

# 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 )	英語 English
科目 ( Subject )	Comprehensive English (3)
担当者 ( Subject Teacher )	
学年・クラス ( Grade・Class )	1st Grade A to F (FY)
単位数 ( Number of units )	5
使用教科書 ( Text Books )	Q Skills for Success Reading and Writing, The Breadwinner, Parvana's Journey
校外学習 ( Field trip )	N/A

## ○ 教科の目標 ( Goals of the subject area )

<p>【知識及び技能】 ( Knowledge and Skills )</p> <p>□ To develop one of the key principles in the Foundation Year: inquiry-based learning, students apply knowledge and skills to become independent learners. As the course develops, students will connect to prior knowledge and real life contexts. Skills developed to expand a learner's understanding and knowledge include: language use, comprehending and producing text, understanding written and visual texts and knowledge of contexts of production and reception.</p> <p>【思考力、判断力、表現力等】 ( Ability to think, make judgements, express themselves )</p> <p>Ability to think, express and make judgements: Students demonstrate their thinking abilities as well as communicate their ideas effectively both verbally and in writing.</p> <p>【学びに向かう力、人間性等】 ( Motivation to learn, Humanity )</p> <p>Students are actively engaged in their own learning to form their own understandings and interpretations of texts, issues in global and local contexts.</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 )
□ To develop one of the key principles in the Foundation Year: inquiry-based learning, students apply knowledge and skills to become independent learners. As the course develops, students will connect to prior knowledge and real life contexts. Skills developed to expand a learner's understanding and knowledge include: language use, comprehending and producing text, understanding written and visual texts and knowledge of contexts of production and reception.	Ability to think, express and make judgements: Students demonstrate their thinking abilities as well as communicate their ideas effectively both verbally and in writing.	Students are actively engaged in their own learning to form their own understandings and interpretations of texts, issues in global and local contexts.

## ○ 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	知 思 態			配 当 時 数
			聞	読	書	書		①	②	③	
1学期 ( 1st semester )	To learn how to write an analysis essay and exploring text types. To develop an appreciation of literature through the study of the Breadwinner.	Discussion of what it means to be a role model through study of several texts and a focus on building vocabulary to be able to express clearly thoughts and opinions. Research the background to the novel, read and discuss key elements of the novel: themes, characters and setting.	○			○	Formative assessments are given rubrics which assess the students on their motivation to learn and the completeness of the task. Written tasks are assessed using the writing rubric which assesses students on AO1, AO2 and AO3. Oral presentations are assessed using the presentation rubric, which also assesses the student using AO1, AO2 and AO3	○	○	○	11
	To learn how to write an analysis essay and exploring text types. To develop an appreciation of literature through the study of the Breadwinner.	Read different passages from the Q: Skills for Success textbook and discuss them. Draft, write and edit an original analysis essay.		○		○	Formative assessments are given rubrics which assess the students on their motivation to learn and the completeness of the task. Written tasks are assessed using the writing rubric which assesses students on AO1, AO2 and AO3. Oral presentations are assessed using the presentation rubric, which also assesses the student using AO1, AO2 and AO3	○	○	○	21
	To learn how to write a personal letter and personal diary To develop an appreciation of literature through the in-depth study of the Breadwinner	Read and discuss key elements of the novel: characters, symbols, and point of view,		○		○	Formative assessments are given rubrics which assess the students on their motivation to learn and the completeness of the task. Written tasks are assessed using the writing rubric which assesses students on AO1, AO2 and AO3. Oral presentations are assessed using the presentation rubric, which also assesses the student using AO1, AO2 and AO3	○	○	○	26
	To learn how to make an effective presentation and to communicate clearly with others.	・ Reflection Students reflect on what they have learnt in this term and share this in a presentation			○	○	Formative assessments are given rubrics which assess the students on their motivation to learn and the completeness of the task. Written tasks are assessed using the writing rubric which assesses students on AO1, AO2 and AO3. Oral presentations are assessed using the presentation rubric, which also assesses the student using AO1, AO2 and AO3	○	○	○	9

Allotted  
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	活 用	書						
2学期 (2nd semester)	To learn how to analyse a text in terms of the setting, plot, theme and characterisation. To learn how to write a compare and contrast essay and a presentation based on two visual stimuli. To learn how to analyse a visual stimuli.	Parvana's Journey, Compare contrast essay and related presentation, explorign text types			○	○	○		○	○	○	26
	To learn how to analyse a text in terms of the setting, plot, theme and characterisation. To learn how to write a compare and contrast essay and a presentation based on two visual stimuli. To learn how to analyse a visual stimuli.	Parvana's Journey, Compare contrast essay and related presentation, explorign text types			○	○	○		○	○	○	26
	To gain an appreciation of the reasons for langauge choice basedo n the audience, purpose and context of a text. To improve the appreciation of literature by the study of short stories and poetry as well as the novel, Parvana's Journey.	Parvana's Journey, Compare contrast essay and related presentation, explorign text types	○				○		○	○	○	26
	To gain an appreciation of the reasons for langauge choice basedo n the audience, purpose and context of a text. To improve the appreciation of literature by the study of short stories and poetry as well as the novel, Parvana's Journey.	Reflection					○		○	○	○	8
3学期 (3rd semester)	To gain an appreciation of the reasons for langauge choice based on the audience, purpose and context of a text. To improve the appreciation of literature by the study of short stories and poetry. Students develop their ability to be creative through the creation of posters and using found poetry.	Short stories and poetry					○		○	○	○	21
	To gain an appreciation of the reasons for langauge choice based on the audience, purpose and context of a text. To improve the appreciation of literature by the study of short stories and poetry. Students develop their ability to be creative through the creation of posters and using found poetry.	Short stories and poetry			○	○	○		○	○	○	21
	To gain an appreciation of the reasons for langauge choice based on the audience, purpose and context of a text. To improve the appreciation of literature by the study of short stories and poetry. Students develop their ability to be creative through the creation of posters and using found poetry.	Reflection			○	○	○		○	○	○	9
総授業時数 Total hours											195	