Grade 10 Language and Literature (English)
Course Description

Unit 1: The Centre Cannot Hold

Global Context: Identities and Relationships
Key Concept: Perspectives
Related Concepts: Audience imperatives, Setting, Theme, Character, Style
Text: ‘Things Fall Apart’ by Chinua Achebe

Critical readers can identify aspects of style (for example: allusion, indirect/direct characterization, allegory, tragedy…) in a text. By doing so they are able to make connections between the different perspectives of characters and readers of the novel ‘Things Fall Apart’. From these perspectives readers are able to understand how people adjust to new ways of thinking while maintaining traditions of their society.

Main content addressed:
- Students will understand some cultural traditions of Nigeria and make connections to their own culture.
- Students will read closely and complete a Readers Response Journal (RRJ)
- Students will develop an understanding of the cultural implications of colonization
- Students will be exposed to numerous text types and will create their own.
- Students will respond orally to a passage

Unit 2 – The Shirakawans

Global Context: Personal and cultural expression
Key Concept: Communication
Related Concepts: Point of view, Intertextuality, Character, Structure, Theme, Setting, Purpose
Texts: A selection of short stories by: Ernest Hemingway, Janet Frame, James Joyce
Students will focus on how the elements of literature come together in the short story format by analyzing the stories they read. Students will also examine the ways authors use language to suit their own purposes. They will consider the differences between what we can read from images and words, and they will write an original short story.

Main content addressed:
- Students will identify the ways short stories are constructed.
- Students will comment on and discuss the ways different authors use language.
- Students will analyze the writing of various authors and how they told stories of characters from one place.
- Students will write short stories.
- Students will deliver oral responses to literature.
**Unit 3 - Crying in the kitchen**

**Global Context:** Orientation in space and time  
**Key Concept:** Communication  
**Related Concepts:** Setting, Audience Imperatives, Style, Point of View, Context  
**Text:** ‘Kitchen’ by Banana Yoshimoto and ‘Nobody Knows’ directed by Hirokazu Koreeda

Students will explore the plot development and narrative structure of this story and recognize the linguistic devices used by the author. Intertextuality will be discussed when viewing ‘Nobody Knows’ and student will also ‘unpack’ the techniques used in film.

**Main content addressed:**
- Students will read and discuss complex themes, attitudes, and issues underlying this novel.
- Students will explain the use of stream of consciousness in the novel and write their own examples.
- Students will express an informed personal response to literature in an essay which they have edited for clarity, sequencing of ideas, and a consistent formal style.
- Students will study the elements of film, including sound, light, point of view/perspective and how they are used in the film version, or they will study the elements of drama to create their own re-enactment.

**Unit 4: Vaulting ambition o’er leaps itself**

**Global Context:** Fairness and development  
**Key Concept:** Creativity  
**Related Concepts:** Style, Character, Theme, Structure, Context  
**Text:** ‘Macbeth’ by William Shakespeare

They will learn and analyse the structure of a Shakespearian tragedy and use this to help them analyze the play as a whole. Students will complete close studies of passages and commentaries on language use, as well reflect on why Shakespeare is still popular today.

**Main content addressed:**
- The structure of a Shakespearian tragedy and how it develops theme and character in particular
- Language techniques used by Shakespeare  
- The context (historical, cultural and social) of the play ‘Macbeth’  
- The themes of Shakespeare are universal
Unit 1: The Centre Cannot Hold

**Global Context:** Personal and Cultural Expression  
**Key Concept:** Culture  
**Related Concepts:** Context, Theme, Purpose  
**Texts:** ‘Things Fall Apart’ by Chinua Achebe

Critical readers can identify aspects of style (for example: allusion, indirect/direct characterization, allegory, tragedy…) in a text. By doing so they are able to make connections between the different perspectives of characters and readers of the novel ‘Things Fall Apart’. From these perspectives readers are able to understand how people adjust to new ways of thinking while maintaining traditions of their society.

**Main content addressed:**
- Students will understand some cultural traditions of Nigeria and make connections to their own culture.  
- Students will read closely and complete a Readers Response Journal (RRJ)  
- Students will develop an understanding of the cultural implications of colonization  
- Students will be exposed to numerous text types and will create their own.  
- Students will respond orally to a passage

Unit 2 – Short Stories

**Global Context:** Personal and cultural expression  
**Key Concept:** Creativity  
**Related Concepts:** Voice, Point of View, Theme, Audience  
**Texts:** Various Short Stories

Students will focus on how the elements of literature come together in the short story format by analyzing the stories they read. Students will also examine the ways authors use language to suit their own purposes. They will consider the differences between what we can read from images and words, and they will write an original short story.

