

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7年度 (2025 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)	English B SL
学年・クラス (Grade・Class)	2nd Grade A to F (DP1)
単位数 (Number of units)	4
使用教科書 (Text Books)	English B for the IB Diploma by Brad Philpot and Oxford IB Prepared English B by Kevin Morley
校外学習 (Field trip)	N/A

○ 教科の目標 (Goals of the subject area)

【知識及び技能】 (Knowledge and Skills)

□ To develop 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, vocabulary acquisition, comprehending and producing text, understanding written and visual texts and knowledge of contexts of production and reception.

【思考力、判断力、表現力等】 (Ability to think, make judgements, express themselves)

Ability to think, express and make judgements: Students demonstrate their thinking abilities as well as communicate their ideas effectively both verbally and in writing.

【学びに向かう力、人間性等】 (Motivation to learn, Humanity)

Students are actively engaged in their own learning to form their own understandings and interpretations of texts, issues in global and local contexts.

○ 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 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, vocabulary acquisition, 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		知 思 態 配当 ① ② ③ 時数			
			L	R	S	E	W	Evaluation Criteria		知 ①	思 ②	態 ③	配当 時数
1学期 (1st semester)	To gain an appreciation of what makes us who we are. To learn how to write a personal blog. To gain an understanding of what it means to be internationally minded and appreciate cultural differences.	Unit 1: Identities: A) Global Citizens and Culture B) Beauty and Gender Unit 2: Experiences: A) Extreme Sports B) Migration C) Pilgrimage	○				○	Formative assessments are given rubrics which assess the students on their motivation to learn and the completeness of the task. Reading and listening comprehension tasks and practice paper 2 examinations and end of term examinations are assessed in terms of AO2. Written tasks are assessed using the paper 1 writing rubric which assesses students on AO2. Oral presentations and IOA practices are assessed using the IOA rubric, which assesses the student using AO2 and AO3.		○	○	○	10
		Students read a variety of text types, including interviews, blog posts, both professional and personal, newspaper articles and opinion columns related to the theme and topics.	○				○	Written tasks are assessed using the paper 1 writing rubric which assesses students on AO2. Paper 1 practice: Personal Blog		○	○	○	14
	To learn how to write a personal letter and personal blog . To gain an appreciation of beauty standards and gender roles and their affect on our identities and self esteem. To learn how to make an effective presentation and to communicate clearly with others.	Students explore and discuss identity and what it means to be a global citizen and how it relates to them and their own identities. They connect nationality, culture (in its many forms), gender, definitions of beauty to the formation of their identity and global citizenship. Students read and become familiar with various text types, such as articles, blogs, speeches, transcribed interviews, diaries and letters. These texts help students gain a conceptual understanding of identity and global citizenship as well improving their reading skills. Students develop their personal writing as practice for the Paper 1 Examination in writing a variety of text types, including personal blog and interview.	○				○	Written tasks are assessed using the paper 1 writing rubric which assesses students on AO2. Paper 1 practice: Proposal		○	○	○	24

