

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

## ○ 科目基礎情報 ( Course information )

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| 開講年度 ( Academic year )  | 令和7年度 ( 2025 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 Programme)   |
| 教科 ( Subject Area )     | English  |
| 科目 ( Subject )          | English A: language and literature SL  |
| 学年・クラス ( Grade・Class )  | DP1 (2nd year)   |
| 単位数 ( Number of units ) | 4  |
| 使用教科書 ( Text Books )    | Textbook: English Language and Literature by Brad Philpot (Cambridge). Novels: To Live by Yu Hua, Wuthering Heights by Emily Bronte, If Beale Street Could Talk by James Baldwin: poetry by Fred D'aguiar Continental Shelf. |
| 校外学習 ( Field trip )     |  |

## ○ 教科の目標 ( Goals of the subject area )

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| <p>【知識及び技能】 ( Knowledge and Skills )</p> <p>To develop inquiry-based learning in English language and literature. To make connections to prior knowledge. To develop understanding and knowledge of language use, text comprehension, contexts of production and reception, real-life contexts.</p> <p>【思考力、判断力、表現力等】 ( Ability to think, make judgements, express themselves )</p> <p>Ability to think, express and make judgements: Students demonstrate their thinking abilities as well as communicate their ideas effectively both verbally and in writing.</p> <p>【学びに向かう力、人間性等】 ( Motivation to learn, Humanity )</p> <p>Motivation to learn, ability to take initiative: Students are actively engaged in their own learning to form their own understandings and interpretations of texts, issues in global and local contexts.</p> |
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## ○ 科目の目標 ( Goals of the subject )

| 【知識及び技能】<br>( Knowledge and Skills )  | 【思考力、判断力、表現力等】<br>( Ability to think, make judgements, express themselves )   | 【学びに向かう力、人間性等】<br>( Motivation to learn, Humanity )  |
|---|---|--|
| To understand a range of texts of different styles and from various cultures.<br>To develop an understanding of multiple meanings from texts.<br>To understand relationships between texts and a variety of perspectives. | To develop skills in analysis and evaluation.<br>To develop communication skills in speaking, writing, presenting.<br>To develop a range of thinking skills from understanding to creating. | To develop skills of inquiry to become independent learners.<br>To develop organizational skills in both approaches to work and within written and oral tasks.<br>To foster a lifelong appreciation of language and literature. To encourage international mindedness. |

## ○ 授業計画 ( Course schedule )

|                       | 単元の具体的な指導目標<br>Unit Objectives  | 指導項目・内容<br>Topic / Contents  | 領域 |   |   |   | 評価規準<br>Evaluation Criteria   | 知 思 態 |   |   | 配当<br>時数 |
|-----------------------|---|--|----|---|---|---|---|-------|---|---|----------|
|                       |   |  | 聞  | 読 | 書 | 書 |   | ①     | ② | ③ |          |
| 1 学期 ( 1st semester ) | Unit 1<br>【Knowledge and Skills】<br>To build knowledge of literary techniques/authorial choices and develop relevant terminology for literature. To communicate in writing and orally relevant literary elements.<br>【Ability to think, make judgements, express themselves】To write short literary analyses and to present ideas focused on global issues and course concepts.<br>【Motivation to learn, Humanity】To develop organizational skills in writing and presentation.   | The unit will focus on culture, identity and community. The novel, To Live has strong connections to family life and community against the backdrop of sweeping changes in 20th century China, changes which individuals appear to be powerless to influence. Although, the Xu family lose all of their wealth, ironically their new low status protects them against the purge of the landowning class.<br>Through the literature of the novel and poetry and non-literary texts we will look at how class is represented, generational tensions and the importance of place and belonging. We explore the ways in which the societal changes impact individuals. | ○  |   | ○ | ○ | ●【Knowledge/Skills】Literary analysis and close reading techniques.<br>●【Ability to think/make judgements/express themselves】We consider Area of Exploration questions and course concepts to understand relevant literary elements in the work such as theme, symbolism, motif, characterization etc. Research into Chinese 20th century culture and change.<br>●【Attitude towards learning proactively】<br>Writing short literary analyses and presenting various topics and issues raised in the texts. | ○     | ○ | ○ | 17       |
|                       | Unit 2<br>【Knowledge and Skills】 To build knowledge of rhetorical and stylistic techniques and to understand conventions related to opinion writing. To analyze visual texts such as political/satirical cartoons. To build vocabulary to discuss visual texts.<br>【Ability to think, make judgements, express themselves】 To evaluate and make distinctions between opinion and fact and opinion disguised as fact. To consider the writer's message and purpose. To communicate these ideas in a written textual analysis and to use rhetorical techniques in presentations and writing. To consider the main message in political cartoons and understand humour in satirical texts and the issues that they refer to. | The unit examines a variety of opinion pieces by newspaper columnists. Authorial choices related to rhetorical techniques. We will look at the topic of textual bias, particularly in the news. Students will gain knowledge and identify various techniques used in news reporting. We look at sensationalism and newsworthiness. We will study a variety of text types both print, online and audio/visual.  |    | ○ | ○ | ○ | ●【Knowledge/Skills】 Questions/short responses for comprehension. Evidence of use of appropriate terminology and stylistic devices<br>②【Ability to think/make judgements/express themselves】 Research and presentation into relevant current affairs/social issues. .Make connections to the literary memoir<br>③【Attitude towards learning proactively】<br>Written assignments and presentations. sharing knowledge in discussions. Demonstrating self-management skills through classwork and homework.  |       |   |   | 20       |