**Main content addressed:**
- Students will identify the ways short stories are constructed.  
- Students will comment on and discuss the ways different authors use language.  
- Students will analyze the writing of various authors and how they told stories of characters from one place.  
- Students will write short stories.  
- Students will deliver oral responses to literature.
Unit 3 - Crying in the kitchen

Global Context: Identities and Relationships  
Key Concept: Connections  
Related Concepts: Empathy, Stylistic choices, Audience  
Text: ‘Kitchen’ by Banana Yoshimoto

Students will explore various text types and recognize the linguistic devices used by the writers. In class we shall discuss the importance of studying texts to gain an appreciation of lives different to our own. Students will explore such text types such as eulogies, short stories, films, documentaries, songs and poems. These classes will be supported by audio and visual resources to help differentiate learning.

Main content addressed:
- Students will complete a visual interpretation related to the theme of the novel.
- Students will present an oral presentation on ‘mono aware’.
- Students will read and discuss complex themes, attitudes, and issues underlying this novel.
- Students will explain the use of stream of consciousness in the novel and write their own examples.
- Students will express an informed personal response to literature in the form of a letter, diary entry or obituary which they have edited for clarity, sequencing of ideas, and a consistent formal style.

Unit 4: A Spot of Madness

Global Context: Identities and Relationships  
Key Concept: Communication  
Related Concepts: Structure, Word Choice, Voice, Theme  
Text: ‘Macbeth’ by William Shakespeare

They will learn and analyse the structure of a Shakespearian tragedy and use this to help them analyze the play as a whole. Students will complete close studies of passages and commentaries on language use, as well reflect on why Shakespeare is still popular today.

Main content addressed:
- The structure of a Shakespearian tragedy and how it develops theme and character in particular
- Language techniques used by Shakespeare
- The context (historical, cultural and social) of the play ‘Macbeth’
- The themes of Shakespeare are universal
Japanese Language & Literature

Grade 10

Unit1: 意見文 「言語と文化」

自分のものの見方や考え方を広げるには、さまざまな見方・考え方を知ることが必要である。
「心が生まれた惑星」「日本の渚」「漢字の性格」などの論理的な文章を、表現に即して読み取る。
新しい分野への関心をもち、視野を広げ、自分の意見をもつ。

Unit Question: 筆者の意見に対してあなたはどのように考えますか

Teacher Questions:
1. 「心が生まれた惑星」を読み、事実と意見を分けて理解する
2. 筆者の意見を支える事実はなんでしょう
3. 筆者の論理の展開を理解する
4. 筆者は「文明や文化」の本質をどのようにとらえていますか
5. 「日本の渚」を読み、事実と意見を分けて理解する
6. 筆者の自然に対する思いはどんなものですか
7. あなたはどのように考えますか
8. 「漢字の性格」をよみ、筆者の主張を理解する
9. 筆者のいう「漢字の表意性」とはどのようなものですか

Main content addressed:
- 論理的な文章の構造を知る
- 科学的にものを考える方法を身につけよう
- 自然に対する目を向け方を変えよう
- 豊かになった現在の日本人が失ったものを考えよう
- 新しい分野への関心を持ち、視野を広げ、自分の意見を書こう
- 書いた意見文を発表して討論をおこなおう
Unit2: 評論文「俳句の歴史」

芭蕉俳句から現代俳句までを鑑賞する。小林一茶俳句では、詠みこまれている小動物・昆虫に注目することにより、俳句の面白さや奥の深さについて学習する。その後、江戸時代から近現代にわたり、各時代の代表的な俳句の理解を深めるために、対比・切れ字・季語を中心に学習し、それらの知識を用いて、多角的に分析し、コメンタリーを書きます。

Unit Question: わたしたちは言語を使ってどのように共感を示すことができますか

Teacher Questions:

1・「古池」というと、どのような池を想像しますか
2・「蛙」というと、季節はいつですか。
3・この句の中では、何と何が対比されていますか。
4・その言葉から連想できる、抽象概念は何となにですか
5・作者は何に感動して、この句を詠みましたか。

Main content addressed:

- 近現代の俳句の特色を理解し、親しむ力を養おう。
- 切れ字・対比・季語などの技法を理解し、味わおう
- 作品を通して情操を豊かにしよう
- 俳句を作り出すにいたった作者の心を考えてみよう
- 気に入った作品を一つ選び、評論文を書いてみよう

