

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)	English
科目	(Subject)	English A: language and literature SL
学年・クラス	(Grade・Class)	DP2 (3rd year)
単位数	(Number of units)	3
使用教科書	(Text Books)	Textbook: English Language and Literature by Lindsay Tandy (Hodder Education). Novels: The Prince of Los Cocuyos by Richard Blanco, To Live by Yu Hua, Wuthering Heights by Emily Bronte, and selected song lyrics by Stephen Sondheim.
校外学習	(Field trip)	

○ 教科の目標 (Goals of the subject area)

【知識及び技能】 (Knowledge and Skills)
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.
【思考力、判断力、表現力等】 (Ability to think, make judgements, express themselves)
Ability to think, express and make judgements: Students demonstrate their thinking abilities as well as communicate their ideas effectively both verbally and in writing.
【学びに向かう力、人間性等】 (Motivation to learn, Humanity)
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.

○ 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)
To understand a range of texts of different styles and from various cultures. To develop an understanding of multiple meanings from texts. To understand relationships between texts and a variety of perspectives.	To develop skills in analysis and evaluation. To develop communication skills in speaking, writing, presenting. To develop a range of thinking skills from understanding to creating.	To develop skills of inquiry to become independent learners. To develop organizational skills in both approaches to work and within written and oral tasks. 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 Unit Objectives	指導項目・内容 Topic / Contents	領域			評価規準 Evaluation Criteria	Allotted Hours			
			聞	読	書		知	思	態	配当 時数
1 学期 (1st semester)	Unit 1 【Knowledge and Skills】 To build knowledge of literary techniques/authorial choices and develop relevant terminology for literature. To communicate in writing and orally relevant literary elements. 【Ability to think, make judgements, express themselves】To write sustained literary analyses and to present ideas focused on literary questions and course concepts. 【Motivation to learn, Humanity】To develop organizational skills in writing and presentation. To organise written responses to compare and contrast.	The unit will use the two novels and draw comparisons and contrasts between them. The novels differ in aspects such as time period, location, culture but share similarities in thematic concerns and the craft of their authors to create a convincing world in which the characters exist.	○	○	○	●【Knowledge/Skills】Literary analysis and close reading techniques. ●【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, characterization etc. Research into 19th century England society and Chinese 20th century history. ●【Attitude towards learning proactively】Writing sustained literary analyses and presenting various topics and issues raised in the texts.	○	○	○	20
	定期考査 Examination	Paper 2, IO reflection				IB Paper 2 criteria, Kokusai written assignment criteria.	○	○		1
	Unit 2 Knowledge and Skills To build knowledge of various text-types in the field of science, technology and the environment. Students understand the implications of technology and media on society. 【Ability to think, make judgements, express themselves】 To respond to a variety of texts and to focus on a particular issue. To make appropriate evaluations of stylistic devices and to understand how these shape meaning in the text and the audience. 【Motivation to learn, Humanity】 To organise a logical and coherent response to a guiding question in the form of a formal essay. To develop self-management skills and curate a system of revision and reflection materials in the learner portfolio.	The unit will explore the field of inquiry of science, technology and the environment to prepare students for the IB Paper 1 examination. Text-types such as science journals, magazine articles, cartoons, diaries will be used to examine how insights and challenges arise from reading technical texts.	○		○	●【Knowledge/Skills】Guided textual analysis and close reading techniques. ●【Ability to think/make judgements/express themselves】Consider Area of Exploration questions and course concepts to understand relevant stylistic elements in the work such as (ESP) English for Special Purposes, repetition, persuasion, figurative language etc. Assess knowledge of these various techniques and understand the effect they have. ●【Attitude towards learning proactively】Writing sustained textual analyses and presenting various topics and issues raised in the texts.	○	○	○	20
	定期考査 Examination	Paper 1					○	○		1

	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	知 ①	思 ②	態 ③	配当 時数
			聞	読	話 ～ や ら	書					
2学期 (2nd semester)	Unit 3 【Knowledge and Skills】 To build knowledge of literary techniques/authorial choices and develop relevant terminology for literature. To communicate in writing and orally relevant literary elements. To review techniques learnt in DP1 relating to comparative literary analysis. 【Ability to think, make judgements, express themselves】To write sustained literary analyses and to present ideas focused on literary questions and course concepts. 【Motivation to learn, Humanity】To develop organizational skills in writing and presentation. To organise written responses to compare and contrast. To build self-management skills to approach the final IB examinations.	We will take a holistic view of the main literary works and focus also on individual components such as language, thesis statements, literary techniques, aspects of genre. We will also work closely on breaking down questions and making responses to conceptual ideas arising from the works.					①【Knowledge/Skills】 IB criteria for Paper 2, IB assessment objectives. ②【Ability to think/make judgements/express themselves】 IB assessment objectives, tasks related to the learner portfolio. ③【Attitude towards learning proactively】 Quizzes, short tasks, presentations, learner portfolio entries.				23
	定期考査 Examination	Paper 2									1
	Unit 4 【Knowledge and Skills】 To build knowledge of various text-types in a range of fields and mediums. Students understand the implications of language and culture on society. 【Ability to think, make judgements, express themselves】 To respond to a variety of texts and to focus on a particular issue. To make appropriate evaluations of stylistic devices and to understand how these shape meaning in the text and the audience. 【Motivation to learn, Humanity】 To organise a logical and coherent response to a guiding question in the form of a formal essay. To develop self-management skills and curate a system of revision and reflection materials in the learner portfolio.	This unit will take a look at a variety of text-types, particularly ones that require further focus such as multi-modal texts, infographics, websites etc and review how to comment on both text and image. We practice guiding questions and unpack them for each specific text. Students also work after the IB final examinations to presentation their learner portfolio as a showcase of their work.					①【Knowledge/Skills】 IB criteria for Paper 1, IB assessment objectives. ②【Ability to think/make judgements/express themselves】 IB assessment objectives, tasks related to the learner portfolio. ③【Attitude towards learning proactively】 Quizzes, short tasks, presentations, learner portfolio entries.				23
	定期考査 Examination	IB final examinations, learner portfolio showcase to be assessed using the Kokusai small task rubric and presentation criteria.									1
3学期 (3rd semester)	Final classes in January to be announced. Focus and reflect on the course and final ToK links to the subject of language.										24

総授業時数 Total hours	114
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