



# Grade 7 Language and Literature (English) Course Description

## Unit 1: New Traditions

**Global Context:** Orientation in time and space

**Key Concept:** Perspective

**Related Concepts:** Characters, Point of view, Theme, Context

**Text:** 'The Whale Rider' by Witi Ihimaera

Traditions are an important part of our own cultures and families and often reveal interesting information about our backgrounds and values. By using Witi Ihimaera's 'Whale Rider' students will be exposed to Maori culture and understand the importance of tradition, gender and culture. Throughout this unit, students will be given ample opportunity to reflect on traditions present in their own cultures. Connections will also be made to Japanese traditions and values through the first Individuals and Societies unit.

### **Main content addressed:**

- Examine different cultural creation myths and legends
- Identify traditions and values present in own cultures and make connections to the novel.
- Recognise what role traditions and gender play in our own cultures and how they can both shape and hinder us.
- Identify and discuss the themes in the novel.
- Recognise how the author develops themes and characters to position readers in a certain way.
- Identify the features of a persuasive essay to then produce one.

## Unit 2: Good things come in small packages

**Global Context:** Personal and Cultural expression

**Key Concept:** Creativity

**Related Concepts:** Style, Structure, Purpose, Self-expression

**Text:** Selection of short literary and non-literary texts.

Students will study a variety of short stories and investigate different narrative writing styles and genres. Students will experience stories that reflect a wide variety of relevant themes and use them as a basis for discussion. The students will create a variety of texts focusing on different aspects of narrative in order to display competence in effective and clear use of language, and finally synthesize these skills by creating their own short story. The skills of finding topics that matter, focusing ideas, revealing setting, showing characters, creating tension, crafting effective leads and endings and editing for clarity and coherence of ideas will also be practiced.

### **Main content addressed:**

- Learn how to discuss important themes from various short stories
- Study different aspects of the short story such as plot, characters, setting, theme and genre
- Complete journal exercises and short writing pieces displaying sensory language and symbolism.
- Complete smaller writing exercises to demonstrate understanding and competence of aspects of narrative writing
- Write an original short story for a class collection of short stories

- Demonstrate mastery of a number of narrative techniques through a writer’s folio and written reflection
- Students will write a comparative essay about two short texts.

### **Unit 3: A Perfect Society**

**Global Context:** Identities and Relationships

**Key Concept:** Connections

**Related Concepts:** Character, Theme, Setting, Genre

**Text:** ‘The Giver’ by Lois Lowry

This unit aims to explore the concepts of the individual, community and society through an in-depth study of the novel *The Giver* by Lois Lowry. Students will also investigate the concept of utopia and dystopia by looking at other examples from other sources of literature from the science fiction genre. This unit will share interdisciplinary links with the Individuals and Societies unit also entitled “A Perfect Society?” where students will investigate different systems of power, politics, economics and societies around the world, and so will share some assessment tasks and other activities. Throughout the novel students will examine the themes of individuality, community and conformity and students will be encouraged to take a stance on these themes.

#### **Main content addressed:**

- Learn how to discuss a novel and its theme using the novel *The Giver* and complete related comprehension, vocabulary, spelling, grammar and punctuation activities
- Demonstrate personal interpretation of the themes and messages of *The Giver* by completing writing exercises and class discussions.
- Alongside humanities investigation into different types of societies, cultures and systems of economics and government, develop opinions on ‘what makes a society perfect?’
- Learn the structure of exposition and explore complex concepts using in-class debates
- Write an expository essay presenting an opinion on the question ‘what makes a society perfect?’
- Study weekly spelling words and complete vocabulary building activities

### **Unit 4: Film Deconstruction**

**Global Context:** Personal and Cultural expression

**Key Concept:** Communication

**Related Concepts:** Context, Purpose, Setting, Style, Structure, Audience Imperatives

**Text:** ‘Rabbit Proof Fence’ directed by Doris Pilkington Garimara

By using *Rabbit Proof Fence* as the text, students will examine how film directors use camera angles, music, characterization, plot and stereotypes to position us as viewers. Students will be encouraged to examine cultural and gender based stereotypes and recognize the purpose of its existence in text.

#### **Main content addressed:**

- Identify and use key literature terms relevant to film studies.
- View a variety of short films, advertisements and the film *Rabbit Proof Fence* and analyse for film techniques.
- Examine themes present in the film through a variety of exercises
- Identify camera angles and practice using them to create a mood
- Identify cultural stereotypes seen in the film and examine the reasons why directors include these.

