Grade 8 Language and Literature (English)
Course Description

Unit 1: True Stories

Global Context: Orientation in time and space
Key Concept: Connections
Related Concepts: Point of view, Context, Intertextuality, Genre, Self-expression
Texts: ‘Hanna’s suitcase’ by Karen Levine and ‘The Diary of Anne Frank’

In the first unit the class will read two texts with similar historical contexts, World War Two. Through reading these, they will recognise how historical events impact real people and will be able to discern how we as learners can continue to fight for a fair and just society for all. Students will also view documentaries and complete writing activities.

Main content addressed:
- Students will be able to organize subject matter appropriately in prepared spoken presentations.
- Students will read biographical literature and construct interpretative responses using evidence from the text.
- Students will learn to write legibly through editing, proofreading and attention to handwriting.
- Students will learn to write expressively using techniques such as first and third person narration and different narrative viewpoints.
- Students will learn about the events of the Holocaust from the point of view of a child living in the 1940s in Europe.

Unit 2: Art and Historical Fiction

Global Context: Identities and relationships
Key Concept: Creativity
Related Concepts: Style, Context, Structure, Character, Theme
Texts: ‘A Single Shard’ by Linda Sue Park

12th century Korea is the setting for Unit 2, as the class read and study A Single Shard by Linda Sue Park. In class we will focus on the vocabulary used in the novel as well as the meanings of certain sayings for our language learning.

Main Content Addressed:
- Students will listen, ask relevant questions, and respond constructively when presented with new ideas.
- Students will read, identify, and explain the typical features of the historical fiction genre including details such as setting, characters, and narrative structure.
- Students will work independently, reading and responding to a novel in a variety of ways including drawing, writing poetry, describing and predicting.
- Students will locate vocabulary in a text and use a dictionary to find its meaning; then change the word if possible into other forms including: noun, adjective, and verb.
- Students will learn the significance and meaning of sayings expressed by the characters within the novel and research sayings in their first language to share with the class.
Unit 3: Civilization and Savagery

Global Context: Globalization and sustainability
Key Concept: Connections
Related Concepts: Character, Setting, Context, Style
Text: ‘Across the Nightingale Floor’ by Lian Hearn

In this unit students will study *Across the Nightingale Floor* by Lian Hearn. This is a challenging text and will involve a great deal of study of new vocabulary on which the students will be tested. They will consider the important symbols used by the author and what they mean and the manner in which they enhance the story. There will be a strong focus on large and small group discussions about social issues raised in the novel. The summative assessment task will be to write a monologue from one of the characters’ perspective.

Main content addressed:
- Students will explain the effect of linguistic features such as symbols, figurative language, tone, atmosphere, and vocabulary and the possible impact on different readers.
- Students will use paragraphs and other structural features such as subheadings or bullet points appropriately.
- Students will write a creative text response essay in which ideas, details, events and characters are developed and described.

Unit 4: Film as Text

Global Context: Fairness and development
Key Concept: Perspective
Related Concepts: Audience Imperatives, Purpose, Theme, Character, Structure, Style
Text: ‘Remember the Titans’ directed by Boaz Yakin

Students will study the ways that filmmakers manipulate visual elements to convey a message. By exploring film language and production techniques, students will learn how to “read” a film.

Main content addressed:
- Students will analyze the way that films are constructed.
- Students will consider the role of media in their daily lives.
- Students will experiment with the techniques of filmmaking.
- Students will combine written and visual information in work they create.
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Japanese Language & Literature

Grade 8

Unit 1: 評論文 『神奈川沖浪裏』

北斎の代表作「富嶽三十六景」のひとつ、「神奈川沖浪裏」が、名版画であるゆえんを解説した評論文を読み、その技法を学び、他の「浮世絵」の解説文を書く。

Unit Question: コミュニティと言葉の関わりとはどのようなものか

Teacher Questions:
1. 真似をしたのは、浮世絵の絵師ですか、印象派の画家ですか。
2. なぜ、真似をすることができたのですか。
3. 絵の鑑賞文を書く場合、どのようにすればいいですか。
4. 作者の気持ちは、どこから伝わってきますか。
5. 作者が一番感動したのは、どこだと思いますか。

Main content addressed:

