



Hiroshima
International School

MYP Subject Group Overviews

Grade 6



English Subject Overview

Hiroshima International School

Teacher(s): Jason Underwood, Stirling Perry

Grade 6	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Unit title/ Topic	Recount	Communication in print: Make a class newspaper.	Survival: Genre study	Persuade me: Persuasive speaking	Drama study
Duration	5-6 weeks	7-8 weeks	7-8 weeks	5-6 weeks	7-8 weeks
Content overview (topics, knowledge, skills)	<ul style="list-style-type: none"> Students study the conventions of recounts and elements of style such as descriptive language and dialogue. Students understand how writers use style to engage their readers and communicate effectively. Students learn how to apply stylistic devices such as word choice to their writing. 	<ul style="list-style-type: none"> Students make a class newspaper by writing news articles on events at school. Articles include editorial, creative fiction, comics, advice, sports, fashion, feature. Students understand the conventions of news articles, feature articles, and editorials (opinion). Students learn how to read a news article. They learn how to plan and write a news article, feature article, and editorial. 	<ul style="list-style-type: none"> Students study survival stories including: <i>Julie of the Wolves</i>, <i>Hatchet</i> and <i>Call of the Wild</i>. Students write their own survival story. Students understand the key narrative elements and conventions of the genre. Students learn comprehension strategies and how to apply genre conventions to their own creative writing. 	<ul style="list-style-type: none"> Students research current scientific and technical innovations and present a persuasive speech on why their chosen innovation is the most important. Students understand how to conduct research for a speech and how to use persuasive elements.. Students learn persuasive speech structure, elements, and language devices. 	<ul style="list-style-type: none"> Students explore Shakespeare's comedies such as <i>A midsummer Night's Dream</i>. Students understand the different perspectives within the play and Students learn how to write a 5-paragraph essay.They learn Fundamental performance skills and act key scenes from the plays.
Statement of inquiry	Creative expression is more powerful when stylistic conventions are observed.	Communication is effective when conventions are aligned with a text's purpose.	Writers create compelling stories when they use genre conventions to guide their writing.	Speakers persuade audiences by making connections to people's emotions through the use of structural and stylistic choices.	Narratives can help us understand differing perspectives as represented by characters' points of view in the story.
Key concept	Creativity	Communication	Creativity	Connections	Perspective
Related concept(s)	Style	Purpose	Genre	Structure and Style	Point of view and character
Global context	Orientation in space and time	Orientation in space and time	Personal and cultural expression	Scientific and technical innovation	Fairness and development
ATLs	Self-management skills Communication skills	Thinking skills Research skills Social skills	Thinking skills Communication skills Self-management skills.	Research skills Social skills Communication skills,	Thinking skills, social skills, communication skills.
Summative assessment	Write a recount.	Create a class newspaper.	Write a short story in the genre of protagonist vs. nature. Provide a rationale explaining the conventions of the genre the student adhered to.	Present a persuasive speech on a scientific or technical innovation that you think will have a positive impact on the world.	Write an essay explaining characters' perspectives from one of Shakespeare's plays. Perform a scene from that play that highlights your character's perspective.
MYP subject group objective(s)	C: Creating texts D: Language	B: Organizing C: Creating texts	A: Analysing C: Creating texts	B: Organizing D: Language	A: Analysing D: Language