Allocated  
Hours

|                    | 単元の具体的な指導目標<br>Unit Objectives  | 指導項目・内容<br>Topic / Contents   | 領域 |   |                  |                  | 評価規準<br>Evaluation Criteria   | 知 | 思 | 態 | 配当<br>時数 |
|--------------------|---|---|----|---|------------------|------------------|---|---|---|---|----------|
|                    |   |   | 聞  | 読 | 話<br>～<br>や<br>ら | 話<br>～<br>あ<br>ら |   | ① | ② | ③ |          |
| 2学期 (2nd semester) | 【Motivation to learn, Humanity】 To demonstrate an awareness and understanding of current global trends and issues and to organise ideas related to these logically in writing and presentations. To be culturally sensitive to global issues.   |   |    |   |                  |                  |   |   |   |   |          |
|                    |   | We will look at ways of developing textual analyses through better organization and more effective introductions/conclusions. We will complete discussions of the novel and practice some individual orals. Summer homework will be IO practice and reading of Wuthering Heights by Emily Bronte. | ○  | ○ | ○                | ○                |   |   |   |   | 18       |
|                    | 定期考査<br>Examination   |   |    |   |                  |                  | Textual analysis Paper 1 written test.  | ○ | ○ |   | 1        |
|                    | Unit 3<br>【Knowledge and Skills】<br>To develop knowledge of literary genres and literary critical theories including Psychoanalytic, Marxist, Feminist. To develop vocabulary to understand and interpret 19th century literature. To further understand complex narrative techniques such as frame narration.<br>【Ability to think, make judgements, express themselves】<br>To communicate ideas effectively i response to a literary text. To identify and evaluate the main themes/ideas in a work.<br>【Motivation to learn, Humanity】 To organise a written response to an essay question prompt. To organise ideas effectively and cohesively. To collaborate in class discussions to build an understanding of the novel. To extend ideas in the work and consider their implications for the real world. | Begin studying Wuthering Heights. A look at the genre of gothic literature and the context of time and place of 19th C England.   | ○  |   |                  | ○                | ① 【Knowledge/Skills】 Literary analysis and close reading techniques. Written responses, quizzes, creative tasks to demonstrate knowledge and understanding . Submissions to the learner portfolio.<br>② 【Ability to think/make judgements/express themselves】 Consider Area of Exploration questions and course concepts to understand relevant literary elements in the work such as theme, symbolism, motif, characterisation etc. Research the 19th century novel and genres of gothic/romanticism.<br>③ 【Attitude towards learning proactively】 Presentaton of several perspectives on a single theme. Using self-management skills to research, plan and write/create written responses and presentations. |   |   |   | 31       |
|                    | 定期考査<br>Examination   |   |    |   |                  |                  |   |   |   |   |          |
|                    | Unit 4<br>【Knowledge and Skills】<br>To develop skills for poetry analysis. To build knowledge of poetic devices. To understand how poetry can be interpreted to reveal global issues in society.<br>【Ability to think, make judgements, express themselves】<br>To analyse poetry. To make interpretations and evaluate authorial choices in relation to a global issue.<br>【Motivation to learn, Humanity】 To create a critical response around an idea with transitions. To organise ideas effectively and cohesively. To collaborate in class discussions. To develop self-management skills to create a 10-minute oral presentation for internal assessment.   | We analyse poetry by Fred D'Aguiar with poems related to community and family, beliefs and values. Students make connections to global issues related to family and community, beliefs, values and education. We also explore other D'Aguiar poems with a range of possible social issues.        | ○  | ○ |                  | ○                | ① 【Knowledge/Skills】 To demonstrate in writing and in presentations an understanding of the formal mechanics of poetry such as form and rhyme using appropriate terminology.<br>② 【Ability to think/make judgements/express themselves】 To make perceptive and insightful interpretations and evaluation of poetry/song lyrics and to communicate these ideas logically.<br>③ 【Attitude towards learning proactively】 Presentaton of several perspectives on a single theme. Using self-management skills to research, plan and write/create written responses and presentations. To deliver a 10-minute oral practice analysing two texts.   |   |   |   | 32       |
|                    | 定期考査<br>Examination   |   |    |   |                  |                  |   |   |   |   | 1        |
|                    | Unit 5<br>【Knowledge and Skills】 To gain an understanding of realist fiction and to apply literary features such as setting, characterisation, symbolism, narrative structure etc.  | Review of Wuthering Heights' main themes and characterisation. We address the main concerns of the work using questions from the Paper 2 practice examinations. We look at how works of literature are translated into other languages and what may be lost                                       |    |   |                  |                  | ① 【Knowledge/Skills】 To use appropriate skills to write a response to a Paper 2 question. To use appropriate skills to identify the presence of a global issue between two texts.<br>② 【Ability to think/make judgements/express themselves】 Write a Paper 2 essay and create and deliver an  |   |   |   |          |