Unit3: 随筆 『徒然草』

鎌倉時代に書かれた『徒然草』を読み、当時の人たちの生活習慣や考え方を学び、現代と比較することにより、普段なにげなく接していることから課題を見つけ、考えてみよう。

Unit Question: 昔のひとはどのような考えをもって生活していましたか

Teacher Questions:

1・吉田兼好はいつごろの人ですか
2・彼が生きた時代はどんな時代だったでしょうか
3・彼はどのような人生感をもっていたと思いますか
4・現代人と比べて違いはありませんか
5・現代人と比べてどちらが幸福だと思いますか
Main content addressed:

- 吉田兼好の人生観を理解する
- 当時の社会環境について理解する
- 当時の風俗習慣を理解する
- 現代とのちがいについて考える

Unit 4: 文学『夢十夜』・『変身』

文学には、日常ありえないと思われる状況が設定されているものが少なくなって。そのような文学に対して、すなおに向き合い、その世界感の中で文学を楽しむことを経験する。ユニークな視点をもった文学に接して、思考力をきたえ、文学的なものの見方・考え方を身につけよう。

Unit Question: 文学はどのような世界観を表すか。

Teacher Questions:

1・書き出しは、作品にどのような影響を与えていますか
2・話者は、一人称ですか、三人称ですか
3・文は長いですか、短いですか
4・どのようなレトリックが使われていますか
5・使われているレトリックは、どのような効果を与えていますか
6・なぜ、その漢字が使われていますか

Main content addressed:

- 身の回りの物事に興味を持ち、深く考える習慣を身につけよう
- 不条理な世界を体験してみる
- 与えられた状況設定の中で考えることになれる
- 日常性について考えなおすしてみよう
G10

Unit 1: Environment

In this unit students will be prompted to respond to the current debate on how societies and the environment shape each other. They will be encouraged to critically respond and debate this issue. They will be developing role-plays in different scenarios and settings: political debate, classroom, and panel of experts. Students will also be asked research current information and write, a magazine/newspaper critique, an environmental report, and argumentative essay to support their claims on the environment debate.

Unit Questions:
1. Do you think societies change the environment, or the environment changes societies?
2. What are the current environmental problems?
3. How do the Japanese government and companies endeavor to solve the environmental issues?

Main Content Addressed:
• Students will be able to understand the significance of the sustainability of the environment.
• Students will be able to analyze this issue critically.
• Students will understand how societies can change the environment for a better world.

Global Context: Globalization and sustainability
Unit 2: Media and 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.

Global Context: Science and technical innovation
Unit 3: Social Issues

As spoken interaction, students will learn how to discuss current social problems both logically and persuasively. They will learn how their argument should have a clear and consistent overall direction and purpose, although there may be digressions to illustrate a point. They will also learn how clear arguments should be appropriately supported by factual data and evidence. As written interaction, students will read various editorials and write formal letters to editors of newspapers and magazines.

Unit Questions:
1. Which social issues are you interested in? Why did you choose them?
2. Can you find factual data or evidence to clearly support your argument?
3. How can you impress or persuade an audience?
4. How do you write formal letters to editors?

Main Content Addressed:
• Students will discuss a controversial issue in our society.
• Students will learn what a reasoned argument is.
• Students will recognize why they need factual data and evidence to support their argument clearly.
• Students will develop problem solving skills.
• Students will write formal “Letters to the Editor”.

Global Context: Fairness and development
Unit 4: 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.

Global Context: Personal and cultural expression
Japanese Language Acquisition Phase 1-3 2014-2015

Unit 1 Environment
In this unit students will be prompted to respond to the current debate on how societies and the environment shape each other. They will be encouraged to critically respond and debate this issue. Students will also be asked research current information and write, a magazine/newspaper critique, an environmental report, and argumentative essay to support their claims on the environment debate.

Unit Questions:
1. Do you think societies change the environment, or the environment changes societies?
2. What are the current environmental problems?
3. How do the Japanese government and companies endeavor to solve the environmental issues?

Main Content Addressed:
- Students will be able to understand the significance of the sustainability of the environment.
- Students will understand how societies can change the environment for a better world.

Unit 2 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.
Unit 3 Social Issues (Current Events & News)
Students will learn how to read a newspaper for the Japanese elementary students, which is called “Asahi Shougakusei Shinbun.” They will learn about social issues in Japan, as well as becoming familiar with major current news events in the world. Maintaining and refining previously learned oral proficiency skills, they will discuss about ways of solving problems for each social issue.

Unit Questions:
1. Which social issues are you interested in? Why did you choose them?
2. Can you find factual data or evidence to clearly support your argument?
3. How can you impress or persuade an audience?
5. How do you write formal letters to editors?

