

K. International School Tokyo

MYP Course Descriptions

Grade 9 The Arts



Grade 9	Language A (English) Language A (Japanese)	Humanities	Science	The Arts	Mathematics	Physical Education	Technology	Language B (Japanese) <u>Standard</u> <u>Advanced</u>
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The Arts

Special Note: Grade 9 students must select a major and minor course of study between Music and Visual Arts. This decision determines the amount of class time and subject content experienced in the respective courses. Course content will be truncated, and in some cases different for students enrolled in either course.

Grade 9

Unit 1: Concerto

Through the activities of composing, improvising, performing, listening and appraising, students will understand, recognize and use characteristics of the concerto; compose and perform within established genre. They will be able to identify how musical traditions change over time and place. Students will perform a Baroque Concerto as a class.

Unit Question: Individual eras affect the specific characteristics of a genre. What makes Baroque concerto unique?

Area of Interaction: HI, AtL

Teacher Questions:

1. What were the major influences on the composers of the Baroque period?
2. What are the best recalled composers of Baroque today?
3. What does the term Baroque mean?
4. What are the main musical genres and musical instruments of these period?
5. How is Baroque music different from other periods' music?

Main Content Addressed:

- How to identify how musical traditions change over time and place.
- Main characteristics of Baroque concerto and classical concerto, the structure of concerto
- Main musical instruments of Baroque period
- Students will perform a Baroque Concerto as a class
- Composing the concerto

Unit 2: Blues

Through the activities of performing, composing, listening and appraising, students will be able to identify blues and blues-influenced pieces and recognize some of the 'fingerprints' of the blues style. Students will compose within established genre. Students will increase their vocal repertoire and build on performing skills.

Unit Question: Individual eras affect the specific characteristics of a genre. Political and economical situations and migration provoke the birth of new genres of music. What influenced the origin of Blues?

Area of Interaction: Environment, AtL

Teacher Questions:

1. What would have happened if we didn't have blues? What gave birth to the blues?
2. What are the main requirements for improvisation?
3. How is blues incorporated into other genres of music?

Main Content Addressed:

- harmonization, chords I, II, IV, V and V7,
- root note,
- blues scale.
- lyrics writing
- improvisation

Unit 3: Around the World: Indian Classical Music.

Through the activities of performing, composing, listening and appraising, students will be able to recognize and understand the way in which the choice of particular scale determines the character and the mood of a piece of music. The materials will make students aware of compositional techniques and stimuli that lie beyond the Western classical and popular traditions. In particular, students will begin to recognize the differences between music based upon Eastern as opposed to Western scales. Students will compose a piece based on a chosen or original scale which uses ostinato or drone, chords, a three- or more part texture, and a ternary form structure.

Unit Question: The choice of particular scale determines the character and the mood of a piece of music. What makes Indian Classical Music special?

Area of Interaction: HI, AtL

Teacher Questions:

1. What are the main qualities of non-western music?
2. How do composers/people use drone in different cultures/times?
3. What are the main requirements for improvisation?
4. How does music reflect religious/social background of the country?

Main Content Addressed:

- scales and modes
- raga, gat, tala
- improvisation, backing techniques
- music in layers
- simple structures
- chords
- Indian instruments
- string and brass instruments.

Visual Arts

(Visual Arts Major and Minor students) Unit 1: Japonisme: Ukiyo-e vs. Impressionism

Students research then compare and contrast the work of Edo era Japanese printmaking to Victorian era European Impressionist painting. Students develop a unique series of prints simulating the techniques and themes of the Ukiyo-e printmakers. Students then learn techniques using pastel, creating a unique work of art influenced by the styles and themes of Impressionists.

Unit Question: How does art inform my perception of my surroundings?

Area of Interaction: Environments

Teacher Questions:

1. What does Ukiyo-e mean?
2. Why did the Japanese artists work with the theme of 'The Floating World'?
3. What is distinct about the Japanese use of perspective?
4. What is distinct about the Japanese use of color?
5. What is unique about the Japanese use of composition?
6. What did the Impressionists take from the Edo era woodblock printers of Japan, in developing their style?
7. What are the unique qualities of Impressionism, in contrast to the traditions of painting before them?
8. What differences are there between the motives of the Ukiyo-e artists to those of the Impressionists?

Main content addressed:

- Meaning and development of Ukiyo-e
- Woodblock and linoleum block print techniques
- motivation of Edo period artists toward their themes and subject matter
- Influence of Japanese Ukiyo-e prints on Impressionist's themes and subject matter
- Meaning and motivations of Impressionism
- techniques of Pastels

(Visual Arts Major students only) Unit 2: Illuminated Manuscripts

Illuminated manuscripts were the progressive development in knowledge preservation and distribution in ancient Europe, predating the printing press. These hand-made books were often elaborately detailed with illustrations and hand written text in stylized typography. Students do internet research on the history and process of making Illuminated Manuscripts across cultures. Each student creates a unique hand scribed, painted manuscript page including applying gold leaf. The pages are bound together and become an art book as part of the library collection at K. International School Tokyo.

Unit Question: How can visual communication benefit my community?

Area of Interaction: Health and Social Education

Teacher Questions:

1. Define Visual?
2. Define Communication?
3. What is visual communication?
4. How did visual communication function during the age of Illuminated Manuscripts?
5. How does visual communication function today?
6. What are the aesthetics of visual communication?
7. What is Illumination?
8. Why would someone illuminate pages of text?
9. Does meaning in text change when the pages are illuminated? How might this happen?
10. How can a book be an object of visual art?

Main content addressed:

- Development of book arts in the middle ages
- Use of visual communication during the middle ages
- Illustration drawing techniques
- Image and text transfer
- Typography and Script
- Composition design
- gold leaf, watercolor painting, hand inking

***(Visual Arts Major students only)* Unit 3: Contemporary History Painting**

Students are introduced to history painting to understand contemporary history painting in an historical context. Students investigate how history influences our art making through materials and contexts, revealing elements of the social climate we live in. Students engage the art strategy of appropriation to realize a unique work of art through collaborative planning, skills practice and critique. Students learn how to create symbols through meaning making.

Unit Question: How does history painting reveal broad social themes, and abstract concepts, present in my life?

Area of Interaction: Health and Social Education

Teacher Questions:

1. How does an image have meaning?
2. What makes a painting a 'History Painting?'
3. For what reasons do artists make history paintings?
4. What is happening in the image? Who is doing what?
5. What is the subject's background, family, age, occupation, etc.?
6. Where is the scene taking place?

7. Why is the action taking place?
8. Is there any indication of a certain time period?
9. Does the image feel familiar?
10. What similarities can you find between your life and that of the people in the photo?
11. Does the body language say anything about the scene?
12. Does the garments (or lack there of) tell anything about the scene?
13. Is the scene the whole story, or are there intentional mysteries?
14. How is the contemporary work similar to the historical work? How is it different?
15. How is appropriation being used in the image?
16. Why might the work have a cultural/historical value?

Main content addressed:

- basic tropes, terminology and trajectory of History Painting
- appropriation in the context of painting
- basic deconstructive analysis of images
- conceptualization in Hung Lui's paintings
- understand how history painting has been used to propagate or dismantle social morals, values, and systems
- Techniques in watercolor, gouache, and color pencils together
- how the color wheel is structured
- basic color theory, how to use complimentary color, and how to create tints and shades
- how to transfer a photo and use a grid for enlargement/reduction
- how to use Gouache with watercolour and color pencils to create rich tones

Students learn how political agendas have influenced artists throughout history. Students learn of the significance of history painting on various societies. History painting is explored as a genre of propaganda and personal agency. Symbolism and Interpretation is investigated.

(Visual Arts Minor students only) Unit 2: Narrative Shadow play: silhouettes

Students research the work of African-American Artist Kara Walker. Students work in groups to create an interpretive narrative storyboard. The storyboard content must come from a previous unit of study of their choice, from either Humanities, or English class. Students then learn techniques using grid drawing transfer, silhouette cut-outs, and installation.

Unit Question: How does creative problem solving deepen my understanding of other academic subjects?

Area of Interaction: Human Ingenuity

Teacher Questions:

- What is Visual Narration?
- What is a silhouette?
- What do you know about the context of your topic?
- What do you know about the context of your topic after discussing and making the silhouettes?
- How can I better communicate my

understanding?

How can you transform a scene, chapter, or story from your topic into a sequence of images that tell the same story?

How do I work with others? (*For Reflection*)

What is happening in this picture?

How many people do you see? Are there any animals? What are they doing?

Is there a main character? How can you tell?

What are the relationships among the characters?

Where is the story taking place? Describe the setting and the time period.

What does the clothing tell you about the time and place?

What facial expressions do the characters have? Where is each person looking? How does this help you understand what is happening? What do you think each character is thinking?

What is happening in the background? How does it relate to the foreground?

Are there any objects? Are they symbols? What do they stand for? Why is the girl holding flowers?

Ask students what they think the subject is—what the story is about. Have them talk about the setting, people, and action taking place, and how these aspects help tell the story.

Look again and ask students to think about the moment of the story the artist chose to show.

What might have happened just before this scene?

What do you think is about to happen?

Do you think the artist shows the most exciting part of this story? Why or why not?

What would you have shown?

Main content addressed:

Strategies of collaboration

Narrative interpretation for visual impact

Methods of developing narrative images through creative visualization

Techniques for creating silhouettes

Collaborate with others on a creative problem

Making and installing silhouettes

Reflecting on their process

Critically analyzing their work and others

(Visual Arts Minor students only) Unit 3: Painting a Critical Response

Students will become active agents of social awareness through the creation of a socially responsive artwork, then publically exhibiting it

Data generated about a chosen local social issue will raise personal awareness and can encourage a visual response.

Students will realize a unique composition expressing a personal social concern through 'team' collaborations and individual studio practice: students will debate individual positions on a topic of their choice in 'research groups' gaining a broader perspective of interpretation of the particular social issue.

Students will discover alternative ways of approaching their issue visually through 'design group' discussions, where they share their thumbnail compositions.

Unit Question: How can painting be an active response to social issues?

Area of Interaction: Health and Social Education

Teacher Questions:

How do historical, social and political factors influence artistic expression?