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|---------------------|---|---|----|---|------------------|------------------|---|---|---|---|----------|
|                     |   |   | 聞  | 読 | 話<br>～<br>や<br>ら | 話<br>～<br>あ<br>ら |   | ① | ② | ③ |          |
| 3学期 ( 3rd semester) | <p>【Ability to think, make judgements, express themselves】 To make judgements and categorize information.</p> <p>To develop oral and written presentation skills related to text-types and non-literary texts. Thinking skills to unpack essay questions and identify questions mostly appropriately matching the studied texts.</p> <p>【Motivation to learn, Humanity】 To improve note-taking skills for literary devices.</p> <p>To appreciate how writers make authorial choices. To work collaboratively to compare and contrast ideas.</p>   | <p>or gained in translation. We look at the question 'How do texts reflect, represent or form part of cultural practices?' We select various concepts as lenses to view the translated work 'To Live'. We examine the importance of setting through the way nature is depicted in both Wuthering Heights and To Live.</p>   | ○  | ○ |                  | ○                | individual oral demonstrating learned critical thinking skills.   |   |   |   | 17       |
|                     | <p>Unit 6</p> <p>【Knowledge and Skills】 To develop a greater understanding of formal elements of literature and non-literary texts. To demonstrate knowledge of memoir, realist fiction, opinion columns, advisory texts, political cartoons in order to complete the necessary assessments.</p> <p>【Ability to think, make judgements, express themselves】 To write and speak confidently showing insight and perception. To present a logical argument based on individually selected texts.</p> <p>【Motivation to learn, Humanity】 To strengthen understanding of how texts can offer insights into other cultures or how they represent social distinctions and identities.</p> | <p>We practice commenting on tone, context and literary features using a formal register with use of correct terminology. We explore how students may express themselves in their own voice and practice engaging with the text. Students select their own global issues and pair it to a Sondheim song or a passage from the memoir. We wrap up DP1 with a comparative literary essay of To Live and Wuthering Heights and practice Individual Orals according to IB criteria.</p> | ○  |   |                  | ○                | <p>① 【Knowledge/Skills】 To use knowledge of the texts, literary features, authorial choices to plan and create practice individual orals and Paper 1 and 2 responses.</p> <p>② 【Ability to think/make judgements/express themselves】 Write a Paper 2 essay and create and deliver an individual oral demonstrating learned critical thinking skills.</p> <p>③ 【Attitude towards learning proactively】 Writing comparative literary analyses and presenting various topics and issues raised in the texts. Developing the learner profile attribute of inquiring to identify texts with significant global issues present.</p> |   |   |   | 18       |
|                     | 定期考査<br>Examination   |   |    |   |                  |                  |   |   |   |   | 1        |

|                      |     |
|----------------------|-----|
| 総授業時数<br>Total hours | 156 |
|----------------------|-----|