English Additional Language Subject Overview

Hiroshima International School

Phase 2/3 Grade 6

Teacher(s): Marybeth Kamibeppu

Grade 6 Phase 2/3	Unit 1	Unit 2	Unit 3	Unit 4
Unit title/ Topic	Let's Meet the Secondary and Our Classmates via Recounts	Communication in print: Make a class newspaper	Novel Study: Person vs. Nature; Genre Study	Drama Study: Expressiveness, Body Language, Gestures
Duration	+7 weeks	+ 7 weeks	+7 weeks	+7 weeks
Content overview (topics, knowledge, skills)	- Features of a recount - Adjustment to secondary	- Discuss features and conventions of news articles - Investigate how HIS relays news and information to students and families.	- Genre study - Narrative conventions	-Focus on expression, voice features (like volume, clarity, pronunciation), dialogue using folktales
Statement of inquiry	<i>Effective creative expression requires the use of stylistic conventions.</i>	<i>Communication is more effective when different text type conventions are followed.</i>	<i>Identities and relationships can be connected and shown through novels.</i>	<i>Narratives can help us understand differing perspectives or point of view.</i>
Key concept	Creativity	Communication	Connections	Culture
Related concept(s)	Communication, Function	Conventions, Purpose	Meaning, Word Choice	Point of View, Audience
Global context	Orientation in space and time	Personal and cultural expression	Identities and relationships	Fairness and Development
ATLs	Self-management/ Social skills	Communication skills	Thinking skills	Research skills/ Social skills
Summative assessment	Write a recount using recount features and the writing process.	Create a class newspaper with students developing different sections of the newspaper focused on life and news at HIS.	Write a basic person vs. nature story 	Write, develop, organize a video production of a re-written folk tale.
MYP subject group objective(s)	B: Written and visual text C: Communicating in response to spoken and/or written and/or visual text D: Using language in spoken and /or written form	A: Comprehending spoken and visual text B: Written and visual text C: Communicating in response to spoken and/or written and/or visual text D: Using language in spoken and /or written form	A: Comprehending spoken and visual text B: Written and visual text C: Communicating in response to spoken/ written/ visual text D: Using language in spoken and/or written form	A: Comprehending spoken and visual text B: Written and visual text C: Communicating in response to spoken/ written/ visual text D: Using language in spoken and/or written form



Japanese A: Language and Literature Subject Overview

Hiroshima International School

Grade 6	Unit 1	Unit 2	Unit 3	Unit 4
Unit title/ Topic	World of the imagination 想像の世界を旅しよう	Live with nature 自然と共に生きる	Get the message from the History 歴史を紐解こう	World Literature Perspectives 自分の見方、人の見方
Duration	6-7 weeks	6-7 weeks	6-7 weeks	6-7 weeks
Content overview (topics, knowledge, skills)	<p>■Topics Kenji Miyazawa and his short stories Biography "Kenji Miyazawa" 伝記「宮沢賢治」 Short stories "Yamanashi" and "Yodakano hoshi" 「やまなし」「よだかの星」</p> <p>■Knowledge Basic knowledge of the Modern literature 近代文学に関する基本的な知識</p> <p>■Skills Speaking and Listening Discussion 議論</p> <p>Reading Biography 伝記 Short stories 短編小説</p> <p>Writing Essay writing 分析の作文</p> <p>Viewing and presenting Presentation プレゼンテーション</p>	<p>■Topics Global environment problem and protect nature Essay "To the forest" 評論文「森へ」 Essay "百年後の未来予測" 評論文「百年後の未来予測」</p> <p>■Knowledge Environmental problem 環境問題</p> <p>■Skills Speaking and Listening Speech スピーチ</p> <p>Reading Essays 評論文</p> <p>Writing Essay writing 意見文</p> <p>Viewing and presenting Research リサーチ</p>	<p>■Topics Basho Matsuo(Haiku poet) and Edo period Essay "The message from Edo period" 評論文「江戸からのメッセージ」 Haiku poem and travelogues "Narrow road to the deep north" / Japanese geography紀行文「奥の細道」と日本の地理</p> <p>■Knowledge Japanese history :Edo period 日本の歴史：江戸時代 Geography日本の地理</p> <p>■Skills Speaking and Listening Research presentation リサーチ発表</p> <p>Reading Haiku poems 俳句 Travelogues 紀行文</p> <p>Writing Haiku poems 俳句 Travelogues 紀行文</p> <p>Viewing and presenting Research リサーチ</p>	<p>■Topics (World literature selection) トーベ・ヤンソン短編 Short stories written by Tove Marika Jansson</p> <p>■Knowledge Basic knowledge of the world literature 世界文学に関する基本的な知識</p> <p>■Skills Speaking and Listening Discussion 議論</p> <p>Reading Short stories 短編小説</p> <p>Writing Creative writing 創作小説</p> <p>Viewing and presenting Character Correlation Diagram 登場人物相関図</p>
Statement of inquiry	Personal and cultural expression creates characters. 登場人物は作者の個人的、文化的表現から生み出される	Perspective of global issues is expressed using various settings and structures. 人は地球規模の問題を異なったものの見方で認識し、それを様々な設定や構成で表現する	Connections can be made using purpose and style in different times. 時代を超えた文化的関連性は目的や形式を通して作られる。	Point of view reflect identities and relationships and it shares using communication. 視点にはアイデンティティと関係性が反映され、それらはコミュニケーションを通じて共有される。
Key concept	Creativity 創造性	Perspective ものの見方	Connections つながり	Communication コミュニケーション
Related concept(s)	Self-expression 自己表現 Character 登場人物	Setting 設定 Structure 構成	Purpose 目的 Style スタイル	Point of view 視点 Genres ジャンル
Global context	Personal and cultural expression 個人的表現と文化的表現	Globalization and sustainability グローバル化と持続可能性	Orientation in space and time 空間的および時間的な位置づけ	Identities and relationships アイデンティティと関係性
ATLs	■Communication コミュニケーション	■Critical thinking 批判的思考 ■Organization 組織	■Media literacy メディアリテラシー ■Collaboration 連携	■Thinking
Summative assessment	■Story analysis presentation 物語の分析プレゼンテーション	■Reflective statement about global issues 社会問題についてのリフレクティブステイトメント	■Research and article writing about Edo period 江戸時代についてのリサーチとまとめ ■Haiku poem and travel writing 紀行文と俳句の創作	■Creative writing (short story) 短編創作
MYP subject group objective(s)	Criterion A: Analysing 分析 B: Organizing 構成 D: Using language 言語の使用	Criterion B: Organizing 構成 C: Producing text 創作 D: Using language 言語の使用	Criterion A: Analysing 分析 B: Organizing 構成 C: Producing text 創作 D: Using language 言語の使用	Criterion A: Analysing 分析 B: Organizing 構成 C: Producing text 創作 D: Using language 言語の使用



