



**Hiroshima**  
International School

## **MYP Subject Group Overviews**

**Grades 7 & 8**



# English Subject Overview

Hiroshima International School

Teacher(s): Jason Underwood, Stirling Perry

Grade 7/8	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	
<b>Y E A R</b>	<b>Unit title/ Topic</b>	Debating Fairness	The creative process behind poetry.	Book Club	Novel Study	Coming of age: Film Study
<b>A</b>	<b>Duration</b>	7-8 Weeks	8 weeks	2-3 weeks	7-8 weeks	7-8 weeks
	<b>Content overview (topics, knowledge, skills)</b>	<ul style="list-style-type: none"> <li>Students become experts in one current global issue, arguing for one side in a debate.</li> <li>Students understand how to research and use evidence for a debate.</li> <li>Students learn skills, structure, and techniques associated with debating</li> </ul>	<ul style="list-style-type: none"> <li>Students study poetic form and techniques to write their own poems. They apply thinking routines to help develop originality in their poems. They Write an analysis of one of their poems.</li> <li>Student understand that poets use stylistic devices to express ideas and feelings.</li> <li>Students learn to use creative thinking routines to inspire original poetry and how to structure an analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Groups of students read 1 book based on a shared interest</li> <li>Groups share and discuss ideas about the book</li> </ul>	<ul style="list-style-type: none"> <li>Student study the genre of memoir and Human rights. Texts include;               <ul style="list-style-type: none"> <li>Red Scarf Girl (780L) (World Literature selection)</li> <li>Farewell to Manzanar (1040L)</li> </ul> </li> <li>Students understand the conventions of memoir and the UN Declaration of Human Rights.</li> <li>Students learn how to read memoir, make connections between the text and the world</li> </ul>	<ul style="list-style-type: none"> <li>Through analysis of the film <i>October Sky</i>, students will explore the impact that relationships have on the development of identity.</li> <li>Students will gain an understanding of how theme is developed through cinematic elements such as structure, characterization, and visual language.</li> <li>Students learn how to analyze visual texts, write a film review, and create a short film.</li> </ul>
	<b>Statement of inquiry</b>	Effective communication about global issues needs the right structure.	Creativity through poetry is a means for self expression.	Authors use perspective and setting to develop themes.	Memoirs help us to understand human rights issues.	Characterization and relationships can help the viewer interpret themes.
	<b>Key concept</b>	Communication	Creativity	Perspective	Perspective	Connections
	<b>Related concept(s)</b>	Structure	Self expression	Setting	Self-expression	Theme
	<b>Global context</b>	Fairness and development	Personal and cultural expression	Personal and cultural expression	Fairness and development	Identities and relationships
	<b>ATLs</b>	Communication skills Self-management skills Research skills	Social skills Communication skills Self-management skills	Social skills Communication skills Self-management skills	Thinking skills Communication skills Research skills	Thinking skills Communication skills Self-management skills
	<b>Summative assessment</b>	Written debate speech  Oral performance in a debate	Create a portfolio of poetry. Write a rationale for one of your poems.	Socratic Seminar	Essay: How does memoir help the reader engage with a historical event? Research presentation on a human rights issue Fake memoir (following the conventions of memoirs)	Film review on <i>October Sky</i> . Make a short film.
	<b>MYP subject group objective(s)</b>	B: Organizing D: Language	A: Analysing C: Creating texts	A - analyzing D - language	B: Organising C: Creating texts D: Language	A: Analysing C: Creating texts