- 評論文の書き方を学ぶ。
- 評論文にふさわしい言葉遣いをこころがける。
- 読み手を引き付けるタイトルや見出しをつける。
- 視点の移動、オノマトペ、比喩、擬人法などに気を付ける。
Unit 2: 短歌（基礎知識）
近代の代表的な短歌を詠み、歌われている場面や社会的背景から作者の心情を捉える。短歌の形式、リズム、表現方法を学ぶ。自分でオリジナルの短歌を作り、短歌コンクールを行い、さらに短歌の作者に手紙を書く。

Unit Question: どのような思いが詠われているのだろうか。

Teacher Questions:
1. 短歌が書かれた時代はいつでしょう
2. その時代はどのようなものだったでしょう
3. 近代短歌の中で印象の残ったものはどれでしょう
4. 作者の思いや感動を支えて表現はどれでしょう
5. 作者の思いや感動はどのようなものですでしょう
6. 日本の文化の中でどのようにして短歌が今日まで受け継がれてきたのでしょうか。

Main content addressed:
- 日本の伝統的な和歌のリズムを体験し、言葉の響きを味わう
- 短歌を鑑賞し、感想を述べる
- 近代短歌を詠み、生徒がオリジナルの短歌を作成する
- 短歌に詠まれている作者の気持ちを考える
- 作者の時代背景を歴史の教科書やインターネットで調べる
- フォーマルな手紙の書き方を学び、作者に手紙を書く

Unit 3: メディア 概論
「文化を伝えるチンパンジー」、「モアイは語る」「ガイアの知性」などの説明文を事実と考察を区別して読みます。
筆者の意見を理解し説得力のある表現を学びます。地球の未来をテーマとして、レポートの形式を学びレポートしたり、自分の考えをまとめ説得力のある意見文を書いたりします。

Unit Question: メディアの持つ影響力とは。

Teacher Questions:
1. 読み手に分かりやすい報告書とはどんな形式か。
2. 作者は何に興味をもったのか。
3. 事実は何か。
4. 作者が研究により考えたことは何か。
5. 考察の根拠はどこにあるか。
6. 筆者の意見についてどのように思うか。
7. 自分の意見を支える根拠は何か。

Main content addressed:

- 文章中に述べられている事実や根拠を確かめながら、筆者の意見を読み取る。
- 段落に着目し文章の構成をとらえる。
- 自分の立場を明確にして意見をもつ。
- 意見を明確に伝えるための根拠を示す。
- わかりやすい構成の仕方を考えて意見文を書く。
- 正式な形態でレポートを書く。

Unit 4: 文学 『走れメロス』
小説を読み文学を味わいます。劇にする目的を考え、小説もとにシナリオを作り、舞台効果や登場人物のパーソナリティを考え劇を演じます。

Unit Question: 文学で人間の生き方をさぐることができるか。

Teacher Questions:
1. 小説の登場人物はどのような性格か。
2. 作者はなぜこの小説で伝えたかかったのか。
3. 劇のジャンルにどんなものがありますか。
4. 劇を作るとときに何が必要か。
5. どのようにして演じれば観客にうまく伝えることが出来るか。
6. 作者は小説で私達に何を伝えたかったのか。

Main content addressed:

- 人物の考え方や生き方について自分の考えを持つ。
- 未知の言葉を理解し、書かれている内容を理解し要約する。
- 劇に必要な台詞とナレーションを考え脚本を作る。
- 劇に必要な小道具を考え製作する。
- 配役を決め演技の練習をする。
- 声の出し方・体を使った表現の工夫を学ぶ。
- 観客の前で発表するということにより、生徒一人一人が自信を持ちクラス全員で一つのものを作り上げたという達成感を味わう。
- グループ活動を通じ、責任感と協調性を養う。
Grade 8

Unit 1: Food

In this unit students will be able to analyze, interpret and discuss various aspects of food in cultural, economic and health terms. Students will observe the significance of food to the local economy and will be able to compare and contrast it with other global economies. They will also explore the various qualities of food that support a healthy diet and that promote a healthful living. Students will choose one food to investigate to Japanese society in impact language.

Unit Question: How do we explain food?