Main Content Addressed:
* Students will discuss a controversial issue in our society.
* Students will learn what a reasoned argument is.
* Students will recognize why they need factual data and evidence to support their argument clearly.
* Students will write formal “Letters to the Editor”.

Unit 4 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.
Unit 1: Why we are Revolting! (7-9 weeks)

The way that human beings organize their communities today has been greatly influenced by change resulting from Political Revolutions. The purpose of this unit is to explore the reasons why people throughout the past and present have created political change through Revolution. The French Revolution of 1789 to 1792 will be used as a case study to explore these reasons. Students will use their learning in this section of the unit to allow them to investigate a significant political revolution of their own choice from the past or present as their End Task. Students will also develop their analytical writing and source evaluation skills through two other assessments in this unit.

MYP Unit Question: Why do political revolutions happen?
Subject: History
Key Humanities Concept: Change

Teacher Questions:

1. What is a Political Revolution? Why do they happen?
2. What was the French Revolution? Why is it significant in History?
3. Why did the French People revolt in 1789 and why had they declared a Republic and executed their King by January 1793?
4. What sort of person was Marie Antoinette?
5. What happened to the French Revolution?
6. Which Political Revolution will you choose to try and find out why the people were revolting?

Main Content Addressed:

1. Students should be able to describe what a political revolution is and identify and classify the main conceptual factors why political revolutions happen.
2. Students should be able to explain why the French Revolution is important in History.
3. Students should be able to explain the long, medium and short term causes of the French Revolution up to January 1793 and make a judgment on which they think is the most important reason.
4. Students should be able to identify the values and limitations of historical sources on Marie Antoinette based on their origin and purpose
5. Students should be able to give an overview of what happened to the French Revolution after 1793.
6. Students should be able to identify and research a political revolution and explain why the people of the chosen country decided to revolt! They should be able to present their research in the form of an Investigative Report.

End Task Assessment:

The purpose of the End Task to Unit 1 is for you to demonstrate your conceptual awareness of why political revolutions happen and have the opportunity to link this to a political revolution of your own choosing. You will also follow through a process of research with the assistance of our teacher librarian and create an investigative report. You will need to identify a range of sources which will also build on the source skills that were introduced and reinforced during the unit. We will have approximately two weeks to work on this.
Unit 2: The Lucifer Effect (Situational Variables) (7-9 weeks)

We often think that only certain people are capable of evil acts and dismiss such people as extreme examples of humanity. However, the purpose of this unit is to explore how certain conditions (situational variables) can cause perfectly normal and good people to carry out evil acts. Through this unit students will be given an introduction to the subject of Psychology and what a Psychologist does. They will then see how Psychological theories can be applied to History, specifically Zimbardo’s theory of Situational Variables. Students will get an opportunity to demonstrate their understanding of Psychology and the Lucifer Effect theory by choosing an individual from the past responsible for evil acts within a society and what action human communities could take to prevent this from happening in the future.

MYP Unit Question: What can cause ordinary people to carry out extreme acts of evil?

Subject: Psychology
Key Humanities Concept: Global Interactions

Teacher Questions:

1. What is psychology?
2. How can psychological theories be applied to better understand historical eras?
3. What is meant by perpetrators of evil?
4. How can members of a community reduce or prevent perpetrators of evil?

Main Content Addressed:

- Students should be able to explain what Psychology, what a Psychologist does and how a Psychologist conducts an experiment using one or two examples.
- Students should be able to explain Zimbardo’s theory of situational variables and the Lucifer Effect.
- Students should be able to explain what perpetrators of evil means and be able to explain some examples from the past and why certain individuals deserved to be named perpetrators of evil.
- Students should be able to provide ideas and suggestions of how members of human communities can prevent perpetrators of evil in the future.

End Task Assessment:

The purpose of the End Task to Unit 1 is for you to be able to identify and research an individual from the past responsible for acts of evil in a certain society and be able to apply Zimbardo’s theory of situational variables to explain why it happened. You should also be able to suggest action that could have prevented this ever taking place. You will firstly do this in groups and be asked to present a video documentary on this.
Unit 3: Why Can’t I Get Everything I Want?

