Unit 1: Healthy Relationships

Global Context: Identities and Relationships  
Key Concept: Perspective  
Related Concepts: Character, Point of view, Theme, Self-expression  
Text: ‘Bridge to Terabithia’ by Katherine Patterson

The students will investigate aspects of their own identity through their relationships with others. They will explore the concepts of bullies, mentors, friendship and grief. This knowledge will lead them to the awareness of how they treat others as well as the elements that are required in order for a healthy relationship to occur. The unit question will also be explored through use of the novel Bridge to Terabithia, by Katherine Paterson.

Main content addressed:
- Students will write a character sketch by using evidence from the text.
- Students will interview a member of their family about their experiences with friendship and write a recount in the form of an article.
- Students will explore the 5 elements of a novel and apply them to our novel study.
- Students will learn how to discuss a novel and its theme in small book club groups using the novel Bridge to Terabithia.
- Students will be able to write a narrative that addresses the themes of our unit.
- Students will complete weekly word studies based on vocabulary from the novel.
- Students will reflect on the concepts of bullies, loneliness and grief.

Unit 2: As You Wish

Global Context: Fairness & Development  
Key Concept: Communication  
Related Concepts: Character, Theme, Structure, Intertextuality, Style  
Text: ‘The Princess Bride’ directed by Rob Reiner

Students will use a visual text to explore the idea of a hero and elements of filmmaking via the study of the movie The Princess Bride.

Main content addressed:
- Students will use evidence from the film to evaluate how effectively a character is portrayed.
- Students will explore the seven types of heroes and develop a clear idea of the qualities that make a good hero in a film.
- Students will evaluate a film as a visual text.
- Students will be introduced to the terminology used in film study.
- Students will be able to write a monologue that addresses the themes of our unit.
- Students will complete weekly word studies based on elements of the film.
- Students will debate the idea of what a true hero is.
**Unit 3: The Power of One**

**Global Context:** Identities and Relationships  
**Key Concept:** Creativity  
**Related Concepts:** Setting, Context, Character, Theme  
**Text:** ‘I Am David’ by Ann Holm

Students will explore the notion that we must adapt in order to ensure our own survival. The unit question will be explored through use of the novels *I Am David*. Students will examine what both characters do mentally and physically to ensure their own survival, as well as the reasons that the two boys are alone through their struggles. Students will then reflect on their own thoughts regarding the elements of survival.

**Main content addressed:**

- Students will continue to learn how to discuss a novel and its theme in small book club groups using the novels *I Am David* and *My Side of the Mountain*
- Students will explore the importance of personal journeys
- Students use evidence from the text to determine the physical and mental struggles David and Sam went through
- Students will evaluate the lessons each character learned during their journey
- Students will reflect on their own notions of survival.

**Unit 4: Local Action, Global Change**

**Global Context:** Globalization and sustainability  
**Key Concept:** Connections  
**Related Concepts:** Audience Imperatives, Purpose, Genre, Theme  
**Texts:** Selection of texts to be used in literature circles

This unit is an interdisciplinary unit with Individuals and Societies. Students will study one of five novels in a small literature circle group. All novels have a human rights theme and take place in various different parts of the world. Each novel will enhance the students understanding of our humanities unit on Human Rights.