Teacher's question:

1. What is the most popular food in your country?
2. What is a local special food in Japan?
3. Why is food related to the economy?
4. How can you make an advertisement to introduce your favorite food to Japanese society?

Main content addressed:

- Awareness and understanding aspects of the food culture, the cultural significance of food in the local context.
- Reflection on how food is viewed and understood to fulfill the cultural needs of the local society and the various cultures the students represent.
- Analyze the significance of food to the local economy.
- Taking action to introduce their own favorite food to Japanese society.
Unit 2: Holidays

In this unit, holidays will be studied from two distinct perspectives. First, the historical and cultural context of holidays and how they are celebrated in the local Japanese culture and those students represent. Secondly, the kinds of activities the Japanese society and the students’ families engage in during holidays. Students will be exploring a variety of language possibilities that are attached to particular travelling experiences during the holidays as well as a wide range of terms to refer to holidays around the world.

Unit Question: How can a community influence our life and customs?

Teacher's question:

1. Which Japanese holidays do you know?
2. What holiday do you know and are you engaged in?
3. What special greeting or custom of holiday do you know?
4. What is the origin of the Japanese holiday?
5. If you can create holiday, what holiday do you want to make? Why?

Main content addressed;

• Students will learn what kind of Japanese holiday.
• Student will comprehend the origin of Japanese holiday.
• Student will create their own holiday and present in the class.
• Student will consider how Japanese holidays influence to Japanese society.
Unit 3: TV and Entertainment
Students will learn Japanese popular songs from J-Pop, TV programs and sing songs in class. Students will watch and read Japanese animation. Students will introduce their favorite TV dramas to the class and explain, compare and contract their opinions of the best entertainment in Japan. Students will also learn about traditional Japanese entertainment such as Kabuki or Rakugo.

Unit Question: How does media entertainment affect our life?

Teacher's question:

1. Which J-pop songs do you like best? Who is your favorite singer?
2. Which TV dramas do you watch?
3. What is popular entertainment in Japan and your home country?

Main content addressed:

• Students will be able to sing at least one J-pop song, understanding the lyrics.
• Student will comprehend TV animation in Japanese and explain why it may be fun.
• Student will examine their favorite Manga as a grope project, and present what they found out.
• Student will consider how entertainment influence to Japanese society.
Unit 4: Personal Relationships

Successful relationships seem to be of most importance to this particular age group that is at a highly emotional developmental stage. In this unit, students will explore Japanese language possibilities to build relationships, various ways of communicating and maintaining those relationships that matter to them. Students will engage in significant interaction to develop problem solving and dialogic skills that will equip them to face emotional and inter-relational challenges in the Japanese language.

Unit Question: How do we choose our language for making good relationships with others?

Teacher’s question:

1. Do you have a close friend?
2. Have you ever bullied students or been bullied by them?
3. How can you keep good relationships with your friends?
4. How do you interpret non-verbal interaction?

Main content addressed;
• Discuss the importance of friendships.
• Recognize how to solve the problems in relationships with their friends.
• Learn various expressions for better oral interaction.
Japanese Language Acquisition Phase 1-3 2014-2015

Grade 8

Unit 1: Food
In this unit, students will be able to analyze, interpret and discuss various aspects of food in cultural, economic and health terms. Students will observe the significance of food to the local economy and will be able to compare and contrast it with other global economies. They will also explore the various qualities of food that support a healthy diet and that promote a healthful living. And students will choose one food to investigate to Japanese society in impact language.

Unit Questions: “What is the food culture?”
Support questions:

• What food is famous for?
• How can you introduce about food restaurant in Japanese?
• What is different from each food culture?
• What is the famous local food?

Main content addressed:
- Awareness and understanding aspects of the food cultural significance of food in the local context.
- Reflection on how food is viewed and understood to fulfill the cultural needs of the local society and the various cultures students represent.
- Analyze the significance of food to the local economy
- Taking action to introduce their own favorite food to Japanese society
Unit 2: Adventure Holidays

In this unit, students will learn and attempt to define “adventure”. Students will present their adventure travels by reading various travel brochures. They will explore what kind of adventures they can experience and where they can experience it. Students will further explore the meaning of adventure by reading stories of adventurers.