How does the function of art impact communities?

Does art reflect society or does society reflect art?

What role does aesthetics play in validating art?

How do aesthetics define our personal preferences?

In what ways do artists contribute to society?

What does it mean to be a professional artist?

Can you give an example of an artwork influencing some social event?
Why do some art critics make claim that art has power?
Is advertising or media documentation art?
Does advertising or media documentation influence our art?

Main content addressed:

Key Concepts

Understand art as social commentary and the role of artist as citizen

Central Idea:

Painting is a powerful tool to communicate across written and spoken language differences. Painting can inspire, evoke, and motivate social action.

Students learn acrylic painting materials, processes, and safe studio maintenance.

Students reinforce prior knowledge of color theory, art elements, and principles of design.

Students learn how to apply the creative cycle to developing a creative project through inquiry, planning, research, response, creativity, reflection and evaluation.



International
Baccalaureate

K. International School Tokyo

MYP Course Descriptions

Grade 9
Humanities



Grade 9	Language A (English) Language A (Japanese)	Humanities	Science	The Arts	Mathematics	Physical Education	Technology	Language B (Japanese) <u>Standard</u> <u>Advanced</u>
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Humanities 9

UNIT 1: The Postclassical Age (c.500 - 1000 C.E.)

The Postclassical Age was a period of major readjustment for societies throughout the eastern hemisphere. By the beginning of this period, most of the classical empires had collapsed under the strain of internal power struggles, external invasions, or a combination of the two. During this period, the settled societies of the eastern hemisphere underwent significant political, social, economic, and cultural change that would shape their experiences over the long term.

The main threads that will spiral through this unit are: the rise, spread, and relationships between two of the three great monotheistic traditions: Christianity, and Islam; and the development of what will become a distinctly “European” culture. In doing so, as we track through the unit we will address topics such as: the fall of the Roman and Han empires; the Byzantine Empire; the Resurgence of Empire in Asia; and the Foundations of Christian Society in Western Europe.

Unit Question: Where did “European” culture come from?

Area of Interaction: Human Ingenuity

Teacher Questions:

- How did the rise and spread of Judaism and Christianity impact Western Civilization?
 - How did Christianity become established within the Roman Empire?
 - What were the essential beliefs of the early Christian faith?
 - How and why did Christianity spread?
 - What was the impact of the early Church in the late Roman Empire?
 - Why did the Western Roman Empire decline?
 - Why was Constantinople established as the capital of the Eastern Roman Empire?
- What was the significance of the Byzantine Empire?
 - What was the influence of Justinian’s codification of Roman law on the Byzantine Empire and later legal codes?
 - What was Justinian’s influence on the expansion of the Byzantine Empire and its economy?
 - What were the contributions of Byzantine art and architecture?
 - How did Greek and Roman culture survive within the Byzantine Empire?
 - What factors produced the division within the Christian Church?
 - Why did the Byzantine Empire have so much influence on religion, culture, and trade in Russia and Eastern Europe?
- How did Islam rise and spread its influence?
 - Where did the Islamic religion originate? Where did it spread?
 - What are the beliefs, traditions, and customs of Islam?
 - How did political and cultural geography facilitate trade and cultural activity in the early Islamic lands?
 - What were some major historical turning points that marked the spread and influence of Islamic civilization?
 - How did Islamic civilization preserve and extend ancient Greek, Persian, and Indian learning?
 - What were some contributions of Islamic civilization?
- How did empire take root once again in Asia?
 - How did China achieve peace, stability and technological progress?
 - What were the sources of tension between the various religious groups in India?
 - How did geography influence the development of Southeast Asia?
- How did Western Europe during the Middle Ages impact Western Civilization?
 - How and why did the Church grow in importance during the Middle Ages?

- How did a feudal society develop in Europe during the Middle Ages?
- How did the medieval manor function as a social and economic system?
- How did Charlemagne revive the idea of the Roman Empire?
- How did invasions by the Angles, Saxons, Magyars, and Vikings influence the development of Europe?

Main Content Addressed:

- Students will know and understand how the rise and spread of Judaism and Christianity impacted Western Civilization.
- Students will know and understand the significance of the Byzantine Empire.
- Students will know and understand how Islam rose and spread its influence.
- Students will know and understand how Western Europe during the Middle Ages impacted Western Civilization.

UNIT 2: An Age of Cross-Cultural Interactions (c. 1000 – 1500 C.E.)

This period was distinctly different from earlier eras where large, regional societies situated in China, India, southwest Asia, and the Mediterranean basin dominated the eastern hemisphere. Peoples of these lands built extensive networks of trade and communication that spanned the eastern hemisphere and influenced the development of all its societies. From 1000 to 1500 C.E., however, nomadic Turkish and Mongol peoples overran settled societies and established vast transregional empires from China to Eastern Europe. This laid a political foundation for increased trade and communication between peoples of different societies and cultural regions, and for the spread of disease across vast distances. The European voyages of discovery that would usher in the next phase of the interconnectedness of the world, took place as a result of the increasing cross-cultural interactions during this period.

The main thread that will spiral through this unit is the rise, spread, and decline of various empires around the world. In doing so, as we track through the unit we will address topics such as: Nomadic Empires and Eurasian Integration; States and Societies of Sub-Saharan Africa; Western Europe during the High Middle Ages; The Americas and Oceania; and Cross-Cultural Interactions.

Unit Question: What allows an empire to endure?

Area of Interaction: Human Ingenuity

Teacher Questions:

- How did the empires of the Eastern Hemisphere interact through regional trade patterns?
 - Where were the major trade routes in the Eastern Hemisphere from 1000 to 1500 A.D. (C.E.)?
 - How did trade facilitate the diffusion of goods and ideas among different cultures?
- What were the characteristics of civilizations in sub-Saharan Africa during the medieval period?
- What were the characteristics of Mayan, Aztec, and Incan civilizations?
- What were the social, economic, and political changes and cultural achievements in the late medieval period?
 - How did European nation-states expand their territories and consolidate their power?
 - What were key events and effects of the Crusades?
 - What were the effects of the Mongol invasions?
 - What were the effects of the Ottoman invasions of Europe?
 - How did the Black Death (Bubonic plague) alter economic and social institutions in much of Asia and then in Europe?
 - How did European scholars begin to interpret and value ancient learning?

- What were the developments leading to the Renaissance in Europe in terms of its impact on Western civilization?
 - How did the Crusades stimulate trade between Europe and the Muslim Empire?
 - What were the economic foundations of the Italian Renaissance?
 - How did northern Italian cities benefit from their geographic location?
 - How did Italian city-states achieve importance and develop politically?
 - What were Machiavelli's ideas about power?
 - How did the arts and literature of the Renaissance differ from those of the Middle Ages?
 - Who were prominent Italian Renaissance artists and writers?
 - How did classical knowledge of the ancient Greeks and Romans foster humanism in the Italian Renaissance?
 - What were the artistic, literary, and intellectual ideas of the Renaissance?
 - How did ideas of the Italian Renaissance change as they became adopted in northern Europe?
 - Who were important artists and writers of the Northern Renaissance?

Main Content Addressed:

- Students will know and understand how the empires of the Eastern Hemisphere interacted through regional trade patterns.
- Students will know and understand the characteristics of civilizations in sub-Saharan Africa.
- Students will know and understand the characteristics of Mayan, Aztec, and Incan civilizations.
- Students will know and understand the social, economic, and political changes and cultural achievements in the late medieval period.
- Students will know and understand the developments leading to the Renaissance in Europe in terms of its impact on Western civilization.

UNIT 3: The Origins of Global Interdependence (c. 1500 – 1800 C.E.)

By 1500 C.E., peoples throughout the world had built well-organized societies with distinctive cultural traditions. Powerful agricultural societies that observed distinctive political, social, and cultural traditions dominated most of Asia, the Mediterranean basin, Europe, and much of sub-Saharan Africa, Mexico, and the central Andean region. During this period, the establishment of links across world regions gave rise to a new era of history where processes of biological exchange, commercial exchange, and a diffusion of technologies and cultural traditions took place on a scale never experienced before.

The main thread that will spiral through this unit is the impact individuals have on the shaping of history – when do someone's ideas and social behaviours suddenly catch on and spread? In doing so, as we track through the unit we will address topics such as: the Transformation of Europe; the Americas, Africa and the Atlantic World; and Changes in Asia.

Unit Question: How did the world go from local to global?

Area of Interaction: Human Ingenuity

Teacher Questions:

- What were the political, cultural, geographic, and economic conditions in the world at around 1500 A.D. (C.E.)?
 - On the world political map, where were some of the major states and empires located around 1500 A.D. (C.E.)?
 - Where were the five world religions located around 1500 A.D. (C.E.)?
 - What were the regional trading patterns around 1500 A.D. (C.E.)?
 - Why were the regional trading patterns important?
 - What technological and scientific advancements had been made and exchanged by 1500 A.D. (C.E.)?
- How did the Reformation impact on Western civilization?
 - What were the problems and issues that provoked religious reforms in Western Christianity?

- What were the beliefs of Martin Luther, John Calvin, Henry VIII, and Elizabeth I?
- What were the major economic, political, and theological issues involved in the Reformation?
- How did the Catholic Church respond to the Reformation?
- What were some of the changing cultural values, traditions, and philosophies during the Reformation?
- What was the role of the printing press in the spread of new ideas?
- What was the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia?
 - Why were Europeans interested in discovering new lands and markets?
 - Who were some important explorers?
 - How did the expansion of European empires into the Americas, Africa, and Asia affect the religion in those areas?
 - What was the effect of European migration and settlement on the Americas, Africa, and Asia?
 - What was the impact of the Columbian Exchange between European and indigenous cultures?
 - What was the triangular trade?
 - How did Africa become involved in and how was it affected by foreign trade?
 - What was the impact of precious metal exports from the Americas?
- What was the status and impact of global trade on regional civilizations of the world after 1700 A.D. (C.E.)?
 - Where was the Ottoman Empire located and how did it expand?
 - What were the contributions of the Mughal emperors of India?
 - How did the Mughal Empire trade with European nations?
 - What did southern India trade?
 - How did the Chinese and Japanese attempt to limit the influence of European merchants?
 - What were the roles of the Commercial Revolution and mercantilism in the growth of European nations?
- What were some of the scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries?
 - Who were the absolute monarchs?
 - What effect did the absolute monarchs have on their countries?
 - How did the English Civil War and the Glorious Revolution promote the development of the rights of Englishmen?
 - What were some new scientific theories and discoveries?
 - What were some of the effects of these new theories?