**Main content addressed:**

- Students will learn the 30 human rights outlined by the UN
- Students will research the function and responsibilities of the UN and various NGOs
- Students will create a monument and dedicate it to a group of persecuted peoples
- Students will continue to learn how to discuss a novel and its theme in small book club groups using various different novels with human rights themes
- Students will complete a word study each week based on the vocabulary of their novel and the unit
<table>
<thead>
<tr>
<th>Grade 6 Intensive English</th>
<th>Unit One</th>
<th>Unit Two</th>
<th>Unit Three</th>
<th>Unit Four</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Healthy Relationships</strong></td>
<td><strong>As You Wish</strong></td>
<td><strong>Call of the Wild</strong></td>
<td><strong>Short Stories</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Global Context:</strong> Identities and Relationships</td>
<td><strong>Global Context:</strong> Fairness &amp; Development</td>
<td><strong>Global Context:</strong> Identities and Relationships</td>
<td><strong>Global Context:</strong> Orientation in time and space</td>
<td></td>
</tr>
<tr>
<td><strong>Key Concept:</strong> Connections</td>
<td><strong>Key Concept:</strong> Communication</td>
<td><strong>Key Concept:</strong> Creativity</td>
<td><strong>Key Concept:</strong> Connections</td>
<td></td>
</tr>
<tr>
<td><strong>Related Concepts:</strong> Character, Point of view, Theme, Self-expression</td>
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<td></td>
</tr>
<tr>
<td><strong>Text:</strong> ‘Two Weeks with the Queen’ by Morris Gleitzman</td>
<td><strong>Text:</strong> ‘The Princess Bride’ directed by Rob Reiner</td>
<td><strong>Text:</strong> ‘Call of the Wild’ by Jack London</td>
<td><strong>Text:</strong> A selection of short stories</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 7 Intensive English</th>
<th>Unit One</th>
<th>Unit Two</th>
<th>Unit Three</th>
<th>Unit Four</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hoot</strong></td>
<td><strong>Truth is stranger than fiction</strong></td>
<td><strong>Knowing Me, Knowing You</strong></td>
<td><strong>From Little Things, Big Things Grow</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Global Context:</strong> Globalization and sustainability</td>
<td><strong>Global Context:</strong> Personal and cultural expression</td>
<td><strong>Global Context:</strong> Identities and Relationships</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Related Concepts:</strong> Message, Structure, Argument, Purpose</td>
<td><strong>Related Concepts:</strong> Structure, Stylistic choice</td>
<td><strong>Related Concepts:</strong> Point of view, Inference</td>
<td><strong>Related Concepts:</strong> Context, Argument</td>
<td></td>
</tr>
<tr>
<td><strong>Text:</strong> ‘Hoot’ by Carl Hiaasen</td>
<td><strong>Texts:</strong> a selection of urban legends</td>
<td><strong>Text:</strong> ‘The Giver’ by Lois Lowry</td>
<td><strong>Text:</strong> ‘Rabbit Proof Fence’ directed by Doris Pilkington Garimara</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Grade 8 Intensive English</th>
<th>Unit One</th>
<th>Unit Two</th>
<th>Unit Three</th>
<th>Unit Four</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>True Stories</strong></td>
<td><strong>Art and Historical Fiction</strong></td>
<td><strong>Civilization and Savagery</strong></td>
<td><strong>Ten Things I Hate About You</strong></td>
<td></td>
</tr>
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<td><strong>Global Context:</strong> Identities and relationships</td>
<td><strong>Global Context:</strong> Globalization and sustainability</td>
<td><strong>Global Context:</strong> Fairness and Development</td>
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<td><strong>Related Concepts:</strong> Style, Context, Structure, Character, Theme</td>
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<td><strong>Related Concepts:</strong> Communication</td>
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</tr>
<tr>
<td><strong>Texts:</strong> ‘Hanna’s suitcase’ by Karen Levine and/or ‘The Diary of Anne Frank’</td>
<td><strong>Texts:</strong> ‘A Single Shard’ by Linda Sue Park</td>
<td><strong>Text:</strong> Across the Nightingale Floor by Lian Hearn</td>
<td><strong>Text:</strong> ‘10 Things I Hate About You’ directed by Gil Junger</td>
<td></td>
</tr>
</tbody>
</table>
Japanese Language and Literature

Grade 6

Unit 1: 言語について

「言語とは何か、人はどうして言語を使うのか日本語には何故ひらがな・カタカナ・漢字の三種類の文字があるのだろうか等言語の歴史を学びます。また漢字はいつどこからきたのか漢字の成り立ちを学び、知らない漢字の読み方の類推をできるようにします。ことわざや慣用句についても学習します。意見文の効果的な書き方を学習し、日本語に対しての自分の意見を持ち意見文を書きます。

Unit Question: 言葉はなぜ変わるのか。

Teacher Questions:
1. 漢字の持つ重要な性質とは何ですか。
2. 新しい言葉がでてきた場合、なぜ漢字で書かれているほうが理解しやすいのか。
3. 初めて習う人には、なぜ日本語は難しいのか。
4. 漢字は、私たちの生活にどのような利点をもたらしているか。
5. 漢字を使うときに、どのようなことに注意すべきか。
6. 効果的な意見文の書き方とはどのようなものか。

Main content addressed:
- 日本語のように、漢字・漢数字、アラビア数字、平仮名、カタカナなど多種類の文字を使っているのは世界でも例がないことを理解する。
- 表意文字・表音文字の違いについて理解する。
- 漢字の意味を類推する能力をつける。
- 漢字の成り立ちについても理解する。
- 平仮名、カタカナの成り立ちについても理解する。
- ことわざや慣用句に対して自分の意見文を書く。

Unit 2: 文学「やまなし」

「やまなし」（宮沢賢治）を読み、近代日本文学を味わいます。この作品をイメージし5月と9月の違いを絵に描き、言葉遣いのおもしろさ（オノマトペ）を体感します。作品を読んでどうして、なぜと疑問を持ちながら自分の考えを深めていきます。
Unit Question: 環境は作品にどのような影響を与えるだろうか。

Teacher Questions:
1. どのような情景が目に浮かぶか。
2. クラムポンは何か。
3. 5月と10月の違いはどんなことか。
4. どうして「やまなし」という題をつけたのか。
5. 作者はなぜこの小説で伝えなかったのか。
6. どのように朗読すれば観客にうまく伝えることが出来るか。

Main content addressed:
- 小説の文体を知る
- 文語体の言葉を学ぶ
- 情景描写、心情描写
- 文学作品を味わい、分析する
- 独自のフィクションの物語を書く

Unit 3: 新聞・広告
最近のニュースの新聞を読んで印象に残ったことや筆者が言いたいことチェックしコラムにタイトルをつける。何が言いたいのかその根拠は何か論理構造を把握する。そして、自分の意見を述べる。