	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
			L	R	S	E	W		①	②	③	
2学期 (2nd semester)	To develop caring learning profile attribute by role playing a recent migrant to a big city, to better understand the experiences of others. To learn why people do extreme sports and what is learnt from these experiences.	Students role play the perspective of a new migrant to a country, to get a better understanding of the perspectives of others and to develop their caring learner profile attribute.			○	○	○	End of term assessment: Paper 2 Reading Comprehension (AO1) and in class Listening Comprehension test (AO1). End of term, in class, IOA practice (AO2 and AO3). End of term Vocabulary Test (AO1)	○	○	○	8
	To develop ability to write in reported speech and to become aware of the variations of style in terms of journalistic writing	Unit 3: Human Ingenuity: A) Future Humans B) Technology and Human Interactions C) What is Art? Unit 4: Social Organization: Minorities in Education / Partners for life			○	○	○	Formative assessments are given rubrics which assess the students on their motivation to learn and the completeness of the task. Reading and listening comprehension tasks and practice paper 2 examinations and end of term examinations are assessed in terms of AO2. Written tasks are assessed using the paper 1 writing rubric which assesses students on AO2. Oral presentations and IOA practices are assessed using the IOA rubric, which assesses the student using AO2 and AO3.	○	○	○	12
	To discuss and gain an awareness of the positive and negative impact of technology on our social interactions. To think critically about one's own biases of education and to seek connections to CAS in how students can help those less fortunate to access high quality education.	Students explore and discuss future humans. In this unit we will look at what ethical considerations there are with the advancement of technology, specifically the topics of cloning, nanorobotics and artificial intelligence. During this unit, we will also look at several text types to give students a better understanding of the various text types, including: News Report and Feature Articles. Students will regularly make presentations explaining a topic or topics to better improve their presentation skills and as a form of learning. Students will also develop their ability to express their opinions clearly and concisely. Students will work alone as well as in pairs and small groups, developing their social skills and communication skills. They will be expected to express themselves using technical language and scientific terms in reference to human ingenuity and technological advancements that will affect future humans.				○	○	Written tasks are assessed using the paper 1 writing rubric which assesses students on AO2. Paper 1 practice: news report, reported speech writing. Paper 2 Reading and Writing formative practices	○	○	○	16
	To develop analysis skills in terms of analysing a visual stimulus. To gain an appreciation and understanding of the different minorities in education and the struggles they face. To become open-minded and understand and appreciate differences when it comes to the reasons why people get married and the different types of people who get married.	Students explore and discuss how technology has affected human interaction and is continuing to do so. Students become more aware of the effects of technology, both positive and negative, on social interaction. Students also revisit the text type covered previously, the diary, and also learn about the opinion column. They also will develop their ability to engage their audience through persuasive language. Students will also look at how they can best engage in meaningful relationships without technology getting in the way through discussions and a variety of written, audio, visual and audio-visual texts.	○				○	Written tasks are assessed using the paper 1 writing rubric which assesses students on AO2. Paper 1 practice: news report, reported speech writing. Paper 2 Reading and Writing formative practices	○	○	○	27
	To develop as a kind netizen, to be able to comment online in a caring and supportive way	Students learn how to write a news report and to distinguish between news report, feature article and opinion column. Studying a short story and literary analysis of methods used to convey the message.					○	End of term assessment: Paper 1 (AO2) and in class Listening Comprehension test (AO1). End of term, in class, IOA practice (AO2 and AO3). End of term Vocabulary Test (AO1)	○	○	○	9
	To develop caring learner profile attribute, in terms of caring about the planet and our impact on it and our responsibility with ending poverty. To develop knowledgeable learner profile attribute, in terms of being knowledgeable about methods of ending poverty.	Unit 5: Sharing the Planet: Ending Poverty/ Power to the People / Climate Change					○	Formative assessments are given rubrics which assess the students on their motivation to learn and the completeness of the task. Reading and listening comprehension tasks and practice paper 2 examinations and end of term examinations are assessed in terms of AO2. Written tasks are assessed using the paper 1 writing rubric which assesses students on AO1. Oral presentations and IOA practices are assessed using the IOA rubric, which assesses the student using AO2 and AO3.	○	○	○	15

	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
			L	R	S	E	W			①	②	③	
3学期(3rd semester)	To develop critical thinking skills in terms of problem solving and analysing the effectiveness of various solutions to ending poverty.	Students learn about the various methods of ending poverty and develop their research skills, taking on various roles in a discussion of which methods are needed, learning the importance of considering different perspectives.			○	○	○	Written tasks are assessed using the paper 1 writing rubric which assesses students on AO2. Paper 1 practice: Diary, Speech, Brochure/Pamphlet and Leaflet text types. Paper 2 Reading and Writing formative practices		○	○	○	15
	To learn about the various propaganda techniques and persuasive techniques used in speech writing and advertising and apply these techniques to their Paper 1 writing	Students study texts, both written and audio relating to the topics and themes, improving their reading and writing skills, whilst also acquiring vocabulary to be able to discuss and write about the theme of Sharing the Planet.			○	○	○	End of term assessment: Paper 2 Reading Comprehension (AO1) and in class Listening Comprehension test (AO1). End of term, in class, IOA practice (AO2 and AO3). End of term Vocabulary Test (AO1)		○	○	○	6
										総授業時数 Total hours		156	