## KIST Intensive English Grades 6 to 8

### KIST Intensive English Curriculum Content

	Unit One	Unit Two	Unit Three	Unit Four
Grade 6 Intensive English	<p><b>Healthy Relationships</b>  <b>Global Context:</b> Identities and Relationships  <b>Key Concept:</b> Connections  <b>Related Concepts:</b> Character, Point of view, Theme, Self-expression  <b>Text:</b> ‘Two Weeks with the Queen’ by Morris Gleitzman</p>	<p><b>As You Wish</b>  <b>Global Context:</b> Fairness &amp; Development  <b>Key Concept:</b> Communication  <b>Related Concepts:</b> Character, Theme, Structure, Intertextuality, Style  <b>Text:</b> ‘The Princess Bride’ directed by Rob Reiner</p>	<p><b>Call of the Wild</b>  <b>Global Context:</b> Identities and Relationships  <b>Key Concept:</b> Creativity  <b>Related Concepts:</b> Setting, Context, Character, Theme  <b>Text:</b> ‘Call of the Wild’ by Jack London</p>	<p><b>Short Stories</b>  <b>Global Context:</b> Orientation in time and space  <b>Key Concept:</b> Connections  <b>Related Concepts:</b> Audience imperatives, Purpose, Genre, Theme  <b>Text:</b> A selection of short stories</p>
Grade 7 Intensive English	<p><b>Hoot</b>  <b>Global Context:</b> Globalization and sustainability  <b>Key Concept:</b> Communication  <b>Related Concepts:</b> Message, Structure, Argument, Purpose  <b>Text:</b> ‘Hoot’ by Carl Hiaasen</p>	<p><b>Truth is stranger than fiction</b>  <b>Global Context:</b> Personal and cultural expression  <b>Key Concept:</b> Creativity  <b>Related Concepts:</b> Structure, Stylistic choice  <b>Texts:</b> a selection of urban legends</p>	<p><b>Knowing Me, Knowing You</b>  <b>Global Context:</b> Identities and Relationships  <b>Key Concept:</b> Connections  <b>Related Concepts:</b> Point of view, Inference  <b>Text:</b> ‘The Giver’ by Lois Lowry</p>	<p><b>From Little Things, Big Things Grow</b>  <b>Global Context:</b> Personal and Cultural expression  <b>Key Concept:</b> Communication  <b>Related Concepts:</b> Context, Argument  <b>Text:</b> ‘Rabbit Proof Fence’ directed by Doris Pilkington Garimara</p>
Grade 8 Intensive English	<p><b>True Stories</b>  <b>Global Context:</b> Orientation in time and space  <b>Key Concept:</b> Connections  <b>Related Concepts:</b> Point of view, Context, Empathy, Structure, Self-expression  <b>Texts:</b> ‘Hanna’s suitcase’ by Karen Levine and/or ‘The Diary of Anne Frank’</p>	<p><b>Art and Historical Fiction</b>  <b>Global Context:</b> Identities and relationships  <b>Key Concept:</b> Creativity  <b>Related Concepts:</b> Style, Context, Structure, Character, Theme  <b>Texts:</b> ‘A Single Shard’ by Linda Sue Park</p>	<p><b>Civilization and Savagery</b>  <b>Global Context:</b> Globalization and sustainability  <b>Key Concept:</b> Connections  <b>Related Concepts:</b> Character, Setting, Style, Context  <b>Text:</b> Across the Nightingale Floor by Lian Hearn</p>	<p><b>Ten Things I Hate About You</b>  <b>Global Context:</b> Fairness and Development  <b>Key Concept:</b> Communication  <b>Related Concepts:</b>  <b>Text:</b> ‘10 Things I Hate About You’ directed by Gil Junger</p>

# Japanese Language and Literature

## G7

### Unit 1: 宣伝

ポスター・雑誌・チラシなど、さまざまな媒体から、目的に応じて必要な情報を読み取る。図や表からもできるだけ多くの情報を見つけ出す。自ら宣伝を作成し、なぜそれを作成したかを発表しお互いに評論を書く。