Unit Question: メディアと私たちの関係は。

Teacher Questions:
1. コミュニケーションにどのような方法があるか。
2. 自分の意見を聞き手に正しく伝えるにはどのような点に留意すればよいか。
3. 日本語における敬語とはどんなものか。
4. パブリックスピーキングと日常会話との違いは何か。
5. 調べた情報を効果的に伝えるにはどんな工夫をするか。

Main content addressed:
- 声の出し方、話すスピード、顔の表情など工夫して効果的に聞き手に情報伝える。
• 物事を列挙し順序立てて述べることができる。
• 敬語の種類（丁寧語・尊敬語・謙譲語）や使い方を学び、いろいろな設定でダイアログを作る。
• 新聞やインターネットで情報を調べ、内容を読み取る
• 調べた情報を簡潔にわかりやすくまとめ文章にして書く。
• ポスターやパンフレットを作り、視覚面からも伝える工夫をする。
• 討論の仕方を学ぶ
• 問題の両面を論じその立場を説得することができる。
• 理論的に自分の意見を述べることができる。

Unit 4: 俳句（基礎知識）
わかりやすい俳句を詠み、作者の見ている風景を想像し、自分の言葉で表現します。季語を学習し俳句の読まれた季節を知ります。その他にも俳句の基本的な規則やレトリックを学び俳句を鑑賞します。クラスで互いに鑑賞文を読み合い感想を述べ合います。インターネットや雑誌の情報を読み取ることにより語彙を増やしていきます。

Unit Question: 俳句は私たちにとってどのようなものか。

Teacher Questions:
1. 俳人で知っている人はいますか
2. どのような俳句を知っていますか
3. 俳句に形式はありますか
4. 俳句に必要な要素は何ですか

Main content addressed:
• 季語を知る
• 季節をイメージできる
• レトリックを学ぶ
• 俳句の鑑賞文を書く
Unit 1 – Myself and The others
In this unit, students will practice introducing themselves to others in private and public settings. Students will be able to introduce their personal history, their talents, their abilities and many other aspects about themselves. Students will also learn how to introduce their friends effectively. Students will learn to introduce their own home country or language and learn techniques to accurately analyze cultural similarities and differences in a social context. Through the recognition of cultural similarities and differences, students will be able to understand and respect different cultures.

Unit Question: How do I express myself to others?

Teacher’s Question:
1. What is ‘public’ and ‘private’?
2. Does the way you introduce yourself change depending on whether it is done in a public or private context?
3. What does your name mean?
4. What are your talents and abilities?
5. How can you effectively introduce yourself and your friends?
6. What information do you need in order for others to know more about your country?
7. What do you know about your language?

Main content addressed;

• Students will recognize the differences in the use of language in a public context and in a private context.
• Students will learn how to address the names of their friends in public situations.
• Students will be able to introduce themselves and their friends effectively.
• Students will be able to express their talents and abilities.
• Students will understand cultural differences by investigating similarities and differences between Japan and their home countries.
• Students will reflect about their own language or Japanese language’s history.
Unit 2 – Family

In this unit, students will learn to describe their family structure using courteous language. Students will ask and answer questions using words that relate to family. Students will discuss hierarchical relationships in Japanese society by learning about appropriate choice of words when speaking to your family and to others. By watching Japanese TV dramas and accurately using terminology related to family, student will learn about the notion of “in group” and “out group” in human relationships. Students will also compare and contrast the concept of families between Japan and other countries from a cultural perspective.

Unit Question: How do I and my family connect?

Teacher’s Question:
1. How can you use courteous language to introduce your family to others?
2. What types of language do you use when speaking to your family and when you are speaking to other people?
3. What are ‘hierarchical relationships’ in Japanese society?
4. What is an ‘in group’ in human relationship?
5. What is an ‘out group’ in human relationship?
6. What is the role of each person in the family?

Main Content Addressed:
· Students will learn appropriate ways of introducing their family to the others.
· Students will learn appropriate terminology to address members of their own family and members of another person’s family.
· Students will be able to use appropriate terminology when talking to people in their families and those outside their families.
· Students will understand that there is a trend in Japanese society towards a nuclear-family and recognize that the issue of an aging population with a falling birthrate is occurring in Japan.
· Students will learn about the notion of the “in group” and “out group.”
· Students will learn about appropriate language to be used in the workplace.
Unit 3 – School

Students will consider how they will change school environments by using languages. Students reflect our school environments. They will explore how they can change school environments by themselves. Students will be aware of their own learning environment, and they find both positive point and negative points.
They will learn what kind of tools, such as new papers, advertisement, letters, articles will change environments. Students will also learn how to write a formal letter.

Unit Question: How is our school life?

Teacher’s question:

1. What are you doing at school every day?
2. What kind of activities are you involved in?
3. What kind of school events do we have?
4. Where shall you go on a school excursion?
5. What are you allowed / not allowed to do at school?
6. How can you write a creative essay?
7. Are there any rules in writing Japanese essays?