Text type: Information Report

Unit Questions:
1. What kinds of adventure holidays are available and where?
2. What kind of adventure do you want to have?
3. What will you take with you?
4. Have you ever experienced an accident? What happened?
5. What should you do if your car breaks down?
6. What should you do if you have been robbed?
7. What should you do if you have been involved in a car accident?

Main content addressed:
- Traffic rules
- Students will understand the traffic signs.
- Different types of adventures.
- Terminology to describe equipments.
- Students will be able to accurately read and follow directions.
- Students will be able to seek help.
Unit 3: TV Program/Entertainment
In this unit, students will learn Japanese popular songs from J-Pop TV programs and sing these songs in class. Students will watch Japanese animation and read Japanese comics. Students will also introduce their favorite TV dramas from their home country and explain why they like about their selected drama. Students will learn about traditional forms of entertainment in Japan (e.g. Kabuki and Sumo) and will compare and contrast this with traditional entertainment in their home country.

Text type: Description

Unit Questions:
1. Which J-Pop song do you like the best? Who is your favorite singer?
2. Can you sing any Japanese songs?
3. Which animation do you like best?
4. What kind of TV dramas do you watch?
5. What is considered popular entertainment in your home country?
6. What are the differences between entertainment in Japan and in your home country?

Main content addressed:
- Students will be able to sing J-pop songs and understand the lyrics.
- Students will be able to understand Japanese TV animation and explain the interesting part of it.
- Students will describe their favorite form of entertainment in a way that others can understand.
- Students will watch and learn Japanese traditional entertainment.
Unit 4: Personal Relationships
In this unit, students will try to understand their personality and their friends’ personalities. Students will reflect on their relationships and their role and their friends’ roles in their lives. Students will also reflect upon bullying and consider what they should do when they encounter others being bullied. They will also consider ways of preventing and abolishing bullying. Students will reflect on how to build smooth personal relationships with others.

Text type: Letter

Unit Questions:
1. What kinds of personalities are you compatible with?
2. What do you do with other people and who do you go with?
3. What is the role of personal relationships between yourself and your friends?
4. What do you think your personality is? What do you think your friends’ personalities are?
5. How do you think your friends are seeing about your personality?
6. How would you feel if you were bullied?
7. What will you do when you encounter others being bullied?

Main content addressed:
• How to make a phone call
• How to write a letter
• How to send an email
• Words to describe personality
• Words to describe physical appearance
• Words to describe behavior
• Words to express emotion
This unit examines the social order of feudalism in both Medieval Europe and Feudal Japan. Students first examine the social structures in their own lives and times, as a way to better understand how social structure works, and how it influence how people are treated. Students lean typical social roles in modernized countries, and contrast those social structures with the roles from Medieval Europe and Feudal Japan.

Next student explore specific roles and jobs from Medieval Europe as a backdrop for understanding the feudal system. Students come to understand the feudal contract between monarchs and lords, the role of knights in the hierarchy and the lack of freedom amongst the serfs. Students examine the role of the church and the different opportunities the church provided for people and its political power. All the while students will compare the advantages and disadvantages of the feudal system and why it might have arisen during Medieval Europe.

Lastly students examine the feudal system as it arose in Japan. Students will explore the social roles and structure put in place during the Edo period, and why these structures and roles may have arisen at this time. Specifically, students will understand how the Shogun maintained and expanded power, and how the samurai were an essential part of this system. Students will end this unit contrasting modern Tokyo with Feudal Edo—looking for similarities, differences and the heritage the Edo period proved the city.

Unit Question: How do we treat each other?
Teacher Questions:

○ What needs does feudalism serve?
○ How did feudalism arise in two different areas of the world that never had contact with each other?
○ Why were Shinto and Buddhism important to the development of Japanese culture?
○ How was the imperial state established?
○ What was the role of the emperor in government?
○ What were the characteristics of Japanese society and family life?
○ What were some of the political, social, and cultural contributions of women in the Japanese imperial court?
○ How did Chinese culture influence Japan?
○ What was the role of the samurai in this?
○ Why did distinctive forms of Japanese Buddhism develop in this period?
○ What were the origins and character of centralized feudalism in Japan under the Tokugawa shogunate?
○ How did Japan achieve political stability, economic growth, and cultural dynamism?
○ How can we characterize Japan's relations with Europeans between the 16th and 18th centuries?
○ What were the consequences of the policy of limiting contacts with foreigners?