Main Content Addressed:

- Students will know and understand the political, cultural, geographic, and economic conditions in the world at around 1500 A.D. (C.E.).
- Students will know and understand how the Reformation impacted Western civilization.
- Students will know and understand the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia.
- Students will know and understand the status and impact of global trade on regional civilizations of the world after 1700 A.D. (C.E.).
- Students will know and understand the scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries.

K. International School Tokyo

MYP Course Descriptions

Grade 9 Language A (English)



Grade 9	Language A (English) Language A (Japanese)	Humanities	Science	The Arts	Mathematics	Physical Education	Technology	Language B (Japanese) <u>Standard</u> <u>Advanced</u>
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Language A (English)

Grade 9

Unit 1: My Writing Spirit

In this unit students will read the novel “The House on Mango Street” and explore how she constructs the story. They will closely analyze passages to study how structure, diction and other literary features combine to add depth and beauty to a literary text. They will also reflect upon the experience of the protagonist as the daughter of an immigrant family and consider commonalities between her and their own experiences as (predominantly) expatriates. Students will also read extracts from *Third Culture Kids: the experience of growing up between worlds*, by David C. Pollock and Ruth E van Reken. Students will reflect on and research in their own community to collect and select stories from it that they believe are worth telling. For summative assessment tasks students will write a story, based on their own community. They will also present an oral analysis of one chapter from the novel. The area of interaction is community and service and the writing task will be developed with a view to it serving the community.

Unit Question: How can lives be written?

Area of Interaction: Community & Service

Teacher Questions:

1. What texts exist that tell the stories of minorities within a larger culture?
2. How do vignettes and anecdotes differ and how do they affect readers differently?
3. What and who needs to be considered when telling the stories of a minority community?
4. What are the shared and different experiences between the expatriate and Japanese students in the grade?

Main content addressed:

- Students will analyze how the author writes, focusing on diction and structures that contribute to mood and tone.
- Students will consider how characters can be presented by describing a few aspects of them in detail.
- Students will consider how important elements other than plot contribute in the telling of a story
- Students will write vignettes and anecdotes from their own lives and communities.

Unit 2: The shape of things we say

This unit focuses on poetry from around the world and from different eras. It includes; William Shakespeare, introducing students to his language; William Blake’s songs of innocence and experience; African Americans writing in spirituals; ancient Persian poetic styles; Chinese poetry, especially the influence of poetry from the Tang dynasty; and Japanese poetry from the Tokugawa period. The poetry of different cultures will be compared and common and differing poetic devices, structures and content will be examined. For their assessment tasks students will write poems of their own in these styles. They will also compile an anthology of poems and write an introduction explaining the tradition, the conventions and writing of one of these poetic forms. The area of interaction is Human Ingenuity, looking at what gives rise, in every culture, to the creation of poetry and how students will create poetry themselves.

Unit Question: How is poetry universal and culturally unique?

Area of Interaction: Human Ingenuity

Teacher Questions:

1. What poetic devices are common across cultures?
2. What does the content of poetry reveal about a culture?
3. How is poetry used in different cultures?

Main content addressed:

- Students will read a wide variety of poetry and identify poetic techniques and structures
- Students will research one poetic style and present it their peers
- Students will write poems using the conventions of different forms of poetry.
- Students will select good examples of poetic forms and explain what makes them good examples

Unit 3: Rites of Passage

In Unit 3 the class will read the novel *Nights in the Sun* by Colin Bowles. This is the story of a year of change for an adolescent boy growing up in a predominantly Asian community in Broome, in the 1920's. Their summative assessment tasks will include an assignment in which they will write a news report on the climactic event in the novel and an oral presentation on the social milieu in which the novel is set. The area of interaction is Health and Social education and this will be focused on through class discussions about and rites of passage and the role of heroes in the changes of adolescence. With the introduction of an exam period in the MYP this year students will write an exam paper comparing an aspect of this text with the novel studied in the next unit.

Unit Question: What does my choice of hero reveal about me?

Area of Interaction: Health and Social Education

Teacher Questions:

1. What was it like to live in Broome, Australia in the 1920's?
2. What are the literary features of this novel to learn and recognise?
3. How do people from other countries adapt to life in a country where they work as a temporary resident?
4. Why do some adolescents have a different view of the world and is puberty a difficult time for all teenagers?

Main content addressed:

- Students will answer a range of comprehension questions to test their understanding of the novel
- Students will learn colloquial language, idioms and new vocabulary presented in the novel.
- Students will listen and respond orally to arguments based on a dilemma faced by one of the characters in the novel.
- Students will adjust their style of writing for formal contexts and unknown audiences through a newspaper report and blurb that they write for the novel.

Unit 4: Of Mice and Men

In the final unit the class will read *Of Mice and Men* by John Steinbeck. Some of the work will focus on the role the environment plays in influencing the actions of the characters as well as a focus on the ways that Steinbeck describes the environment and how he uses it symbolically. Summative assessment tasks will

include writing and performing a monologue from one of the characters in the novel and a literary essay. With the introduction of an exam period in the MYP this year students will write an exam paper comparing an aspect of *Of Mice and Men* with *Nights in the Sun*. This will allow students to develop and show their understanding of how authors deal with similar themes in different cultures.

Unit Questions: What does it mean to have a place of your own? How much are our choices influenced by our environment??

Area of Interaction: Environments

Teacher Questions:

1. What was life like for people during the Great Depression?
2. What literary features does the author use to make his characters and their story come to life?
3. How are disabled people treated in society today and how has this changed in the last one hundred years?
4. How are similar themes portrayed by authors from different cultures?

Main content addressed:

- Students will analyze the characters and their circumstances to develop understanding of their place in the community.
- Students will learn new vocabulary and colloquial idioms from the novel
- Students will write a detailed essay and use embedded quotes to support their arguments/viewpoints.
- Students will identify and write an extended response about the similarities and differences in two novels that present some challenging themes and issues.
- Students will identify and write about the effects of literary techniques such as foreshadowing used by John Steinbeck.

K. International School Tokyo

MYP Course Descriptions

2010-2011

Grade 9

Language A Japanese



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Language A Japanese

Grade 9

Unit 1: メディア社会を生きる

複雑化した今日のメディア社会の利点や問題点を考え、どのようにして正しい情報を選ぶかを学ぶ。グループ活動で新聞の形態をとり、生徒自身が情報を発信する。

Unit Question: メディアとは何ですか。メディアの果たす役割は何ですか。

Area of Interaction: HSE, CAS

Text Types: Description

Teacher Questions:

1. 私達の周りにあるメディアにはどんなものがありますか
2. メディアの働きはどんなものですか
3. メディアの利点は何ですか
4. メディアの問題点は何ですか
5. 新聞の記事にふさわしいトピックは何ですか
6. なぜそのトピックを選びましたか

Main content addressed:

1. 「メディア社会を生きる」を読み内容を理解する。
2. 筆者の意見をもとに、自分の意見や考えをもつ。
3. メディアの中の一つである新聞を読み、記事を簡潔にまとめ発表する
4. 新聞の紙面構成の特徴を知る
5. 数社の新聞を比べ、相違点と類似点を話し合う
6. 身近な話題や世界的な話題などから記事を書き、グループ活動で新聞を作る。
7. プロジェクターを使い創作した物語を映画にする。

Unit 2: 意見を主張する

「生き物として生きる」という説明文を事実と考察を区別して読む。筆者の意見をとらえ、説得力のある表現を学ぶ。最近のニュースなどからテーマを見つけ、自分の考えをまとめ説得力のある意見文を書く

Unit Question: どのようにして自分の意見を正しく理解し納得してもらえるか

Area of Interaction:ATL

Text Types: Information Report

Teacher Questions:

1. 筆者が研究により考えたことは何でしょう
2. 筆者は何に興味をもったのでしょうか
3. 筆者の意見をささえる事実は何でしょう
4. 筆者の意見についてどのように思いますか
5. 自分の意見を支える根拠は何ですか

Main content addressed:

- 文章中に述べられている事実や根拠を確かめながら、筆者の意見を読み取る
- 段落に着目し、文章の論理的な構成をとらえる
- 自分の立場を明確にして、意見をもつ
- 意見を明確に伝えるための根拠を示す
- わかりやすい構成の仕方を考える
- 新聞のニュース記事などを読んで自分の意見を書く
- 効果的な弁論をするための声の出し方、抑揚、態度について学ぶ
- 弁論大会を行い、ディスカッションをする。

Unit 3:人間性を求めて

「夏の葬列」(山川方夫)、「二人の友」(モーパッサン)を読み文学を味わう。登場人物を取り巻く状況や時代背景を考えながら読み、社会と人間とのかかわりを考える。

情景や人物を描写する語句や表現に着目し、登場人物の心情や作者の意図を読みとる。

Unit Question: 文学を通して、人生の価値とは何かを考える

Area of Interaction: HSE

Text Types: Response

Teacher Questions:

1. 小説の登場人物はどのような性格ですか
2. 作者はなにをこの小説で伝えたかったのでしょうか
3. 二作品の類似点と相違点は何でしょう

4. あなたにとって「価値ある生き方」とは、どのようなことですか

Main content addressed:

- ・ 描写に着目して登場人物像を読み取る
- ・ 未知の言葉を理解し、書かれている内容を理解し要約する
- ・ 作品の主題を読み取る
- ・ 作品の時代を読み取る
- ・ 作品に登場する人物のその後の生き方について考え、続きの物語を書く

Unit 4: 古典を楽しもう

古代から現代までの代表的な短歌・俳句を詠み、歌われている場面や社会的背景から作者の心情を捉える。「おくのほそ道」（松尾芭蕉）を読み、古典のもつ言葉の響きを味わう。そこから旅に生きた芭蕉の一生について学習する。

