

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)

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)	IB DP Group 2 Language
科目	(Subject)	English B HL
学年・クラス	(Grade・Class)	DP1
単位数	(Number of units)	6
使用教科書	(Text Books)	Oxford IBDP English B (2nd ed.), <i>Tuesdays with Morrie</i> by Mitch Albom, short stories collection
校外学習	(Field trip)	

○ 教科の目標 (Goals of the subject area)

<p>【知識及び技能】 (Knowledge and Skills)</p> <p>In English B course, students develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.</p> <p>【思考力、判断力、表現力等】 (Ability to think, make judgements, express themselves)</p> <p>Students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. Knowledge of vocabulary and grammar—the what of language—is reinforced and extended by understanding the why and how of language: audience, context, purpose, meaning.</p> <p>【学びに向かう力、人間性等】 (Motivation to learn, Humanity)</p> <p>Through discussions, interactive activities, students work together to develop international-mindedness.</p>
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○ 科目の目標 (Goals of the subject)

【知識及び技能】 (Knowledge and Skills)	【思考力、判断力、表現力等】 (Ability to think, make judgements, express themselves)	【学びに向かう力、人間性等】 (Motivation to learn, Humanity)
Develop students' understanding of the relationship between the languages and cultures with which they are familiar. Develop students' awareness of the importance of language in relation to other areas of knowledge.	Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.	Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures. Foster curiosity, creativity and a lifelong enjoyment of language learning.

○ 授業計画 (Course schedule)

単元の具体的な指導目標 Unit Objectives	指導項目・内容 Topic / Contents	領域					評価規準 Evaluation Criteria		Alotted Hours			
		聞	読	話 (や ら)	写 (き き)	書			知 ①	思 ②	態 ③	配 当 時 数
Unit: Identities formation 【Knowledge and Skills】 Exploring identity as a social construct Understanding personal and professional text types 【Ability to think, make judgements, express themselves】 Develop awareness of various factors in shaping identities 【Motivation to learn, Humanity】 Through interactive activities and use of multimedia technology, students show engagement and contribute meaningfully to the class Reflect on their skills and set goals	In this unit, students explore and discuss the concept of self by relating it to their own perceptions and experiences. They explore different factors in forming identities by reading and listening to the voices of various cultural groups. They examine the relationships and make connections between cultures, beliefs, values, subcultures, beauty, language, and identities. They read and handle different text types (articles, blog, commentary, written correspondence, speech, proposal) that enhance both their reading skills and conceptual understanding of identity.	○	○	○		○	① 【Knowledge/Skills】 Paper 1 practice: speech ② 【Ability to think/make judgements/express themselves】 P2 Reading ③ 【Attitude towards learning proactively】 T1 DP1 English B skills reflection		○	○	○	12
Unit: Identities formation (continued) 【Knowledge and Skills】 Exploring identity as a social construct Understanding personal and professional text types 【Ability to think, make judgements,	Students will: *Develop students' intercultural understanding through the exposure to various texts and news media. *Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from						① 【Knowledge/Skills】 ② 【Ability to think/make judgements/express themselves】 P2 Reading ③ 【Attitude towards learning proactively】 IOA practice					