**Unit Question:** 言語をコミュニティにどう使うことができるのか。

#### Teacher Questions:

1. それぞれの媒体の目的と特徴は何か。
2. 真実を伝えるには何が必要か。
3. 多くの情報の中から真実を見つけるにはどうするか。
4. どのようにして情報を集めるか。
5. どのような問題が身近に起こっているか。
6. 問題をどのようにして解決していくか。

#### Main content addressed:

- ・ 段落に注目して文章を読む
- ・ 問題提起と答えの文章に着目し、構成をとらえる
- ・ 文章中の言葉の意味を正しく捉え内容理解をふかめる
- ・ 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。
- ・ わかりやすい発表の仕方について考えプレゼンテーションをする
- ・ プレゼンテーションの内容について話し合う

### Unit 2: 文学 『竹取物語』

竹取物語を読むことから古典の文章に出会い、現代とのつながりを考えます。古典語と現代語の違いや変化を調べ、古典のもつ言葉の響きを味わいます。生徒自身から登場人物へ、あるいは、登場人物として他の登場人物へ手紙を書いてみます。中国の古典から現代に生き続けている故事成語を学びます。

**Unit Question:** 物語は私たちにどのようなことを伝えているか。

#### Teacher Questions:

1. 平安時代の人々の考え方はどのようなものだったか。
2. 竹取物語が作られた時代にはどのようなことがあったか。

3. 文学のジャンルにはどのようなものがあるか。
4. 古典はどのような形態でどのようにして今日まで伝えられて来たか。
5. 古典が現代人に与えるメッセージは何か。

#### **Main content addressed:**

- ・ 随筆文と物語文の違いを考える。
- ・ 仮名遣いに注意して音読し、古文の言葉の響きや調子に読み慣れる。
- ・ 現代文に書き換えをし、内容を理解するとともに言葉の変遷の歴史にふれる。
- ・ 竹取物語を読み内容を理解する。
- ・ メッセージを手紙に書いてみる。
- ・ 手紙の基本的な書式を理解する。
- ・ 相手や目的をはっきりさせて手紙を書く。
- ・ 中国の古典から現代にも伝えられている言葉を知る。

#### **Unit 3: 意見文 『江戸からのメッセージ』**

『江戸からのメッセージ』などを読み、初めて知ったことについて話をする。

わかりやすく説明するために、具体的な話題を選び、言いたいことが効果的に伝わるように構成を考える。話し方も工夫しよう。

**Unit Question:** 環境を考える生活とはどのようなものか。

#### **Teacher Questions:**

1. 江戸時代の生活についてはどう思いましたか。
2. 今に残っている江戸時代の風習にはどんなものがありますか。
3. 江戸時代の生活と現代の生活ではどちらがいいと思いますか。
4. 自分の発見したことをより正確に伝えるにはどのような順に話せばいいのですか。

#### **Main content addressed:**

- ・ 江戸時代の人々の生活について理解する。
- ・ 現代の生活と比べてみる。
- ・ 年中行事について、いろいろ調べてみる。
- ・ 初めて知ったことについて資料などで調べてみる。
- ・ 伝える相手によりまとめ方を工夫してみる。
- ・ 伝えたい人に読んでもらい感想を聞く。

#### **Unit 4: 詩**

日本語の現代詩を鑑賞します。作品を分析的に読むことを通して作者の心情を読み取り小論文の書き方を学ぶ。生徒自身が詩を創作し、クラス詩集を作ります。

**Unit Question:** 作者は詩で何を訴えているのか。

**Teacher Questions :**

- ・詩などの韻文と小説などの散文との違いは何か。
- ・作者の育った時代はどのような時代だったか。
- ・作者の気持ちはどのようなものだったか。
- ・作者の気持ちはどの部分・どの言葉に表されていますか。

**Main content addressed:**

1. 声を届けるということを意識して詩を朗読する。
2. 詩の持つイメージを膨らませ絵で表現する
3. ポピュラーミュージックの歌詞を読み、そこで語られているものを感じる。
4. 詩を創作する。
5. 修辞法を学ぶ。
6. 詩を分析し、小論文を書く
7. クラス詩集を作り上げる。

# Individuals & Societies Year 2 (Grade 7)

## HISTORY-FOCUSED UNIT: Ancient to Modern: Changing Values

Our first unit in seventh grade focuses on values, beliefs and traditions in Japan and China and extends to recognizing their main impacts on today's society. Students will have ample opportunity in this unit to look into values and traditions in their own communities.