Students will study the central problem in economics: while resources are scarce and have alternative uses, people’s wants are unlimited. The purpose of economics involves advising how best to use scarce resources in order to make goods and services to satisfy as many wants as possible. The area in which people make or produce goods and services to satisfy these wants is called an economy. An economy is comprised of production, exchange, and consumption. Production is any activity designed to satisfy people’s wants. Exchange is when one obtains the goods and services they cannot produce themselves by swapping or exchanging what they can make for the things they cannot make. The using up of goods and services to satisfy our wants is known as consumption. With this background, students will then examine how all countries suffer from scarcity of resources and must choose which wants to satisfy and how they will do this. There are a lot of different ways of choosing what to produce with scarce resources. One problem facing people when there is scarcity is deciding exactly what goods and services to make. Once it has been decided exactly what goods and services to produce, there is the problem of deciding how to make them. Finally, because of scarcity not every person’s wants can be satisfied so it must be decided whose wants to satisfy. Every society must choose and develop its own way of solving these problems.

MYP Unit Question: What is the ideal economic system?

Humanities Subject: Economics
Key Humanities Concept: Systems

Teacher Questions:

1. What is an economy?
2. What is an economic system?
3. What are different ways to organize an economy?
4. How have economic systems developed over time?
5. How are economic systems measured?
6. How are economies impacted?

Main Content Addressed

The students will:

- understand that people’s wants for goods and services are unlimited, while the resources used to make goods and services are scarce
- explain why scarcity of resources leads to choice and understanding that economics involves trying to increase people’s choices
- recognize that conflicts of interest are caused by scarcity on a local, national, and international scale
- understand the attributes of an economy and define production, consumption, and exchange
- classify the factors of production
- understand the problem of resource allocation and recognize the existence of different solutions to the problems of resource allocation
- define an economic system and compare, contrast, and assess these different economic systems
- account for differences in the development of different economies
- understand that economic systems are designed by people to serve people and therefore can be changed if unsatisfactory

End Task Assessment:

The purpose of the End Task to Unit 3 is for you to demonstrate an ability to compare and contrast different economic systems in an analytical essay.
Unit 4: Health and Development (6-8 weeks)

We often think that only certain people are capable of evil acts and dismiss such people as extreme examples of humanity. However, the purpose of this unit is to explore how certain conditions (situational variables) can cause perfectly normal and good people to carry out evil acts. Through this unit students will be given an introduction to the subject of Psychology and what a Psychologist does. They will then see how Psychological theories can be applied to History, specifically Zimbardo’s theory of Situational Variables. Students will get an opportunity to demonstrate their understanding of Psychology and the Lucifer Effect theory by choosing an individual from the past responsible for evil acts within a society and what action human communities could take to prevent this from happening in the future.

MYP Unit Question: Why is health a global issue?

Humanities Subject: Psychology and Geography

Key Humanities Concept: Time, Place and Space

Teacher Questions:

1. Why is health becoming more of a global issue?
2. Why is health so closely linked to development?
3. What are the biggest health concerns today?
4. Why is health a key issue in population dynamics?
5. How do we test the link between health and development?
6. How do we conduct an inquiry into health and development?
7. Where do we find the data, and how do we sample it?
8. How do we analyze it?
9. Can we be sure of our findings?

Main Content Addressed:

- Students should be able to identify some of the world’s major health issues in the 21st Century.
- Students should be able to explain what development is and how it can be measured.
- Students should be able explain in depth about one significant health concern in depth.
- Students should be able to explain the link between health and population and how to test the link between health and development.
- Students should develop the skills and awareness to conduct an investigation to produce a report that investigates the link between health and development.

End Task Assessment:

The purpose of the End Task to Unit 4 is for you to follow a process of investigation and research to produce a report that shows the connection between health and development. You will need to demonstrate your knowledge of health and development and also your awareness of how to conduct research in the style of a Psychology Report.
MYP Sciences 9/10

The Sciences course for Grade 9 and 10 (5 lessons per week) is taught in three separate courses: Biology, Chemistry and Physics and is assessed internally. Students will have an opportunity to explore essential background theory, conduct practical work and research scientific issues of global importance.

Topics - Grade 9

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Topics - Grade 10

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<td>Reproduction and Pregnancy</td>
<td>Acids and Bases</td>
<td>Forces and Motion</td>
</tr>
<tr>
<td>Genetics and Evolution</td>
<td>Extraction of Metals and Electrolysis</td>
<td>Energy</td>
</tr>
</tbody>
</table>

Assessment:

Students are assessed according to the requirements of the IB Middle Years program. This breaks down as follows:

**Criterion A – Knowing and Understanding:** Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgements.

**Criterion B – Inquiring and Designing:** Intellectual and practical skills are developed through designing, analyzing and performing scientific investigations. Although the scientific method involves a wide variety of approaches, the MYP emphasizes experimental work and scientific enquiry.

**Criterion C – Processing and Evaluating:** Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached.

**Criterion D – Reflecting on the impacts of Science:** Students gain global understanding of science by evaluating the implications of scientific developments and their applications to a particular problem or issue.