Main content addressed:
• Students will know and understand the similarities and differences between Medieval Europe and Feudal Japan.
• Students will know and understand why feudalism arose in Medieval Europe and Feudal Japan.
• Students will know and understand how a person's role influences how they are treated in the modern world, Medieval Europe and Feudal Japan.
• Students will know and understand important developments of Japanese civilization between the 11th and 15th centuries.
• Students will know and understand the nature of the encounters between Europeans and peoples of Japan in the late 15th and early 16th centuries.
• Students will know and understand the transformations in Japan in an era of expanding European commercial power.
Unit 2 HISTORY-FOCUSED UNIT: Japan Meiji Restoration

For this unit, students will look at the decline of the Japanese feudalism in the face of foreign pressures and advancements. The lens students will use to examine this period is the relationship with foreigners Japan had in the feudal period and its heritage during the Meiji relationship and modern Japan.

The Meiji period will serve as an example to learn lessons about relationships between countries.

Lastly we will arrive at the transformations that occurred during the Meiji period, where we will consider the Meiji State, the resurgence of conservatism, and imperialism and modernity.

Unit Question: How important is foreign interaction for the development of a country?

Teacher Questions:

- How was Japan transformed from a feudal shogunate to modern nation-state in the 19th century?
  - What were the goals and policies of the Meiji state and their impact on Japan’s modernization?
  - What was the impact of Western ideas on Japan in the Meiji period?
  - What was the role of Confucianism in Japan in the Meiji period?
  - What was the role of Shinto traditional values in Japan in the Meiji period?
  - What was the impact of important individuals such as Saigo Takamori on modernizing Japan?
  - What were the reasons for the opposition of the Samurai to modernization?
  - What were the internal and external causes of the Meiji Restoration?
  - What were changes in Japan's relations with China and the Western powers from the 1850s to the 1890s?
  - How was Japan transformed from a hereditary social system to a middle-class society?
  - Why weren’t these transformations accompanied by the level of violence normally associated with social revolutions?
Unit 3, GEOGRAPHY-FOCUSED UNIT: It’s a Small World

During this unit, students will explore the world’s regions through their physical, economic, and cultural characteristics, including: language, ethnic heritage, religion as a unifying and divisive force, human interaction with environment, the criteria for determining relative importance, and the impact of physical elements.

From here, we will move on to issues relating to under and over population such as urbanization, disease, sustainable development and economic factors. Our analysis will be centered on aspects of population and migration including: factors that influence population distribution, the characteristics of human populations, factors that influence growth rates, push/pull factors, the impact of migrations on regions, and evidence of cultural interaction.

This will lead us into urban development, where students will consider examples of site (local characteristics), examples of situation (regional/global connections), the functions of towns and cities, examples of changes in cities’ functions over time, influences of urban areas on their regions and countries, and finally, problems associated with the growth and development of urban areas.

Unit Question: How can the earth support its growing population?
Teacher Questions:

- What is a region?
  - Why do geographers create and use regions as organizing concepts?
  - What are some examples of physical and cultural regions?
  - What are some examples of regional labels that reflect changes in perceptions?
  - How does the appearance of the landscape reflect the physical environment?
  - How does the appearance of the landscape reflect the characteristics of the inhabitants?
  - How can cultural characteristics link or divide regions?
  - What are some ways that human interaction with the environment affects the development of a region?
  - What are some criteria that may be used to determine a country’s relative importance?

- How can we examine trends in population and migration?
  - What human, environmental, economic, and political factors influence population distribution?
  - What are some characteristics of human populations?
  - How do human, environmental, economic, and political factors influence population growth rates?
  - How have social, economic, political, and environmental factors influenced migration?
  - How and why do improvements in transportation and communication technology lead to cultural interaction?

- What can we learn from analyzing patterns of urban development?
  - What is meant by site?
  - What is meant by situation?
  - In what ways may site and/or situation affect urban development?
  - What are the functions of towns and cities?
  - How have functions of towns and cities changed over time?
  - How do urban areas influence the world’s cultural, political, and economic ideas and systems?
  - What are some urban problems that may occur as a result of development?

