

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 )	English
科目 ( Subject )	Comprehensive English
学年・クラス ( Grade・Class )	Foundation Year / Group 1
単位数 ( Number of units )	5
使用教科書 ( Text Books )	The Catcher in the Rye, How the Garcia Girls Lost their Accents, Q: Skills for Success 4 ( passages )
校外学習 ( Field trip )	N/A

○ 教科の目標 ( Goals of the subject area )

<p>【知識及び技能】 ( Knowledge and Skills )</p> <p>To develop inquiry-based learning in English language and literature. To make connections to prior knowledge. To develop understanding and knowledge of language use, text comprehension, contexts of production and reception, real-life contexts.</p>
<p>【思考力、判断力、表現力等】 ( Ability to think, make judgements, express themselves )</p> <p>Ability to think, express and make judgements: Students demonstrate their thinking abilities as well as communicate their ideas effectively both verbally and in writing.</p>
<p>【学びに向かう力、人間性等】 ( Motivation to learn, Humanity )</p> <p>Motivation to learn, ability to take initiative: Students are actively engaged in their own learning to form their own understandings and interpretations of texts, issues in global and local contexts.</p>

○ 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 understand a range of texts of different styles and from various cultures. To develop an understanding of multiple meanings from texts. To understand relationships between texts and a variety of perspectives.	To develop skills in analysis and evaluation. To develop communication skills in speaking, writing, presenting. To develop a range of thinking skills from understanding to creating.	To develop skills of inquiry to become independent learners. To develop organisational skills in both approaches to work and within written and oral tasks. To foster a lifelong appreciation of language and literature. To encourage international mindedness.

○ 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 Evaluation Criteria	Allotted Hours		
		聞	読	書	知		思	態	
		①	②	③	①	②	③	配当 時数	
Unit 1 【Knowledge and Skills】 To understand the context of production, the socio-historical context of 1950s America. To understand characterisation; aspects of speech, thought. 【Ability to think, make judgements, express themselves】 To evaluate differing perspectives of the world according to environment, culture. To communicate literary techniques in writing. To form opinions based on facts, data and research. 【Motivation to learn, Humanity】 To develop an inquiring mindset into a selected topic or issue. To show empathy and open-mindedness to sensitive issues.	Introduction to J.D. Salinger's The Catcher in the Rye novel. Look at the context of 1950s America, changing society, social pressures/expectations, Post-war U.S. Character study of protagonist Holden Caulfield. Use of textbook and various opinion columns to gain understanding of personal issues such as isolation, mental health etc. We relate themes in the novel to real-life contexts	○	○	○	① 【Knowledge/Skills】 Presentation of setting, socio-historical context of the novel. Written character analysis of both major and minor characters. ② 【Ability to think/make judgements/express themselves】 Presentation of setting, socio-historical context of the novel. Written character analysis of both major and minor characters. ③ 【Attitude towards learning proactively】 To present created work in poster form for display and discussion in class. To inquire and pose questions of others work.	○	○	○	35
定期考査 Examination						○	○		
Unit 2 【Knowledge and Skills】 To understand the genre of memoir and auto-biography. To learn techniques of narrative writing, use of first-person perspective, figurative language. To learn appropriate tools to write a narrative essay. 【Ability to think, make judgements, express themselves】 To consider how a story is constructed; exposition, climax, resolution. To reflect on key moments in one's life and communicate them in writing. 【Motivation to learn, Humanity】 To write a well-organised narrative essay. To exhibit open-mindedness to others' experiences, cultural backgrounds.	Introduction to memoir and narrative writing using both Q: skills for Success and a variety of passages from auto-biographies. Students' prior knowledge, experiences play a role in narrative writing. Discussion on the benefits of keeping diaries, memoirs. Consider as a tool for reflection.	○	○	○	① 【Knowledge/Skills】 To write short narrative pieces of writing and write a narrative essay. ② 【Ability to think/make judgements/express themselves】 To write short narrative pieces of writing and write a narrative essay. Presentation of a personal experience/show&tell. ③ 【Attitude towards learning proactively】 In-class discussions.				34