## English Subject Overview

Grade 7/8	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	
<b>Y E A R</b>	<b>Unit title/ Topic</b>	<b>Hero Stories</b>	<b>Environmental Change</b>	<b>Book Club</b>	<b>Power and Youth: Drama Study</b>	<b>New and Social Media</b>
<b>B</b>	<b>Duration</b>	<b>7-8 weeks</b>	<b>7-8 weeks</b>	<b>2-3 weeks</b>	<b>7-8 weeks</b>	<b>7-8 weeks</b>
	<b>Content overview (topics, knowledge, skills)</b>	<ul style="list-style-type: none"> <li>Students explore 'The Hero's Journey' story structure, ancient hero stories, and write their own hero story.</li> <li>Students understand the conventions of hero stories.</li> <li>Students learn elements of fiction writing such as structure, dialogue, descriptive language, and action sequences.</li> </ul>	<ul style="list-style-type: none"> <li>Students explore the impact climate change and natural disasters have on individuals and communities through a study of climate-change and eco-fiction such as <i>Dark Life</i> by Kat Falls, <i>Memory of Water: A Novel</i> by Emmi Itaranta, and films such as <i>Ice Age</i>.</li> <li>Students understand a natural disaster in depth and write a short story depicting human struggle and change.</li> <li>Students learn: research skills; fiction writing elements such as structure and setting.</li> </ul>	<ul style="list-style-type: none"> <li>Groups of students read 1 book based on a shared interest</li> <li>Groups share and discuss ideas about the book</li> </ul>	<ul style="list-style-type: none"> <li>Students explore how conflict affects relationships through an analysis of Shakespeare's <i>Romeo &amp; Juliet</i>.</li> <li>Students understand characterization and language devices common to Shakespeare's works.</li> <li>Students learn research skills as they look into the time period Shakespeare wrote in.</li> </ul>	<ul style="list-style-type: none"> <li>Students analyse various social media texts such as Facebook posts, Twitter, and Blogs,</li> <li>Students understand how an individual can have a voice and connect with an audience.</li> <li>Students learn how to identify bias and practise using bias techniques.</li> </ul>
	<b>Statement of inquiry</b>	Storytellers create texts through the use of conventional structures and characters.	People express their worries for future development through works of fiction.	Authors use perspective and setting to develop themes.	Conflicts in literature are affected by the connections between characters.	New forms of media can be used to communicate a point of view.
	<b>Key concept</b>	Creativity	Communication	Perspective	Connections	Communication
	<b>Related concept(s)</b>	Structure and genre	Theme and setting	Setting	Character	Point of view, purpose, audience imperatives
	<b>Global context</b>	Personal and cultural expression	Fairness and development	Personal and cultural expression	Identities and relationships	Scientific and technical information
	<b>ATLs</b>	Thinking skills Communication skills Social skills	Communication skills Research skills Self-management skills	Social skills Communication skills Self-management skills	Thinking skills Communication skills	Thinking skills Self-management skills Communication skills
	<b>Summative assessment</b>	Write a short 'hero story' and provide a rationale for it.	Write a short story depicting human struggle and change set in the future after a natural disaster.	Socratic Seminar	Essay: How does Shakespeare uses conflict to improve, or worsen, the relationships between his characters in <i>Romeo and Juliet</i> .	A campaign consisting of three different new media texts.
	<b>MYP subject group objective(s)</b>	B: Organizing C: Creating texts D: Language	C: Creating texts D: Language	A - analyzing D - language	A: Analysing B: Organizing D: Language	C: Creating texts D: Language



