

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	English
科目 / Course Title	English A: language and literature SL
学年・クラス / Year・Class	DP2 (3rd year)
単位数 / credits	4

科目概要情報 / Course description

講座概要 / Course description	In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.
到達目標 / Course objectives	The language A: language and literature course aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. The course is designed to be flexible—teachers have the opportunity to construct it in a way that reflects the interests and concerns that are relevant to their students while developing in students a range of transferable skills. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. 1. introduce students to a range of texts from different periods, styles and genres 2. develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections 3. develop the students' powers of expression, both in oral and written communication 4. encourage students to recognize the importance of the contexts in which texts are written and received 5. encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning 6. encourage students to appreciate the formal, stylistic and aesthetic qualities of texts 7. promote in students an enjoyment of, and lifelong interest in, language and literature.
評価方法と評価基準 / Evaluation method and criteria	Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives. Summative assessment gives an overview of previous learning and is concerned with measuring student achievement. External assessment (3 hours) Paper 1: Guided textual analysis (1 hour 15 minutes) The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks) Paper 2: Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks) Internal assessment This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral (15 minutes) Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied. (40 marks)
教科書 / Textbooks	Textbook: English A: language and literature for the IB Diploma by Brad Philpot. Novels: Persepolis by Marjane Satrapi, The Things They Carried by Tim O'Brien, Wuthering Heights by Emily Bronte, Paper Aeroplane by Simon Armitage.
校外学習 / Field trip	N/A

授業計画 / Course Schedule

	指導項目 / Topic	指導内容 / Contents	評価の方法・基準 / Evaluation method and criteria	予定時数 / Alotted hours
1学期 / 1st semester	4月 Field of inquiry: Science, technology and the environment Stephen Sondheim songs Opinion columns	We explore non-literary texts looking at how technology has changed language over time. Also, how technology has changed the media landscape. Print vs online newspapers and magazines. Students connect ideas in the lyrics to wider global issues. Students make connections between songs within the same musical. Part of a wider body of work (BoW). Opinion Columns by the Washington Post's Eugene Robinson	Paper 1 assessment/criteria. Individual Oral practice Paper 1 and IO practice.	20
	5月 Advisory texts Gender cartoons Global issues The Individual Oral	BoW of Mariella Frostrup's advisory columns in The Guardian for analysis. Language, tone, structure etc. BoW of Liza Donnelly cartoons on gender and race. Review visual language Using the fields of inquiry and sustainable development goals (SDGs), we discuss various global issues for the IO. Each student will present their Individual Oral in class in the final week of May.	Reflections for the learner portfolio Class presentation IO criteria	20
	6月 Texts in translation Power, law and justice	Translation. We look at various translated texts and discuss what is added or taken away from meaning when a text is translated. We consider what effect translation may have on the novel Persepolis. We examine different approaches to translation and consider the challenges translators face in terms of language and meaning. The students make ToK connections in light of language as a way of knowing. Non-literary texts that explore how language can be used to exercise power. Which groups have influence and which do not.	Paper 1 and learner portfolio entries Paper 1 practice for Mocks	18
	7月 Simon Armitage poetry Theory of Knowledge links	Introduction to various poems by the British poet from the Paper Aeroplane collection Students prepare a presentation demonstrating how ToK is reflected in language and literature.	Learner Portfolio reflections Class presentation	18
	9月 Area of exploration: Readers, writers and texts.	We explore how meaning is constructed in various texts. How does style and structure affect meaning? How do texts offer insights and challenges? Writing practice for Paper 1. We look at writing strong introductions and conclusions. We discuss further the connections between literary features and their effects on the reader. We review good writing practice such as the use of transitions, formal register and writing effective supporting details together with well chosen quotes from texts.	Paper 1 In-class presentations	18
	10月 Final IB examination preparations Final IB examination preparations	Students practice past papers and review various text types. We look at some multi-modal texts, infographics, websites etc and review how to comment on both text and image. We practice guiding questions.	Paper 1 criteria Guiding questions	18
	11月 12月	Self Study and Review Self Study and Review		10 10
2学期 / 2nd semester	1月	Self Study and Review		10
	2月	Self Study and Review		10
	3月			