短歌の形式、リズム、主な表現方法を学ぶ。万葉集から近代短歌を詠み味わうことから日本の歴史についても調べ、年表を作り発表する。

Unit Question: 古典はどのように現代に生かされているか

Area of Interaction: HI

Text Types: Biographical Recount

Teacher Questions:

- ・ 短歌が書かれた時代はいつでしょう。そしてその時代はどのようなものだったでしょう
- ・ 作者はどのような気持ちを短歌で表現しているでしょう
- ・ 短歌の書かれた時代と現代との違いは何でしょう
- ・ 作者松尾芭蕉はどのような人物だと思いますか
- ・ 俳句はどのようにして成立してきましたか
- ・ 古典はどのような形態でどのようにして今日まで伝えられて来たのでしょうか
- ・ 古典が現代人に与えるメッセージは何でしょう

Main content addressed:

- ・ 万葉・古今・新古今の短歌を鑑賞し、感想をのべる
- ・ 短歌に詠まれている作者の気持ちを考える
- ・ 作者の時代背景を歴史の教科書やインターネットで調べる
- ・ 調べたことを簡潔にまとめ、各グループで年表をつくる
- ・ 生徒各々が責任を持って活動に取り組むことにより、古代から現代までの日本の歴史年表が作り上げる。
- ・ 「おくのほそ道」が書かれた時代と作者について知る
 - ・ 芭蕉の人生観について考える
- ・ 徒然草・平家物語なども音読し、古典の言葉の響きを味わう
- ・ 松尾芭蕉の一生について調べ、俳句と歴史との関わりについて調べる

Grade 9 Japanese Advanced (English Translation)**Unit 1. Life in Modern Media**

Consider about useful points and bad points in modern complicated media society. Students learn how to select useful information. As group activity , they send information by writing news paper article.

Unit Question: What is media? What are the roles of media.

Area of Interaction: HSE, CAS

Text Types: Description

Teacher Questions:

1. What kind of media are there surrounding us?
2. What works do media influence?
3. What is good point of media?
4. What topics are suitable for news paper article?
5. Why do you select your topic?

Main content addressed:

1. Students read “Media shakai wo ikiru”, and understand the content of it.
2. Students have own opinion and idea
3. Students summarize the newspaper article
4. They know organization of newspaper

5. They write an original newspaper considering about local/global topics in group.
6. They make a simple movie.

Unit 2: Let's have straight thought in mind

Distinguish the difference between facts and observations while reading a descriptive text called "Ikimono toshite ikiru" (live as a living thing). Grasp the opinion of the author and learn the expressions that are persuasive. Find a topic from recent news and put opinion in writing using persuasive expressions.

Unit Question:

Area of Interaction:

Teacher Questions:

1. What did the research make the author think of?
2. What did author get interested in?
3. What was the fact that supported author's opinion?
4. What do you think about the author's opinion?
5. What support's your opinion?

Main content addressed:

- Check the facts or reasoning in the text and grasp the opinion of the author.
- Look at paragraphing and grasp the logical structure of the text.
- Make clear of your position and have your own opinion.
- Show reasoning to convey your opinion.
- Think of the structure which is easy to understand.
- Read news on a news paper and write your opinion.

Unit 3: Let's have wider view from reading

Read "Natsu no Souretsu" and "Futari no Tomo" ,and enjoy literacy. While reading, think of the situation and historical backdrop of the characters and think of the relationship between society and humans. With a focus on words that describes the scene and the characters, read out the feelings of the characters and the idea of the author.

Unit Question: What is your value of Life?

Area of Interaction:**Teacher Questions:**

1. What are the personalities of the characters?
2. What message did the author want to convey through the story?
3. What is the difference between the two novels?
4. What is your ideal life?

Main content addressed:

- Focus on descriptions to grasp characteristics of characters.
- Read with a focus on relationship between
- Understand the unknown words and the content and summarize.
- Grasp the main topic of the story.
- Grasp the historical backdrop of time of the story.
- Write short essay about the value of life

Unit 4: Enjoy Classics

After reading representative examples of Tanka and Haiku from ages past up to the present, students will consider the scene being sung about and the socio-historic background and attempt to discern the sentiments of the writer. Read “Oku no hosomichi” (by Basho Matsuo) and enjoy the sound of words in Japanese classics. Through reading “Oku no hosomichi”, learn about Basho who lived his life for travelling.

Students will learn about the forms, rhythms and main means of expression used on tanka. Using poems from the Manyoushuu up to modern tanka, students will learn about Japanese history and will compile a chronology which they will present to the class.

Teacher Questions:

When was the tanka written? What do we know about that period?

What kind of sentiments are expressed in the poem?

What are some of the differences between the period when the poem was written and the present time?

What kind of person do you think the author Basho Matsuo is?

In what period did he live in? What kind of events happened during that period?

How was haiku formed?

How and in what form did Japanese classics pass on until today?

What kind of message does Japanese classics give to people of today?

Main content addressed

Students will appreciate Tanka and Haiku and give a response

Students will consider the sentiment of the writers of tanka

Students will research the background and history of the period in which a poet lived using the textbook and the internet

Students will draw conclusions from the material investigated. Each group will create a chronology.

With each student taking responsibility a class chronology of Japanese history will be produced.

- Learn about the author and the period of when "Oku no hosomichi" was written.
- Think about Basho's view on life.
- Read "Tsurezuregusa" and "Heikemonogatari" and enjoy the sounds of words in Japanese classics.
- Do a research on Basho Matsuo's life and find out about the relationship between his life and history of haiku.
- Focus on different ways of expressions, such as couplets, and write a criticism on haiku and present it to class.

K. International School Tokyo

MYP Course Descriptions

2010-2011

Grade 9

Language B Japanese Advanced



Grade 9	Language A (English) Language A (Japanese)	Humanities	Science	The Arts	Mathematics	Physical Education	Technology	Language B (Japanese) <u>Standard</u> <u>Advanced</u>
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Unit 1: Media & Technology

In this unit, students will discuss and write their opinions about the importance and influence of media and technology in today's society. They will develop their own projects using computer, network and video technologies. They will do oral presentations using electronic communication tools such as power-points or slide shows. They will also read the Japanese newspapers to understand the role of media and technology in Japan. Each student will present the news, acting like a newscaster. The skills in listening, writing, reading and speaking will be assessed by projects, oral presentations and essays. They will continue to acquire more Kanji words using the Basic Kanji Book, Vol1 or Vol. 2.

Unit Questions:

1. In general, what is "Media"? And what is "technology"?
2. How do you use media and technology in your daily life?
3. What are positive and negative points of media and technology?
4. Which technology do you like to introduce to the class?
5. Do you appreciate the modern technology? If yes, when and how do you appreciate it?

Main content addressed:

- Students will learn vocabularies related to this unit and will make an oral presentation effectively.
- Students will be more familiar with the Power Point's presentation.
- Students will be aware of the importance of the media and modern technology and appreciate them more deeply.
- Students will understand the good and bad points of media and realize how the mass media influences our life.

AOL: Approaches to Learning, Human Ingenuity

Text Types: Description

Unit 2 – Festival

Students will be able to explore many types of festivals which serve to meet specific needs, as well as to provide entertainment. Students will research both Japanese festivals and numerous types of festivals in the world and introduce them into the class. They will also realize that these times of celebration offer a sense of belonging for religious, social, or geographical groups. Modern festivals that focus on cultural or ethnic topics seek to inform members of traditions. In past times, festivals were times when the elderly shared stories and transferred certain knowledge to the next generation.

Unit Questions:

1. Do you know any festivals in Japan?
2. Do you know any festivals in the world?
3. Why do we need festivals?
4. What are modern festivals? What are traditional festivals in the past times?
5. What are numerous types of festivals in the world such as religious origins, seasonal change or some cultural significance?

Main content addressed:

- Students will learn the importance of festivals in the world and appreciate them.
- Students will investigate numerous types of festivals in the world.
- Students will learn that many festivals have religious origins; others involve seasonal change or have some cultural significance.
- Students will be aware of the importance of the festivals usually and ordinarily staged by a local community, which centers on some unique aspect of the community in Japan.

AOL: Community Service

Text Types: Information Report

Unit 3 - Short Stories

Student will be able to be a familiar with the modern Japanese literature, using short stories. They will analyze and appreciate stories. Students will create their own short stories and share them with their classmates. They will also be able to make a short skit and play it.

Unit Questions:

1. Do you know any Japanese novels?
2. How can we create our own short stories?
3. Why is your short story interesting?
4. Can you draw any pictures or use photos to enhance your short story?

Main content addressed:

- Students will learn how to create their own short stories.
- Students will be accustomed to consulting an English – Japanese dictionary.
- Students will learn how to make the plot.
- Students will learn how to organize the layout of each page.

AOL: Approached to Learning, Human Ingenuity

Text Types: Response

Unit 4 – Japanese Modern Arts

Students will explore various kinds of Japanese modern arts such as calligraphy, painting, gardening and Japanese popular music. They go to the art gallery or the museum or Japanese garden as their school excursion. They will select one Japanese modern art and investigate about it in detail and introduce their chosen one to the class.

Unit Questions:

1. What kind of Japanese modern arts do you know?
2. What is calligraphy? What are the tips in calligraphy?
3. Have you ever seen any Japanese gardens? What are the characteristics of Japanese gardens?
4. Which Japanese art are you going to introduce to the class?

Main content addressed:

- Students will learn the importance of Japanese modern arts and appreciate them.
- Students will learn how to do Japanese calligraphy. They will also learn how to use calligraphy's brushes.
- Students will go to Mitsuo Aida's museum and learn his calligraphy's style and his poems.
- Students will select one of the Japanese modern arts and present it orally and then write about it as a short essay.

AOL: Human Ingenuity

Text Types: Biographical Recount

K. International School Tokyo

MYP Course Descriptions

Grade 9 Language B (English)



Grade 9	Language B (English) Language B (Japanese)	Humanities	Science	The Arts	Mathematics	Physical Education	Technology	Language B (Japanese) <u>Standard</u> <u>Advanced</u>
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Language B (English)

Grade 9

Unit 1: Rites of Passage

In Unit 1 the class will read the novel *Nights in the Sun* by Colin Bowles. Their assessment will include an assignment in which they will write a news report on the climactic event in the novel. The area of interaction is Health and Social education through class discussions about puberty and rites of passage in different cultures.

