: 5 Ways Today's Tweens Are Changing Retail: <a href="https://www.forbes.com/sites/bryanpearson/2016/04/14/my-kids-generation-5-ways-todays-tweens-are-changing-retail/?sh=db8874742ef5">https://www.forbes.com/sites/bryanpearson/2016/04/14/my-kids-generation-5-ways-todays-tweens-are-changing-retail/?sh=db8874742ef5</a> (2 sider)</li><li>- Uddrag af novelle: Paper Menagerie (10 sider)</li><li>- Novelle: The Victim (7 sider)</li><li>- Novelle: Indian Camp (4 sider)</li><li>- Artikel: Growing social media backlash among young people, survey shows: <a href="https://www.theguardian.com/media/2017/oct/05/growing-social-media-backlash-among-young-people-survey-shows">https://www.theguardian.com/media/2017/oct/05/growing-social-media-backlash-among-young-people-survey-shows</a> (The Guardian, 5 October, 2017) (2,5 side)</li><li>- Film: The Perks of Being a Wallflower (mitCFU.dk) (99 min)</li><li>- Novelle: The Shining Mountain (4 sider)</li></ul> <p>Supplerende stof:</p> <ul style="list-style-type: none"><li>- Maleri: Twilight in the Wilderness</li></ul>
<b>Omfang</b>	November – januar 2020-21
<b>Særlige fokuspunkter</b>	<p>Gennem arbejdet med forskellige teksttyper og genrer skal eleverne:</p> <ul style="list-style-type: none"><li>- opnå en større bevidsthed om unge som forbrugergruppe</li><li>- udvidede deres ordforråd indenfor emneområdet</li><li>- styrke deres evne til at forstå, analysere, fortolke og perspektivere litterære tekster - både individuelt og i grupper</li><li>- forhold sig til forskellige problemstillinger i forhold til det at være ung</li></ul>
<b>Væsentligste arbejdsformer</b>	Klasseundervisning Virtuelle arbejdsformer Skriftligt arbejde Gruppearbejde Individuelt arbejde



<b>Titel 4</b>	The Twilight Zone
<b>Indhold</b>	<p>Kernestof:</p> <ul style="list-style-type: none"><li>- Radiospil: Man-Eater: <a href="https://www.youtube.com/watch?v=LwbAG4uyqss&amp;ab_channel=ChillingTalesforDarkNights">https://www.youtube.com/watch?v=LwbAG4uyqss&amp;ab_channel=ChillingTalesforDarkNights</a> (15 min)</li><li>- Novelle: Button, Button (7 sider)</li><li>- Film: Button, Button: <a href="https://www.youtube.com/watch?v=TBEC2A1uwt4&amp;ab_channel=MostlyAnthologies">https://www.youtube.com/watch?v=TBEC2A1uwt4&amp;ab_channel=MostlyAnthologies</a> (20 min)</li><li>- Novelle: The Boogeyman (17 sider)</li><li>- Novelle: The Way up to Heaven (9 sider)</li><li>- Video: Lessons from a Terrified Horror Researcher: <a href="https://www.youtube.com/watch?v=6St5R2bYMOY&amp;ab_channel=TEDxTalks">https://www.youtube.com/watch?v=6St5R2bYMOY&amp;ab_channel=TEDxTalks</a> (14 min)</li><li>- Uddrag fra novelle: The Woman in Black (9 sider)</li><li>- Novelle: The Landlady (10 sider)</li></ul> <p>Supplerende stof:</p> <ul style="list-style-type: none"><li>- Tekst: Introduction to the Twilight Zone (1 side)</li><li>- Forskellige videoer: Scary Pranks</li><li>- Trailer: The Woman in Black (2012): <a href="https://www.youtube.com/watch?v=VnY0fEV30Wk&amp;ab_channel=RoadshowFilms">https://www.youtube.com/watch?v=VnY0fEV30Wk&amp;ab_channel=RoadshowFilms</a> (2 min)</li></ul>
<b>Omfang</b>	Januar – marts 2021
<b>Særlige fokuspunkter</b>	<p>Eleverne skal:</p> <ul style="list-style-type: none"><li>- reflektere over gysergenren i forskellige medier</li><li>- forholde sig til hvad ondskab er og hvilke former, den optræder i</li><li>- reflektere over gysergenrens tiltrækningskraft</li><li>- analysere og fortolke noveller, videoer og radiospil</li><li>- udvidede ordforrådet indenfor emnet</li></ul>
<b>Væsentligste arbejdsformer</b>	Klasseundervisning Virtuelle arbejdsformer Gruppearbejde Individuelt arbejde Klassediskussioner Skriftligt arbejde



<b>Titel 5</b>	Digital Awareness/Digital Society