The unit begins in Ancient China where we see how Taoism, Buddhism and Confucianism began and moreover, what key values and beliefs these systems taught to their believers. We look in depth at the concept of filial piety; respecting your elders and see how this was at the center of Chinese culture. 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.

We then move our focus to Japan, where we see the spread of these religions into Japanese society.

After gaining a basic understanding of the belief systems in Ancient times, we then look into how these values and beliefs are changing in modern society and consequently, what impact they do play in shaping society.

Links to local sites, will be made wherever possible.

**Unit Question:** Ancient Beliefs: What did people believe in Ancient Times? How do these beliefs shape OUR world?

### Teacher Questions:

- What religious traditions developed in ancient civilizations?
- How can we understand the civilizations of Japan, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations?
  
- Who was the founder of Buddhism?
- What did he teach?
- What are the beliefs of Buddhism?
- How did Buddhism spread?
- Why were Confucianism, Taoism, and Buddhism important in the formation of Chinese culture?
- What is filial piety?
- How do beliefs change over time?

### Main Content Addressed:

- Students will know and understand what beliefs, values and traditions are.
- Students will know and understand important developments of belief systems, particularly in Ancient Japan and China
- Students will know and understand how belief systems spread.
- Students will know and understand how beliefs and values change and how they shape current society.

## **GEOGRAPHY-FOCUSED UNIT: Human Ecology & Environment, and Conservation: Local Changes, Global Effects**

During this unit, students will continue to develop their geography skills by exploring the effects of climate, and physical and ecological processes. Moving on, the focus will shift to the changing environment, considering factors such as: the human impact on environment, changing landscapes (as a result of terracing, desertification, etc.), environmental changes (due to acid rain, pollution, etc.), the influence of technology, and environmental impact on humans. Students will be given the opportunity to identify and research current environmental problems and discern what our responsibility is in fixing the problem.

With this foundation in place, we will turn our attention to making authentic connections between geography and how it can be practically applied in our daily lives. We will look into eco-tourism, its necessity and benefits for local communities for developing countries in particular. In researching current examples, we will look at the criteria an eco-resort or attraction needs to adopt to be considered for 'eco' status.

**Unit Question:** How does where I live influence how I think and act?

### **Teacher Questions:**

- How do selected physical and ecological processes effect the environment?
- What are some examples of current environmental problems, both locally and globally?
- What are some ways humans influence their environment?
- How are humans influenced by their environment?
- How can we apply geography to interpret the past, understand the present, and plan for the future?
- What is our responsibility? How can we make a difference?
- How are current events connected to the geographical characteristics of places and regions?
- What is eco-tourism? How can I support eco-tourism?
- Why is eco-tourism helpful for a developing country?

### **Main content addressed:**

- Students will know and understand how selected physical and ecological processes shape the Earth's surface.
- Students will know and understand how current environmental problems are affecting communities and be able to discern how we can make a difference.
- Students will know and understand how we can apply geography to interpret the past, understand the present, and plan for the future.
- Students will identify the factors associated with eco-tourism and recognize how its existence is a necessity to support developing countries



## **CROSS-CURRICULAR HUMANITIES UNIT: A Perfect Society?**

In this unit, students will examine the themes of power, rights and decision making. We will identify how power is used within a society, and how particular uses of power can be considered unethical or unfair. Using a common governmental framework, we will see how citizens are encouraged or discouraged to voice their opinions.

Linking with the themes and content displayed in *The Giver* ([link to Language A/B English](#)), we will examine the advantages and disadvantages of the community versus individuality. Students will be encouraged to consider their own communities and the effect that they have on their individual values and perspectives.

We will also look into how society expects us to conform to certain expectations and values. We will see real-life examples of conformity and its impacts and consequently, what happens when we don't conform.

**Unit Question:** What makes an ideal society?

### **Teacher Questions:**

- What is a community? What is a society?
- What might happen to our communities and societies without systems of power to govern them?
- Which is more important? The individual or society?
- What are some mechanisms for decision making?
- What are the benefits and drawbacks of democratic and authoritarian forms of government and decision making?
- What are some of the rights and responsibilities of citizenship?
- How are these rights and responsibilities exercised in schools, communities, and the nation?
- How does the judicial system (e.g., law courts, trials, juries) protect the rights of both individuals and society?
- What are some cases that have upheld or restricted a citizen's rights and responsibilities?
- What motivates us to conform?
- What happens when we don't conform?

