

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 SL
学年・クラス / Year・Class	DP1
単位数 / credits	4

科目概要情報 / Course description

講座概要 / Course description	In the language B course, students further 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	Student is expected to develop the receptive, productive and interactive skills as below. <b>Language B SL</b> <b>Receptive skills:</b> Students understand a range of written and spoken authentic personal, professional and mass media texts on topics of interest. They understand descriptions of events, feelings and wishes; they understand comparisons and recognize a straightforward, linear argument. They use context to deduce the meaning of sentences and unknown words and phrases. <b>Productive skills:</b> Students write texts for a variety of purposes and make oral presentations on topics of interest. They write descriptive texts and personal correspondence; they make comparisons, narrate stories, provide detailed accounts, and express their thoughts and opinions on abstract or cultural topics. <b>Interactive skills:</b> Students initiate and maintain the flow of conversations and discussions. They express and respond to opinions and feelings on a variety of topics. They use and understand clear speech on a variety of topics relating to course content and the culture(s) of the target language. Students use a variety of strategies to negotiate meaning and foster communication.
評価方法と評価基準 / Evaluation method and criteria	Assessment objectives: 1. Communicate clearly and effectively in a range of contexts and for a variety of purposes. 2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences. 3. Understand and use language to express and respond to a range of ideas with fluency and accuracy. 4. Identify, organize and present ideas on a range of topics. 5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.  Paper 1—writing 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.  Paper 2—listening and reading Students produce responses that demonstrate an understanding of written and audio texts. Students demonstrate an understanding of written and audio texts.  Internal assessment Students orally react to a stimulus (visual for SL), respond to questions and engage in a general conversation. Students interact with the teacher using a range of language structures and registers appropriate to the context and audience. Students interact orally with the teacher using appropriate language, register and format. Students understand the topic of discussion and present an organized response, whether planned or spontaneous.
教科書 / Textbooks	English B (Cambridge 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 / Alotted hours
1学期 / 1st semester	4月 Identities & global citizenship	Students explore and discuss the concept of self by relating it to their own perceptions and experiences. They make connections between language, identity and global citizenship. They read and handle different text types (articles, blog, diary, written correspondence) that enhance both their reading skills and conceptual understanding of identity and global citizenship.  □	Paper 2 Text handling exercises  Paper 1 practice: blog about living outside of your native country	10
	5月 Identities & global citizenship cont'd	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 language in relation to identity formation, shaping thoughts and behaviour Explore the role and responsibilities of a global citizen towards the global issues Demonstrate an understanding of various informal text types such as written correspondence, diary and blog	Oral activity: Interview people in school or outside of school. Report findings on success and other factors in forming identity  Individual oral practice – photo (identities)	13
	6月 Health & Worldview of beauty and wellbeing	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 and healthy food choices from the perspectives of different experiences	Paper 1 practice: speech on the topic of the importance of a healthy lifestyle to address to your local community centre. 250-400 word.  Oral activity: Interview – the impacts of media on mental health promotion or the impacts of media on view of beauty	17
	7月 Health & Worldview of beauty and wellbeing cont'd	Students will: Communicate clearly and effectively working alone and in a group Demonstrate an understanding of various formal text types such as article, commentary, essay and interview Develop an awareness of the audience and proper register used in writing as a writer	June End-term Exam: paper 2  Individual oral practice 2 – photo (experiences)	15

2学期/2nd semester	9月	<b>Institutional responsibilities</b>	This unit examines the role and responsibilities of social organizations such as the health institution and educational institution in raising awareness and training 21st century global citizens, the concept of leisure and resources, specifically tourism and the many facets of tourism. Students are tasked with the questions as to how the tourism industry has evolved, how customs and traditions have been affected by it and how resources are being utilized and impacted in this aspect.	Paper 1 practice: essay on 1/the significant role of education in preparing students for the real world of the 21st century, or 2/to give practical advice to younger students on how to be a global citizen. 250-400 words	15
	10月	<b>Institutional responsibilities cont'd</b>	Students will: Explore and understand the role of institution in raising awareness of mental wellbeing and educating citizens of the world Investigate the many facets of tourism, the positive and negative effects of tourism on a country Broaden their awareness of human impacts on nature Apply their understanding of the importance of utilizing resources at the national and global levels. Examine the relationship between the use of resources and the influence of cultural values and beliefs Expand their intercultural understanding	Paper 2 Text handling and listening exercises  Individual oral practice 3 – photo (social organization)	18
	11月	<b>Working with plants, animals and the environment</b>	This unit focuses on the current debates on global issues, especially about the environment and the utilization of resources, 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.	Write a rationale (for creating a PSA about a global issue such as water conservation, ocean acidification, plastic pollution, etc.) connecting to the oral activity.  Oral Activity – Create a PSA (public service announcement) about an environmental issue to educate and raise awareness	15
	12月	<b>Working with plants, animals and the environment 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 water scarcity, deforestation, etc.	December End-term Exam: paper 1	14
3学期/3rd semester	1月	<b>Working with plants, animals and the environment cont'd</b>	Students will: Examine the role and responsibilities of the media towards global issues Explore the alternative sources of energy in the 21st century Speak about the needs for alternative energy sources Re-define human rights, plant and animal rights	Paper 1 practice: newspaper article on the topic of using alternative energy sources	15
	2月	<b>Artistic expressions in our modern world</b>	This unit examines the purpose of art and the extent of artistic forms ranging from traditional arts to the transformation of art forms in accordance with the becoming of our technology-dependent society. The extent of technology use has heavily influenced many aspects of our lives, especially in culture and arts.	Individual oral practice 4 – photo (Sharing the planet or Human ingenuity)	15
	3月	<b>Artistic expressions in our modern world cont'd</b>	Students will: Develop a greater appreciation for various forms of artistic expressions Examine how fame is influenced by the media Redefine art and entertainment	March End-term Exam - paper 2	9