

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 Programme) |
| 教科 | (Subject Area) | 地理歴史科 |
| 科目 | (Subject) | History SL |
| 学年・クラス | (Grade・Class) | 2学年A~F組 |
| 単位数 | (Number of units) | 4 |
| 使用教科書 | (Text Books) | The Move to Global War, The Cold War: Superpower tensions and rivalries, Independence Movements (1800-2000) |
| 校外学習 | (Field trip) | None |

○ 教科の目標 (Goals of the subject area)

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| 【知識及び技能】 (Knowledge and Skills) | The students will be able to have deep and detailed knowledge about the topics. The students will be able to use relevant sources to support their own arguments. |
| 【思考力、判断力、表現力等】 (Ability to think, make judgements, express themselves) | The students will be able to express their own perspectives about questions. The students will be able to make critical commentary in a structured essay. The students will be able to develop research skills. |
| 【学びに向かう力、人間性等】 (Motivation to learn, Humanity) | The students will show clear initiative and engagement in their learning. The students will develop their social skills. The students will develop self-management skills. |

○ 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) |
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| The students will be able to have deep and detailed knowledge about the topics relevant to DP History Paper 1 and Paper 2. The students will be able to use historical sources effectively to support their own arguments. | The students will be able to express their own historical perspectives about historical questions. The students will be able to judge the values and limitations of historical sources. The students will be able to make critical commentary in a structured essay. | The students will show clear initiative and engagement in their learning. The students will develop their social skills. The students will develop self-management skills. |

○ 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 | 評価規準 Evaluation Criteria | 知 思 態 | | | Alotted hours 配当 時数 |
|-----------------------|---|---|--|-------|---|---|------------------------------|
| | | | | ① | ② | ③ | |
| 1 学期 (1st semester) | Japanese Expansion in East Asia 【Knowledge and Skills】 The students will be able to understand the reasons for and consequences of Japanese expansion in East Asia between 1931 and 41. 【Ability to think, make judgements, express themselves】 The students will be able to analyse values and limitations of the historical sources. 【Motivation to learn, Humanity】 The students will be able to show initiative and engagement in the learning. | (Contents) - The impact of WW1 on Japan - Japanese invasion of Manchuria - Rise of Japanese militarism - The Second Sino-Japanese War - US-Japan negotiation, the Hull Note - Outbreak of the Pacific War | ①【Knowledge/Skills】 The extent of understanding of the reasons for, and the consequences of Japanese expansion in East Asia between 1931 and 41. ②【Ability to think/make judgements/express themselves】 The extent of analysis of the values and limitations of the historical sources. ③【Attitude towards learning proactively】 Initiative and engagement in the learning. | ○ | ○ | ○ | 16 |
| | Japanese Expansion in East Asia 【Knowledge and Skills】 The students will be able to understand the reasons for and consequences of emergence of Facist regime in Italy. 【Ability to think, make judgements, express themselves】 The students will be able to analyse values and limitations of the historical sources. 【Motivation to learn, Humanity】 The students will be able to show initiative and engagement in the learning. | (Contents) - March on Rome - Facist regime - Changes of the relationship with Hitler - Abyssinian Crisis - Albanian Crisis | ①【Knowledge/Skills】 The extent of understanding of the reasons for, and the consequences of emergence of Facist regime in Italy. ②【Ability to think/make judgements/express themselves】 The extent of analysis of the values and limitations of the historical sources. ③【Attitude towards learning proactively】 Initiative and engagement in the learning. | ○ | ○ | ○ | 16 |
| | Japanese Expansion in East Asia 【Knowledge and Skills】 The students will be able to understand the reasons for and consequences of emergence of Nazis regime in Germany. 【Ability to think, make judgements, express themselves】 The students will be able to analyse values and limitations of the historical sources. 【Motivation to learn, Humanity】 The students will be able to show initiative and engagement in the learning. | (Contents) - Impact of the Versailles Treaty on Germany - Bier Hall Putsch - Nazi regime - Rearmament and Stresa Front - Reoccupation of Rhineland - Sudeten Crisis and Munich Conference - Polish Crisis and outbreak of the Second World War | ①【Knowledge/Skills】 The extent of understanding of the reasons for, and the consequences of emergence of Nazis regime in Germany. ②【Ability to think/make judgements/express themselves】 The extent of analysis of the values and limitations of the historical sources. ③【Attitude towards learning proactively】 Initiative and engagement in the learning. | ○ | ○ | ○ | 16 |
| | 定期考査 Examination | Source analysis questions Essay question by using sources provided | | ○ | ○ | | 1 |