# English Additional Language Subject Overview

Hiroshima International School

Teacher(s): Marybeth Kamibeppu

Y E A R A	Grade 7 & 8 Phase 3 /4	Unit 1	Unit 2	Unit 3	Unit 4
	Unit title/ Topic	Debating/Discussing Fairness	Poetry Puzzle	Book Club (happening concurrently with Unit 4)	Coming of Age: Film Study
	Duration	+ - 8 weeks	+ - 8 weeks	+ - 4 weeks	+ - 8 weeks
	Content overview (topics, knowledge, skills)	- Skills, structure, and techniques associated with debating/ discussion - Research to become experts in one current global issue	- Introduction of literary devices - Stylistic devices to express ideas and feelings - Thoughts and feelings (message) through poetry.	*for book club sessions we will integrate with the Language and Literature class - Groups of 4 students discuss a novel of shared interest. -Cooperative learning structures insure that each student has a specific role to prepare for discussion.	- Analysis of a film - Theme is developed through cinematic elements such as structure, characterization, and visual language - Comparison and contrast of the movie with excerpts from the book
	Statement of inquiry	<i>Effective communication involves applying appropriate structure and empathy to an inquiry.</i>	<i>Creativity is a means for self expression.</i>	<i>Connections with books and friends, and friends and books, create a lifelong love of reading.</i>	<i>Characters, culture, context and relationships can help the viewer interpret theme.</i>
	Key concept	Communication	Creativity	Connections	Culture
	Related concept(s)	Structure, Empathy	Message, Word Choice	Theme, Audience	Empathy, Context
	Global context	Fairness and development	Personal and cultural expression	Identities and relationships	Orientation in space and time
	ATLs	Research skills, Self-management	Communication Skills Social skills	Social Skills, Communication Skills	Thinking skills Self-management skills
	Summative assessment	Structured debate or discussion with evidence to prove their side.	A written anthology of student-written poems; an exhibition of student poems; Poetry Slam or Presentation	Book discussion of the novel with a group folder of work.	Film review of, <i>October Sky</i> ; Create a short movie using cinematic devices to enrich the story.
MYP subject group objective(s)	<u>A</u> : Comprehending spoken and visual text <u>B</u> : Written and visual text <u>C</u> : Communicating in response to spoken/ written/ visual text <u>D</u> : Using language in spoken and/or written form	<u>A</u> : Comprehending spoken and visual text <u>B</u> : Written and visual text <u>C</u> : Communicating in response to spoken/ written/ visual text <u>D</u> : Using language in spoken and/or written form	<u>B</u> : Written and visual text <u>C</u> : Communicating in response to spoken/ written/ visual text <u>D</u> : Using language in spoken and/or written form	<u>A</u> : Comprehending spoken and visual text <u>B</u> : Written and visual text <u>C</u> : Communicating in response to spoken/ written/ visual text <u>D</u> : Using language in spoken and/or written form	



# English Additional Language Subject Overview

Grade 7/8	Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit title/ Topic</b>	<b>Hero Stories</b>	<b>Environmental Change</b>	<b>Book Club</b> (happening concurrently with Unit 4)	<b>Power and Youth: Drama Study</b>
<b>Duration</b>	+ - 8 weeks	+ -8 weeks	3-4 weeks	+--8 weeks
<b>Content overview (topics, knowledge, skills)</b>	<ul style="list-style-type: none"> <li>- Ancient myths and legends</li> <li>- Hero stories connect to storytelling today</li> <li>- Narrative conventions of hero stories</li> <li>- Hero's Journey structure</li> <li>- Descriptive language</li> </ul>	<ul style="list-style-type: none"> <li>- Climate change and natural disasters impact individuals and communities</li> <li>- Study of related fiction and nonfiction texts</li> </ul>	<ul style="list-style-type: none"> <li>*for book club sessions we will integrate with the Language and Literature class</li> <li>- Groups of 4 students choose a novel and discuss it</li> <li>-Cooperative learning structures insure that each student has a specific role to prepare for</li> </ul>	<ul style="list-style-type: none"> <li>- Explore how conflict affects relationships</li> <li>- Characterization and basic language devices common to Shakespeare's works</li> </ul>
<b>Statement of inquiry</b>	<i>Many creative stories follow a similar structure.</i>	<i>Writing helps us express concerns.</i>	<i>Reading books on a theme creates a culture of inquiry and discussion.</i>	<i>Conflicts are resolved or worsened through connections and points of view.</i>
<b>Key concept</b>	Creativity	Communication	Culture	Connections
<b>Related concept(s)</b>	Structure, Theme	Context, Voice	Theme, Audience	Point of View, Word Choice
<b>Global context</b>	Personal and cultural expression	Globalization and sustainability	Orientation in space and time	Identities and relationships
<b>ATLs</b>	Thinking skills Communication skills	Research skills Social skills	Communication skills Self-management skills	Self-management skills Research skills
<b>Summative assessment</b>	Write a short 'hero story' and provide a rationale for it.	Write a short story depicting human struggle and change set in the future after a natural disaster.	Book discussion of the novel with a group folder of work.	Formal 5-paragraph essay writing
<b>MYP subject group objective(s)</b>	<b>A:</b> Comprehending spoken and visual text <b>B:</b> Written and visual text <b>C:</b> Communicating in response to spoken/ written/ visual text <b>D:</b> Using language in spoken and/or written form	<b>A:</b> Comprehending spoken and visual text <b>B:</b> Written and visual text <b>C:</b> Communicating in response to spoken/ written/ visual text <b>D:</b> Using language in spoken and/or written form	<b>A:</b> Comprehending spoken and visual text <b>B:</b> Written and visual text <b>C:</b> Communicating in response to spoken/ written/ visual text <b>D:</b> Using language in spoken and/or written form	<b>A:</b> Comprehending spoken and visual text <b>B:</b> Written and visual text <b>C:</b> Communicating in response to spoken/ written/ visual text <b>D:</b> Using language in spoken and/or written form