Main Content Addressed:

- Students will know and understand the concept of a region.
- Students will know and understand the features of various regions.
- Students will know and understand trends in population and migration.
- Students will know and understand patterns of urban development.
Unit 4, ALTERNATIVE/MIXED HUMANITIES UNIT: Globalization

During this unit, students will explore the differences between developed and developing nations through looking at: indicators of economic development, factors that influence economic activity, comparative advantage, the effects of unequal distribution of resources, and some countries' use of resources. This will lead us into reasons why countries engage in trade, examples of economic unions, and the advantages and disadvantages of economic unions.

From here, we will move on to explore some examples of political divisions, the reasons for such divisions, as well as the reasons for conflict and cooperation on local, national, and international levels. This provide a solid base from which to explore the founding, role, structure, and powers of the various branches of the United Nations before we end by examining some of the conflicts that endure into the 21st century.

Unit Question: Why do we bother managing our resources?

Teacher Questions:

- What are some examples of economic development, and global patterns and networks of economic interdependence?
  - How and why does economic development vary from one part of the world to another?
  - What factors influence the standards of living and quality of life?
  - How do resources and technology influence economic development and quality of life?
  - What are some factors that influence economic activities and trade?
  - What is comparative advantage?
  - What are the effects of unequal distribution of resources?
  - How do nations use their resources to engage in economic activities and trade?
  - Why do countries engage in trade?
  - What is the relationship between comparative advantage and international trade?
  - How have economic and social interactions changed over time?
  - How do spatial patterns reflect economic and social change over time?
  - How have improvements in transportation and communication promoted globalization?
  - What are some ways that global patterns and networks of economic interdependence can be depicted on maps?
  - What are some examples of economic unions?
  - What are the advantages and disadvantages of economic unions?

- How do the forces of conflict and cooperation affect the division and control of the Earth’s surface?
  - What are some examples of political divisions at the local and regional levels?
  - What are some reasons for political divisions at the local and regional levels?
  - What are some examples of political divisions at the national and international levels?
  - What are some reasons for political divisions at the national and international levels?
  - How do political divisions generate conflict?
  - How do political divisions cooperate to solve problems and settle disputes?

- What are some ways countries have attempted to avoid conflict?
  - How was the United Nations established?
  - Why was the United Nations created?
  - What are the various branches of the United Nations?
  - How are they structured?
  - What are some examples of conflicts the United Nations has been involved in?
  - How can we evaluate their success or failure?
  - What are some reasons why conflicts may continue into the 21st century?

Main Content Addressed:

- Students will know and understand examples of economic development, and global patterns and networks of economic interdependence.
- Students will know and understand how the forces of conflict and cooperation affect the division and control of the Earth’s surface.
- Students will know and understand ways countries have attempted to avoid conflict.
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 - Adaptors</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 8 Extended (2014/2015)

Topics

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Number</td>
<td>• Algebra</td>
</tr>
<tr>
<td>• Indices and Surds</td>
<td>• Graphs of Quadratic, Cubic, and Rational Functions</td>
</tr>
<tr>
<td>• Algebra</td>
<td>• Geometry and Trigonometry</td>
</tr>
<tr>
<td>• Algebraic Expansion and Factorization,</td>
<td>• Pythagorus’ Theorem, Trigonometry, Congruence and Similarity</td>
</tr>
<tr>
<td>Algebraic Equations and Formulae, Quadratic Equations, Relations and Functions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Number</td>
</tr>
<tr>
<td></td>
<td>• Sets and Venn Diagrams</td>
</tr>
<tr>
<td></td>
<td>• Statistics and Probability</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**
   
   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

<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>
Mathematics 8 with Mr. Jones (2014/2015)
email: jeffrey.jones@kist.ed.jp

Unit Descriptions

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Numbers</td>
<td>• Geometry</td>
</tr>
<tr>
<td>• Indices; Radicals; Financial mathematics</td>
<td>• Measurement; Congruence and similarity; Deductive</td>
</tr>
<tr>
<td>• Algebra</td>
<td>geometry; Transformation geometry; Introduction to</td>
</tr>
<tr>
<td>• Expansions, Algebraic fractions; Formulae; Proportion; Equations; Factorization; Coordinate geometry</td>
<td>trigonometry</td>
</tr>
<tr>
<td>• Statistics &amp; Probability</td>
<td></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 jeffrey.jones@kist.ed.jp. Tutorial sessions are available at lunch every day if requested and I can also make my self available for assistance most mornings and after school.