**IB Diploma Program:** The MYP program is designed to allow students to progress on into the IB Program in Grades 11 and 12, where the same skills are assessed and built on but with a higher level of academic knowledge as required by universities and other institutions of higher education.
Mathematics 10 Extended with Mr. Jun (2014/2015)
email: jun.hishiyama@kist.ed.jp

Unit Descriptions

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Number</td>
<td>• Geometry and trigonometry</td>
</tr>
<tr>
<td>• Number Sequences, Binomial Theorem</td>
<td>• Transformational Geometry, Vectors, Unit Circle, Radians and</td>
</tr>
<tr>
<td>• Algebra</td>
<td>Trigonometric Equations</td>
</tr>
<tr>
<td>• Quadratic Functions, Exponential Functions and Logarithms, Inequalities, Factor and Remainder Theorems</td>
<td>• Statistics and probability</td>
</tr>
<tr>
<td></td>
<td>• Statistics, Bivariate Statistics</td>
</tr>
<tr>
<td></td>
<td>• Discrete mathematics</td>
</tr>
<tr>
<td></td>
<td>• Sets: set notation, union and intersection, elements,</td>
</tr>
<tr>
<td></td>
<td>complementary sets, venn diagrams</td>
</tr>
</tbody>
</table>

Tasks and Activities

Throughout each unit, we look at mathematics through a variety of activities. Below is a partial list of the types of activities we will use:

1. **Assignments**

   Students receive an assignment almost every class. Although time will be given in class to work on the assignment, students may need to spend some time at home completing the assignment. All assignments are due the following class. Emails are sent home if students fall behind.

   If a student is absent from class, the student is responsible for catching up on any missed work.

   If students have problems with any homework, they are encouraged to see me or email me at jun.hishiyama@kist.ed.jp. Tutorial sessions are available at lunch every day if requested and I can also make myself available for assistance most mornings.

2. **Quizzes**

   Some classes begin with a quick quiz covering the previous day’s assignment. The questions for these quizzes are often taken directly from the previous day’s assignment. Quizzes allow for the review of concepts covered the previous class. (There will not be quizzes for lessons where we review basic concepts.)

3. **Chapter Tests (Assessment Criteria A)**

   At the end of most chapters, a Chapter Test will be given. These tests will contain a variety of questions ranging from basic conceptual questions to mastery level questions.

   Students are required to complete test corrections on a separate piece of paper and resubmit them with the test before the date of the next unit test.

4. **Exams (Assessment Criteria A)**

   Students write cumulative exams 2 times per year.

5. **Projects & Written Assignments (Assessment Criteria A, B, C or D)**

   Some units include a project that involves investigations of mathematical concepts or patterns. Although class time will be given for these projects, students may need to contribute a significant portion of time outside of class to complete the assessment.

<table>
<thead>
<tr>
<th>MYP OBJECTIVE</th>
<th>BRIEF DESCRIPTION OF LEARNING EXPECTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Knowledge and Understanding</td>
<td>know and understand concepts from the five branches of mathematics (number, algebra, geometry/trigonometry, statistics/probability, discrete mathematics) and use this knowledge to solve problems in unfamiliar and real-life contexts</td>
</tr>
<tr>
<td>B: Investigating Patterns</td>
<td>select and apply problem-solving techniques to recognize and investigate patterns, describe patterns as relationships or general rules and make justified conclusions consistent with findings</td>
</tr>
<tr>
<td>C: Communication in Mathematics</td>
<td>use appropriate mathematical notation/terminology and different forms of mathematical representation (graphs, tables, etc) to communicate reasoning and mathematical findings</td>
</tr>
<tr>
<td>D: Reflection in Mathematics</td>
<td>reflect on findings, explain their importance, justify the degree of accuracy and suggest possible improvements methods/procedures</td>
</tr>
</tbody>
</table>
### Topics

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
</table>
| • Number  
  • Standard form, Degree of Accuracy, Set Language, Number Sequences | • Algebra  
  • Exponential Functions, Logarithms, Polynomials, Introduction to Calculus |
| • Algebra  
  • Inequalities, Proportions, Function Notation, Quadratic Equations, Quadratic Functions | • Geometry and Trigonometry  
  • Non-right Angle Trigonometry, Vectors |
| • Statistics and Probability  
  • Compound Probability, Conditional Probability | |

### Tasks and Activities

Throughout each unit, we look at mathematics through a variety of activities. Below is a partial list of the types of activities we will use:

1. **Assignments**
   
   Students receive an assignment almost every class. Although time will be given in class to work on the assignment, students may need to spend some time at home completing the assignment. **All assignments are due the following class. Emails are sent home if students fall behind.**
   
   If a student is absent from class, the student is responsible for catching up on any missed work.
   