Main content addressed;

● Students will make an oral presentation about their school activities and will learn why the school activities are important.
● Students will learn Japanese culture through their school excursions.
● Students will discuss about both acceptable and appropriate behaviors at school.
● Students will also develop better school environments.
● Students will write an essay about their idea to improve the school environment.
Unit 4 Sports and Leisure

In this unit, students will research Japanese national sports, their home country’s national sports or their favorite sports. They will also conduct research on their favorite sports players. Students will either make a poster or a rule book for the sport that they have researched. Students will share how they spend their leisure time and will invite their friends to join them.

Unit Questions: How do sports give impacts to our life?

Teacher’s Questions:
1. What kinds of sports are there in the world?
2. What kind of sports players and athletes are there in the world?
3. What kind of memories do you have with sports?
4. What kind of sports do you usually play? When do you play it and who do you play it with?
5. What do you do in your free time?
6. Where do you go when you are free?
7. What kind of famous places are there in Tokyo? Where is it located?

Main skills/knowledge addressed:

- Students will learn about Japanese national sports, while sharing their home country’s national sports.
- Students will be able to explain about their favorite sports and their favorite players by making a poster.
- Students will be able to share their memories related to sports. Students will be able to share what sports they watched, where they watched it and where they plan to watch their favorite sporting event.
- Students will be able to use effective expressions when giving people advice.
- Students will research and describe their favorite places in Tokyo or famous destinations in Tokyo. Students will also listen to their peer’s presentations and share information about their favorite places in Tokyo.
- Students will be able to invite their friends. Students will also learn to positively refuse invitations.
Japanese Language Acquisition Phase 1-3 2014-2015

Grade 6

Unit 1: Myself and The others

In this unit, students will practice introducing themselves to others in private and public settings. Students will be able to introduce their personal history, their talents, their abilities and many other aspects about themselves. Students will also learn how to introduce their friends effectively.

Student will learn to introduce their own home country or language and learn techniques to accurately analyze cultural similarities and differences in a social context. Through the recognition of cultural similarities and differences, students will be able to understand and respect different cultures.

Unit Question: How do I express myself to others?

Teacher’s Question:
1. What is ‘public’ and ‘private’?
2. Does the way you introduce yourself change depending on whether it is done in a public or private context?
3. What does your name mean?
4. What are your talents and abilities?
5. How can you effectively introduce yourself and your friends?
6. What information do you need in order for others to know more about your country?
7. What do you know about your language?

Main content addressed:

• Students will recognize the differences in the use of language in a public context and in a private context.
• Students will learn how to address the names of their friends in public situations.
• Students will be able to introduce themselves and their friends effectively
• Students will be able to express their talents and abilities.
• Students will understand cultural differences by investigating similarities and differences between Japan and their home countries.
• Students will reflect about their own language or Japanese language’s history.
Unit 2 : Family
In this unit, students will learn to describe their family structure using courteous language. Students will ask and answer questions using words that relate to family. Students will discuss hierarchical relationships in Japanese society by learning about appropriate choice of words when speaking to your family and to others. By watching Japanese TV dramas and accurately using terminology related to family, student will learn about the notion of “in group” and “out group” in human relationships. Students will also compare and contrast the concept of families between Japan and other countries from a cultural perspective.

Teacher’s Question:
1. How can you use courteous language to introduce your family to others?
2. What types of language do you use when speaking to your family and when you are speaking to other people?
3. What are ‘hierarchical relationships’ in Japanese society?
4. What is an ‘in group’ in human relationship?
5. What is an ‘out group’ in human relationship?
6. What is the role of each person in the family?

Main Content Addressed:
- Students will learn appropriate ways of introducing their family to the others.
- Students will learn appropriate terminology to address members of their own family and members of another person’s family.
- Students will be able to use appropriate terminology when talking to people in their families and those outside their families.
- Students will understand that there is a trend in Japanese society towards a nuclear-family and recognize that the issue of an aging population with a falling birthrate is occurring in Japan.
- Students will learn about the notion of the “in group” and “out group.”
- Students will learn about appropriate language to be used in the workplace.
Unit 3 : School
Students will consider how they will change school environments by using languages. Students reflect our school environments. They will explore how they can change school environments by themselves. Students will be aware of their own learning environment, and they find both positive point and negative points. They will learn what kind of tools, such as new papers, advertisement, letters, articles will change environments. Students will also learn how to write a formal letter.

Unit Question: Why can we live here now?

Teacher’s question:
1. What are you doing at school every day?
2. What kind of activities are you involved in?
3. What kind of school events do we have?
4. Where shall you go on a school excursion?
5. What are you allowed / not allowed to do at school?
6. How can you write a creative essay?
7. Are there any rules in writing Japanese essays?

Main content addressed;
● Students will make an oral presentation about their school activities and will learn why the school activities are important.
● Students will learn Japanese culture through their school excursions.
● Students will discuss about both acceptable and appropriate behaviors at school.
● Students will also develop better school environments.
● Students will write an essay about their idea to improve the school environment.
Unit 4: Sports and Leisure

In this unit, students will research Japanese national sports, their home country’s national sports or their favorite sports. They will also conduct research on their favorite sports players. Students will either make a poster or a rule book for the sport that they have researched. Students will share how they spend their leisure time and will invite their friends to join them.

Unit Questions: How do sports give impacts to our life?