2. **Quizzes**

   Most 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.

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

   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 Semester 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 OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A:</strong> Knowing and Understanding</td>
<td>know and understand concepts from the four branches of mathematics (number, algebra, geometry/trigonometry, statistics/probability), apply and use this knowledge to solve problems in familiar and unfamiliar situations in a variety of contexts</td>
</tr>
<tr>
<td><strong>B:</strong> Investigating Patterns</td>
<td>select and apply mathematical problem-solving techniques to discover complex patterns, describe patterns as general rules consistent with findings and verify/justify general rules</td>
</tr>
<tr>
<td><strong>C:</strong> Communicating</td>
<td>use appropriate mathematical language in both oral and written situations, use appropriate forms to present information, move between different forms of representation (graphs, tables, etc.), communicate complete, coherent and concise mathematical lines of reasoning, and organize information using a logical structure</td>
</tr>
<tr>
<td><strong>D:</strong> Applying Mathematics in Real-life Contexts</td>
<td>identify relevant elements of authentic real-life situations, select appropriate mathematical strategies when solving authentic real-life situations, apply selected mathematical strategies successfully to read a solutions, justify the degree of accuracy of a solution, justify whether a solution makes sense in the context of the authentic real-life situation</td>
</tr>
</tbody>
</table>
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>
<thead>
<tr>
<th>MYP CRITERION</th>
<th>BRIEF DESCRIPTION OF LEARNING EXPECTATION</th>
</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 8: MUSIC

Unit 1: Rhythm and Melody
Through the activities of composing, improvising, performing, listening and appraising, students will understand and evaluate the importance of rhythm and melody for the uniqueness of music piece. They will be able to listen and write down the rhythm complex of 8 bars long that includes 16th notes, syncopations and triplets.

Statement of Inquiry: Concepts of time and space in music are common and can be used as elements of artistic expression

Key Concept: Communication
Related Concept: Structure/Expression

Global Context: Orientation in Time and Space

Main Content Addressed:
- Meter
- Rhythm
- Duration
- Time Signature
- Melodic Shape
- Cadence
- Graphic Notation

Unit 2: Style in Music
Through the activities of performing, composing, listening and appraising, students will further their knowledge of concept of music style. Students will understand how certain musical features create unique music style and preserve cultural identity. Students will become familiar with some idiomatic features of some Western time band styles as well as world music styles.

Statement of Inquiry: Music appreciation can be deepened through our experience of other cultures and their perspectives.
Key Concept: Identity
Related Concepts: Style/Audience

Global Context: Personal and Cultural expression

Main Content Addressed:
- Development of musical instruments
- Types of Cultural Music (e.g. African, Western, Asian)
- Art and Pop Music.
- Common features
- Criteria by which differentiate music styles could be differentiated
- Stylistic differences in historical context
- Stylistic differences in geographical context
Grade 8: VISUAL ART

Unit 1: Art History Timelines.

Students will be introduced to a selection of art movements in history, including Western and Eastern techniques and ideologies. Students will examine the relationships and influences these movements have had on society and art-making. Students will research themes, environmental influence and technical developments and practice them visually. Students will choose their own media to produce an artwork reflecting themes of connection and influence, genre and style.

Statement of Inquiry:
Visual representations express connection and influence of the current trends in society, and are inspired by sharing ideas.

Global Context: Orientation in Space and Time.
Key Concept: Change
Related Concepts: Genre, Expression, Representation, Style.
Factual- What are art movements? How are art movements defined?
Conceptual- How do art movements reflect the societal issues of the time? How do art movements inspire different or new ideas in art?
Debatable- Is it possible for an idea to completely new without influence from another source?