| | 単元の具体的な指導目標 Unit Objectives | 指導項目・内容 Topic / Contents | 評価規準 Evaluation Criteria | 知 ① | 思 ② | 態 ③ | 配当 時数 |
|---------------------|---|--|--|--------|--------|--------|----------|
| 2学期 (2nd semester) | Internal Assessment 【Knowledge and Skills】 The students will be able to use relevant knowledge based on historical sources for their own research 【Ability to think, make judgements, express themselves】 The students will be able to present own perspectives to the reserach questions they made. 【Motivation to learn, Humanity】 The students will be able to show initiative and engagement in the learning. | Individual historical investigation (1) Analysis of the historical sources (2) Historical investigation by using sources (3) Academic reflection | ①【Knowledge/Skills】 The extent of usage of the relevant knowledge based on relevant historical sources. ②【Ability to think/make judgements/express themselves】 The extent of presentation in a structured manner. ③【Attitude towards learning proactively】 Initiative and engagement in the learning. | ○ | ○ | ○ | 20 |
| | The Cold War: Rivalry, mistrust and accord 【Knowledge and Skills】 The studnets will be able to understand the reasons for and consequences of emergence of Superpower rivalry upto 1953. 【Ability to think, make judgements, express themselves】 The students will be able to judge the importance of key leaders or key events on the course of the Cold War. 【Motivation to learn, Humanity】 The students will be able to show initiative and engagement in the learning. | (Contents) - Superpower conferences during the Second World War. - Reasons for the emergence of superpower rivalry in Europe - Expansion of the rivalry to Asia - Role of ideology, leadership and crises | ①【Knowledge/Skills】 The extent of understanding of the reasons for, and the consequences of emergence of Superpower rivalry upto 1953. ②【Ability to think/make judgements/express themselves】 The extent of judgement of the importance of key leaders or key events on the course of the Cold War. ③【Attitude towards learning proactively】 Initiative and engagement in the learning. | ○ | ○ | ○ | 40 |
| | 定期考査 Examination | | | ○ | ○ | | 1 |
| 3学期 (3rd semester) | The Cold War: Rivalry, mistrust and accord 【Knowledge and Skills】 The studnets will be able to understand the reasons for and consequences of development and end of Superpower rivalry upto 1991. 【Ability to think, make judgements, express themselves】 The students will be able to judge the importance of key leaders or key events on the course of the Cold War. 【Motivation to learn, Humanity】 The students will be able to show initiative and engagement in the learning. | (Contents) - Reasons for, and the consequence of the peaceful coexistence - Crises, the Suez Crisis, the Berlin Crisis, and the Cuban Missile Crisis - Impact of Détente - Role of Reagan and Gorbachev - End of the Cold War | ①【Knowledge/Skills】 The extent of understanding of the reasons for, and the consequences of development and end of Superpower rivalry upto 1991. ②【Ability to think/make judgements/express themselves】 The extent of judgement of the importance of key leaders or key events on the course of the Cold War. ③【Attitude towards learning proactively】 Initiative and engagement in the learning. | ○ | ○ | ○ | 45 |
| | 定期考査 Examination | | | ○ | ○ | | 1 |

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| 総授業時数 Total hours | 156 |
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