Teacher’s Questions:
1. What kinds of sports are there in the world?
2. What kind of sports players and athletes are there in the world?
3. What kind of memories do you have with sports?
4. What kind of sports do you usually play? When do you play it and who do you play it with?
5. What do you do in your free time?
6. Where do you go when you are free?
7. What kind of famous places are there in Tokyo? Where is it located?

Main skills/knowledge addressed:

- Students will learn about Japanese national sports, while sharing their home country’s national sports.
- Students will be able to explain about their favorite sports and their favorite players by making a poster.
- Students will be able to share their memories related to sports. Students will be able to share what sports they watched, where they watched it and where they plan to watch their favorite sporting event.
- Students will be able to use effective expressions when giving people advice.
- Students will research and describe their favorite places in Tokyo or famous destinations in Tokyo. Students will also listen to their peer’s presentations and share information about their favorite places in Tokyo.
- Students will be able to invite their friends. Students will also learn to positively refuse invitations.
Individuals & Societies Year 1 (Grade 6)

HISTORY-FOCUSED UNIT: Ancient Civilizations

In this unit, students will learn the skills of historical inquiry – using and analyzing primary and secondary sources, as well as identifying the problems and limitations of archaeological, written and oral sources. We will begin the unit by looking at hunter-gatherer societies during the Paleolithic Era, followed by societies during the Neolithic Era. We will move on from here to exploring the concept of ‘civilization’ by examining the characteristics of river valley civilizations and other early civilizations, where we will research: the development of social patterns, the development of political patterns, the development of economic patterns, the development of language and writing, and the development of religious traditions. This will give us a solid foundation to move on to exploring the Indus River Valley civilization, the Aryans (Indo-Aryans), the Mauryan Empire, and the Gupta Empire, along with a brief look at Hinduism and Buddhism. We will also evaluate the contributions of classical China, the contributions of Confucianism in forming the social order in China, and the contributions of Taoism in forming Chinese culture and values.

Unit Question: Ancient Civilizations: Where did they come from and where did they go?

Teacher Questions:

- What is History?
  - Why should we study the past? How should we do it?

- What were some important developments of humankind from the Paleolithic Era to the agricultural revolution?
  - How did physical geography influence the lives of early humans?
  - What were the characteristics of hunter-gatherer societies?
  - How did the beginning of agriculture and the domestication of animals promote the rise of settled communities?
  - How does archaeology provide knowledge of early human life and its changes?

- What can we learn from the study of ancient river valley civilizations and other early civilizations?
  - What is a civilization?
  - Why did ancient civilizations develop in river valleys?
  - Where were the earliest civilizations located?
  - What were the social, political, and economic characteristics of early civilizations?
  - What religious traditions developed in ancient civilizations?
  - What forms of language and writing existed in early civilizations?

- How can we understand the civilizations of India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations?
  - Why were physical geography and location important to the development of Indian civilization?
  - What were the accomplishments of the Mauryan and Gupta empires?
  - What are the beliefs of the Hindu religion and how has it influenced society and culture?
  - What are the beliefs of Buddhism and how did Buddhism spread?
  - What were contributions of classical China to world civilization?
  - Why were Confucianism, Taoism, and Buddhism important in the formation of Chinese culture?

Main Content Addressed:

- Students will know and understand what History is and how we study it.
- Students will know and understand important developments of humankind from the Palaeolithic Era to the agricultural revolution.
- Students will know and understand how chronology, geography, social structures, government, economy and religion impact civilizations.
- Students will know and understand the contributions ancient civilizations made to later civilizations.
GEOGRAPHY-FOCUSED UNIT: The Ring of Fire

In this unit, students will improve geography skills through being exposed to a variety of sources of geographic information (GIS, maps, databases, field work, satellite images, diagrams, etc.), as well as through being exposed to a variety of geographical concepts (scale, absolute location, latitude/longitude, relative location, orientation, map distortion, map projections, etc.). We will also explore the uses of mental maps, the standard ways that maps show information, types of thematic maps, and we’ll make some connections between place names, boundaries, the perspectives of place names, and disputed geographical areas.

We will move on to exploring the earth’s physical and ecological processes, and how humans adapt to the environment. Students will conduct their investigations with a focus on Japan and the area of the Pacific Rim known as the Ring of Fire. Students will be centered on tectonic plate movement, the causes of earthquakes and volcanic eruptions and how people who live in this region adapt to live in areas prone to natural disasters.

Unit Question: How does the Earth shake us?

Teacher Questions:

- What is geography? How can I study it?
- How can we use maps, globes, satellite images, photographs, and/or diagrams to expand our understanding of geography?
  - How does using a variety of sources support the process of geographic inquiry?
  - What are some uses of latitude and longitude?
  - How is relative location used to describe places?
  - Why are different scales necessary for developing map representations?
  - Why is a directional indicator (e.g., compass rose) necessary on a map?
  - How do maps distort spatial relationships when compared with the globe?
  - How are perceptions reflected in mental maps?
  - What are ways that maps show information?
  - What are the major types of thematic maps?
- How do selected physical and ecological processes shape the Earth’s surface?
  - How have physical and ecological processes shaped the Earth’s surface?
  - What are some ways humans influence their environment?
  - How are humans influenced by their environment?
  - How has the use of technology expanded the capacity of people to modify and adapt to their environment?

