

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 )	IB DP Group 2 Language
科目	( Subject )	English B HL
学年・クラス	( Grade・Class )	DP2
単位数	( Number of units )	6
使用教科書	( Text Books )	Oxford IBDP English B (2nd ed.)
校外学習	( Field trip )	

○ 教科の目標 ( Goals of the subject area )

【知識及び技能】（Knowledge and Skills）  
English B DP2 is designed to further develop students' abilities to communicate in the target language through the study of language, themes and text types. In doing so, they also develop conceptual understandings of how the English language works.

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

These language skills are developed through the study and use of a range of written and spoken materials. The materials are chosen to enable students to develop mastery of English language skills and intercultural understanding.

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

Through discussions, interactive activities, students work together to develop international-mindedness. In addition, students are coached in doing past papers to be more independent in preparing them for the external examinations that will happen in November.

○ 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 )
Develop students' understanding of the relationship between the languages and cultures with which they are familiar.	Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.	Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
Develop students' awareness of the importance of language in relation to other areas of knowledge.	Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.	Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
Language B HL (Language B Guide 2020, p.7) Receptive skills: 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.	Language B HL (Language B Guide 2020, p.7) Productive skills: 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.	Foster curiosity, creativity and a lifelong enjoyment of language learning.  Language B HL (Language B Guide 2020, p.7) Interactive skills: 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.

○ 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 聞 読 書				評価規準 Evaluation Criteria	知 ①	思 ②	態 ③	配当 時数
<b>Unit: A discourse on ethics and socio-economic and environmental disparities</b>  <b>【Knowledge and Skills】</b> Exploring ethics and the relationship between research and the impacted communities  Understanding personal and professional text types  <b>【Ability to think, make judgements, express themselves】</b> Express opinions and refer to text for reference through the exposure to various texts and news media on the topic of ethics  <b>【Motivation to learn, Humanity】</b> To 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 on the topic. Students show engagement and contribute meaningfully to the class  Reflect on their skills and set goals		This unit explores the concept of ethics in society, research and technology. The branches of ethics (social ethics and utilitarianism) are studied by examining the relationship between scientific researches and their impacts on communities, the ethics in technology and science. Subtopics include: the use of AI technology, Gene editing, Designer babies, Extending life span, Rights, morals and ethics.	○	○	○	○	<b>① 【Knowledge/Skills】</b> Paper 1 practice  <b>② 【Ability to think/make judgements/express themselves】</b> P2 Reading  <b>③ 【Attitude towards learning proactively】</b> T1 DP2 English B skills reflection	○	○	○	14

1 学期 ( 1st semester)	<b>Unit: A discourse on ethics and socio-economic and environmental disparities</b> (continued)  <b>【Knowledge and Skills】</b> Exploring ethics and the relationship between research and the impacted communities  <b>【Ability to think, make judgements, express themselves】</b> Express opinions and refer to text for reference through the exposure to various texts and news media on the topic of ethics  <b>【Motivation to learn, Humanity】</b> To 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 on the topic. Students show engagement and contribute meaningfully to the class  Reflect on their skills and set goals	Students will: *reflect and examine effective ways to perform in different assessments based on the feedback (from self, peer, teacher) about their individual strengths and areas for improvement in the different components of P1 and P2.					<b>① 【Knowledge/Skills】</b> P1 practice: Write a commentary or an online forum for the following prompt: How do we promote global cooperation and understanding in culture, education, human rights, and environmental protection while respecting and recognizing the world's many local and national identities? OR As a representative of the ethics committee from the Ministry of Education, Culture, Sports, Science and Technology (文部科学省, MEXT), create a guideline article for researchers/scientists in regards to a certain type of research such as the use of AI technology, or a renewable energy source, or gene editing etc.  <b>② 【Ability to think/make judgements/express themselves】</b> P2 Reading  <b>③ 【Attitude towards learning proactively】</b> Class participation and contribution				24
	<b>Unit: The Others in the 21st century</b> (society, career fields, public space)  <b>【Knowledge and Skills】</b> Examining the social construct of 'the others' Understand the experiences of the minorities through the use of an additional language  <b>【Ability to think, make judgements, express themselves】</b> Use language to express and respond to a range of ideas with accuracy and fluency in interactive oral activities such as discussion, debate, role play, etc.  <b>【Motivation to learn, Humanity】</b> Show an awareness and appreciation of the different perspectives of people from other cultures	Through the sociological lens, this unit allows students to examine the social construct of the Others in the 21st century, especially in society, career fields and public space. They learn to understand how the marginalised groups are viewed and treated. The inquiry has a comparative element whereby students look at the issues across the levels from personal experiences, national examples to international cases. Students are also encouraged to view the minority groups, not only as passive subjects but also active agents in reclaiming their rights and voicing for justice.					<b>① 【Knowledge/Skills】</b> P1 practice: Read p.341 article What work will look like in the 21st century. Write a letter to the author offering your opinion on the article and asking advice about how best to develop your own skills set to meet the demands of a future employer. State which profession or career you are contemplating.  <b>② 【Ability to think/make judgements/express themselves】</b> P2 reading  <b>③ 【Attitude towards learning proactively】</b>				30
	<b>Unit: The Others in the 21st century</b> (society, career fields, public space) (continued)  <b>【Knowledge and Skills】</b> Examining the social construct of 'the others' Understand the experiences of the minorities through the use of an additional language  <b>【Ability to think, make judgements, express themselves】</b> Use language to express and respond to a range of ideas with accuracy and fluency in interactive oral activities such as discussion, debate, role play, etc.  <b>【Motivation to learn, Humanity】</b> Show an awareness and appreciation of the different perspectives of people from other cultures	Students will: *Discuss about people who are in the minority groups or marginalised in order to investigate to what extent the marginalised are included or excluded in education and in technology world *Communicate in the language they have studied in a range of contexts and for a variety of purposes. *Learn to find solutions to problems.					<b>① 【Knowledge/Skills】</b> T1 DP2 English B skills reflection  <b>② 【Ability to think/make judgements/express themselves】</b> T1 DP2 English B skills reflection  <b>③ 【Attitude towards learning proactively】</b> P2 listening T1 DP2 English B skills reflection				12.5
	定期考查 End-term 1 Examination						End-term Mock Exams (paper 1 & paper 2)				3.5