   If students have problems with any homework, they are encouraged to see the teacher. Tutorial sessions are available if requested and teachers are available for assistance most mornings and after school.

2. **Quizzes**

   Some classes may begin with a quick quiz covering the previous day’s assignment. Quizzes allow for the review of concepts covered the previous class.

3. **Chapter Tests (Assessment Criteria A)**

   At the end of most chapters, a Chapter Test will be given. These tests will contain a variety of questions ranging from basic conceptual questions to mastery level questions.

4. **Exams (Assessment Criteria A)**

   Students write cumulative exams 2 times per year.

5. **Projects & Written Assignments (Assessment Criteria A, B, C or D)**

   Some units include a project that involves investigations of mathematical concepts or patterns. Although class time will be given for these projects, students may need to contribute a significant portion of time outside of class to complete the assessment.

### MYP Assessment Criteria

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<tr>
<th>MYP OBJECTIVE</th>
<th>BRIEF DESCRIPTION OF LEARNING EXPECTATION</th>
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<tbody>
<tr>
<td><strong>A: Knowing and Understanding</strong></td>
<td>know and understand concepts from the four branches of mathematics (number, algebra, geometry/trigonometry, statistics/probability) and use this knowledge to solve problems in unfamiliar and real-life contexts</td>
</tr>
<tr>
<td><strong>B: Investigating Patterns</strong></td>
<td>select and apply problem-solving techniques to recognize and investigate patterns, describe patterns as relationships or general rules and make justified conclusions consistent with findings</td>
</tr>
<tr>
<td><strong>C: Communicating</strong></td>
<td>use appropriate mathematical notation/terminology and different forms of mathematical representation (graphs, tables, etc) to communicate reasoning and organize information</td>
</tr>
<tr>
<td><strong>D: Applying Mathematics in Real-life Contexts</strong></td>
<td>identify elements of real-life situations, select and apply mathematical strategies to reach a correct solution, justify the degree of accuracy and justify whether the solution makes sense</td>
</tr>
</tbody>
</table>
Music

Grade 10

Unit 1: Music as the Background
Students will learn that specific composing devices used in a certain way can highlight the effects of human acting in the movie scene. They will compose original music accompaniment to the silent movie clip.

Statement of Inquiry: Interaction between art forms inspires creativity, enriches artistic expression and enhances the experience of the audience
Key Concept: Change
Related Concepts: Innovation/Presentation/Audience

Global Context: Personal and Cultural Expression

Main Content Addressed:
- Background music
- Common/unique features of movie music
- Types of movie music in relation to the genre of the movie
- Silent movie music
- Difference between movie music and free composed music pieces
- Arrangement
- Synchronization

Unit 2: Music with the Words
Students will come to understand that the mixture of different artistic forms such as music and poetry brings up new ideas and genres. Students will compose a short scene of vocal music. Students will perform in a group performance. Students will understand the way several composers have written pieces where the music provides an accompaniment or background to words that are rather spoken than sung. In the end of the unit students will compose their own song.

Statement of Inquiry: Over time interaction between art forms can create a unique genre.

Key Concept: Aesthetics
Related Concepts: Composition/Presentation/Audience

Global Context: Personal and Cultural expression

Main Content Addressed:
- Power of vocal music.
- Relation between mood and rhythm of the poem and chosen elements of music expression
- Interaction between music and poetry
- Forms and genres of vocal music
- Subject – specific terminology (Melody, Accompaniment, Instrumentation, Binary Form)
G10 Visual Arts

Unit 1: A World of Change: Modernism to Post-Modernism.

Students will research Modernism as a philosophical movement of ideas and how art influenced and developed this. Students will look in detail at Early Cubism, German and European Expressionism, Fauvism and practice the techniques of each style. Students will explore the connections of these movements and research beyond to recognize the influence Modernism had on more recent Post-Modernist movements such as Pop Art, and how notions of equality and the breaking of traditional institutions were challenged. Students will research and investigate key artists responsible for developments of Modernism and will respond to the techniques and ideas learned to create a composition of their own in a chosen 2D medium.

Statement of Inquiry:
Social and technological developments pave the way for questioning old traditions and promoting fairness and equality.

Global Context: Fairness and Development.

Key Concept: Change
Factual- What is the Modernist historical period defined by?
Conceptual- How does cultural influence affect the making and subject matter of art-making?
Debatable- What are the positive and negative aspects of cultural influence?

