立国際高校 年間授業計画/Tokyo Metropolitan Kokusai High School Course Syllab

〇 科目基礎情報(Course information)

開講年度	(Academic year)	令和5年度(2023 年度)
開講学科	(Department)	国際学科国際バカロレアコース/IBDP(International Baccalaureate Diploma Programm
教科	(Subject Area)	English
科目	(Subject)	Comprehensive English
学年・クラス	(Grade · Class)	FY Group 2
単位数	(Number of units)	5
使用教科書	(Text Books)	Q skills for Success, <i>Dear Martin</i> by Nic Stone, <i>Night</i> (a memoir) and <i>Dawn</i> (a novel) by Elie Wiesel, Nelson English 10, One World
校外学習	(Field trip)	

〇 教科の目標 (Goals of the subject area)

【知 識 及 び 技 能】(Knowledge and Skills)

This course is designed to familiarize the first-year students with reading strategies by exposing them to various texts such as short and long literary works as well as informational text. Students read about themes and research techniques that help them in text analysis. Students will be prepared with adequate literary knowledge and text analysis skills necessary for the IB Diploma Program English literature and Language groups by the end of the course.

【思考力、判断力、表現力等】 (Ability to think, make judgements, express themselves)

Students write a variety of text types and explore strategies, attitudes, and techniques that writers use. Students plan, draft, revise, and edit their work, ultimately preparing and publishing their work for an audience not limited to the classroom.

【学びに向かうカ、人間性等】 (Motivation to learn, Humanity)

Students form a learning community and establish classroom routines. Students collaborate with classmates who are critical listeners and who can offer constructive feedback.

O科目の目標 (Goals of the subject)

【知識及び技能】	【思考力、判断力、表現力等】	【学びに向かう力、人間性等】						
(Knowledge and Skills)	(Ability to think, make judgements, express themselves)							
Reading: Literature	Reading: Literature	Writing						
Key Ideas and Details	*Analyze how two or more texts address similar	Production and Distribution of Writing						
*Read closely to determine what the text	themes or topics in order to build knowledge or	*Develop and strengthen writing as						
says explicitly and to make logical	to compare the approaches the authors take.	needed by planning, revising, editing,						
inferences from it; cite specific textual		rewriting, or trying a new approach.						
evidence when writing or speaking to	Craft and Structure	*Use technology, including online						
support conclusions drawn from the text.	*Interpret words and phrases as they are used	tools, to produce and publish writing						
*Determine central ideas or themes of a	in a text, including determining technical,	and to interact and collaborate with						
text and analyze their development;	connotative, and figurative meanings, and	others.						
summarize the key supporting details and	analyze how specific word choices shape	*Write routinely over extended time						
ideas.	meaning or tone.	frames (time for research, reflection,						
	*Analyze how an author's choices concern how	and revision) and shorter time frames						
Writing	to structure a text, order events within it.	(a single sitting or a day or two) for a						
Production and Distribution of Writing		range of tasks, purposes, and						
*Produce clear and coherent writing in		audiences.						
which the development, organization, and								
style are appropriate to task, purpose, and		Speaking & Listening						
audience.		Comprehension and Collaboration						
		*Initiate and participate effectively in a						
Language		range of collaborative discussions						
Conventions of Standard English		(one-on-one, in groups, and teacher-						
*Demonstrate command of the		led) with diverse partners on grade 10						
conventions of standard English grammar		topics, texts, and issues, building on						
and usage when writing or speaking.		others' ideas and expressing their						
*Demonstrate command of the		own clearly and persuasively.						
conventions of standard English		*Work with peers to set rules for collegial discussions and decision-						
capitalization, punctuation, and spelling		5						
when writing.		making (e.g., informal consensus, taking votes on key issues,						
*Demonstrate understanding of figurative language, word relationships, and		presentation of alternate views), clear						
nuances in word meanings.		goals and deadlines, and individual						
nuances in word meanings.		roles as needed.						

O 授業計画 (Course schedule)