2学期 ( 2nd semester)	<b>Unit: Taking actions on global issues</b>  【Knowledge and Skills】 Demonstrating linguistic competence and intercultural understanding  Understand and use language to express and respond to a range of ideas with accuracy and fluency  【Ability to think, make judgements, express themselves】 Communicate clearly and effectively in a range of situations,  【Motivation to learn, Humanity】 Contributing to discussions in various ways Reflect on their skills and set goals	This short unit allows students to study the role of social structure and the human factor in fighting for justice. Investigative aspects are the ethnic, gender, racial, and socio-economic varieties and social inequality, verbal and non-verbal communication in social movements, gender equality, youth activism, innovations for social causes and roles of institutions in addressing social injustices in society.  Students will: *Encourage, through the study of texts and social interaction, an awareness and appreciation of the different perspectives of people from other cultures *Develop students' awareness of the role of language in relation to social organizations and advocacy of the individual *Provide students with a basis for further study, work and leisure through the use of an additional language	○	○	○	○	① 【Knowledge/Skills】 P1  ② 【Ability to think/make judgements/express themselves】 P2  ③ 【Attitude towards learning proactively】 Self-reflection Oral Activity in pairs - The first world problems rap by funnyz (aka Zach Katz), after watching, role play where the host of a developing country's TV talk show meets Zach Katz or an affluent person who complains about developed country's problems	○	○	47.5
	<b>Unit: Assessments review</b>  【Knowledge and Skills】 Understand the variety of personal, professional and mass media texts  【Ability to think, make judgements, express themselves】 Use the language they have studied in a range of contexts and for a variety of purposes in breaking down the prompt and producing the required text type  【Motivation to learn, Humanity】 Demonstrate intellectual stimulation through knowledge of an additional language.	This is an intense practice time on writing skills such as demonstrating an understanding of a text type in paper 1 as well as text-handling skills for paper 2 (Listening comprehension) and Reading. Students will also review their past papers in DP1 year in order to identify their strengths and areas for growth.	○	○	○	○	① 【Knowledge/Skills】 P1 Productive skills review  ② 【Ability to think/make judgements/express themselves】 P2 Reading Receptive skills review  ③ 【Attitude towards learning proactively】 P2 Listening Receptive skills review	○	○	45
	定期考查 IB November Examination					○		○		3.5
3学期 ( 3rd semester)	<b>Film Studies</b>  【Knowledge and Skills】 Exploring different concepts related to films  【Ability to think, make judgements, express themselves】 Analysing films and techniques used  【Motivation to learn, Humanity】 Planning their investigation and researching on the topic of interest	This unit is to provide students with the autonomy to design a unit of their interest with the following guiding questions.  What topic is worth investigating? What can be explored from this topic? What is the purpose of this investigation/exploration? How to obtain the knowledge of the topic? How to evaluate this knowledge?  Students can also learn about film studies to understand the changes in the landscape of film and to analyze film as a visual art form. Through selected viewings that are content-appropriate, students will explore and analyze such concepts as: mise-en-scene, chiaroscuro, montage, color, sound, editing, cinematic structure, etc.	○	○	○	○	① 【Knowledge/Skills】 A visual landscape (essay) in comparing the elements of two films that have been studied in the unit  ② 【Ability to think/make judgements/express themselves】 comparing and analysing the elements of two films  ③ 【Attitude towards learning proactively】	○	○	48
	定期考查 End-term 3 Examination									

総授業時数	228
Total hours	