

**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	IB DP Group 2 Language
科目 / Course Title	English B HL
担当教 / Instructor	
学年・クラス / Year・Class	DP1
単位数 / credits	6
科目概要情報 / Course description	
講座概要 / Course description	In English B course, students develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course. Students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content.
到達目標 / Course objectives	<p>The aims of English B are to encourage and enable students to:</p> <ol style="list-style-type: none"> <li>1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.</li> <li>2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.</li> <li>3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.</li> <li>4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.</li> <li>5. Develop students' awareness of the importance of language in relation to other areas of knowledge.</li> <li>6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.</li> <li>7. Provide students with a basis for further study, work and leisure through the use of an additional language.</li> <li>8. Foster curiosity, creativity and a lifelong enjoyment of language learning.</li> </ol> <p align="right">(Language B guide: First assessment 2020, p.13)</p> <p>Student is expected to develop the receptive, productive and interactive skills as below.</p> <p><b>Language B HL</b> (Language B Guide 2020, p.7)</p> <p><b>Receptive skills:</b> Students understand and evaluate a wide variety of written and spoken authentic personal, professional and mass media texts; they understand fundamental elements of literary texts such as theme, plot and character. They analyse arguments, distinguishing main points from relevant supporting details and explanations. They use a variety of strategies to deduce meaning.</p> <p><b>Productive skills:</b> Students present and develop their ideas and opinions on a variety of topics, both orally and in writing. They construct and support arguments with explanations and examples. They write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences. They speak and write at length, and with purpose, in order to meet a wide range of communicative needs: describing, narrating, comparing, explaining, persuading, justifying, evaluating.</p> <p><b>Interactive skills:</b> Students initiate, maintain and close oral exchanges, displaying some ability to make adjustments in style or emphasis. They use a variety of strategies to maintain the flow of conversations and discussions on a variety of topics relating to course content and the culture(s) of the target language. Students are adept in negotiating meaning and fostering communication.</p>
評価方法と評価基準 / Evaluation method and criteria	<p><b>Assessment objectives:</b></p> <ol style="list-style-type: none"> <li>1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.</li> <li>2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.</li> <li>3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.</li> <li>4. Identify, organize and present ideas on a range of topics.</li> <li>5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.</li> </ol> <p><b>Paper 1—writing</b> Students demonstrate their conceptual understanding by responding appropriately in written tasks using a variety of text types. Students respond to written tasks using appropriate language, register and format. Students develop a coherent and organized response on a range of topics.</p> <p><b>Paper 2—listening and reading</b> Students produce responses that demonstrate an understanding of written and audio texts. Students demonstrate an understanding of written and audio texts. Students respond appropriately to authentic texts.</p> <p><b>Internal assessment</b> Students interact in the target language and present their analysis of a literary extract, respond to questions and engage in a general conversation. Students orally interact with the teacher using a range of language structures and registers appropriate to the context and audience. Students understand the topic of discussion and present an organized response, whether planned or spontaneous.</p>
教科書 / Text books	English B 2nd ed. (Oxford University Press) Oxford IB Prepared English B (Oxford University Press)
校外学習 / Field trip	

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 / Allotted hours
1 学期 / 1st semester	4 月	<b>Identities formation</b> In this unit, students explore and discuss the concept of self by relating it to their own perceptions and experiences. They explore different factors in forming identities by reading and listening to the voices of various cultural groups. They examine the relationships and make connections between cultures, beliefs, values, subcultures, beauty, language, and identities. They read and handle different text types (articles, blog, commentary, written correspondence, speech, proposal) that enhance both their reading skills and conceptual understanding of identity.	T1 DP1 English B skills reflection Paper 1 short practice: write a short speech but deliver in an oral format	14
	5 月	<b>Identities formation cont'd</b>  Students will: *Develop students' intercultural understanding through the exposure to various texts and news media. *Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures and regions. *Develop awareness of the role of culture, gender, locality, language, and subculture in relation to identity formation, shaping thoughts and behaviour. Demonstrate an understanding of various informal text types such as commentary, blog, written correspondence, speech, proposal.	Paper 1 practice: blog about your view of identity, its importance to you and share your experience of forming your own identity. 450-600 words  IOA practice1: Chimamanda Ngozi Adichie (Nigeria)'s My Mother, the Crazy African Prepare a 4-min presentation that includes: *provide a visual representation of the character *describe the character's physical and personality traits *conclude by expressing what you think about the character's personality and identity *link to an English-speaking country or culture	24