Japanese Additional Language Subject Overview

Hiroshima International School

Teacher(s): Mika Kiriake Yumi Kyogoku

Y E A R	Phase 1/2 G6	Unit 1	Unit 2	Unit 3	Unit 4
A	Unit title/ Topic	自己紹介 Self-introduction	日常生活 Evenday life	買い物・レストラン Shopping	国・町 Home country / town
	Duration	6 weeks (29/8/16 - 21/10/16)	8 weeks (24/10/16 - 27/1/17)	8 weeks (30/1/17 -31/3/17)	8 weeks (3/4/17 - 2/6/17)
	Content overview (topics, knowledge, skills)	自己紹介とこそあど言葉 Introduce yourself including the names of country, people and language	時間・動詞と文の組み立て Tell the time, Verbs (present / past) and particles, Sentence structures	形容詞・Verb + 「が」 Verbs of “Give & receive” such as “give / receive” “lend / borrow” “teach / learn” etc. Adjectives (affirmative/negative)	場所・数詞・比較 Location, Order, Comparison
	Statement of inquiry	Identities are built by interaction with others.	Appropriate patterns and structures in language help us to express ourselves in place and time.	Members of communities express themselves in different ways, depending on the context of various situations.	Cultures strive in various ways to meet the challenges caused by an increasingly globalized world.
	Key concept	Identity	Time, place & space	Communities	Culture
	Related concept(s)	Audience, Structure	Patterns, Structure	Context, Function	Purpose
	Global context	Identities and relationships: Who am I? Who are we?	Orientation in space and time: What is the meaning of where and when?	Personal and cultural expression: What is the nature and purpose of creative expression?	Globalization and sustainability: How is everything connected?
	ATLs	Social skills Communication skills	Social skills Communication skills Thinking skills Research skills	Social skills Communication skills	Communication skills Thinking skills Research skills
	Summative assessment	<ul style="list-style-type: none"> Write about yourself and your family. [D] Oral presentation about your friend. [D] 	<ul style="list-style-type: none"> Write about your days on weekday and weekend. [D] Oral test: Interview about your holidays/weekends by the teacher [A/C] Read the names of the places in town [B] 	<ul style="list-style-type: none"> Role play at the restaurant: Order the menu [A,C] Read menus and Signs [B] 	<ul style="list-style-type: none"> Make a poster/slides and make an oral presentation about your country/town. + Q&A [A,C,D] Read names of prefecture [B]
	MYP subject group objective(s)	[D] Using language in spoken and written form	[A] Comprehending spoken and visual text [B] Comprehending written and visual text [C] Communicating in response to spoken and/or written and/or visual text [D] Using language in spoken and written form	[A] Comprehending spoken and visual text [B] Comprehending written and visual text [C] Communicating in response to spoken and/or written and/or visual text	[A] Comprehending spoken and visual text [C] Communicating in response to spoken and/or written and/or visual text [D] Using language in spoken and written form



