

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4年度 (2022 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)	Comprehensive English
担当者	(Subject Teacher)	
学年・クラス	(Grade・Class)	FY Group 2
単位数	(Number of units)	5
使用教科書	(Text Books)	Q skills for Success, <i>Fahrenheit 451</i> by Ray Bradbury, <i>Night</i> (a memoir) and <i>Dawn</i> (a novel) by Elie Wiesel, Nelson English 10, One World
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>This course is designed to familiarize the first-year students with reading strategies by exposing them to various texts such as short and long literary works as well as informational text. Students read about themes and research techniques that help them in text analysis. Students will be prepared with adequate literary knowledge and text analysis skills necessary for the IB Diploma Program English literature and Language groups by the end 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 write a variety of text types and explore strategies, attitudes, and techniques that writers use. Students plan, draft, revise, and edit their work, ultimately preparing and publishing their work for an audience not limited to the classroom.</p> <p>【学びに向かう力、人間性等】 (Motivation to learn, Humanity)</p> <p>Students form a learning community and establish classroom routines. Students collaborate with classmates who are critical listeners and who can offer constructive feedback.</p>
--

○ 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)
<p>Reading: Literature <i>Key Ideas and Details</i></p> <p>*Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>*Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Writing <i>Production and Distribution of Writing</i></p> <p>*Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Language <i>Conventions of Standard English</i></p> <p>*Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>*Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>*Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Reading: Literature</p> <p>*Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Craft and Structure</p> <p>*Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>*Analyze how an author's choices concern how to structure a text, order events within it.</p>	<p>Writing <i>Production and Distribution of Writing</i></p> <p>*Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>*Use technology, including online tools, to produce and publish writing and to interact and collaborate with others.</p> <p>*Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Speaking & Listening <i>Comprehension and Collaboration</i></p> <p>*Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>*Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>

○ 授業計画 (Course schedule)

Allocated Hours

	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	演 習	書					
1学期 (1st semester)	<p>Narrative Structure 【知識及び技能】 【Knowledge and Skills】 Reading strategies Literary terms</p> <p>【思考力、判断力、表現力等】 【Ability to think, make judgements, express themselves】 Analyse texts</p> <p>【学びに向かう力、人間性等】 【Motivation to learn, Humanity】 Reflect on literacy skills Collaborate with peers Share ideas</p>	<ul style="list-style-type: none"> Read fiction and nonfiction in a strategic manner (for information, literature, representation) Understand literary devices (narrative viewpoint, structure, characterisation, etc.) Explore the various historical, cultural and social contexts analyse how people, cultures, places, events, objects and concepts are represented in texts, through language, structural and/or visual choices Literature circle 	○	○	○	○	○	○	○	○	32
	<p>Self-expression - Op-ed/Commentary 【知識及び技能】 【Knowledge and Skills】 Op-ed/Commentary text type</p> <p>【思考力、判断力、表現力等】 【Ability to think, make judgements, express themselves】 Abilities to understand, follow and critique opinions</p> <p>【学びに向かう力、人間性等】 【Motivation to learn, Humanity】 Collaborate with peers Share ideas</p>	<ul style="list-style-type: none"> Op-eds are a specific argumentative genre. Engage in critical thought on a range of subjects. Understand writers of op-eds publish their arguments to engage in socially responsible commentary. Learn the power of voice in expressing oneself and reaching the target audience through op-ed as the text type. 	○	○	○	○	○	○	○	○	16
	<p>Censorship, individuality, civilization & happiness Novel study: dystopian fiction (Fahrenheit 451)</p> <p>【知識及び技能】 【Knowledge and Skills】 Read and understand plot and characters Develop their understanding of a genre</p> <p>【思考力、判断力、表現力等】 【Ability to think, make judgements, express themselves】 Evaluate the use of literary devices in the novel Make a claim, offer reasons, and find textual evidence</p> <p>【学びに向かう力、人間性等】 【Motivation to learn, Humanity】 Enhance their identities as readers Share ideas Collaborate in readers circle to enhance each other's understanding and thinking</p>	<ul style="list-style-type: none"> Investigate into what makes a good society and what makes a person happy. Examine the relationship between freedom of choice and censorship. Evaluate ethical stance and where power should be held. Socratic seminar 	○	○	○	○	○	○	○	○	40
	<p>定期考査 Examination</p>	<p>End-term 1 exam</p>				○					1

2学期 (2nd semester)

<p>Witness to history, Freedom & war, moral choices & experience Memoir: historical autobiography <i>(Night by Elie Wiesel)</i> Novel: fictional work <i>(Dawn by Elie Wiesel)</i></p> <p>【知識及び技能】【Knowledge and Skills】 Read and track important details to understand theme(s) and author's message Monitor reading comprehension</p> <p>【思考力、判断力、表現力等】 【Ability to think, make judgements, express themselves】 Connect major ideas/themes/concepts and connect to other texts</p> <p>【学びに向かう力、人間性等】 【Motivation to learn, Humanity】 Use strategies to check comprehension and reread to find deeper meaning in a text Collaborate in readers circle to enhance each other's understanding and thinking</p>	<ul style="list-style-type: none"> • Examine ideas that affect lives and have the ability to be a catalyst for change in culture, nations, history, etc. • Examine the relationship between freedom and confinement, and the relationship between moral choices to make during the war. • Evaluate the social, moral and ethical positions represented in texts • Edit their work to be sure that they comply with the conventions of a literary analysis essay • Socratic seminar 					<ul style="list-style-type: none"> ① 【Knowledge/Skills】 Compare/contrast essay ② 【Ability to think/make judgements/express themselves】 Compare/contrast essay Socratic seminar participation & evaluation ③ 【Attitude towards learning proactively】 Socratic seminar participation & evaluation 				40
<p>Independent Studies</p> <p>【知識及び技能】【Knowledge and Skills】 Build a repertoire of reading habits and strategies to engage with the ideas and meanings in literary works or non-fictional texts such as autobiography, biography, and memoir.</p> <p>【思考力、判断力、表現力等】 【Ability to think, make judgements, express themselves】 Set goals to include reading longer or more challenging texts, and exploring new genres or authors to assure continuous growth. Track their reading progress, and record key ideas/themes/major events.</p> <p>【学びに向かう力、人間性等】 【Motivation to learn, Humanity】 Meet in small groups to practice discussion skills by talking about their books, the author's purpose, and topics/themes raised in the readings.</p>	<ul style="list-style-type: none"> • Develop reading habits and strategies to engage in the texts • Read the right-level articles/books • Discuss and share ideas presented in the reading • Reader's circle 					<ul style="list-style-type: none"> ① 【Knowledge/Skills】 review of a book ② 【Ability to think/make judgements/express themselves】 narrative essay reflecting on the reader's life ③ 【Attitude towards learning proactively】 Lead one reader's circle 				32
<p>定期考査 Examination</p>	<p>End-term 2 exam</p>									1