### **Main content addressed:**

- Students will know and understand the concepts of individual and society.
- Students will know and understand the effects of democratic vs authoritarian government.
- Students will know and understand the rights and responsibilities of citizenship.
- Students will know and understand the impacts of conformity and non-conformity.

## **Business Unit: The World of Marketing**

We are surrounded by advertising in our daily lives. But do you know what makes a 'good' advertisement? The quality of sales produced largely relies on an effective advertising and marketing campaign.

In this unit we will look at the fundamental marketing and advertising principles and examine how they are used in both print, television and social networking examples. Students will be able to identify how marketers drive their campaigns to target a specific audience and how this in turn affects the advertising technique and medium. We will look at different examples of marketing and be challenged into finding creative or unusual examples that appeal to a specific target audience. We will also look at examples of advertisements and see how they work to attract our attention and then call us to action.

Once we have a basic understanding into the basic marketing and advertising principles, we will focus our attention on how marketing plans have to be modified to keep up with current demands.

Students will then be given the opportunity to create their own marketing campaign practicing the skills learnt in the unit.

**Unit question:** What makes an effective marketing campaign?

### **Teacher questions:**

- What is the difference between marketing and advertising?
- What is 'good' advertising?
- What strategies do businesses use to market their products?
- What are some different advertising techniques?
- How do advertisements change to target different audiences?
- When do businesses need to change their marketing plans?

# Japanese Language Acquisition Phase 5 2014-2015

## Grade 7

### **Unit 1 - My town**

In this unit, as individual research, students will explore our town, and find how Japanese language is used in our town.

They will search on the internet for information about favorite town such as historical buildings, famous statues, temples or shrines and festivals, etc. And they will create an advertisement about their own town.

**Unit Question:** How is language used in communities?

#### ***Teacher's question:***

1. What kind of Japanese words are used in our town?
2. How can you introduce your favorite town to the class?
3. Why do you like this town? Where is it?
4. How do you write a pamphlet to introduce about your favorite town?

#### **Main content addressed;**

- Students will investigate their own town, and research how Japanese use in the society.
- Students will research their favorite town's history, population and interesting spots.
- Students will learn how to describe their favorite town's characteristic to the class.
- Students will write a pamphlet to introduce about their favorite town.

## **Unit 2– Health**

In this unit, students will make and label a chart of the parts of the body and give it to the foundation leveled students. They will interview and research about their friend's health. Students will recognize how they persuade their friends to stop unhealthy customs.

**Unit Question:** How can we be healthy?

### ***Teacher's question:***

1. How do you keep good health?
2. Who is sick? Have you ever been sick?
3. How did you recover from illness?
4. How will you do if your friend has unhealthy customs?
5. What kind of health problem do teenagers have in Japan or in the world?
6. What can you do for these problems?

### **Main content addressed;**

- Students will be able to express their physical condition and emotions..
- Students will discuss how they can keep good health.
- Students will learn how to persuade their friend's unhealthy customs.
- Students will make a play for persuading other people.
- Students will learn how to talk about their physical condition at a clinic.

## **Unit 3- Daily Routine**

Students will learn the names of items in their household and describe their house. They will consider a model house. Students will talk about schedule, daily activities, weekends and holidays. Students will also describe the life in Japan and their home countries. Students will discuss people's attitude changes which could occur in daily life.

Students will describe a day in their life and consider what they could do on a daily basis in order to protect society rules.

**Unit Question:** How have we changed our daily life?

### ***Teacher's question:***

1. What kinds of houses are there in Japan?
2. How many floors does it have?
3. What rooms does it have in Japanese house?
4. What is your role within your household?
5. What do you do to keep Japanese society's rules?
6. What can you do and cannot do in the Japanese society?
7. How does your daily routine change depend on country?

### **Main content addressed;**

- Students will know different types of houses.
- Students will know the vocabulary for items found in a house.
- Students will learn how to express their daily routine.
- Students will investigate how their daily routine will change if they live in other countries.

## Unit 4– Weather and Seasons

In this unit, students will learn about seasons and the climate. Students will be able to describe and learn about the four seasons in Japan. Students will investigate Japanese weather patterns and the climate in order to present a weather report.

**Unit Questions:** How can we express weather and seasons in Japanese?

### Teacher’s Questions:

1. Which seasons do you like the best?
2. What is the weather like today?
3. What are the typical features of the climate during each season in Japan?
4. How do you read the newspaper’s weather report?
5. What is the climate in your home country?
6. What is global warming?
7. How does global warming affect the weather?
8. How does the weather affect our health?