Main content addressed:

- Students will know and understand what Geography is and how we study it.
- Students will know and understand how we can use maps, globes, satellite images, photographs, and/or diagrams to expand our understanding of geography.
- Students will know and understand how selected physical and ecological processes shape the Earth’s surface.
In this unit, students will examine aspects of global citizenship, attempting to discover what it means to be a truly global citizen. In doing so, we will explore various global issues and our rights and responsibilities within the global context, including an examination of the United Nations’ Declaration of the Rights of the Child and Universal Declaration of Human Rights. We will be researching a range of non-governmental organizations in order to understand how one can become involved in positive civic action, as well as to understand how one might respond to perceived injustices around the world.

**Unit Question:** How can we be truly global citizens?

**Teacher Questions:**

- What does it mean to be a citizen within the global context?
  - What are some contemporary crises or issues of international significance?
  - What are the rights and responsibilities of citizenship within the global context?
  - Who are some individuals whose civic actions have made a difference in global affairs?
  - What are some non-governmental organizations whose civic actions have made a difference in global affairs?

- What are some of the ways we can try to resolve human rights issues and participate as active citizens?
  - What are some important contemporary cases and issues that have been decided or resolved through the public process of policy formation and decision making?
  - What are the democratic principles that underlie that process?
  - What are some ways in which individual citizens can obtain information and explanations or voice opinions about important civic matters?
  - What are some methods of non-violent citizen participation we can use in resolving public issues?
  - How can we demonstrate an understanding of our responsibilities as local, national, and global citizens?

**Main content addressed:**

- Students will know and understand what it means to be a citizen within the global context.
- Students will know and understand possible responses to civic issues.
- Students will know and understand ways we can try to resolve public issues and participate as active citizens.
MYP Sciences 6-8

The Sciences course for Grade 6 through 8 (4 lessons per week) is taught in topics from the three sciences: 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 6**

<table>
<thead>
<tr>
<th>Biology</th>
<th>Chemistry</th>
<th>Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecosystems</td>
<td>Scientific Methods and Attitudes</td>
<td>Forces and Simple Machines</td>
</tr>
<tr>
<td>Reproduction</td>
<td>Simple Chemical Reactions</td>
<td>Planet Earth and Energy Resources</td>
</tr>
</tbody>
</table>

**Topics - Grade 7**

<table>
<thead>
<tr>
<th>Biology</th>
<th>Chemistry</th>
<th>Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form and Function - Adaption</td>
<td>Matter</td>
<td>Light and Sound</td>
</tr>
<tr>
<td>Fit and Healthy</td>
<td>Reactivity of Metals and Reactivity Series</td>
<td>Space and Gravity</td>
</tr>
</tbody>
</table>

**Topics - Grade 8**

<table>
<thead>
<tr>
<th>Biology</th>
<th>Chemistry</th>
<th>Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living Organisms</td>
<td>Separating techniques and Atomic structure</td>
<td>Space and Gravity (covered Electricity instead last year)</td>
</tr>
<tr>
<td>Environmental Issues</td>
<td>Rates of reactions and Energy change</td>
<td>Thermal Physics</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.
Mathematics 6 Extended Level (2014/2015)

Topics

<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>• Properties of Numbers; Fractions,</td>
<td>• Polygons, Similarity and Congruence;</td>
</tr>
<tr>
<td>Decimals and Percentages; Radicals</td>
<td>Area and Volume; Loci</td>
</tr>
<tr>
<td>and Pythagoras</td>
<td>• Statistics and Probability</td>
</tr>
<tr>
<td>• Algebra</td>
<td>• Categorical and Numerical Data;</td>
</tr>
<tr>
<td>• Operations and Expansion; Equations;</td>
<td>Measures of Center and Spread; Sets</td>
</tr>
<tr>
<td>Factoring; Coordinate Geometry</td>
<td>and Venn Diagrams; Introduction to</td>
</tr>
<tr>
<td></td>
<td>Probability</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 the teacher. Tutorial sessions are available if requested and teachers are available for assistance most mornings and after school.

2. **Quizzes/Warm-ups**
   Some classes may begin with a quick quiz (or “warm-up”) 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 end-of-term 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

<table>
<thead>
<tr>
<th>MYP OBJECTIVE</th>
<th>BRIEF DESCRIPTION OF LEARNING EXPECTATION</th>
</tr>
</thead>
<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>
Unit Descriptions

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
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<tbody>
<tr>
<td><strong>Numbers</strong>&lt;br&gt;• Properties of numbers&lt;br&gt;• Fractions, ratio, and rates&lt;br&gt;• Decimals and percentage</td>
<td><strong>Geometry</strong>&lt;br&gt;• Angles&lt;br&gt;• Length, area, and transformations&lt;br&gt;• Volume and 3D objects</td>
</tr>
<tr>
<td><strong>Algebra</strong>&lt;br&gt;• Expressions, equations&lt;br&gt;• Functions and sequences&lt;br&gt;• Line graphs and coordinate geometry</td>
<td><strong>Statistics</strong>&lt;br&gt;• Small data set collection and organization; data representation through graphs; data interpretation, distribution comparison</td>
</tr>
<tr>
<td><strong>Probability</strong>&lt;br&gt;• Vocabulary and ideas of probability; understanding probability scale; estimate probabilities by collecting simple data</td>
<td></td>
</tr>
</tbody>
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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. **Classwork/Homework**

   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 andrew.tulk@kist.ed.jp. Extra assistance sessions are available after school upon request.

