

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	English			
科目 / Course Title	English A: language and literature SL			
担当者 / Instructor				
学年・クラス / Year・Class	DP 1 (2nd 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	<p>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.</p> <ol style="list-style-type: none"> 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			
教科書 / Textbooks	Textbook: English A: language and literature for the IB Diploma by Brad Philpot. 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	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 Area of Exploration: Readers, writers and texts, Time and space, Intertextuality: connecting texts Literary works	The unit focuses on the topic of Community, family and immigration. We explore the topic through concepts: identity, culture, perspective and representation and address key questions established in the AoEs. Song lyrics by Stephen Sondheim	Paper 1 guided textual analysis. Individual oral practice with song lyrics and global issues. Practice with a variety of non-literary texts for end-term examination.	10
	5月 AoE: Time and Space Readers, writers and texts	We analyse song lyrics by Stephen Sondheim with the songs related to community and family (No One Is Alone, Children Will Listen). Students make connections to global issues related to family and community, beliefs, values and education.	Analysing texts, Paper 1 textual analysis. In-class presentations Poetry/song analysis Paragraph writing.	13
	6月 AoE: Readers, writers and texts	The unit explores how the artist/writer creates particular effects and meaning through authorial choices: we address questions "How are we affected by texts in various ways? In what ways is meaning constructed, negotiated, expressed and interpreted?" Class will begin the memoir 'The Prince of Los Cocuyos' by Richard Blanco and open discussions on the immigrant experience. The unit also explores non-literary texts of blog writing and personal opinion columns.	Paper 1 Poetic devices and their meaning/effect	17
	7月 Paper 1 feedback Memoir	We will look at ways of developing textual analyses through better organisation and more effective introductions/conclusions. We will complete discussions of the memoir and practice some individual orals. Summer homework will be IO practice and reading of Wuthering Heights by Emily Bronte.	N/A	15

2学期/2nd semester	9月	<p>Non-literary texts</p> <p>AoE: Readers, writers and texts</p> <p>Part 4: literature: critical study</p>	<p>We will explore the use of persuasive language in various speeches. Speeches will be historical and contemporary. We will review key elements of persuasive language, rhetorical appeals and use of sentence structure to create a desired effect.</p> <p>We will look at the topic of textual bias, particularly in the news. Students will gain knowledge and identify various techniques used in news reporting. We look at sensationalism and newsworthiness. We will study a variety of text types both print, online and audio/visual.</p> <p>Begin studying Wuthering Heights. A look at the genre of gothic literature and the context of time and place of 19th C England.</p>	<p>Students will do in class presentations based on speeches and persuasive techniques based on IB criteria and ATLs.</p> <p>Paper 1 practice of unseen texts.</p> <p>Additions to the learner portfolio with a reflection session.</p>	15
	10月	<p>Part 4: literature: critical study</p> <p>Global issues: politics, power and justice, science, technology and the environment.</p>	<p>Continued study of Wuthering Heights: We look at characterisation, theme, setting, as well as, imagery, tone, metaphor, symbolism and other important literary terms related to the work. We also examine the moral values of the typical victorian reader and how readers today might view the work.</p> <p>We look at complex narrative techniques such as frame narration. We discuss the effect of the po</p> <p>We look at how the work is structured.</p> <p>Bias in the news continued looking at the future of news and changing technology in news delivery and journalism. Consider both covert and overt forms of bias and discuss how an individual can curate his or her news in the 21st C.</p>	<p>Practice of written essays on Wuthering Heights</p> <p>Written responses to characterisation, language and structure.</p>	18
	11月	<p>Literary texts: Further songs by Stephen Sondheim</p> <p>AoE: Intertextuality - connecting texts.</p>	<p>Students choose song lyrics not already covered and relate them to a global issue of their choice.</p> <p>Completion of Wuthering Heights. We identify and situate various passages from the novel in the context of the work as a whole.</p> <p>We look at the question 'How valid is the notion of a classic text?' 'In what ways can diverse texts share points of similarity?'</p>	<p>Written assignments</p> <p>Paper 1 practice - unseen texts.</p>	15
	12月	<p>Review of themes, symbolism and characters in Wuthering Heights</p> <p>Text types</p>	<p>Review of Wuthering Heights' main themes and characterisation. We address the main concerns of the work using questions from the Paper 2 practice examinations.</p> <p>We explore other non-literary texts for Paper 1 practice such as cartoon strips, vacation brochures, infographics etc.</p>	<p>Paper 1 - Textual analysis</p>	14
3学期/3rd semester	1月	<p>Translated texts</p> <p>Novel: To Live by Yu Hua</p> <p>The importance of setting</p>	<p>We look at how works of literature are translated into other languages and what may be lost or gained in translation. We look at the question 'How do texts reflect, represent or form part of cultural practices?'</p> <p>We also explore 'How important is cultural or historical context to the production and reception of a text?'</p> <p>We select various concepts as lenses to view the translated work 'To Live'.</p> <p>We examine the importance of setting through the way nature is depicted in both Wuthering Heights and To Live.</p>	<p>Literary analysis</p> <p>Paper 2 practice questions.</p>	15
	2月	<p>Round - up of global issues connecting to Sondheim lyrics and The Prince of Los Cocuyos.</p> <p>Gender constructs</p>	<p>We practice commenting on tone, context and literary features using a formal register with use of correct terminology. We explore how students may express themselves in their own voice and practice engaging with the text.</p> <p>Students select their own global issues and pair it to a Sondheim song or a passage from the memoir.</p> <p>Reviewing Los Cocuyos we also consider what feminine/masculine constructs exist within society and how this affects the individual.</p>	<p>Individual Oral Practice</p> <p>Peer evaluation</p> <p>Practice recorded IOs.</p>	15
	3月	<p>Introduction to DP2</p>	<p>We wrap up DP1 with a comparative literary essay of To Live and Wuthering Heights and practice Individual Orals according to IB criteria.</p>	<p>Practice Paper 2 examination</p> <p>Mock IOs held.</p>	9