### Main Content Addressed:

- Students will learn how to make weather reports.
- Students will discuss the characteristics of the four seasons in Japan.
- Students will demonstrate forecasting using a Japanese map.
- Students will examine how the weather affects our daily life and our health.
- Students will investigate the typical features of the climate during each season in Japan.
- Students will report the weather like a TV reporter.
- Students will be able to read the weather report on newspapers.

# Japanese Language Acquisition Phase 1-3 2014-2015

## Grade 7

### **Unit 1 : My town**

In this unit, as individual research, students will explore our town, and find how Japanese language is used in our town.

They will search on the internet for information about favorite town such as historical buildings, famous statues, temples or shrines and festivals, etc. And they will create an advertisement about their own town.

**Unit Question:** How is language used in communities?

#### ***Teacher's question:***

1. What kind of Japanese words are used in our town?
2. How can you introduce your favorite town to the class?
3. Why do you like this town? Where is it?
4. How do you write a pamphlet to introduce about your favorite town?

#### **Main content addressed;**

- Students will investigate their own town, and research how Japanese use in the society.
- Students will research their favorite town's history, population and interesting spots.
- Students will learn how to describe their favorite town's characteristic to the class.
- Students will write a pamphlet to introduce about their favorite town.

## **Unit 2 : Daily Routine**

Students will learn the names of items in their household and describe their house. They will consider a model house. Students will talk about schedule, daily activities, weekends and holidays. Students will also describe the life in Japan and their home countries. Students will discuss people's attitude changes which could occur in daily life.

Students will describe a day in their life and consider what they could do on a daily basis in order to protect society rules.

**Unit Question:** How have we changed our daily life?

### ***Teacher's question:***

1. What kinds of houses are there in Japan?
2. How many floors does it have?
3. What rooms does it have in Japanese house?
4. What is your role within your household?
5. What do you do to keep Japanese society's rules?
6. What can you do and cannot do in the Japanese society?
7. How does your daily routine change depend on country?

### **Main content addressed;**

- Students will know different types of houses.
- Students will know the vocabulary for items found in a house.
- Students will learn how to express their daily routine.
- Students will investigate how their daily routine will change if they live in other countries.



## **Unit 3: Weather and Seasons**

In this unit, students will learn about seasons and the climate. Students will be able to describe and learn about the four seasons in Japan. Students will investigate Japanese weather patterns and the climate in order to present a weather report.

**Unit Questions:** How do we use seasons in Japanese literature or poem?

### **Teacher's Questions:**

1. Which seasons do you like the best?
2. What is the weather like today?
3. What are the typical features of the climate during each season in Japan?
4. How do you read the newspaper's weather report?
5. What is the climate in your home country?
6. What is global warming?
7. How does global warming affect the weather?
8. How does the weather affect our health?

### **Main Content Addressed:**

- Students will learn how to make weather reports.
- Students will discuss the characteristics of the four seasons in Japan.
- Students will demonstrate forecasting using a Japanese map.
- Students will examine how the weather affects our daily life and our health.
- Students will investigate the typical features of the climate during each season in Japan.
- Students will report the weather like a TV reporter.
- Students will be able to read the weather report on newspapers.

## **Unit 4: Health**

In this unit, students will make and label a chart of the parts of the body and give it to the foundation leveled students. They will interview and research about their friend's health. Students will recognize how they persuade their friends to stop unhealthy customs.

**Unit Question:** How does Japanese learning help us for a better healthy choice?

### ***Teacher's question:***

1. How do you keep good health?
2. Who is sick? Have you ever been sick?
3. How did you recover from illness?
4. How will you do if your friend has unhealthy customs?
5. What kind of health problem do teenagers have in Japan or in the world?
6. What can you do for these problems?

### **Main content addressed;**

- Students will be able to express their physical condition and emotions..
- Students will discuss how they can keep good health.
- Students will learn how to persuade their friend's unhealthy customs.
- Students will make a play for persuading other people.
- Students will learn how to talk about their physical condition at a clinic.