1 学期 (1st semester)	<p>express themselves】 Develop awareness of various factors in shaping identities</p> <p>【Motivation to learn, Humanity】 Through interactive activities and use of multimedia technology, students show engagement and contribute meaningfully to the class</p>	<p>other cultures and regions. *Develop awareness of the role of culture, gender, locality, language, and subculture in relation to identity formation, shaping thoughts and behaviour. *Demonstrate an understanding of various informal text types such as commentary, blog, written correspondence, speech, proposal.</p>	○	○	○	○	○		○	○	25
	<p>Unit:Health, wellness and worldview of beauty</p> <p>【Knowledge and Skills】 Exploring perspectives on beauty and wellbeing Understanding professional and mass media text types</p> <p>【Ability to think, make judgements, express themselves】 Communicate effectively and clearly Developing receptive and productive skills</p> <p>【Motivation to learn, Humanity】 Contributing to discussions of stress and health Reporting on interviews</p>	<p>This unit examines how human beauty is a social construct and the relationship between perception, health and the media. Through discussions, students deconstruct the concepts of mental health and wellness and examine cultural stigmas. They also explore teenage health issues (eating disorders, stress, addictions) from the perspectives of different experiences and evaluate the importance of a healthy lifestyle.</p>	○	○	○		○	<p>① 【Knowledge/Skills】 P1 practice: An interview article</p> <p>② 【Ability to think/make judgements/express themselves】 P2 reading</p> <p>③ 【Attitude towards learning proactively】</p>	○	○	30
	<p>Unit:Health, wellness and worldview of beauty (continued)</p> <p>【Knowledge and Skills】 Exploring perspectives on beauty and wellbeing Understanding professional and mass media text types</p> <p>【Ability to think, make judgements, express themselves】 Communicate effectively and clearly Developing receptive and productive skills</p> <p>【Motivation to learn, Humanity】 Contributing to discussions of stress and health</p>	<p>Students will: *Communicate clearly and effectively working alone and in a group. *Communicate in the language they have studied in a range of contexts and for a variety of purposes. *Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.</p>	○	○	○		○	<p>① 【Knowledge/Skills】</p> <p>② 【Ability to think/make judgements/express themselves】</p> <p>③ 【Attitude towards learning proactively】 P2 listening</p>		○	16
	<p>定期考查 End-term 1 Examination</p>		○						○		1
	<p>Unit: Global issues & innovations</p> <p>【Knowledge and Skills】 Exploring solutions to global issues through technology and innovations Understanding mass media text types</p> <p>【Ability to think, make judgements, express themselves】 Communicate effectively and clearly Continue developig receptive and productive skills</p> <p>【Motivation to learn, Humanity】 Contributing to discussions in various ways Reflect on their skills and set goals</p>	<p>This unit focuses on the current debates on global issues, especially about the environment, and provides students with an opportunity to expand their pre-existing knowledge about these urgent issues while sharing the same planet. As many students are likely to be aware that natural resources are finite, the future of a sustainable world lies in the current sense of emergency among the young generations to raise awareness in order to take action and appropriate measure in finding solutions and decelerating the degree of damages that have been done to the Earth.</p> <p>The idea is not to dwell on the issues and problems only. Rather, the</p>						<p>① 【Knowledge/Skills】 P1: Newsletter/ News report</p> <p>② 【Ability to think/make judgements/express themselves】 P2 Reading</p> <p>③ 【Attitude towards learning proactively】</p>			

2学期 (2nd semester)		underlying purpose of the unit is to explore how technological innovation and scientific innovation can solve global issues, whether scientific development and innovation create a better world and influence our future lives. Students will: *Examine environmental issues related to the three levels; personal and local, national, and global. *Compare/contrast how environmental issues are approached in Japan and in other countries. *Find out how much awareness people have towards global issues and what they think is the most urgent.	○	○	○	○		○	○	42
	Literary work 1 study: <i>Tuesday with Morrie</i> 【Knowledge and Skills】 Explore the themes in the memoir and make connections to English B themes Understand a range of interpersonal and/or intercultural contexts and audiences 【Ability to think, make judgements, express themselves】 Understand and use language to express and respond to a range of ideas with fluency and accuracy 【Motivation to learn, Humanity】 Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures	As a non fiction, Albm's narrative has immortalized Morrie Swartz from a professor to a sage who was able to depart his wisdom of life and undaunting courage of facing an imminent death to the readers. Students will learn to appreciate the merits of a literary work that shows the authenticity and rawness of what it means to be a dignified human, not a patient of ALS, and the long lasting impacts of human relationship. Students read and examine the memoir by understanding the literary elements along with examining the big concepts of life and death, love and forgiveness, human nature, etc. Students are coached to develop their skills in analysing an important extract and relating it to English B's IOA requirement of an English-speaking culture. In addition, they will explore the themes in the book and make connections to the English B themes	○	○	○	○	○	○	○	53
	定期考查 End-term 2 Examination					○		○		1
3学期 (3rd semester)	Literary work 2 study: <i>Short stories collection</i> 【Knowledge and Skills】 Reading and exploring the key elements in the story in terms of characters, relationship, social context/setting, plot 【Ability to think, make judgements, express themselves】 Analyse significant extracts 【Motivation to learn, Humanity】 Substantial contribution to discussions by taking the initiative to lead and carry on discourse	In this unit, students read and understand the disparate characters and literary elements used in the selective short stories collection authored by Caroline Adderson and other writers. Students will study and analyse the stories in addition to engaging with the text for the IOA practices. Students will continue practising extract analysis to be familiar with the skills needed in the IOA. Analyse significant extracts Connect to English-speaking culture(s)	○	○	○	○	○	○	○	33
	Literary work 2 study: <i>Short stories collection (continued)</i> 【Knowledge and Skills】 Reading and exploring the key elements in the story in terms of characters, relationship, social context/setting, plot	Students will continue practising extract analysis to be familiar with the skills needed in IOA.								

<p>【Ability to think, make judgements, express themselves】 Analyse significant extracts</p> <p>【Motivation to learn, Humanity】 Substantial contribution to discussions by taking the initiative to lead and carry on discourse</p>			○	○	○	○	○			○	20
<p>定期考查 End-term 3 Examination</p>										○	1

総授業時数 Total hours	234
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