# Japanese A: Language and Literature Subject Overview

Hiroshima International School

Grade 7/8	Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit title/Topic</b>	<ul style="list-style-type: none"> <li>Think about the future of the earth 地球の未来を考えよう</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on yourself 自分自身を見つめる</li> </ul>	<ul style="list-style-type: none"> <li>Tangle of the good and evil 善と悪の葛藤</li> </ul>	<ul style="list-style-type: none"> <li>World Literature Nature and literature of the British Lake Country イギリス湖水地方の自然と文学</li> </ul>
<b>Duration</b>	6-7 weeks	6-7 weeks	6-7 weeks	6-7 weeks
<b>Content overview (topics, knowledge, skills)</b>	<ul style="list-style-type: none"> <li><b>Topics</b> <ul style="list-style-type: none"> <li>“On this small earth” 「この小さな地球の上で」</li> <li>“Hinotori 2” by Osamu Tezuka 「火の鳥2未来編」手塚治</li> </ul> </li> <li><b>knowledge</b> <ul style="list-style-type: none"> <li>Environmental problem/環境問題</li> </ul> </li> <li><b>skills</b> <ul style="list-style-type: none"> <li><b>Speaking &amp; Listening</b> <ul style="list-style-type: none"> <li>Discussion/議論</li> </ul> </li> <li><b>Reading</b> <ul style="list-style-type: none"> <li>Essay / 評論文</li> <li>Graphic novel / 漫画</li> </ul> </li> <li><b>Writing</b> <ul style="list-style-type: none"> <li>Essay writing / 意見文</li> </ul> </li> <li><b>Viewing and presenting</b> <ul style="list-style-type: none"> <li>Making poster/ポスター制作</li> <li>presentation/プレゼンテーション</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Topics</b> <ul style="list-style-type: none"> <li>“Botchan” By Souseki Natsume 『坊ちゃん』夏目漱石</li> </ul> </li> <li><b>knowledge</b> <ul style="list-style-type: none"> <li>Basic knowledge of the Modern literature/近代文学に関する基本的な知識</li> <li>Japanese History: Meiji Era 日本の歴史: 明治時代</li> </ul> </li> <li><b>skills</b> <ul style="list-style-type: none"> <li><b>Speaking &amp; Listening</b> <ul style="list-style-type: none"> <li>Discussion/議論</li> </ul> </li> <li><b>Reading</b> <ul style="list-style-type: none"> <li>Japanese Novel/小説</li> </ul> </li> <li><b>Writing</b> <ul style="list-style-type: none"> <li>Creative writing/創作小説</li> </ul> </li> <li><b>Viewing and presenting</b> <ul style="list-style-type: none"> <li>Character Correlation Diagram 登場人物の相関図</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Topics</b> <ul style="list-style-type: none"> <li>“Run Merosu” By Osamu Dazai 『走れメロス』太宰治</li> </ul> </li> <li><b>knowledge</b> <ul style="list-style-type: none"> <li>Basic knowledge of the Modern literature/近代文学に関する基本的な知識</li> <li>Japanese History: Modern Era 日本の歴史: 近代</li> </ul> </li> <li><b>skills</b> <ul style="list-style-type: none"> <li><b>Speaking &amp; Listening</b> <ul style="list-style-type: none"> <li>Discussion/議論</li> </ul> </li> <li><b>Reading</b> <ul style="list-style-type: none"> <li>Japanese Novel/小説</li> </ul> </li> <li><b>Writing</b> <ul style="list-style-type: none"> <li>Essay writing / 学術的論文</li> </ul> </li> <li><b>Viewing and presenting</b> <ul style="list-style-type: none"> <li>Making map/地図</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Topics</b> <ul style="list-style-type: none"> <li>World Literature “William Wordsworth” 「ワーズワース」</li> <li>“Peter Rabbit” 