Japanese Additional Language Subject Overview

Y E A R B	Phase 1/2 G6	Unit 1	Unit 2	Unit 3	Unit 4
	Unit title/ Topic	家族 Family	趣味 Hobby	将来の夢 Dream	一生 Life
	Duration	8 weeks	7 weeks	7 weeks	8 weeks
	Content overview (topics, knowledge, skills)	家族紹介と（仕事etc.）理由 Introduce family members including what they do and why they do	表現・注意は文化と関連 Introduce hobbies Instruct someone to do and not to do something	丁寧語とカジュアル Polite style vs. plain style Relative clause Express opinions	日本特有 あげ・もらい Indicate who is doing that act for whom Give an instruction and a direction
	Statement of inquiry	Appropriate structures in language help us to express purpose.	Idioms indicate ideas and manners in our culture.	Messages are communicated differently depending on the audience.	Language has features which defines different meanings.
	Key concept	Connections	Culture	Communication	Creativity
	Related concept(s)	Purpose, Structure	Message, Idiom	Audience, Point of view	Function, Conventions
	Global context	Identities and relationships: Who am I? Who are we?	Globalization and sustainability: How is everything connected?	Personal and cultural expression: What is the nature and purpose of creative expression?	Orientation in space and time: What is the meaning of where and when?
	ATLs	Social skills Communication skills	Thinking skills Social skills Communication skills	Social skills Communication skills	Self management skills Communication skills
	Summative assessment	<ul style="list-style-type: none"> Make a poster of a family tree and add an simple explanation for each person, and make an oral presentation. [D] Followed by Q&A between Students [A/C] 	<ul style="list-style-type: none"> Given different signs, write an instruction to each sign.[B] Write about your hobby and have an oral presentation. +Q&A [A,C,D] 	<ul style="list-style-type: none"> Make a skit where you should use both formal and informal languages. [D] Write a question and answer sentences in an appropriate language, using pictures and/or texts. [B] 	<ul style="list-style-type: none"> Make a poster of your life including your future plan and make a presentation. [D] Give a direction to a place: Oral presentation, Q&A with the teacher [A,C,D] Give an oral instruction of your choice. +Q&A [A,C,D]
MYP subject group objective(s)	[A] Comprehending spoken and visual text [C] Communicating in response to spoken and/or written and/or visual text [D] Using language in spoken and written form	[A] Comprehending spoken and visual text [B] Comprehending written and visual text [C] Communicating in response to spoken and/or written and/or visual text [D] Using language in spoken and written form	[B] Comprehending written and visual text [D] Using language in spoken and written form	[A] Comprehending spoken and visual text [C] Communicating in response to spoken and/or written and/or visual text [D] Using language in spoken and written form	



Integrated Humanities (Ind. Soc.) Subject Overview

Hiroshima International School

Teacher(s): Annie Levasseur

→ Suggestions for yearly IDUs are indicated in the content overview.