<b>Indhold</b>	<p>Kernestof:</p> <p>Video: Connected, but alone? <a href="https://www.youtube.com/watch?v=t7Xr3AsBEK4&amp;ab_channel=TED">https://www.youtube.com/watch?v=t7Xr3AsBEK4&amp;ab_channel=TED</a> (20 min)</p> <p>Fake News <a href="https://www.nytimes.com/2016/12/07/us/edgar-welch-comet-pizza-fake-news.html?_r=1">https://www.nytimes.com/2016/12/07/us/edgar-welch-comet-pizza-fake-news.html?_r=1</a><a href="https://www.nytimes.com/2016/12/05/business/media/comet-ping-pong-pizza-consequences.html">https://www.nytimes.com/2016/12/05/business/media/comet-ping-pong-pizza-consequences.html</a> <a href="https://www.nytimes.com/2016/12/24/world/asia/pakistan-israel-khawaja-asif-fake-news-nuclear">https://www.nytimes.com/2016/12/24/world/asia/pakistan-israel-khawaja-asif-fake-news-nuclear</a> <a href="https://www.youtube.com/watch?v=feqIcytW3FI&amp;index=46&amp;list=PLPnZfvKID1Sje5jWxt-4CS">https://www.youtube.com/watch?v=feqIcytW3FI&amp;index=46&amp;list=PLPnZfvKID1Sje5jWxt-4CS</a> <a href="https://www.cnbc.com/2016/12/30/read-all-about-it-the-biggest-fake-news-stories-of-2016.html">https://www.cnbc.com/2016/12/30/read-all-about-it-the-biggest-fake-news-stories-of-2016.html</a> <a href="http://time.com/4783932/inside-russia-social-media-war-america/">http://time.com/4783932/inside-russia-social-media-war-america/</a> <a href="https://www.nytimes.com/2017/05/31/technology/how-twitter-is-being-gamed-to-feed-misinformation">https://www.nytimes.com/2017/05/31/technology/how-twitter-is-being-gamed-to-feed-misinformation</a></p> <p>The Dark Net – Dangers of the Net <a href="https://foreignpolicy.com/2019/03/15/how-the-christchurch-shooter-played-the-worlds-media/">https://foreignpolicy.com/2019/03/15/how-the-christchurch-shooter-played-the-worlds-media/</a> <a href="http://www.abc.net.au/news/2016-01-27/explainer-what-is-the-dark-net/7038878">http://www.abc.net.au/news/2016-01-27/explainer-what-is-the-dark-net/7038878</a> <a href="http://www.visualcapitalist.com/dark-web/">http://www.visualcapitalist.com/dark-web/</a> <a href="https://www.bbc.com/news/stories-50261937">https://www.bbc.com/news/stories-50261937</a></p> <p>Dark Patterns/Business Ethics <a href="https://www.youtube.com/watch?v=i5LII7Pr4AI&amp;feature=youtu.be">https://www.youtube.com/watch?v=i5LII7Pr4AI&amp;feature=youtu.be</a> <a href="https://www.youtube.com/watch?v=e8r47hZX2G8&amp;feature=youtu.be">https://www.youtube.com/watch?v=e8r47hZX2G8&amp;feature=youtu.be</a> <a href="https://www.youtube.com/watch?v=kxkrdLI6e6M">https://www.youtube.com/watch?v=kxkrdLI6e6M</a> <a href="http://www.abc.net.au/news/science/2018-01-11/the-internet-is-full-of-dark-patterns-its-time-to-fix-it">http://www.abc.net.au/news/science/2018-01-11/the-internet-is-full-of-dark-patterns-its-time-to-fix-it</a> <a href="https://www.nytimes.com/2016/05/15/technology/personaltech/when-websites-wont-take-no-for-an-answer">https://www.nytimes.com/2016/05/15/technology/personaltech/when-websites-wont-take-no-for-an-answer</a></p> <p>Digital Markering/Digital Commerce <a href="https://digitalmarketinginstitute.com/the-insider/14-06-17-7-of-the-most-impactful-digital-campaigns">https://digitalmarketinginstitute.com/the-insider/14-06-17-7-of-the-most-impactful-digital-campaigns</a></p> <p>Cyberbullying/Sexting/Selfies <a href="https://www.theguardian.com/society/2015/sep/22/cyberbullying-teenagers-worse-than-drug-abuse">https://www.theguardian.com/society/2015/sep/22/cyberbullying-teenagers-worse-than-drug-abuse</a> <a href="http://www.bbc.com/news/technology-40804041">http://www.bbc.com/news/technology-40804041</a> <a href="https://www.newyorker.com/culture/culture-desk/the-story-of-amanda-todd/amp">https://www.newyorker.com/culture/culture-desk/the-story-of-amanda-todd/amp</a> <a