## 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

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
Ecosystems	Scientific Methods and Attitudes	Forces and Simple Machines
Reproduction	Simple Chemical Reactions	Planet Earth and Energy Resources

### Topics - Grade 7

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
Form and Function - Adaptions	Matter	Light and Sound
Fit and Healthy	Reactivity of Metals and Reactivity Series	Space and Gravity

### Topics - Grade 8

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
Living Organisms	Separating techniques and Atomic structure	Space and Gravity (covered Electricity instead last year)
Environmental Issues	Rates of reactions and Energy change	Thermal Physics

#### 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.



## Topics

Term 1	Term 2
<ul style="list-style-type: none"> <li>• Number                             <ul style="list-style-type: none"> <li>• Indices, Surds, Sets and Venn diagrams</li> </ul> </li> <li>• Algebra                             <ul style="list-style-type: none"> <li>• Expansion, Fractions, Formula, Proportions, Equations, Quadratic Factorization, Quadratic Equations, Pythagoras' theorem, Coordinate Geometry, Cubic Graphs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Geometry and Trigonometry                             <ul style="list-style-type: none"> <li>• Measurement, Congruence, Similarity, Deductive Geometry, Circle, Transformation Geometry, Loci, Right-Angled Trigonometry.</li> </ul> </li> <li>• Statistics and Probability                             <ul style="list-style-type: none"> <li>• Statistics, Probability</li> </ul> </li> </ul>

## 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

MYP OBJECTIVE	BRIEF DESCRIPTION OF LEARNING EXPECTATION
<b>A:</b> Knowing and Understanding	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
<b>B:</b> Investigating Patterns	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
<b>C:</b> Communicating	use appropriate mathematical notation/terminology and different forms of mathematical representation (graphs, tables, etc) to communicate reasoning and organize information
<b>D:</b> Applying Mathematics in Real-life Contexts	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



## Topics

Term 1	Term 2
<ul style="list-style-type: none"> <li>• Number                             <ul style="list-style-type: none"> <li>• Properties of numbers, Fractions, Decimals and Percentage, Radicals and Pythagoras</li> </ul> </li> <li>• Algebra                             <ul style="list-style-type: none"> <li>• Operations and Expansion, Equations, Factoring</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Algebra                             <ul style="list-style-type: none"> <li>• Coordinate Geometry</li> </ul> </li> <li>• Geometry and Trigonometry                             <ul style="list-style-type: none"> <li>• Polygons, Similarity and Congruence, Area and Volume, Loci</li> </ul> </li> <li>• Statistics and Probability                             <ul style="list-style-type: none"> <li>• Statistics, Sets and Venn Diagrams, Probability</li> </ul> </li> </ul>



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# 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 21<sup>st</sup> 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.

MYP CRITERION	BRIEF DESCRIPTION OF LEARNING EXPECTATION
<b>A:</b> Inquiring and Analyzing	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.
<b>B:</b> Developing Ideas	Students write a detailed specification, which drives the development of a solution. They present the solution.
<b>C:</b> Creating the Solution	Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.
<b>D:</b> Evaluating	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.

# The Arts

## Grade 7: MUSIC

### Unit 1: Musical Instruments

Through the activities of active listening and appraising, improvising and performing, each student will demonstrate knowledge and an understanding of different musical instruments. By the end of unit students should be able to differentiate musical instruments of a symphonic orchestra acoustically and visually as well as describe and identify most common types of instrumental ensembles (e.g. symphony orchestra, chamber orchestra quartet, trio etc.)

**Statement of Inquiry:** *Instrumental tone-color is a powerful tool which reflects cultural identities and can be used for expression.*

**Key Concept:** Communication

**Related Concepts:** Presentation/Audience

**Global Context:** Personal and Cultural expression

### Main Content Addressed:

- musical instruments in Western music tradition
- musical instrument families
- characteristics of musical instrument sound
- conductor / composer / performer
- purpose of music score
- music ensembles in Western music tradition
- role of ensemble leader
- which instruments can play together

## Grade 7: VISUAL ARTS

### Unit 1: Organic Architecture: Perspective and Design.

Students will explore the concept of organic architecture and ways that architecture has modernized to take into account sustainable living. Students will learn the design elements and what a design brief is, and participate in team design projects before choosing an individual design project task. Students compare and contrast architectural designs, considering Frank Lloyd Wright's architecture. Students will learn how to implement 1 and 2 point perspective and develop their technical drawing skills.

#### Statement of Inquiry:

Change is fundamental to aspects of design in order to stay relevant and address contemporary societal issues.