Unit Question: What does my choice of hero reveal about me?

Area of Interaction: Health and Social Education

Teacher Questions:

1. What was it like to live in Broome, Australia in the 1920's?
2. What are the literary features of this novel to learn and recognise?
3. How do people from other countries adapt to life in a country where they work as a temporary resident?
4. Why do some adolescents have a different view of the world and is puberty a difficult time for all teenagers?

Main content addressed:

- Students will answer a range of comprehension questions to test their understanding of the novel
- Students will learn colloquial language, idioms and new vocabulary presented in the novel.
- Students will listen and respond orally to arguments based on a dilemma faced by one of the characters in the novel.
- Students will adjust their style of writing for formal contexts and unknown audiences through a newspaper report and blurb that they write for the novel.

Unit 2: Of Mice and Men

In the second unit the class will read *Of Mice and Men* by John Steinbeck. Their assessment will include writing and performing a monologue from one of the characters in the novel and an essay comparing *Of Mice and Men* with *Nights in the Sun*. This will allow students to develop and show their understanding of how authors deal with similar themes in different cultures.

Unit Question: What responsibilities come with being a friend and part of a family?

Area of Interaction: Community and Service

Teacher Questions:

1. What was life like for people during the Great Depression?
2. What literary features does the author use to make his characters and their story come to life?
3. How are disabled people treated in society today and how has this changed in the last one hundred years?
4. How are similar themes portrayed by authors from different cultures?

Main content addressed:

- Students will analyze the characters and their circumstances to develop understanding of their place in the community.
- Students will learn new vocabulary and colloquial idioms from the novel
- Students will write a detailed essay and use embedded quotes to support their arguments/viewpoints.
- Students will identify and write an extended response about the similarities and differences in two novels that present some challenging themes and issues.
- Students will identify and write about the effects of literary techniques such as foreshadowing used by John Steinbeck.

Unit 3: The shape of things we say

This unit focuses on poetry from around the world and from different eras. It includes; William Shakespeare, introducing students to his language; William Blake; African Americans in spirituals; ancient Persia; China; and Japan. The poetry of different cultures will be compared and common and differing poetic devices, structures and content will be examined. For their assessment tasks students will write poems of their own in these styles. They will also compile an anthology of poems and write an introduction explaining the tradition, the conventions and writing of one or more of these poetic forms.

Unit Question: How is poetry universal and culturally unique?

Area of Interaction: Human Ingenuity

Teacher Questions:

1. What poetic devices are common across cultures?
2. What does the content of poetry reveal about a culture?
3. How is poetry used in different cultures?

Main content addressed:

- Students will read a wide variety of poetry and identify poetic techniques and structures
- Students will research one poetic style and present it their peers
- Students will write poems using the conventions of different forms of poetry.
- Students will select good examples of poetic forms and explain what makes them good examples

Unit 4: My Writing Spirit

In this unit students will read the novel “The House on Mango Street” and explore how she tells the story. They will closely analyze passages to study how structure and diction combine to add depth to a literary text. Students will reflect on their own community and select stories from it that they believe are worth telling. For their assessment tasks students will write a series of vignettes and anecdotes about the people in their community. They will also present an oral analysis of a passage from the novel.

Unit Question: How can lives be written up?

Area of Interaction: Community & Service

Teacher Questions:

1. What texts exist that tell the stories of minorities within a larger culture?
2. How do vignettes and anecdotes differ and how do they affect readers differently?

3. What and who needs to be considered when telling the stories of a minority community?

Main content addressed:

- Students will analyze how the author writes, focusing on diction and structures that contribute to mood and tone.
- Students will consider how characters can be presented by describing a few aspects of them in detail.
- Students will consider how important elements other than plot contribute in the telling of a story
- Students will write vignettes and anecdotes from their own lives and communities.

K. International School Tokyo

MYP Course Descriptions

2010-2011

Grade 9

Language B - Japanese Standard



Grade 9	Language A (English) Language A (Japanese)	Humanities	Science	The Arts	Mathematics	Physical Education	Technology	Language B (Japanese) <u>Foundation</u> <u>Standard</u> <u>Advanced</u>
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Language B - Japanese Standard Grade9

Unit 1 - Media & Technology

In this unit, students will discuss and write their opinions about the importance and influence of media and technology in today's society. They will also read the Japanese newspapers to understand the role of media and technology in Japan. Each student will present the news, acting like a newscaster.

AOL: Approaches to Learning, Human Ingenuity

Text Types: Description

Unit Questions:

1. In general, what is "Media"? And what is "technology"?
2. How do you use media and technology in your daily life?
3. What are positive and negative points of media and technology?
4. Which technology do you like to introduce to the class?
5. Do you appreciate the modern technology? If yes, when and how do you appreciate it?

Main content addressed:

- Students will learn vocabularies related to this unit and will make an oral presentation effectively.
- Students will be more familiar with the Power Point's presentation.
- Students will be aware of the importance of the media and modern technology and appreciate them more deeply.
- Students will understand the good and bad points of media.

Unit 2 – Festival

Students will be able to explore many types of festivals which serve to meet specific needs, as well as to provide entertainment. Students will research both Japanese festivals and numerous types of festivals in the world and introduce them into the class. They will also realize that these times of celebration offer a sense of belonging for religious, social, or geographical groups. Modern festivals that focus on cultural or ethnic topics seek to inform members of traditions. In past times, festivals were times when the elderly shared stories and transferred certain knowledge to the next generation.

AOL: Community Service

Text Types: Information Report

Unit Questions:

1. Do you know any festivals in Japan?
2. Do you know any festivals in the world?
3. Why do we need festivals?
4. What are modern festivals? What are traditional festivals in the past times?

5. What are numerous types of festivals in the world such as religious origins, seasonal change or some cultural significance?

Main content addressed:

- Students will learn the importance of festivals in the world and appreciate them.
- Students will investigate numerous types of festivals in the world.
- Students will learn that many festivals have religious origins; others involve seasonal change or have some cultural significance.
- Students will be aware of the importance of the festivals usually and ordinarily staged by a local community, which centers on some unique aspect of the community in Japan.
- Students will understand intercultural.

Unit 3: Short Stories

Student will be able to be a familiar with the modern Japanese literature, using short stories. They will analyze and appreciate stories. Students will create their own short stories and share them with their classmates. They will also be able to make a short skit and play it.

AOL: Approached to Learning, Human Ingenuity

Text Types: Response

Unit Questions:

1. Do you know any Japanese novels?
2. How can we create our own short stories?
3. Why is your short story interesting?
4. Can you draw any pictures or use photos to enhance your short story?

Main content addressed:

- Students will learn how to create their own short stories.
- Students will be accustomed to consulting an English – Japanese dictionary.
- Students will learn how to make the plot.
- Students will learn how to organize the layout of each page.

Unit 4 – Japanese Modern Arts

Students will explore various kinds of Japanese modern arts such as calligraphy, painting, gardening and Japanese popular music. They go to the art gallery or the museum or Japanese garden as their school excursion. They will select one Japanese modern art and investigate about it in detail and introduce their chosen one to the class.

AOL: Human Ingenuity

Text Types: Biographical Recount

Unit Questions:

1. What kind of Japanese modern arts do you know?
2. What is calligraphy? What are the tips in calligraphy?
3. Have you ever seen any Japanese gardens? What are the characteristics of Japanese gardens?
4. Which Japanese art are you going to introduce to the class?

Main content addressed:

- Students will learn the importance of Japanese modern arts and appreciate them.
- Students will learn how to do Japanese calligraphy. They will also learn how to use calligraphy's brushes.
- Students will go to Mitsuo Aida's museum and learn his calligraphy's style and his poems.
- Students will select one of the Japanese modern arts and present it orally and then write about it as a short essay.

K. International School Tokyo

MYP Course Descriptions

2010-2011

Grade 9

Language B - Japanese Foundation



Grade 9	Language A (English) Language A (Japanese)	Humanities	Science	The Arts	Mathematics	Physical Education	Technology	Language B (Japanese) Standard Advanced Foundation
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Language B - Japanese Foundation

Grade9

Unit 1 - Media & Technology

In this unit, students will discuss and write their opinions about the importance and influence of media and technology in today's society. They will also read the Japanese newspapers to understand the role of media and technology in Japan. Each student will present the news, acting like a newscaster.

AOL: Approaches to Learning, Human Ingenuity

Text Types: Description

Unit Questions:

1. In general, what is "Media"? And what is "technology"?
2. How do you use media and technology in your daily life?
3. What are positive and negative points of media and technology?
4. Which technology do you like to introduce to the class?
5. Do you appreciate the modern technology? If yes, when and how do you appreciate it?

Main content addressed:

- Students will learn vocabularies related to this unit and will make an oral presentation effectively.
- Students will be more familiar with the Power Point's presentation.
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- Students will understand the good and bad points of media.

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AOL: Community Service

Text Types: Information Report

Unit Questions:

1. Do you know any festivals in Japan?
 2. Do you know any festivals in the world?
 3. Why do we need festivals?
- 2

4. What are modern festivals? What are traditional festivals in the past times?
5. What are numerous types of festivals in the world such as religious origins, seasonal change or some cultural significance?

Main content addressed:

- Students will learn the importance of festivals in the world and appreciate them.
- Students will investigate numerous types of festivals in the world.
- Students will learn that many festivals have religious origins; others involve seasonal change or have some cultural significance.
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Unit 3: Short Stories

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AOL: Approached to Learning, Human Ingenuity

Text Types: Response

Unit Questions:

1. Do you know any Japanese novels?
2. How can we create our own short stories?
3. Why is your short story interesting?
4. Can you draw any pictures or use photos to enhance your short story?