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Hours 単元の具体的な指導目標 指導項目・内容 評価規準 配当 時数 思 熊 話(や 聞 読 后一旁 書 0 Unit Objectives Topic / Contents **Evaluation Criteria** a 6 ●【知識・技能】【Knowledge/Skills】 Narrative Structure Read fiction and nonfiction in a 【知識及び技能】【Knowledge strategic manner (for information Literary analysis essay (short story) and Skills] literature, representation) Reading strategies Understand literary devices ②【思考・判断・表現【Ability to iterary terms (narrative viewpoint, structure, think/make judgements/express characterisation, etc.) themselves · Explore the various historical, 【思考力、判断力、表現力等】 Personal essay [Ability to think, make cultural and social contexts Literary analysis essay (short story) udgements, express analyse how people, cultures. places, events, objects and 3【主体的に学習に取り組む態度】 themselves 00 32 concepts are represented in [Attitude towards learning Analyse texts texts, through language, structural and/or visual choices proactively] 【学びに向かう力、人間性等】 Personal essay/presentation, Self-[Motivation to learn, Humanity] Guided literature circle assessment reflection, participation & Reflect on literacy skills contribution Collaborate with peers Share ideas Self-expression - Op-· Op-eds are a specific (Knowledge/Skills) ed/Commentary 【知識及び技能】【Knowledge argumentative genre. A short op-ed analysis (opinion essay) · Engage in critical thought on a range of subjects. • Understand writers of op-eds and Skills 2 [Ability to think/make Op-ed/Commentary text type iudgements/express themselves] publish their arguments to op-ed article analysis (opinion essay) 【思考力、判断力、表現力等】 engage in socially responsible [Ability to think, make commentary.Learn the power of voice in 3 [Attitude towards learning proactively] udgements, express themselves expressing oneself and reaching Participate and conctribute in discussion 0 0 16 Abilities to understand, follow and the target audience through op-Opinion essay ritique opinions ed as the text type. 【学びに向かう力、人間性等】 [Motivation to learn, Humanity] Collaborate with peers Share ideas Witness to history, Freedom & · Examine ideas that affect lives • [Knowledge/Skills] Literary analysis war, moral choices & and have the ability to be a experience catalyst for change in culture. nations, history, etc. Memoir: historical · Examine the relationship autobiography (*Night* by Elie between freedom and Wiesel) confinement, and the relationship Novel: fictional work (Dawn by between moral choices to make Elie Wiesel) during the war. Evaluate the social, moral and 【知識及び技能】【Knowledge and Skills] ethical positions represented in texts Read and track important details · Edit their work to be sure that o understand theme(s) and they comply with the conventions author's message Monitor reading comprehension of a literary analysis essay Guided socratic seminar 【思考力、判断力、表現力等】 【Ability to think, make $\cap \cap$ 40 udgements, express hemselves Connect major deas/themes/concepts and connect to other texts 【学びに向かう力、人間性等】 [Motivation to learn, Humanity] Use strategies to check comprehension and reread to find deeper meaning in a text Collaborate in readers circle to enhance each other's understanding and thinking 定期考査 End-term 1 exam

Alotted

1

Racial discrimination, civil rights and activism Novel study: realistic fiction (Dear Martin) 【知識及び技能】【Knowledge and Skills】 Continue working to improve their reading skills Develop their understanding of the world through fictional work. 【思考力、判断力、表現力等】 [Ability to think, make judgements, express themselves】 Evaluate the use of literary devices in the novel Make a claim, offer reasons, and find textual evidence 【学びに向かう力、人間性等】 [Motivation to learn, Humanity] Reflect on their personal experiences and identities as readers Share ideas Collaborate in readers circle to enhance each other's understanding and thinking	 Investigate examples of real-life discrimination and connect to the novel. Examine themes and character development Evaluate ethical stance and where power should be held. Guided socratic seminar 	0	0	0		0	 [Knowledge/Skills] Narrative essay [Ability to think/make judgements/express themselves] Narrative essay Guided socratic seminar participation & evaluation [Attitude towards learning proactively] Guided socratic seminar participation & evaluation 		0	0	40	c
 PC) 【知識及び技能】【Knowledge and Skills】 Build a repertoire of reading habits and strategies to engage with the ideas and meanings in literary works or non-fictional texts such as autobiography, biography, and memoir. 【思考力、判断力、表現力等】 [Ability to think, make judgements, express themselves] Set goals to include reading longer or more challenging texts, and exploring new genres or authors to assure continuous growth. Track their reading progress, and record key ideas/themes/major events. 【学びに向かう力、人間性等】 [Motivation to learn, Humanity] Meet in small groups to practice discussion skills by talking about their books, the author's purpose, and topics/themes raised in the readings. 	 Develop reading habits and strategies to engage in the texts Read the right-level articles/books Discuss and share ideas presented in the reading Reader's circle 	0	0	0	0	0	 [Knowledge/Skills] review of a book [Ability to think/make judgements/express themselves] Compare/contrast essay [Attitude towards learning proactively] Lead one reader's circle 	0	0	0	32	2
定期考查 Examination	End-term 2 exam					0		0	0		1	

【知識及び技能】【Knowledge and Skills】 Learn strategies to be critical consumers of informational texts. Use reading, thinking and note- taking strategies to build knowledge. 【思考力、判断力、表現力等】 【Ability to think, make judgements, express identify and analyze the text themselves】 Identify and features of texts in print and digital formats. (学びに向かう力、人間性等】 [Motivation to learn, Humanity] Share understanding of text types.	English A/B and their core requirements • English A areas of exploration: readers, writers, and text, time and space, intertextuality; Concepts: Identify, Culture, Perspective, Creativity, Communication, Representation, Transformation • English B Themes: identities, experiences, human ingenuity, social organization, sharing the planet; Conceptual understanding: audience, context, purpose, meaning and variation • Read a variety of informational text related to themes • Carry out critical thinking by interacting with the text • Development of English and variation in English • Read and engage with short stories	0	0	0	0					32
定期考查 Examination	End-term 3 exam					0	1	C)	1