Grade 6	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Unit title/ Topic	Intro to history/archeology “Discovering the Past”	ORIENTation: Intro to the geography of Asia and the world	Japan – From Heian to Edo	“On the move” - refugees and migration	Culture/anthropology
Duration	+ - 6 weeks	+ - 6 weeks	+ - 7 weeks	+ - 7 weeks	+ - 6 weeks
Content overview (topics, knowledge, skills)	Interpreting historical evidence Chronology Perspectives Types of sources	5 themes of geography Types of geography Geography of Asia Maps and borders BOLTS (map skills)	How did people live during the Edo period? What was their interaction with their environment? Social structures in Japan. → IDU with Japanese language A and B	Focus on the theme of movement Push and pull migration Migration case studies throughout history Current refugee crisis	What is culture? What does it entail? How does it relate to identity?
Statement of inquiry	<i>Perspective determines the significance of historical events</i>	<i>The interaction between humans and their environment can create and modify borders.</i>	<i>Social structure and government can shape individual identities and relationships</i>	<i>Changes in human movement from global disparities require management and intervention</i>	<i>Cultures convey significant messages that contribute to the development of individual and common identities.</i>
Key concept	Time, place and space	Global interactions	Systems	Change	Culture
Related concept(s)	Significance, perspective	Processes, patterns and trends	Government, interdependence	Disparity and equity, management and intervention	Identity, meaning
Global context	Orientation in space and time	Globalization and sustainability	Identity and relationships	Fairness and development	Personal and cultural expression
ATLs	Communication skills Research skills Thinking skills	Research skills Self-management skills Communication skills	Social skills Communication skills	Thinking skills Research skills	Thinking skills Communication skills
Summative assessment	Museum booklet introducing and discussing the various theories about Ötzi the Iceman’s death.	Research and presentation explaining the different sides of a border conflict.	In groups of 4 or 5, create a play to inform primary school students about how government affected various segments of the Japanese population during the Heian or Edo period. + Each team creates a booklet explaining the social and historical context presented in their play.	Advertisement to raise awareness of a current issue related to refugees and migration (video or poster + presentation)	Exhibition - World Fair. Choose one culture and present its main elements in a world fair- type exhibition. + In teams, choose two cultures from the world fair and imagine what the interaction between them might look like.
MYP subject group objective(s)	C - Communicating D - Thinking Critically	A - Knowing and understanding C - Communicating D - Thinking critically	A - Knowing and understanding B - Investigating C - Communicating	B - Investigating D - Thinking critically	A - Knowing and understanding C - Communicating



Science Subject Overview

Grade 6	Unit 1	Unit 2	Unit 3	Unit 4
Unit title/ Topic	Biology	Chemistry	Physics	Scientific Investigation/ Design Experiment
Duration	+/-8	+/-8	+/-8	+/-8
Content overview (topics, knowledge, skills)	Cell Structure, Human & Plant Organ Systems	Properties of Matter, Periodic Table, Types of Reactions	Forces, sound, light and space	Various topics related to Biology, Chemistry or Physics content
Statement of inquiry	<i>Systems function as a network of interacting parts.</i>	<i>Investigating properties and relationships through changes.</i>	<i>Theories explain how one person can perceive the world around them.</i>	<i>Manipulating variables allows the inquiry for how variables interact.</i>
Key concept	Systems	Change	Relationship	Change
Related concept(s)	Functions & Interactions	Form	Movement	Interactions & Evidence
Global context	Identities & Relationships	Identities & Relationships	Orientation in Time & Space	Scientific & Technical Innovation
ATLs	Social Skills, Communication skills	Research Skills, Communications Skills	Thinking Skills, Research Skills	Communication Skills, Self-Management Skills
Summative assessment	Chapter Test: Knowledge & understanding on basic and specialized animal and plant cell structure and function Organ System Brochures: students investigate an organ system studied in the unit and create an information booklet, making connections to a real-world application	Mid-Unit Test: Knowledge & Understanding on particles, balancing chemical reactions, and phase changes Food Lab: investigating neutralisation of acids with various foods	Forces Lab: Collecting data and making conclusions on different forces on a changing variable Unit Test: Knowledge & Understanding Sound & Light Solar System Design: class project in creating a model of the solar system, and presenting it to younger students	Science Fair Display Board Science Fair Journal Science Fair In-class Powerpoint Presentation
MYP subject group objective(s)	A: Knowledge & Understanding D: Reflecting on the impact of Science	B: Inquiring & Designing C: Processing & Evaluating	A: Knowledge & Understanding B: Inquiring & Designing C: Processing & Evaluating	A: Knowledge & Understanding B: Inquiring & Designing C: Processing & Evaluating D: Reflecting on the impact of science