Main content addressed:

- Students will learn how to create their own short stories.
- Students will be accustomed to consulting an English – Japanese dictionary.
- Students will learn how to make the plot.
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Unit 4 – Japanese Modern Arts

Students will explore various kinds of Japanese modern arts such as calligraphy, painting, gardening and Japanese popular music. They go to the art gallery or the museum or Japanese garden as their school excursion. They will select one Japanese modern art and investigate about it in detail and introduce their chosen one to the class.

Unit Questions:

1. What kind of Japanese modern arts do you know?
2. What is calligraphy? What are the tips in calligraphy?
3. Have you ever seen any Japanese gardens? What are the characteristics of Japanese gardens?
4. Which Japanese art are you going to introduce to the class?

Main content addressed:

- Students will learn the importance of Japanese modern arts and appreciate them.
- Students will learn how to do Japanese calligraphy. They will also learn how to use calligraphy's brushes.
- Students will go to Mitsuo Aida's museum and learn his calligraphy's style and his poems.
- Students will select one of the Japanese modern arts and present it orally and then write about it as a short essay.

AOL: Human Ingenuity

Text Types: Biographical Recount

K. International School Tokyo

MYP Course Descriptions

Grade 9 Mathematics



Grade 9	Language A (English) Language A (Japanese)	Humanities	Science	The Arts	Mathematics	Physical Education	Technology	Language B (Japanese) <u>Standard</u> <u>Advanced</u>
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Mathematics

Grade 9

Unit 1: Algebraic Terminology & Linear Equations and Inequalities

Unit Question: How can I contribute to a mathematical community?

Area of Interaction: Community and Service

Teacher Questions:

1. Is math a language? How is algebraic language similar to English?
2. What should we always remember when doing substitution?
3. What are like terms? Are a^2 and a like terms? Explain.
4. What are the similarities between adding algebraic fractions and adding regular fractions? Explain.
5. How is the expansion of two binomials similar to the distributive property? What are the expansion patterns?

Main content addressed:

- understand algebra related terminology
- convert words into algebra
- evaluate expressions using substitution
- collect like terms
- understand and be able to apply the distributive property $a(b + c)$ for positive and negative values of a
- add, subtract, multiply and divide algebraic fractions
- expand and simplify the product of two binomials by applying the distributive property twice
- discover and be able to apply patterns for the expansion of perfect squares and difference of squares
- determine and use expressions for perimeters and areas of figures

Linear Equations and Inequalities

Teacher Questions:

1. What procedure must we follow when isolating variables?
2. How can we check our solutions?
3. How is solving inequalities different from solving equations?
4. Why don't we use number lines to illustrate the solutions to equations, only for inequalities?
5. How can we use algebra to solve real life problems? Algebra is a procedure. How is being able to follow procedures important outside of the mathematics classroom?

Main content addressed:

- solve simple linear equations by inspection or trial and error
- maintain the balance of an equation
- use flowcharts to show how to isolate the unknown in algebraic expressions

- solve linear equations by isolating the unknown
- solve linear equations with a repeated unknown
- solve simultaneous equations
- solve linear equations which contain two or more fractions
- understand and use the inequality signs $<, >, \leq, \geq$ to write inequalities
- use a number line to show solutions to linear inequalities
- solve linear inequalities
- translate information into an algebraic expression
- translate a written problem into an equation
- use equations to solve practical problems
- find an unknown from a formula

Unit 2: Linear Relations and Coordinate Geometry

Unit Question: How can linear relations help us understand living things?

Area of Interaction: Health and social education

Teacher Questions:

1. Explain the difference between independent and dependent variables.
2. What methods can be used to graph an equation?
3. What is meant by slope? How is it calculated? How is slope used in real life?
4. What is slope-intercept form and why is it useful?
5. How can we use coordinate geometry to solve real life problems?
6. Does a system of equations always have 1 solution? Explain.
7. How were we able to use computers to assist us with our calculations?

Main content addressed:

- plot and describe points in the four quadrants of the Cartesian plane
- distinguish between the dependent and independent variable in a relationship
- use linear graphs in problem solving
- graph a linear relationship from a table of values
- determine when to join the points graphed with a straight line
- understand the meaning of the equation of a straight line
- form a linear algebraic equation from a table of values
- determine the slope and y-intercept of a line with equation of the form $y = mx + c$
- identify and graph horizontal and vertical lines from their equations
- use the formula $slope = \frac{y_2 - y_1}{x_2 - x_1}$ to find the slope of a line joining two points

- graph a straight line from its equation using the y-intercept and the slope, or by using the x and y-intercepts
- identify the x and y-intercepts on a linear graph
- find the slope of a line given its equation in General Form
- find the equation of a line from its graph
- find the point of intersection of two lines given their equations
- use graphical methods to solve simultaneous equations
- interpret travel graphs

Unit 3: Financial Maths

Unit Question: How can we show numbers compactly?

Area of Interaction: Human Ingenuity

Exponents

Teacher Questions:

1. How are exponents different from other numbers?
2. Do they follow the same rules as other numbers?
3. Can they be fractions? What would it mean?
4. What are the advantages of using exponents?

Main content addressed:

- understand index notation
- understand and apply laws of indices
- solve exponential equations
- use scientific notation
- understand fractional indices

Percentage and Business

Teacher Questions:

1. What is percentage and how do we convert to/from percentages?
2. What is the Unitary Method? Explain.
3. What is the difference between profit and loss? How are they calculated?
4. Why do we use multipliers for percentage increases & decreases?
5. What is the difference between compound interest and simple interest? When is this knowledge useful?

Main content addressed:

- convert between fractions, decimals and percentages

- express one quantity as a percentage of another
- find total amounts given a percentage using the unitary method
- find percentages of quantities
- understand and be able to calculate profit, loss and discounts using percent
- determine percentage increase or decrease
- use a multiplier to perform percentage change
- understand the difference between simple and compound interest
- use the formulae for simple and compound interest and apply them in practical applications
- interpret and analyze information from graphs, charts and tables using percentages

Unit 4: Formulae and Measurement

Unit Question: How much rain falls?

Area of Interaction: Environments

Teacher Questions:

1. If $1\text{m} = 100\text{cm}$, why doesn't $1\text{m}^2 = 100\text{cm}^2$?
2. When would we use perimeter, area and volume?
3. How is the area of a parallelogram related to the area of a rectangle? Do other such relationships exist between other common figures?
4. Is a cylinder a prism?
5. Why is measurement important? Are there other ways of measuring things? For example, how is the height of a building measured?

Main content addressed:

- convert units for length, area, and volume
- understand perimeter and be able to calculate the perimeter of polygons and circles
- use formulae to calculate the areas of common shapes (including parallelograms and trapezium)
- use formula to calculate the surface area of solids, cylinders and spheres
- use formulae to calculate the volume of prisms, pyramids, cones and spheres
- select and apply appropriate formulae in solving practical applications

Unit 5: Geometry

Unit Question: How can we know without measuring?

Area of Interaction: Human Ingenuity

The Pythagorean Theorem

Teacher Questions:

1. How is the square operation related to the square root operation?
2. What is a surd? Is $\sqrt{25}$ a surd? What about $\sqrt{21}$? Explain.
3. How is addition and subtraction of surds related to addition and subtraction of algebraic terms?
4. How are algebraic expansions related to surd expansions?
5. State Pythagoras' Law. Can you prove it?
6. Why is Pythagoras useful?

Main content addressed:

- approximate the square root of an integer that is between two perfect squares
- perform operations including expansions with surds
- solve equations of the form $x^2 = k$
- understand and apply the Pythagorean Theorem to find unknown sides of right triangles
- practical applications of Pythagoras
- solve simple 3D Pythagoras problems

Deductive Geometry

Teacher Questions:

1. What special properties do triangles have?
2. What are the special quadrilaterals and what are their properties?
3. How can we determine if two triangles are congruent?
4. If two triangles are congruent what does this tell us?
5. What is a proof and why are they important?
6. How is our study of geometry related to deductive reasoning?

Main content addressed:

- understand and use geometry related terminology
- understand and use angle and triangle theorems
- find the interior and exterior angles of quadrilaterals and other polygons
- construct a triangle given sides and/or angles
- identify, prove and state cases of triangle congruence
- use triangle congruence in deductive proof
- use the properties of isosceles triangles in deductive proof

Transformations, Similarity and Trigonometry

Teacher Questions:

1. What are transformations?
2. Where can knowledge of transformations be applied?
3. What does similar mean?
4. If two triangles are similar what does that tell us?

5. What is trigonometry?
6. How can trigonometry be used?

Main content addressed:

- define and recognize the following transformations: translation, reflection, rotation, enlargement
- determine the translation vector in a translation
- draw the image of a figure under a translation, reflection, rotation, or enlargement
- determine the centre and angle of rotation
- find the centre of rotational symmetry
- find the axis (axes) of symmetry of a figure where possible
- find the scale factor and centre of enlargement
- identify similar triangles and use them to find lengths and to solve problems
- determine the opposite side, adjacent side and hypotenuse in a right angled triangle
- find sin, cos and tan ratio values from a unit circle diagram
- use a calculator to find sin, cos and tan ratio values
- define the three trigonometric ratios in any right angled triangle
- use the three trigonometric ratios in any right angled triangle to find the length of an unknown side and/or the measure of an unknown angle
- choose and apply trigonometric ratios to solve problems

Unit 6: Quadratic Expansion and Factoring

Area of Interaction: Health and Social Education

Teacher Questions:

1. How can we extract a HCF from an expression?
2. What does “quadratic” mean and how can we tell if an equation or expression is quadratic?
3. Are quadratic equations linear?
4. How is factoring useful to solve equations of the form $ax^2 + bx + c$?
5. Does the procedure change when $a \neq 1$? How?
6. How can we use factoring to solve real life problems?
7. What type(s) of real life problems involve quadratic equations?