	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 ①	思 ②	態 ③	配当 時数
			聞	読	書	書					
2学期 ( 2nd semester)	定期考査 Examination						○	○			1
	Unit 3 【Knowledge and Skills】 To understand the context of production, the socio-historical context. Historical 'waves' of immigration to the US. To understand characterisation; aspects of speech, thought. 【Ability to think, make judgements, express themselves】 To evaluate differing perspectives of the world according to environment, culture. To communicate literary techniques in writing. To form opinions based on facts, data and research. 【Motivation to learn, Humanity】 To develop an inquiring mindset into a selected topic or issue. To show empathy and open-mindedness to sensitive issues.	Introduction to 'How the Garcia Girls Lost their Accents' novel by Julia Alvarez. . Look at the context of 1960s cultures in US/Dominican Republic, the popular culture, growing up in twin cultures. Tension between 'old' and 'new' worlds. Character study of protagonist Yolanda Garcia. Use of textbook and various authentic non-literary texts to gain understanding of issues such as culture, gender, discrimination, immigration etc. We relate themes in the novel to real-life contexts		○	○	○					39
	定期考査 Examination										
semester)	Unit 4 【Knowledge and Skills】 To learn and understand how texts can persuade readers. To learn persuasive techniques in advertising, propaganda posters. To learn rhetorical techniques for persuasion in speeches. 【Ability to think, make judgements, express themselves】 To apply rhetorical techniques to visual and written texts. To make judgements on word choice, figurative language to appeal to a specific audience. 【Motivation to learn, Humanity】 To participate in class discussions and showcase personal creations in public.	A range of advertisements and propaganda posters from different time periods and countries in the Anglophone world. Social media advertising, online texts. List of persuasive techniques and rhetorical devices. Famous speeches taken from books, online. Students make frequent use of computers and projector to share work.		○	○	○					40
	定期考査 Examination										1
	Unit 5 【Knowledge and Skills】 To understand poetry and learn about terminology of poetic devices. To understand works in translation: how works are translated and how various cultural aspects are conveyed in the English language. To make inter-textual connections between the poems/translated work and real-life issues related to theme. 【Ability to think, make judgements, express themselves】 To evaluate decisions made by characters (characterisation). 【Motivation to learn, Humanity】 To empathise with and/or criticise characters. To understand types of characters in literature. To develop organisation skills in a literary analysis based on a prompt.	To read the drama 'A View from the Bridge' and learn key vocabulary for plays: stage directions, chorus, dialogue. We will examine complex characters such as Eddie Carbone and discuss themes of honour, community, and justice. We will track plot development using Freytag's pyramid to explore how tension is developed in the play. Themes will be connected to real-life issues and events that are universal/global yet impact local communities. The class will look at how to structure a literary analysis essay based on the play. Students will respond to a specific prompt. Use of appropriate language and terminology will be developed for use in literary discussions and writing tasks.		○	○	○					22

	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 ①	思 ②	態 ③	配当 時数
			聞	読	書	書					
3学期 (3rd)	Unit 6 <b>【Knowledge and Skills】</b> To understand various non-literary text types. To gain skills to write a compare and contrast essay. To understand a range of poetic and literary devices in poems, songs and short stories. <b>【Ability to think, make judgements, express themselves】</b> To make judgements and categorize information. To develop oral and written presentation skills related to text-types and essays. <b>【Motivation to learn, Humanity】</b> To improve note-taking skills for literary devices. To appreciate how writers make authorial choices. To work collaboratively on a project.	We will look at various non-literary text-types online such as blog, open-letters, infographics and multi-modal texts. We will compare and contrast two texts such as short stories and consider similarities and differences of style, language and theme. Song lyrics will also be explored and read as poetry with interpretation of meanings. We will also review our notes of key literary devices and authorial choices compiled throughout the term/year.	○	○	○	○	<b>① 【Knowledge/Skills】</b> Written summaries and analyses of text types. Compare and contrast essay. Presentation of text-types. <b>② 【Ability to think/make judgements/express themselves】</b> Written summaries and analyses of text types. Compare and contrast essay. Presentation of text-types. <b>③ 【Attitude towards learning proactively】</b> Written summaries and analyses of text types. Compare and contrast essay. Presentation of text-types.				22
	定期考査 Examination										1

総授業時数 Total hours	195
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