Mathematics Subject Overview

Hiroshima International School

Teacher(s): Barker & Jones

Grade 6	Unit 1	Unit 2	Unit 3	Unit 4
Unit title/ Topic	Number	Geometry	Algebra	Measurement
Duration	8 weeks	8 weeks	10 weeks	6 weeks
Content overview (topics, knowledge, skills)	Integers, negatives, rounding and estimating, divisibility, factors, HCF and LCM, primes, squares and roots, fractions, percentage, ratio	Angles, parallel lines, geometric construction, polygons, circles	Like terms, expressions and equations, solving equations, equation of a line	Length, perimeter, area, volume, capacity, time
Statement of inquiry	<i>Relationships are defined through systems</i>	<i>Form dictates properties in space</i>	<i>Logical reasoning shows relationships more clearly.</i>	<i>Relationships may be represented in equivalent forms.</i>
Key concept	Relationships	Form	Logic	Relationships
Related concept(s)	Systems	Space	Simplification	Equivalence
Global context	Personal and Cultural Expression	Orientation in space and time	Identities and relationships	Fairness & Development
ATLs.	Communication skills Research skills	Thinking skills Communication skills	Thinking skills Communication skills	Thinking skills Communication skills Self-management skills
Summative assessment	Unit test (A) Investigations (B, C): Consecutive integers Divisibility tests Exploration: Percentages in shopping (D)	Unit test (A) Investigations (B, C): Angles and parallel lines Properties of quadrilaterals	Unit test (A) Investigations (B, C): Expansion rules Sequences	Unit test (A) Investigations (B, C): Unit conversion Shape and capacity Exploration: Scale drawing (D)
MYP subject group objective(s)	A: Knowledge & Understanding B: Investigation C: Communication D: Real Life Contexts	A: Knowledge & Understanding B: Investigation C: Communication	A: Knowledge & Understanding B: Investigation C: Communication	A: Knowledge & Understanding B: Investigation C: Communication D: Real Life Contexts



Music Subject Overview

Hiroshima International School

Teacher: Takako Tokunaga

Grade 6	Unit 1	Unit 2	Unit 3	Unit 4
Unit title/ Topic	Music Making Process	Collaborative Music Making	Exploring Music in Context	Communicating Music
Duration	6wks + On going	8 wks.	12 wks.	10 wks.
Content overview (topics, knowledge, skills)	Pathways to development: <ul style="list-style-type: none"> • Our body, our instruments • Inquiry cycle 	Ensemble musicianship: <ul style="list-style-type: none"> • Solo performance and ensemble performance • Ensemble requirements • Ensemble interactions 	Musical identities: <ul style="list-style-type: none"> • Musical context and musical elements • Musical elements and required technique 	Musical intention: (from abstract to concrete) <ul style="list-style-type: none"> • Communicating musical matters • Shared intentions
Statement of inquiry	<i>Awareness of performer's responsibilities drives pathways to development in the music making process.</i>	<i>Music changes through collaboration with others.</i>	<i>The identities of an instrument is expressed and communicated through choices in the creative process.</i>	<i>Performance interpretation is informed by the creative and humble pursuit of musical intentions.</i>
Key concept	Development	Change	Identity	Creativity
Related concept(s)	Responsibilities	Play	Expression	Interpretation
Global context	Identities and relationships	Identities and relationships	Identities and relationships	Personal and cultural expression
ATLs	Thinking/Social	Social/Communication	Research/Thinking	Communication/Self management
Summative assessment	Process Journal Performance	Process Journal Performance Reflection essay	Process Journal	Process Journal Performance Reflection essay
MYP subject group objective(s)	A: Knowing and understanding C: Thinking creatively B: Developing skills	B: Developing skills A: Knowing and understanding	D: Responding A: Knowing and understanding	D: Responding C: Thinking creatively B: Developing skills