Main content addressed:

- identify the HCF of algebraic expressions
- factor expressions by removing the HCF
- factor the difference of two squares
- factor perfect squares
- factor quadratic trinomials of the form $x^2 + bx + c$

- investigate the factorization of trinomials of the form $ax^2 + bx + c$ for $a > 1$
- apply appropriate factoring techniques to factor miscellaneous algebraic expressions
- simplify algebraic fractions by factoring and cancelling common factors
- use the Null Factor law to solve quadratic equations by factoring
- solve practical problems using quadratic equations

K. International School Tokyo

MYP Course Descriptions

Grade 9 Health & Physical Education



Grade 9	Language A (English) Language A (Japanese)	Humanities	Science	The Arts	Mathematics	Physical Education	Technology	Language B (Japanese) <u>Standard</u> <u>Advanced</u>
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Health and Physical Education

Grade 9

Unit 1 - Basketball

Students are to work in class time learning basketball and activities to improve their basketball skills such as dribbling, passing, shooting, defense and moving into space, as well as developing their understanding of the rules of the sport. Throughout the unit students will compete in game situations to demonstrate their participation level within a team activity. Theoretically students will have an opportunity to show their understanding of basketball through an end of unit written task.

Unit Question: How does working cooperatively influence decision making?

Area of Interaction:

Health and Social Education:

- *Awareness and understanding of:* ourselves in the wider community – working positively within a team environment, communication of ideas and supporting others
- *Reflecting on:* understanding ourselves – through personal management of accepting referee decisions, and the improvement of self-esteem through playing sport
- *Making choices in terms of:* understanding ourselves – including self-control that can be tested during competitive situations

Teacher Questions:

1. What are the fitness components required to be successful in a game of basketball?
2. Which countries of the world is basketball popular? Why is it popular in these areas/countries?
3. Why is technique so important in basketball?
4. How is scoring conducted in basketball?
5. How can each student best contribute to their team?

Main Content Addressed:

- Demonstrate an understanding of the rules and terminology of basketball
- Demonstrate an understanding of the skill progressions needed to learn a skill and the techniques to succeed in basketball
- Displays the correct techniques when completing a pass, shot, dribble, steal and rebound
- Explore different roles/positions in a team situation eg. Attack and defence
- Demonstrate fair play and teamwork in a competitive setting

Unit 2 – Fitness

The focus of this unit is about understanding the phrase '*fit for life*'. It's about understanding that Physical fitness is the functioning of the heart, blood vessels, lungs, and muscles to function at optimum efficiency. A focus will be on fitness testing and goal setting for fitness. We will also be examining health and fitness in detail.

Unit Question: How can we become physically fit for **life**?

Area of Interaction:

Health and social education:

- Awareness and understanding of ourselves in the wider society
- Reflection on ourselves and others such as personal management.
- Taking action in terms of ourselves and others including diet and exercise

Teacher Questions:

1. Do you understand the phrase *'fit for life'*?
2. Do you understand respiration rate and why it increases?
3. When running long distances, why is it important to pace yourself?
4. Why is it important to cool down after exercise?
5. What are the short and long-term effects of exercise?

Main Content Addressed:

During the course of this unit students will:

- Improve the consistency of their sustained running techniques
- Apply strategies for effective competitive performance
- Show a good range of skills used over different times and distances and the ability to vary them to suit the needs of the activity or event other than x-country
- That fitness can also be divided into five categories: aerobic fitness, muscular strength, muscular endurance, flexibility, and body composition.
- Looking at health and fitness in detail: Health, Fitness and Exercise, The effects of Exercise, Diet and Nutrition, Energy, Endurance, Strength, Speed and Power, Flexibility, Age & Gender, Somatotype, Sport and Personality, Hygiene, Drugs, Other Things that Affect Performance

Unit 3 – Dance

This unit focuses on balance and movement and the student's ability to create a simple sequence using a variety of different forms of travel, movement, levels, direction, speeds and balance. The students will also be required to work in a partnership and produce a booklet on how they perform their sequence, the balances within the sequence and any themes or difficulties they encountered when creating their unique sequence.

Unit Question: How can dance be promoted?

Area of Interaction:

Human Ingenuity:

- Awareness and understanding of the individual desire to create, develop or change things
- Reflection on how subjects have “ways of thinking”
- Taking action to think creatively

Teacher Questions:

1. How changing and varying the speed, direction and level of their sequence affects the way it looks and increases its interest for the audience?
2. How can I use different levels to make the sequence more aesthetically pleasing?
3. Describe the relationships they have with their partner(s), and use different combinations of chosen shapes, directions in which they move, and timing of their actions.
4. Why is body tension so important in dance?

Main Content Addressed:

During the course of this unit students will:

- Teach them how to work and then perform in pairs. – discuss the advantages and disadvantages.
- Select some of their ideas, actions and balances and teach them to a partner using key vocabulary, and then perform them together in the final sequence.
- Be encouraged to explore ideas that help when linking the composition of their movements and balances, *e.g. contrasting speed, shapes and levels; mirroring and matching shapes and actions; timing (canon and unison); using different pathways (moving toward, away, around and over a partner); using music*. Teach them how to choose and use these in their sequences.
- Talk about choosing and practicing actions and balances, and about finding different ways of linking them. Help the students to cooperate when adapting their actions and ideas when working with a partner.

Unit 4 - Soccer

This unit focuses on advanced soccer skills and introduces different positional play conceptions as well as attacking and defending skills and basic tactical considerations, refereeing skills and goal keeping skills. The unit will look at different playing surfaces and how they affect performance.

Unit Question: How can you play competitive games with speed without sacrificing precision?

Area of Interaction:

Environments:

- Awareness and understanding of different environments in different circumstances
- Reflection on the students' own actions related to the environment
- Taking action to appreciate the ways in which environments are manipulated, transformed, controlled, preserved or destroyed by people.

Teacher Questions:

1. Discuss the roles and responsibilities different positions?
2. How can you contribute?
3. What influence does playing on different surfaces influence the outcome of a game?

Main Content Addressed:

During the course of this unit students will:

- Experience different Environments to play Soccer on.
- Recap on the dribble, a variety of turns, stopping the ball, a short kick (side foot) and the long lever kick.
- Look at the many ways to present feedback and how to provide peers with opportunities to reflect on learnt skills and game play.

Unit 5 – Athletics

In the unit the students will be covering all aspect of track and field (Throwing, Jumping & Running). They will be recording times and distances in all areas and trying to beat personal best from last year or previous lessons. The students will look at various techniques and choose between them for which one seems the most comfortable for them.

Unit Question: How can Athletics promote an ideal body/ body image?

Area of Interaction:

Health and social education:

- Awareness and understanding of training principles and effects of exercise
- Reflection on how physical education can directly and indirectly influence wellness
- Taking action in terms of ourselves and others including personal values and taking responsibility

Teacher Questions:

1. What is the difference in starts and finishers to sprints and long distance?
2. Discuss various sprint techniques?
3. Discuss the 2 types of shot-putt techniques?
4. Why is the scissors an outdated technique for high jump?
5. What are the 2 types of technique for long jump?

Main Content Addressed:

- Sprints/ Middle Distance/ Long Distance

- Shot putt/ Discus
- Long Jump/ High Jump
- Learning all the rules and regulations associated with each event
- Recording times and learning techniques on how to improve personal bests

Unit 6 - International Games

In the unit the students will examine cultural games that they will teach to other members of the class. The student's experiences will be utilized in promoting awareness of other cultures. International games will also be introduced to the students in the hope to show them new activities.

Unit Question: How can I promote sport through International games?

Area of Interaction:

Environments:

- Awareness and understanding of different environments in different circumstances
- Reflection on the students' own actions related to the environment
- Taking action to appreciate the ways in which environments are manipulated, transformed, controlled, preserved or destroyed by people.

Teacher Questions:

1. How have games evolved over time?
2. What games have similar attributes?
3. Is winning an Olympic gold medal the ultimate success?
4. Why are games created?
5. Are the richer sports getting richer and the poorer getting poorer?

Main Content Addressed:

- Students promoting cultural sports
- The pros and cons of the International sporting contests
- Are the rich sports getting richer and the poor getting poorer?
- Examining non familiar sports

K. International School Tokyo

MYP Course Descriptions

Grade 9 Science



Grade 9	Language A (English) Language A (Japanese)	Humanities	Science	The Arts	Mathematics	Physical Education	Technology	Language B (Japanese) <u>Standard</u> <u>Advanced</u>
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Science

Grade 9

Unit 1: Elements and the Periodic Table

In this unit, students will use the particle theory of matter to explain the behavior of substances that form chemical compounds and further their knowledge of how the configuration of the atom determines how it reacts in the presence of other substances. They will learn about the nature of chemical reactions, formulae and reaction rates. They will test materials to see their suitability for various purposes, and will understand the organization of the periodic table and how it allows us to make predictions about the configuration and behavior of atoms.

Unit Question: How can an understanding of the atom enable us to make predictions about its behavior?

Area of Interaction: Human Ingenuity

Teacher Questions:

1. How can the particle theory of matter to explain the classification of matter into solids, liquids and gases?
2. How are the components of an atom are thought to be held together and how does the shell model to explain how atoms absorb and emit energy?
3. What are the characteristics of atoms, including mass number, atomic number and ions.
4. How can you tell whether an element will form anions or cations or will covalently bond?
5. How can formulas and equations be balanced?
6. What is the Law of Conservation of Matter.
7. How is the periodic table organized and how can it be used to predict the properties of atoms.

Main Content Addressed:

Conceptual Skills & Processes:

- Use the shell model to draw the electron configuration of atoms
- Use the terms 'group number' and 'period number' to discuss how the electron configuration of an atom of an element relates to its position in the periodic table.
- Describe how ions are formed.
- Discuss how electrons are transferred when ions react to form compounds.
- Describe how ionic compounds are held together.
- Use valency tables to write chemical formulae for ionic compounds.
- Give examples of chemical reactions that occur in everyday situations.
- List and describe the possible changes that can be observed when a chemical reaction is taking place.
- Use the particle theory of matter to explain what happens during a chemical reaction.
- List and describe the factors that can affect the rate of a particular chemical reaction.
- Be able to use tests on standard solutions to determine the identity of unknown solutions.

Practical Skills and Processes:

- Conduct experiments to demonstrate the Law of Conservation of Matter.
- Conduct experiments to demonstrate the existence of ions.
- Conduct experiments to explain the differences between ionic and molecular properties
- Write chemical word equations to indicate the reactants and products formed for a particular chemical reaction.
- Conduct experiments to demonstrate the Law of Conservation of Matter.
- Write chemical formula equations and balance them according to the Law of Conservation of Matter.