2. **Quizzes (Assessment Criteria A)**

   At the end of most sections of a chapter, students will write a short quiz. These quizzes will contain a variety of questions ranging from basic conceptual questions to mastery level questions. Quizzes are meant to prepare students for future tests.

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.

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<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>
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</table>
MYP Design with Mr. Tulk (2014/2015)
Email: andrew.tulk@kist.ed.jp

Unit Description

Design will be divided into three separate units. Each unit represents a unique design challenge or problem for which students will be expected to find a solution. Finding a solution will involve creating some kind of product. To create their solution/product, students will be expected to use the design cycle, which includes four different stages from inquiring and analyzing, to evaluating their finished product.

This year at KIST, we have decided to emphasize computer coding/programming in all three units of design. It is apparent that 21st century learners must be fluent in computer language (coding/programming) in order to adapt to a more technology-savvy and integrated world. We are now in a time where the next big literacy push will be one of computer literacy! While all three units will share a common theme, they will explore different programs and programming languages in order to expose students to the many functions and capabilities computers have to offer.

Tasks and Activities

Work in Design will be divided into two different categories, formative work and summative work.

Formative Work

Formative work will occur daily in the design class, and help teach students the skills and tools they need to successfully complete each project. These include, but are not limited to, worksheets, activities, and discussions. Formative work is designed to train students to use the tools necessary to complete their design project, as well as to use the design cycle effectively.

Summative Work

As stated previously, each unit project in design will revolve around using the design cycle to create a product and thus, find a solution to a specific design problem. In the MYP, each stage of the design cycle is assessed by a different criterion, all weighted equally. The evaluation of each design cycle stage through the MYP criteria will make up the student’s overall grade in Design.

<table>
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<tr>
<th>MYP CRITERION</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A: Inquiring and Analyzing</td>
<td>Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyze the need for a solution and conduct an inquiry into the nature of the problem.</td>
</tr>
<tr>
<td>B: Developing Ideas</td>
<td>Students write a detailed specification, which drives the development of a solution. They present the solution.</td>
</tr>
<tr>
<td>C: Creating the Solution</td>
<td>Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.</td>
</tr>
<tr>
<td>D: Evaluating</td>
<td>Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.</td>
</tr>
</tbody>
</table>
The Arts

Grade 6: MUSIC

Unit 1: Elements of Music

Through the activities of composing, improvising, performing, listening and appraising, students will understand what features make a satisfying melody. They will be able to compose their own melodies. Students will apply their knowledge and understandings of the elements of music to each of these activities.

Statement of Inquiry: Music is a language with universal appeal, but to think about and express our own interpretations, we must know and understand musical terminology.

Key Concept: Communication
Related Concepts: Structure/Interpretation

Global Context: Orientation in Space and Time

Main Content Addressed:
- Active listening and music appreciation of different compositions
- Understand pitch, duration, dynamic, tempo, timbre and texture
- Understand and own ‘question and answer’ phrases
- Compose and perform in ABA and AABA melodic form
- Use graphic notation while performing and composing
- Explore keyboard

Unit 2: One Man’s Legacy - The Story of Wolfgang Amadeus Mozart

Through the activities of researching, active listening and appraising, students get to know various music genres, operatic voices and subject – specific terminology.

Statement of Inquiry: Expressing our own artistic intentions in innovative ways changes artistic boundaries.

Key Concept: Aesthetics
Related Concepts: Innovation/Boundaries

Global Context: Identities and Relationships

Main Content Addressed:
- The story of Mozart’s life based on the movie “Amadeus”
- Active listening and music appreciation of Mozart’s significant music works
- Understand social and artistic issues that artist might face
- Understand the meaning of the word “innovation” in relation to Arts
- Understand the meaning of “genre” and “media” in music
Grade 6: VISUAL ART

Unit 1: Semi-Permanent Art: Symbolism and Radial Design
Students explore Mandalas in culture and how the theme of radial design and semi-permanent art has contemporized over time, and consider the connections between this and the artist Andy Goldsworthy. Students are introduced to colour theory and the notion of symbolism, in which they develop their own personal signifiers and create a radial design in clay. Students explore semi-permanent art through their own practice and participate in a group sculptural project. Students learn painting techniques and brush maintenance and care and safety using clay.

Statement of Inquiry:
Symbols and conventions used to convey meaning to audiences have key visual representation.

Global Context: Personal and Cultural Expression

Key Concept: Communication

Related Concepts: Interpretation, Presentation, Composition, Expression.

Factual- What are the elements and principles of design? What is colour theory? How can I ensure appropriate care for materials and others in the art room?