Visual Arts Subject Overview

Hiroshima International School

Teacher(s): A Kurokawa

Grade 6	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Unit title/ Topic	My Mask	World Food Day Poster: “Zero Hunger”	ArtLink project: “Team-up”	Optical Illusion	Colour, Shape and Pattern
Duration	7 weeks	4 weeks	6 weeks	7 weeks	7 weeks
Content overview (topics, knowledge, skills)	Topic: Exploration and expression of one’s own identity and inner self. Knowledge: History, function and purpose of masks, cultural representation Skills/Medium: 3D (paper mache), painting (acrylic)	Topic: How can we take action through art? Art and society Knowledge: Activist (Barbara Kruger, Vic Muniz, Keith Haring and Guerrilla girls) Skills/Medium: Digital	Topic: Artlink project: exchange artworks with school in US - usually cultural theme but this year “team-up” Knowledge: Skills/Medium: Watercolour painting	Topic: Reality and imagination - where to begin and where to end? Knowledge: Optical illusion (Escher), Realism Skills/Medium: Drawing, painting (watercolour and acrylic)	Topic: How can colours and shape form and express one’s ideas? Knowledge: Elements and principles of Art, glass painting, Gothic and Renaissance stained glass Skills/Medium: Design, glass art
Statement of inquiry	<i>The creative process in art can expand the idea of self identity.</i>	<i>Artworks help us communicate our ideas to the audience through visual representation.</i>	<i>Values and ideas within a culture can be expressed through visual representation.</i>	<i>Art can challenge our perception and ideas of truth.</i>	<i>Elements of art influence visual expression.</i>
Key concept	Identity	Communication	Communication	Aesthetics	Change
Related concept(s)	Expression, narrative	Audience, representation	Audience, narrative	Interpretation, visual culture	Composition, presentation
Global context	Personal and cultural expression	Globalization and Sustainability	Identity and Relationships	Orientation in Space and Time	Scientific and Technical Innovation
ATLs	Creative thinking	Information literacy	Communication	Social	Self-management
Summative assessment	- Process journal - Finished artwork	- Process journal - Finished artwork	- Process journal - Finished artwork	- Process journal - Finished artwork	- Process journal - Finished artwork
MYP subject group objective(s)	A: Knowing and understanding B: Developing skills C: Thinking creatively	A: Knowing and understanding B: Developing skills C: Thinking creatively D: Responding	A: Knowing and understanding C: Thinking creatively	A: Knowing and understanding B: Developing skills C: Thinking creatively D: Responding	A: Knowing and understanding B: Developing skills C: Thinking creatively D: Responding



Design Subject Overview

Hiroshima International School

Teacher(s): Jason Underwood, Nigel Barker, Stirling Perry

Grade 6	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit title/ Topic	My student blog	Food survey and presentation	TED Talk: Presentations	Learn to Fly: Making kites	Supporting Community Events: International Festival	Audio Drama Challenge
Duration	+/- 4 weeks	+/- 4 weeks	+/- 4 weeks	4 weeks	4 weeks	+/- 4 weeks
Content overview (topics, knowledge, skills)	<ul style="list-style-type: none"> • Create a student blog to display their work in all subjects. • Understand how to publish content. • Learn how to use Google sites. 	<ul style="list-style-type: none"> • Create a survey of the students body on attitudes to food. • Understand how to use spreadsheets to compile and analyse data. • Learn how to use Google Forms and Sheets. 	<ul style="list-style-type: none"> • Create a TED-style talks on a topic students care about. • Understand how to use a model to create one's own product. • Learn how to structure a speech. 	<ul style="list-style-type: none"> • Make a kite and share with PYP students. • Understand how to make a small model, test, and change the design. • Learn how to re-use materials to make a kite. 	<ul style="list-style-type: none"> • Make a stall to run at the HIS International Festival. • Understand how to work as part of a large team. • Learn how to work with cardboard to make a product. 	<ul style="list-style-type: none"> • Create an audio recording of a play. • Understand how to communicate the message of a play. • Learn how to use audio recording technology.
Statement of inquiry	Online media communicates your work, thoughts, and creative expression to the world.	Systems can be used to identify trends.	Existing models of communication can be adapted to suit individual needs.	Products are developed through a process of testing and evaluation.	Community events are successful when members collaborate.	The message in a work of art can be effectively communicated through adaptations to the original.
Key concept	Communication	Systems	Communication	Development	Communities	Communication
Related concept(s)	Creativity	Markets and trends	Adaptation	Evaluation	Collaboration	Adaptions
Global context	Personal and cultural expression	Orientation in space and time	Identities and relationships	Scientific and technical innovation	Identities and relationships	Personal and cultural expression
ATLs	Information literacy, reflection	Critical thinking, information literacy	Thinking, communication..	Critical thinking, self-management skills	Thinking, communication.	Collaboration, Organization.
Summative assessment	Students make a school blog to post their school work and reflections.	Students present their findings from the food survey.	Students deliver a TED Talk style presentation on a topic they care about.	Student make their kite, then share the kite with pyp students.	Students run a stall at International Festival. They make the activities or products for use at the stall.	Students make an audio recording of a key scene from a play.
MYP subject group objective(s)	A: Analysis B: Developing ideas C: Creating the solution D: Evaluating	C: Creating the solution D: Evaluating	A: Analysis B: Developing ideas C: Creating the solution	B: Developing ideas C: Creating the solution D: Evaluating	B: Developing ideas C: Creating the solution D: Evaluating	A: Analysis B: Developing ideas C: Creating the solution D: Evaluating