Unit 2: Living Earth: Earthquakes and Volcanoes

Students will understand that evidence for some of the past events and changes that have occurred on Earth still exist in many geological features of the Earth. Through simulations, data analysis and audio-visual accounts, students will observe and quantify these relationships, focusing on the theory of plate tectonics and how the movements of plates lead to earthquakes and volcanoes.

Unit Question: How can understanding the past behaviour of geological features help us to predict future changes to our environments?

Area of Interaction: Environment

Teacher Questions:

1. What are the layers of the earth and what are they composed of?
2. What is the theory of plate tectonics and what is the evidence that supports it?
3. Are there different types of volcanoes?
4. What are the different types of earthquake waves and what kind of damage each causes?
5. How can buildings be designed to resist earthquakes?
6. How can people cope with a natural disaster such as an earthquake or volcanic eruption?
7. How can the epicenter of an earthquake be calculated?
8. How are earthquakes and volcanoes monitored?
9. How has our ability to cope with earthquakes evolved over time?
10. What is the relationship between plate tectonics, earthquakes and volcanoes?

Main Content Addressed

Skills & Processes:

1. Discuss the composition of the Earth in terms of the continental crust, oceanic crust, lithosphere, asthenosphere, outer core and inner core.
2. State the theory of plate tectonics
3. State the difference among different types of volcanoes
4. List the benefits and hazards of volcanoes
5. List the types of earthquake waves and the kind of damage each causes
6. Be able to describe aspects of earthquake proof building design.
7. Describe the types of plate boundaries that exist on the Earth and the geological events that occur because of movement at these boundaries
8. Describe the evidence for plate tectonics
9. Describe a volcano.
10. Calculate the location of the epicenter of an earthquake using triangulation
11. Calculate the magnitude of an earthquake, given data regarding P and S waves
12. Investigate and write about early warning systems that are designed to assist in coping with natural disasters
13. Prepare disaster preparedness information for the public

(Due to the nature of this topic, there is no opportunity for laboratory experiments).

Unit 3: Life and Living: Human Body

In this unit, students understand that not only is structure related to function, but also that all the body systems work together to make a functioning organism designed to survive in the environment in which it lives

This will involve a study of five human body systems: the circulatory, nervous, reproductive, digestive and respiratory. They will also understand that the effects of change such as disease can be recognized in systems and what can be done to keep the body healthy.

Unit Question: To what extent does understanding human body systems prepare us for a healthy life?

Area of Interaction: Health and Social Education

Teacher Questions:

1. How are different body systems adapted to the function of the animal that they find themselves associated with?
2. What are the evolutionary trends in body systems as you move up the evolutionary ladder from fish to mammals?
3. How do body systems interact with each other to support the functions of the whole organism?
4. What are the characteristics of respiratory surfaces?
5. What are the parts of the 5 body systems and how do they function?
6. How does oxygen get to all of the cells of our body?
7. How have body system diseases impacted upon society?
8. How can we maintain healthy systems?

Main Content Addressed:

Conceptual Skills and Processes:

1. State the relationship between cells, tissues, organs and organ systems.
2. Describe the major body systems, including circulatory, respiratory, nervous, digestive and reproductive, giving examples of organisms that are involved in each system.
3. Describe, how the organs in each system interact to make the system functional
4. Describe interactions between systems, such as respiratory and circulatory.
5. List the characteristics of respiratory surfaces and villi in the small intestine and how they have evolved to maximize surface area.
6. List the components of blood and state the function of each.
7. Differentiate between arteries, veins and capillaries and recall the structure and function of the components of the heart.
8. Describe differences between the sympathetic and parasympathetic nervous systems and the main parts of the brain and their functions.
9. Draw a diagram of a typical animal cell showing the nucleus, cytoplasm and cell membrane.
10. Describe the pathway of air as it travels from the outside of the body to the innermost part of the lungs.
11. Describe the process of gas exchange in humans.
12. Outline the mechanics and control of breathing.
13. Discuss why a circulatory system is needed in humans.
14. Describe the pathway of blood through the double circulatory system in humans.
15. Be able to label the parts of the 5 major body systems.

Practical Skills & Processes:

1. Measure the vital capacity and tidal volume
2. Measure pulse and blood pressure
3. Demonstrate muscle fatigue using an in class investigation

Unit 4: Energy and Change: Electricity

Students understand that the energy produced from the flow of electrons can be harnessed to power various machines. In interactions and changes, energy is transferred and transformed but is not created or destroyed. The different ways of obtaining and utilizing energy have different consequences.

Unit Question: How can electricity be harnessed for human use?

Area of Interaction: Human Ingenuity

Teacher Questions:

1. How can we demonstrate the law of magnetic fields?
2. What are the characteristics of insulators and conductors?
3. What are some of the differences between series and parallel circuits?
4. What is the relationship between current, voltage and resistance?
5. How is a short circuit explained in terms of Ohm's law?
6. How can we use our knowledge of electromagnetism to explain the operation of devices that use electromagnetic principles?

Main Content Addressed

Conceptual Skills & Processes:

1. List the characteristics of insulators and conductors
2. State the Laws of Magnetic Fields
3. State, in terms of atomic structure, why metals are good conductors of electricity
4. Define current, voltage, resistance and power
5. Know the relationship between current voltage and resistance
6. Discuss the phenomenon of electricity in terms of electron flow.
7. Discuss how a simple electric circuit can be used to demonstrate electron flow.
8. Draw a flow chart that illustrates the sequence of events that occur when:– a simple cell is connected in a circuit
9. Explain the difference between a single dry cell, an alkaline cell and a rechargeable cell.
10. Draw circuit diagrams of series and parallel circuits
11. Solve simple problems involving current, voltage, resistance and power

Practical Skills & Processes:

1. Construct series and parallel circuits and investigate factors that cause current and voltage changes in circuits.
2. Construct and modify circuits that control the flow of electrons and transformation of electrical energy into other forms of energy.
3. Demonstrate magnetic fields using bar magnets
4. Carry out an independent investigation on the effect of a variable on current or voltage using Volta's pile.
5. Investigate & explain static electricity.

K. International School Tokyo

MYP Course Descriptions

Grade 9 Technology 2010-2011



Grade 9	Language A (English) Language A (Japanese)	Humanities	Science	The Arts	Mathematics	Physical Education	Technology	Language B (Japanese) <u>Standard</u> <u>Advanced</u>
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Technology Grade 9

Unit 1: Unpack the Future

This unit challenges students to explore possible packaging solutions beyond that which is currently available.

The students research issues relating to packaging in our modern society and produce innovative and creative designs in response to current issues and problems. It is an open ended design brief that requires the research of packaging materials and issues such as sustainability along the whole supply chain.

Unit Question: How can the environmental impact of products be reduced?

Area of Interaction: Human ingenuity

Teacher Questions:

1. How can packaging be designed to match the shape of the product as closely as possible?
2. What packaging material would best protect the product from being damaged before consumption?
3. How can packaging be reused or recycled when it is no longer needed as packaging?
4. How can packaging make a product stand out from others at the point of sale?
5. What basic information needs to be included on packaging?

Main content addressed:

- Students will investigate packaging design issues and identify a suitable product to package.
- Students will design several engaging packaging ideas for their chosen product.
- Students will plan a logical set of steps to produce their selected design.
- Students will create a mockup of their packaging from card using a range of hand tools and techniques.
- Students will evaluate their packaging through physical testing and feedback received from users.

Unit 2: K Story 3D

This unit challenges students to develop concepts for the refurbishment of their learning environment at school (K International School Tokyo).

In this unit students will use Google Sketchup software to design a playground for the early years' students at KIST.

Unit Question: How can space be best used to create a playground?

Area of Interaction: Environments

Teacher Questions:

1. How can we create different shapes in Google Sketchup?
2. What makes a playground fun?
3. What designs of playgrounds best use the available space?

4. How can we turn a 2D shape into a 3D shape using Google Sketchup?

Main content addressed:

- Students will investigate the basic features of Google Sketchup.
- Students will design three potential models for a school playground
- Students will plan a logical set of steps to use the tools in Google Sketchup
- Students will create their model using Google Sketchup
- Students will evaluate their performance against the design specification

Unit 3: Enhancing the Learner Profile

Students will use the Design Cycle to investigate various tools and techniques in Photoshop elements to enhance a KIST photograph which demonstrates one of the IB learner profile attributes.

Unit Question: How can we manipulate a photograph to portray a message?

Area of Interaction: Community and service

Teacher Questions:

1. How can we communicate the learner profile through photographs?
2. How can the photograph be further enhanced?
3. What makes a great photograph?

Main content addressed:

- Students will investigate the various tools and techniques used to enhance photographs and also understand their chosen learner profile attribute
- Students will design several methods of photograph enhancement
- Students will plan a logical set of steps to enhance their photograph to clearly communicate the selected attribute
- Students will use Photoshop Elements to manipulate their photograph
- Students will evaluate their final product by surveying school community members

Unit 4: Data Managed!

The central idea for this unit is that data/information management technologies often influence society in both positive and negative ways. Advancing from industrial age to information age has presented with a need to develop tools for data/information management. Databases are one such tool that is widely used for the purpose of data/information management. On one hand databases make data/information management easy and efficient but on the other hand they may give rise to social and ethical concerns.

Unit Question: How can systems be used to manage data?

Area of Interaction: Human Ingenuity

Teacher Questions:

1. What is information/data management?
2. How important is management of information?

3. How do people manage information?
4. How have database systems enabled us to efficiently manage information?
5. How has the use of databases in public and private sectors influenced society?

Main content addressed:

- Microsoft Access 2007
- Using the interface
- Designing and creating a database
- Relationships
- Database objects – tables, forms, queries, reports, data access pages
- Controls and charts – labels, text boxes, check boxes, option buttons, option groups, list boxes, combo boxes, drop down boxes, command buttons, creating and customizing controls, tab controls, conditional formatting
- Working with data - Adding, modifying, cutting, copying, finding, sorting, grouping data
- Creating and using expressions
- Database functions