href="https://www.bbc.com/ideas/videos/the-nasty-side-of-social-media/p05v2dml">https://www.bbc.com/ideas/videos/the-nasty-side-of-social-media/p05v2dml</a></p> <p>Digital Addiction <a href="https://www.hmc.org.uk/blog/ground-breaking-digital-addiction-video-used-part-new-classroom">https://www.hmc.org.uk/blog/ground-breaking-digital-addiction-video-used-part-new-classroom</a> <a href="https://www.nytimes.com/2018/03/03/opinion/sunday/kids-technology-addiction-screentime.html">https://www.nytimes.com/2018/03/03/opinion/sunday/kids-technology-addiction-screentime.html</a> <a href="https://www.nytimes.com/interactive/2018/02/09/technology/the-addiction-wrought-by-techies">https://www.nytimes.com/interactive/2018/02/09/technology/the-addiction-wrought-by-techies</a></p> <p>Digital Etiquette/Security and Privacy <a href="https://www.nytimes.com/2018/03/28/technology/social-media-privacy.html">https://www.nytimes.com/2018/03/28/technology/social-media-privacy.html</a> <a href="https://bits.blogs.nytimes.com/2013/03/10/etiquette-redefined-in-the-digital-age/">https://bits.blogs.nytimes.com/2013/03/10/etiquette-redefined-in-the-digital-age/</a></p>



	<p><a href="https://www.theguardian.com/technology/2018/mar/28/beware-the-smart-toaster-bugs-for-su">https://www.theguardian.com/technology/2018/mar/28/beware-the-smart-toaster-bugs-for-su</a></p> <p>Identity and Self-Esteem</p> <p><a href="http://www.slate.com/articles/double_x/doublex/2013/11/selfies_on_instagram_and_facebook">http://www.slate.com/articles/double_x/doublex/2013/11/selfies_on_instagram_and_facebook</a></p> <p><a href="https://www.theguardian.com/media-network/2015/sep/24/online-offline-personality-digital-ide">https://www.theguardian.com/media-network/2015/sep/24/online-offline-personality-digital-ide</a></p> <p><a href="https://www.theguardian.com/books/2017/jun/21/selfie-by-will-storr-review">https://www.theguardian.com/books/2017/jun/21/selfie-by-will-storr-review</a></p> <p><a href="https://www.youtube.com/watch?v=ikGVWEvUzNM">https://www.youtube.com/watch?v=ikGVWEvUzNM</a></p> <p>Our Digital Lives and Afterlives</p> <p><a href="https://www.ted.com/talks/sherry_turkle_connected_but_alone/transcript">https://www.ted.com/talks/sherry_turkle_connected_but_alone/transcript</a></p> <p><a href="http://theconversation.com/digital-death-and-the-digital-afterlife-how-to-have-one-and-how-to-a">http://theconversation.com/digital-death-and-the-digital-afterlife-how-to-have-one-and-how-to-a</a></p> <p><a href="https://www.bbc.com/news/business-40935790">https://www.bbc.com/news/business-40935790</a></p>
<b>Omfang</b>	Marts 2021
<b>Særlige fokuspunkter</b>	Eleverne skal: <ul style="list-style-type: none"><li>- opnå kendskab til Digital Awareness/Digital Society</li><li>- udvide deres ordforråd indenfor emnet</li><li>- præsentere et emne med tilhørende tekster</li><li>- kunne diskutere det selvvalgte emnes problemstillinger og kunne påpege og diskutere fordele og ulemper/konsekvenser af det digitale samfund</li></ul>
<b>Væsentligste arbejdsformer</b>	Klasseundervisning Præsentation Gruppearbejde Diskussion på klassen

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<b>Titel 6</b>	American Hip Hop
<b>Indhold</b>	<p>Kernestof:</p> <ul style="list-style-type: none"><li>- Tekst: A Short History of Hip Hop (Open Wide, Eva Poors) (6 sider)</li><li>- Sangtekst: Grandmaster Flash and The Furious Five - The Message: <a href="https://genius.com/Grandmaster-flash-and-the-furious-five-the-message-lyrics">https://genius.com/Grandmaster-flash-and-the-furious-five-the-message-lyrics</a> (2 sider)</li><li>- Musikvideo: Grandmaster Flash and The Furious Five - The Message: <a href="https://www.youtube.com/watch?v=PobrSpMwKk4&amp;ab_channel=SugarhillRecords">https://www.youtube.com/watch?v=PobrSpMwKk4&amp;ab_channel=SugarhillRecords</a> (6 