Main Content Addressed:
- Know and understand what an art movement is.
- Know and understand the techniques and ideas that categorise artists in an art movement.
- Research and analyse specific artists in history for their ideas and practice their techniques.
- Know and understand what the visual elements are, and how to apply them in artwork.
- Know and understand how to analyse artworks.
- Identify and recognize similarities and differences in art movements and artworks.
- Show evidence of understanding how to use materials appropriately and safely in the art room.

Unit 2: Jewellery and Body Adornment

Students will explore Jewellery and Body Adornment as a contemporary genre. Students will look at the work of contemporary Jewellery designers and costume design in fashion and movies. Students will be introduced to techniques for making 3D designs and the concept of recyclable fashion as a statement of human consumerism. Students will explore the design elements in 3D work and respond to the constraints of a design brief.

Statement of Inquiry:
Societies around the world express their values and beliefs in a variety of visual cultures.

Global Context: Globalisation and Sustainability.
Key Concept: Identity
Related Concepts: Innovation, Presentation, Genre, Audience, Style.
Factual- What is body adornment? What materials are used in 3D design?
Conceptual- How does body adornment function in various cultures?
Debatable- Is it possible to make expensive looking pieces of art from inexpensive materials?
Main content addressed:

• Know and understand what body adornment is and how it is used in various cultures.
• Research and analyse pieces of jewellery and body adornment.
• Compare and contrast 3D designs in fashion, culture, and for specific purposes.
• Know and understand the visual and design elements and how to utilize them in 3D work.
• Know and understand how to use 3D mixed media effectively and appropriately.
• Know and understand how to plan design ideas and show discernment.

Unit 3: “Wall and Peace”: Art as Social Justice

Students will explore what constitutes social injustice in contemporary society. Students will consider the notion that spreading awareness about injustices in the world helps to bring people together to try and find a solution. Students will look at different ways that society can share these ideas through digital and 2D media and look at the work of political artists in history and contemporary artists such as Ai Wei Wei and street art. Students will identify an injustice to address and develop an effective way to spread awareness through a 2D medium.

Statement of Inquiry:

Designers and artists can communicate issues of fairness by developing understanding and inspiration from cultures other than their own.

Global Context: Fairness and Development
Key Concept: Communication
Related Concepts: Interpretation, Narrative, Expression, Visual Culture.

Factual- What is meant by the term social justice or injustice? What societal issues are global? What societal issues are culturally specific?

Conceptual- In what ways do artists address political and social issues of a society?

Debatable- What are the positives and negatives of addressing issues in a public and visual medium?

Main content addressed:

• Reflect and consider the meaning and definition of social justice.
• Know and understand the ways societal issues are communicated in visual imagery.
• Compare and contrast the artworks of artists who address social issues in their work.
• Know and understand how to apply design and visual elements in a 2D composition.
• Know and understand how to use digital imaging, drawing and print media effectively and appropriately.
Grade 8 - Unit One  
Team and International Pursuits  
Volleyball, Lacrosse and Cricket (2)  
Global Context: Orientation of Space and Time  
Key Concept: Relationships  
Related Concepts: Development, Movement, Patterns and Balance  

Statement of Inquiry:  

Team members must decide work together to develop interconnected, responsive movement patterns to maintain positional balance to gain success and efficiency.  

Inquiry Questions:  

Factual: What is the primary responsibility of the setter, spiker and libero in volleyball?  
What are defensive strokes in Cricket?  
What type of communication is most beneficial?  
What are the rules?  
What consequence can you expect from responsible behavior?  

Conceptual: How can we create usable space in offense and yet balance the playing field for defense?  
How does my decision affect others?  

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?  
Is not making a decision a decision in itself?
Grade 8 - Unit Two

Individual Pursuits
Athletics, Badminton and Tennis (3)

Global Context: Globalization and sustainability
Key Concept: Change
Related Concepts: Environment and Adaptation

Statement of Inquiry:
Performers respond and adapt to changing environments, challenges and situations.
In order to lead, I must be willing to follow.

Inquiry Questions:

Factual: What is the value of Leadership and the Attributes that make them successful?
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 do we gain the attributed to becoming an effective leader?
How can we create balance between mind and body?
How can we create usable space?

Debatable: Is there such thing as a “natural born leader”?
What makes an effective system of communication during game play?
What are the most effective strategies for building highly collaborative teams?