	6 月	<b>Health, wellness and worldview of beauty</b> This unit examines how human beauty is a social construct and the relationship between perception, health and the media. Through discussions, students deconstruct the concepts of mental health and wellness and examine cultural stigmas. They also explore teenage health issues (eating disorders, stress, addictions) from the perspectives of different experiences and evaluate the importance of a healthy lifestyle.	Paper 1 practice: Speech You want to directly express your concerns and raise awareness on the topic of the importance of a healthy lifestyle and positive body image to your cohort. Write an appropriate text type.  Or write a letter to the editor in response to a specific text. 450-600 word	30
	7 月	<b>Health, wellness and worldview of beauty cont'd</b>  Students will: *Communicate clearly and effectively working alone and in a group. *Communicate in the language they have studied in a range of contexts and for a variety of purposes. *Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.	June End-term 1 Exam: paper 1 or 2  Oral activity: an interview on the topic of the importance mental health and how people maintain a healthy lifestyle	14
2 学期 / 2nd semester	9 月	<b>Literary work 1 study: Before We Were Yours</b> This unit focuses on the first literary work, Before We Were Yours by Lisa Wingate. This fictional work of poverty, adoption and political power is based on true-life historical events that happened in Memphis from the late 1800s to 1930s during which babies and children were sold in the black market and many families were separated. A number of key themes in this book can be linked to the English B themes of identities, experiences and social organization.  Additionally, students are coached to develop their skills in analysing an important extract and relating it to English B's IOA requirement of an English-speaking culture.	In pairs, create an interview with a character in the novel and write up the interview article after as a journalist	24
	10 月	<b>Literary work 1 study: Before We Were Yours cont'd</b>  Students will: *Read and explore the key elements in the novel in terms of characters, social and historical context/setting, plot *Examine Avery Stafford's character development *Follow the historical story of the Foss children and the modern day story of Avery Stafford. *Analyse significant extracts *Connect to English-speaking culture(s) *Investigate themes in the novel	IOA practice 2: full practice with 2 passages from literary work 1	30
	11 月	<b>Global issues &amp; innovations</b> This unit focuses on the current debates on global issues, especially about the environment, and provides students with an opportunity to expand their pre-existing knowledge about these urgent issues while sharing the same planet. As many students are likely to be aware that natural resources are finite, the future of a sustainable world lies in the current sense of emergency among the young generations to raise awareness in order to take action and appropriate measure in finding solutions and decelerating the degree of damages that have been done to the Earth.  The idea is not to dwell on the issues and problems only. Rather, the underlying purpose of the unit is to explore how technological innovation and scientific innovation can solve global issues, whether scientific development and innovation create a better world and influence our future lives.	Paper 1 practice: create a newsletter article to inform the scientific community of a new innovation that addresses one of the SDGs and possibly solve the issue.	30
	12 月	<b>Global issues &amp; innovations cont'd</b>  Students will: *Examine environmental issues related to the three levels: personal and local, national, and global. *Compare/contrast how environmental issues are approached in Japan and in other countries. *Find out how much awareness people have towards global issues and what they think is the most urgent.	December End-term Exam: paper 1 IOA practice 3: Read a 300-passages and prepare a 4-min presentation.	14
3 学期 / 3rd semester	1 月	<b>Global issues &amp; innovations cont'd</b>  Students will: *Examine the role and responsibilities of the media towards global issues. *Explore technological and scientific innovations that help solve global issues.		14
	2 月	<b>Literary work 2 study: The Time Keeper</b> In this unit, students read and understand the literary elements used in Mitch Albom's novel, The Time Keeper. They will continue practising extract analysis to be familiar with the skills needed in IOA. In addition, they will explore the themes in the novel and make connections to the English B themes -Experiences, Human ingenuity. From there, discussion topics such as the relationship between science and technology, and their impact on a community of the target language, and the future of humanity can take flight to connect fiction to real life.	IOA practice 4	30
	3 月	<b>Literary work 2 study: The Time Keeper cont'd</b>  Students will: *Understand and use language to express and respond to a range of ideas with fluency and accuracy. *Explore the themes in the novel and make connections to English B *Foster curiosity, creativity and a lifelong enjoyment of language learning.	March End-term3 Exam - paper 2 (listening & reading)	10