**Global Context:** Globalisation and Sustainability.

**Key Concept:** Change

**Related Concepts:** Audience, Boundaries, Innovation, Representation.

#### Teacher Questions:

**Factual-** What is a design brief? What is linear perspective? What is organic architecture?

**Conceptual-** How can linear perspective help design planning? How is a design brief interpreted? How have materials used in architecture modernised?

**Debatable-** Is it possible for man to live in harmony with nature? Is it possible to live entirely in a sustainable environment?

#### Main Content Addressed:

- Know and understand what a design brief is.
- Know and understand what is meant by the term organic architecture.
- Research and analyse Frank Lloyd Wright's *Fallingwater* house
- Know and understand what the design elements are, and respond to these in a visual project.
- Practice and refine linear perspective drawing skills.

### Unit 2: Mask Making

Students will explore different masks from a variety of cultures and research their symbolism, meaning and aesthetics. Students will consider the Visual Elements and Principles of Art and Design, utilising them to create a mask of their own reflecting the ideas and processes that have been studied. Students will compare and contrast cultural, visual and design elements present in masks from different cultures.

#### Statement of Inquiry:

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



**Global Context:** Personal and Cultural Expression

**Key Concept:** Identity

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

**Factual-** What are masks and how are they used? What messages are conveyed through masks?

**Conceptual-** What visual cultures are we familiar with?

**Debatable-** Can masks and cultural artefacts hold a form of spirituality, or is it just superstition?

**Main content addressed:**

- Know and understand what masks are and consider them for their function and significance.
- Research and analyse mask making symbols and techniques in history.
- Compare and contrast Venetian, African, Japanese and modern superhero masks.
- 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: In the Jungle: Representing Plants and Animals in 2D art.**

Students will research the representation of animals and nature in art over time in various genres and movements, and the relationship man has built visually with his environment. Students will explore movement and proportion of animals reflecting stylistic notions of specific artists such as Henri Rousseau, Albrecht Durer, Salvador Dali, alongside botanical and animal studies. Students will explore the paint and drawing medium and experiment with a range of techniques and processes.

**Statement of Inquiry:**

The conflict and compliments between man and the environment is reflected in visual imagery.

**Global Context:** Identities and Relationships

**Key Concept:** Aesthetics

**Related Concepts:** Representation, Genre, Style, Expression, Composition.

**Factual-** What notable works of art involve flora and fauna? What other imagery shows this?

**Conceptual-** For what purpose do we visually record and represent flora and fauna?

**Debatable-** What positive and negative effects has man had on the environment?

**Main content addressed:**

- Identify and recognize the ways flora and fauna are used with humans in artwork .
- Know and understand the positive and negative impact man has had on the natural world.
- Compare and contrast the artworks of artists who include flora and fauna in their work.
- Know and understand how to apply the visual elements in a 2D composition.
- Know and understand how use drawing and painting materials such as chalk pastel, charcoal and acrylic paint.

# Grade 7 - Unit One

## Team and International Pursuits

### **Basketball, Hockey and Flag Football (1)**

**Global Context: Orientation of Space and Time**

**Key Concept: Relationships**

**Related Concepts:** Development, Movement, Patterns and Balance

#### *Statement of Inquiry:*

In order to achieve success one has to set goals, work towards them and overcome obstacles.

We learn best through “Thinking”, “Talking” and “Moving”.

#### *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?

In what way can I successfully achieve my goals?

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

Why can the energy of a performance feel different to the audience and the performer?

How can we create usable space?

How does choice guide our success?

**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?

Do we learn through faster “talking” and “moving”?

# Grade 7 - Unit Two

## Individual Pursuits

### **Athletics, Badminton and Tennis (2)**

**Global Context: Fairness and Development**

**Key Concept: Change**

**Related Concepts: Perspective and Choice**

#### *Statement of Inquiry:*

In skill refinement setting, group members must work together to develop interconnected, responsive movement patterns to maintain a balance for everyone to have an equal opportunity to be successful.

#### *Inquiry Questions:*

**Factual:** What can I do to make every repetition count?  
What are the function of specific roles or position in this sport?  
What type of communication is most beneficial?  
What are the rules?

**Conceptual:** In what ways can a communicator increase a practice team's ability to perform efficiently?  
How can we create balance between mind and body?  
Why can the energy of a performance feel different to the audience and the performer?  
How can we create usable space?

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