Conceptual- How can we use artistic tools to communicate ideas? How do artists use symbols to convey meaning? How are symbols used in everyday life?

Debatable- Is there a more effective way of communicating visually than others? What are the positives and negatives of creating semi-permanent art?

Main Content Addressed:
• Know and understand what a symbol is and how it can function.
• Know and understand what radial design is and how it can be made.
• Research and analyse the Mandala in history.
• Compare and contrast the sculpture of Andy Goldsworthy.
• Know and understand colour theory and how artists use it as a technique.
• Know and understand how to care for paint brushes and safely use paint.
• Know and understand how to use clay safely and appropriately.

Unit 2: Still Life Techniques
Students will explore the different ways artists have created still life and used it to convey meaning and mood. Students will explore a range of media and compositional processes such as collage, painting, drawing and digital photography to create compositional studies based on real objects. Students will learn how to abstract and manipulate subject matter to create a mood or feeling in an image. Students will compare and contrast historical still life to contemporised still life considering the work of Michael Craig-Martin and Roy Lichtenstein, and the Vanitas work of Audrey Flack.

Statement of Inquiry:
Visual perception and interpretation change over time as new techniques and ideas are developed.

Global Context: Orientation in Space and Time
Key Concept: Aesthetics

Related Concepts: Expression, Genre, Composition, Style, Visual Culture.

Factual- What is still life? Who were key still life artists? What subject matter is incorporated into a still life?

Conceptual- How has still life changed over time? What elements are different? How do still life artists reflect meaning in their work?

Debatable- Is it difficult to interpret a still life? Is it possible to reflect emotion without a figure or a face?

Main content addressed:
• Know and understand what a still life is and how it is made.
• Research and analyse the still life artists and techniques in history.
• Compare and contrast the works of Holbein, Cezanne and Roy Lichtenstien.
• Know and understand the visual elements and how artists use it as a technique.
• Know and understand specific terminology such as vanitas, trompe-l’oeil and anamorphic perspective.
• Know and understand how to care for drawing equipment and use it appropriately.
• Know and understand how to use mixed media and collage effectively and appropriately.

Unit 3: Where the Wild Things Are
Students will look at fantasy and imagination and the depiction of monsters and magical beings in myths and stories from around the world. Students will explore how the genre has gained popularity by video games, movies and storybooks. Students will compare and contrast the imagery of ancient mythological stories from Europe, Japan and China and design a book cover based on a chosen genre or story. Students will study the design elements and look at digital imaging software and drawing painting techniques to create a poster incorporating imagery and fonts.

Statement of Inquiry:
New methods of creating imagery can bring a sense of interest and excitement to existing ideas.

Global Context: Scientific and Technical Innovation
Key Concept: Change
Related Concepts: Innovation, Narrative, Expression, Boundaries, Style, Visual Culture.

Factual- What ancient myths and legends inhabit modern visual culture? What new technologies are used to create interesting and eye catching media?

Conceptual- How are traditional myths contemporised? Why have they retained popularity?

Debatable- What are the positives and negative of using new digital and media technologies in society?

Main content addressed:
• Know and understand what traditional myths are.
• Identify and understand mythological heroes and monsters.
• Compare and contrast the imagery in traditional myths with contemporary imagery.
• Know and understand how to apply the visual and design elements into a cover design.
• Know and understand how to use digital imaging software.
Grade 6 - Unit One

Team and International Pursuits

Volleyball, Lacrosse and Cricket (1)

Global Context: Identities and Relationships
Key Concept: Communication
Related Concepts: Perspective and Interaction

Statement of Inquiry:

For any acquiring of skill to be effective, all group members must allow themselves the best possible chance to be successful. To be able to control an object (ball, racquet, stick, etc.) you must first learn to control your own muscles (movement patterns).

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? What is the footwork progression for a volleyball spike? What is the rhythm for the Spike Approach Footwork? What are the rules and regulations?

Conceptual: Why does practice not make perfect? How do you develop control of your own muscles? Why is rhythm important for all aspects of sports?

Debatable: What makes an effective system of communication during game play? Why do patterns of movement need to change even though the end goal remains the same?
Grade 6 - Unit Two

Individual Pursuits
Athletics, Badminton and Tennis (1)

Global Context: Personal and Cultural Expression
Key Concept: Communication
Related Concepts: Function and system

Statement of Inquiry:
For a team to function effectively, all team members must communicate effectively and clearly. (team as in practice groups)

The big idea is to cultivate a developing ability to learn, practice and perform skill and technique used for any sport; by putting oneself and teammates in position mentally and physically to be successful.

Inquiry Questions:

Factual: What type of communication is most beneficial?
What are the rules? What are the 3 phases of movement pattern? (ready position, action and follow through)
Why is “full range of motion” an important factor in movement pattern development?

Conceptual: How can we create balance between mind and body?
How can we create usable space?
How does being prepared and in proper position affect my ability to learn?
How do I place myself in optimal position to be successful?

Debatable: Why do patterns of movement need to change even though the end goal remains the same?
You must first fail in order to succeed. (while learning new skill, one actually get worst before getting better)