Physical Education & Life Skills Subject Overview

Hiroshima International School

Teacher(s): Wayne Bartelink

Grade 6	Unit 1	Unit 2	Unit 3	Unit 4
Unit title/ Topic	Net Games	Fun Fitness	Invasion Games	Performance Improvement
Duration (weeks)	8	10	10	8
Content overview (topics, knowledge, skills)	<p>Topics: Main sports: Volleyball(1), Badminton(1)</p> <p>Knowledge: Rules, techniques, strategies</p> <p>Skills:</p> <ul style="list-style-type: none"> • volleyball–serve, dig, bump, set • badminton– serve, forehand, backhand <p>-footwork, rules and regulations, scoring, positioning.</p> <p>LS - All about myself : Likes, Skills, talents, areas of improvement, hopes and dreams (Concept related <i>form</i> What am I like?)</p>	<p>Topic : What is fitness? Aspects of being Fit? Why should we be fit?</p> <p>Knowledge: What is fitness? Aspects of being Fit? Why should we be fit?</p> <p>Skills:</p> <ul style="list-style-type: none"> • Fitness Circuits • Fitness Tracking • Various types of training • Find Heart Rate - Target Zone <p>LS - Staying healthy: What does it mean to be healthy? How can I stay healthy?</p>	<p>Topic: Main sports : Various Invasion games, Basketball1, futsal1, floor hockey1</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • principles of game play. • Invasion Vocabulary. • communication and teamwork positions, roles and responsibilities the concept of space in gameplay • strategies for offence and defence • communication and teamwork skills <p>LS : Staying healthy: What does it mean to be healthy? How can I stay healthy?</p>	<p>Topic: Sports Area : Track and field (High Jump1)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Rules and procedures • How to ...(techniques) • Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences <p>Skills:</p> <ul style="list-style-type: none"> • Improve body control and coordination • Practise, apply and transfer movement concepts and strategies with and without equipment <p>LS - Keeping Safe: Online, road, personal and basic first aid.</p>
Statement of inquiry	<i>Proper form and intelligent movement contribute to success in team / group situations</i>	<i>A healthy lifestyle requires balance of personal choices</i>	<i>Successful movements and creation of space depends on our location / spot</i>	<i>By refining and better controlling our movements in time and space, we may improve the result of our performance</i>
Key concept	Movement	Relationships	Communication	Change
Related concept(s)	Form	Balance, Choice, Environment	Movement ,Space	Refinement, Movement
Global context	Identities and Relationships	Personal and cultural expression	Orientation in Space and time	Scientific and technical innovation
ATLs	<p>Thinking: Creative thinking skills</p> <p>Communication: Communication skills</p> <p>Thinking: Transfer skills</p>	<p>Self management : Reflection skills</p> <p>Social: Collaboration skills</p> <p>Communication: Communication skills</p> <p>Self management: Affective skills (resilience)</p> <p>Research: Media literacy skills</p>	<p>Collaboration skills: working effectively with others</p>	<p>Social: Collaboration skills</p> <p>Self Management: Affective skills</p> <p>Thinking: Critical thinking skills</p>
Summative assessment	<p>Online quiz about the rules and techniques of volleyball and badminton</p> <p>All About me presentation/slide show</p> <p>In game performance checklist</p>	<p>Create a storybook (Storybird Online) that promotes fitness to PYP students</p> <p>Create a personal workout plan for improvement</p> <p>Reflect after each workout + Final Reflection</p>	<p>create an invasion game</p> <p>performance of the skills and tactics covered during game play.</p> <p>personal reflection on their performance</p>	<p>Online test (rules, Techniques, muscles)</p> <p>Develop a plan to improve performance</p> <p>High jump performance assessment</p> <p>Reflecting on personal performance and advising a peer</p>
MYP subject group objective(s)	<p>A: Knowing and Understanding</p> <p>C: Applying and performing</p>	<p>A: Knowing and understanding</p> <p>B: Planning for a performance</p> <p>C: Applying and performing</p> <p>D: Reflecting and improving Performance</p>	<p>B: Planning for a performance</p> <p>C: Applying and performing</p> <p>D: Reflecting and improving</p>	<p>A: Knowing and Understanding</p> <p>B: Planning for performance</p> <p>C: Applying and performing</p> <p>D: Reflecting and improving performance</p>