Main Content Addressed:
• Know and understand what Modernist art movements are and what defined them.
• Know and understand how art movements contribute to and reflect societal influence.
• Know and understand the ideologies that underpinned Modernist art movements.
• Practice and develop painting, drawing and compositional skills.
• Compare and contrast various imagery and artistic intention.
• Discuss and interpret the positives and negatives of cultural influence and traditions.

Unit 2: Recyclable Fashion

Students will explore trends and changes in fashion and costume design. Students will study a variety of methods to create textiles such as fashion, costumes and body wear including paper construction, sewing and textile making techniques. Students will look at fashion design in history and research form and function of clothing and body wear, considering it for its significance in various cultures and societies. Students will discuss mass-production and the ethics of marketing in fashion. Students will explore methods of using recyclable and cost effective materials in order to create 3D wearable items. Students will learn what a design brief is and how to work within constraints. Students will respond to the specific design elements in order to achieve this.

Statement of Inquiry:
Ethically produced goods and services work to retain a global conscience and responsibility.
Global Context: Globalisation and Sustainability.
Key Concept: Aesthetics
Related Concepts: Audience, Innovation, Style.

Factual- What forms and functions does fashion design have? Who are some notable designers in fashion? What are the design elements? What is a design brief?

Conceptual- How can clothing be functional, achievable and take into consideration ethical production?

Debatable- When undertaking mass-production of a product, is trade or ethics more important?

Main content addressed:
• Know and understand different functions and forms of fashion design.
• Research and analyse fashion and its varying genres.
• Compare and contrast types designs for their materials, target market and aesthetics.
• Know and understand the design elements and how to incorporate them into a 3 dimensional design.
• Research, experiment and assess different materials for their suitability and fitness for purpose.
• Know and understand how to research a design brief and work to its constraints.

Unit 3: Different Ways of Seeing
Students will explore their own space and environment, and document their surroundings. Students will learn different effects moods that are created by using angles and perspective to record an environment. Students will research photographic documentation genres such as photo-journalism and visual narrative and analyse artistic intention and meaning that is conveyed. Students will explore photographic techniques as a way of representing our environment and creating a sense of belonging. Students will explore artistic intentions such as angles and perspectives create interest and communicate emotions and create their own personal photographic narrative.

Statement of Inquiry:
Imagery is an important and powerful recording device to communicate the world we live in.

Global Context: Personal and Cultural Expression
Key Concept: Communication
Related Concepts: Expression, Interpretation, Narrative, Composition.
Factual- What is photo-journalism? What is a visual narrative?
Conceptual- In what ways can our environment be represented to convey personal meaning?
Debatable- Is photographic documentation a truer way of capturing real-life experiences?

Main content addressed:
• Know and understand digital photography techniques.
• Know and understand the visual elements and how they apply to photography.
• Compare and contrast the work of photographers in history.
• Know and understand different ways and genres of recording events and real-life experiences.
• Know and understand how to create a visual narrative.
Grade 10 - Unit One

Team and International Pursuits

Volleyball, Hockey/Lacrosse and Cricket (2)

Global Context: Fairness and Development

Key Concept: Change

Related Concepts: Perspective and Choice

Statement of Inquiry:

Participants in sports can bring different perspective to the development and application of rules.

The ultimate goal is to have fun. Change and modification of existing rules leads to success. Success in performance leads to fun.

Inquiry Questions:

Factual: What are the function of specific roles or position in sport event organization?

What can event organizers communicate with intended audiences?

What are the local and global rules of etiquette?

Conceptual: How can we create balance between mind and body?

Why can the energy of a performance feel different to the audience and the performer? How can we create usable space?

Debatable: What makes an effective system of communication during game play? What are the most effective strategies for building highly collaborative teams? Why do patterns of movement need to change even though the end goal remains the same?
Grade 10 - Unit Two

Individual Pursuits
Athletics, Badminton and Tennis (5)

Global Context: Identities and relationship
Key Concept: Communication
Related Concepts: Perspectives and Interaction

Statement of Inquiry:
Managing player and team conflicts requires cooperation between differing perspectives.
Managing a successful sports program requires knowledge of local and global perspective.

Inquiry Questions:

Factual: What are the function of specific roles or position in this sport?
What type of communication is most beneficial?
What are the rules?

Conceptual: How can we create balance between mind and body?
Why can the energy of a performance feel different to the audience and the performer?
How can we create usable space?

Debatable: What makes an effective system of communication during game play?
What are the most effective strategies for building highly collaborative teams?
Why do patterns of movement need to change even though the end goal remains the same?