min)</li><li>- Sangtekst: Run- D.M.C. - Proud to Be Black: <a href="https://genius.com/Rundmc-proud-to-be-black-lyrics">https://genius.com/Rundmc-proud-to-be-black-lyrics</a> (1 side)</li><li>- Musikvideo: Run- D.M.C. - Proud to Be Black: <a href="https://www.youtube.com/watch?v=uAeBW2EEuT0&amp;ab_channel=RockAndFunk">https://www.youtube.com/watch?v=uAeBW2EEuT0&amp;ab_channel=RockAndFunk</a> (3 min)</li><li>- Sangtekst: Kendrick Lamar - Alright: <a href="https://genius.com/Kendrick-lamar-alright-lyrics">https://genius.com/Kendrick-lamar-alright-lyrics</a> (1 side)</li><li>- Musikvideo: Kendrick Lamar - Alright: <a href="https://www.youtube.com/watch?v=Z-48u_uWMHY&amp;ab_channel=KendrickLamarVEVO">https://www.youtube.com/watch?v=Z-48u_uWMHY&amp;ab_channel=KendrickLamarVEVO</a> (7 min)</li><li>- Dokumentar: Hip hop der rystede os: Kendrick Lamar – Alright: <a href="https://www.dr.dk/drtv/se/hip-hop-der-rystede-os-kendrick-lamar-alright_230341">https://www.dr.dk/drtv/se/hip-hop-der-rystede-os-kendrick-lamar-alright_230341</a> (42 min)</li><li>- Sangtekst: 2Pac - Brenda's Got a Baby: <a href="https://genius.com/2pac-brendas-got-a-baby-lyrics">https://genius.com/2pac-brendas-got-a-baby-lyrics</a> (1 side)</li><li>- Musikvideo: 2Pac - Brenda's Got a Baby: <a href="https://www.youtube.com/watch?v=NRWUs0KtB-I&amp;ab_channel=2PacVEVO">https://www.youtube.com/watch?v=NRWUs0KtB-I&amp;ab_channel=2PacVEVO</a> (4 min)</li><li>- Sangtekst: The Notorious B.I.G. - Ten Crack Commandments: <a href="https://genius.com/The-notorious-big-ten-crack-commandments-lyrics">https://genius.com/The-notorious-big-ten-crack-commandments-lyrics</a> (1 side)</li><li>- Musikvideo: The Notorious B.I.G. - Ten Crack Commandments: <a href="https://www.youtube.com/watch?v=ZYb_8MM1tGQ&amp;ab_channel=BiggieSmalls">https://www.youtube.com/watch?v=ZYb_8MM1tGQ&amp;ab_channel=BiggieSmalls</a> (4 min)</li><li>- Sangtekst: Eminem – Stan: <a href="https://genius.com/Eminem-stan-lyrics">https://genius.com/Eminem-stan-lyrics</a> (3 sider)</li><li>- Musikvideo: Eminem – Stan: <a href="https://www.youtube.com/watch?v=aSLZFdqwh7E">https://www.youtube.com/watch?v=aSLZFdqwh7E</a> (6 min)</li><li>- Sangtekst: Kanye West – Black Skinhead: <a href="https://genius.com/Kanye-west-black-skinhead-lyrics">https://genius.com/Kanye-west-black-skinhead-lyrics</a> (1 side)</li><li>- Musikvideo: Kanye West – Black Skinhead: <a href="https://www.youtube.com/watch?v=q604eed4ad0&amp;ab_channel=KanyeWestKanyeWestOfficielkunstnerkanal">https://www.youtube.com/watch?v=q604eed4ad0&amp;ab_channel=KanyeWestKanyeWestOfficielkunstnerkanal</a> (4 min)</li></ul> <p>Supplerende stof:</p> <ul style="list-style-type: none"><li>- Video: 80s Breakdancing on US TV: <a href="https://www.youtube.com/watch">https://www.youtube.com/watch</a></li></ul>





	<p>?v=eDMv3IHGpnA&amp;ab_channel=AtelierID%7CDigitalMarketing%20WebDesign (4 min)</p> <ul style="list-style-type: none"><li>- Tekst: Break Dancing: <a href="https://www.britannica.com/art/break-dance">https://www.britannica.com/art/break-dance</a> (4 sider)</li></ul>
<b>Omfang</b>	April – maj 2021
<b>Særlige fokuspunkter</b>	<p>Eleverne skal:</p> <ul style="list-style-type: none"><li>- lære om problemstillinger i USA gennem musikgenrens forskellige perioder</li><li>- lære om USA's historie med udgangspunkt i hip hop</li><li>- analysere og fortolke rap og dets lyriske virkemidler</li><li>- tilegne sig ordforråd indenfor emnet såsom slang</li><li>- arbejde med forskellige samfundsmæssige problemstillinger, som bliver belyst gennem hip hop</li></ul>
<b>Væsentligste arbejdsformer</b>	Klasseundervisning Virtuelle arbejdsformer Pararbejde Gruppearbejde Klassediskussion Præsentationer

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