

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
担当者 / Instructor	
学年・クラス / Year・Class	DP2
単位数 / credits	6
科目概要情報 / Course description	
講座概要 / Course description	<p>English B 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.</p> <p>The main focus of this course is on English language acquisition and the development of language skills. 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. In addition, students are coached in doing past papers to prepare them for the external examinations that will happen in November.</p>
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"> 1/Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance. 2/Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes. 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. 4/Develop students' understanding of the relationship between the languages and cultures with which they are familiar. 5/Develop students' awareness of the importance of language in relation to other areas of knowledge. 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. 7/Provide students with a basis for further study, work and leisure through the use of an additional language. 8/Foster curiosity, creativity and a lifelong enjoyment of language learning. <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>Language B HL (Language B Guide 2020, p.7)</p> <p>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.</p> <p>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.</p> <p>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.</p>
評価方法と評価基準 / Evaluation method and criteria	<p>Assessment objectives:</p> <ol style="list-style-type: none"> 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. <p>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.</p> <p>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. Students respond appropriately to authentic texts.</p> <p>Internal assessment 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 / Textbooks	<p align="center">English B 2nd ed. (Oxford University Press) Oxford IB Prepared English B (Oxford University Press)</p>
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	A discourse on ethics and disparities in resource use This unit looks into aspects of ethics such as the relationship between scientific researches and their impacts on communities, the ethics in technology and science, human interaction with technology, as well as social inequalities in using resources Subtopics include: Environmental issues in urban and rural settings Rights to basic needs social and economic issues The relationship between scientific researches and their impacts on communities The ethics in technology and science Gene editing, Designer babies, Body farm, Extending life span, Rights, Morals and ethics.	Variety of student responses to small tasks (orally and written) P2 practice	13
	5月	A discourse on ethics and disparities in resource use cont'd April and May are also the time for students to 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.	P1 practice: create an online forum or a review about the different perspectives of using an alternative energy source (e.g. benefits and challenges)	23
	6月	The Others in the 21st century (education & society) Through the sociological lens, this unit allows students to examine the social construct of the Others in the 21st century, especially in society and education. 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.	Paper 1 practice: Imagine applying for a summer internship. Write a formal letter/email to the NGO of your choice volunteering your services. p.350 OR 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.	29
	7月	The Others in the 21st century (education & society) cont'd In this unit, students examine the social construct of the Others. They 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. Sociological terms such as stereotype, racism and discrimination are further explored in the discourse via topics such as racism and discriminations in society, definition of human rights in different cultures, inclusion and exclusion in education and technology. They will also learn to find solutions to problems.	End-term Exam (paper 1 & paper 2) Oral Activity in pairs - The first world problems rap by funnyz (aka Zach Katz), after watching, role play where the host of a popular Third World TV talk show meets an affluent person who complains about First World problems	13
	9月	Taking actions on global issues 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.	Productive skills review Receptive skills review Self-reflection	23
2学期/2nd semester	10月	Past papers practice 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.	P1 & P2 practices	29
	11月	External Assessments only Paper 1 & Paper 2		12
	12月	Independent Unit or Film Studies (student-run) 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?	Planning their investigation and researching on the topic	19
3学期/3rd semester	1月	Independent Unit or Film Studies (student-run) cont'd 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.	Exploring different concepts related to films and analysing films	20
	2月	Independent Unit or Film Studies (student-run) cont'd Students discuss and share what they have learned from their investigation or critically review different films		24
	3月	Independent Unit or Film Studies (student-run) cont'd Prepare and present their culminating tasks.	Presentation	24