『ピーターラビット』</li> </ul> </li> <li><b>knowledge</b> <ul style="list-style-type: none"> <li>Geography: Nature of the Lake Country/地理: 湖水地方の自然</li> <li>Basic knowledge of the poetry 詩に関する基本的な知識</li> </ul> </li> <li><b>skills</b> <ul style="list-style-type: none"> <li><b>Speaking &amp; Listening</b></li> <li><b>Writing</b></li> <li><b>Viewing and presenting</b> <ul style="list-style-type: none"> <li>Oral Presentation スライドプレゼンテーション</li> </ul> </li> <li><b>Reading</b> <ul style="list-style-type: none"> <li>Poetry/詩</li> <li>Picture book/絵本</li> </ul> </li> </ul> </li> </ul>
<b>Statement of inquiry</b>	<ul style="list-style-type: none"> <li>Connections between human behaviors affect others and the environment. 人間の行動は関連し合いながら他者や環境に影響を与える</li> </ul>	<ul style="list-style-type: none"> <li>Through the act of reading, people understand the thoughts of the characters, and relive their lives. 読書を通して人は登場人物の思いを理解し、その人生を追体験する</li> </ul>	<ul style="list-style-type: none"> <li>Perspective differs according to points of views, and have an impact on fairness. 異なる視点を持つ人ごとにも見方は変化する</li> </ul>	<ul style="list-style-type: none"> <li>Nature can be used as a context for self-expression. 人は自然の美しさを通して自分自身を表現する</li> </ul>
<b>Key concept</b>	Connections/つながり	Communication/コミュニケーション	Perspective/ものの見方	Creativity/創造性
<b>Related concept(s)</b>	<ul style="list-style-type: none"> <li>Style/スタイル</li> <li>Theme/テーマ</li> </ul>	<ul style="list-style-type: none"> <li>Character/登場人物</li> <li>Structure/構成</li> </ul>	<ul style="list-style-type: none"> <li>Point of view/視点</li> <li>Setting/設定</li> </ul>	<ul style="list-style-type: none"> <li>Context/文脈</li> <li>Self-expression/自己表現</li> </ul>
<b>Global context</b>	Globalization and sustainability グローバル化と持続可能性	Identities and relationships アイデンティティと関係性	Fairness and development 公正性と開発	Personal and cultural expression 個人的表現と文化的表現
<b>ATLs</b>	<ul style="list-style-type: none"> <li>Research/リサーチ <ul style="list-style-type: none"> <li>Media Literacy/メディアリテラシー</li> </ul> </li> <li>Communication/コミュニケーション <ul style="list-style-type: none"> <li>Communication/コミュニケーション</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Self Management/自己管理 <ul style="list-style-type: none"> <li>Affective/情動</li> </ul> </li> <li>Thinking/思考 <ul style="list-style-type: none"> <li>Transfer/転移</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Thinking/思考 <ul style="list-style-type: none"> <li>Critical Thinking/批判的思考</li> </ul> </li> <li>Research/リサーチ <ul style="list-style-type: none"> <li>Information Literacy/情報リテラシー</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Thinking/思考 <ul style="list-style-type: none"> <li>Creativity and Innovation/創造的思考</li> </ul> </li> <li>Social/社会的 <ul style="list-style-type: none"> <li>Collaboration/協働</li> </ul> </li> </ul>
<b>Summative assessment</b>	<ul style="list-style-type: none"> <li>Discussion and The Reflective statement/議論と要約文のまとめ</li> <li>Essay writing about SDG'S goals 「未来の地球のために(JICA essay contest)」</li> </ul>	<ul style="list-style-type: none"> <li>Creative writing: Write short novel about students childhood. 創作小説: 幼い頃の思い出を短い小説にまとめる</li> </ul>	<ul style="list-style-type: none"> <li>Discussion and The Reflective statement/議論と要約文のまとめ</li> <li>Paper 2 type Commentary writing Paper 2型の解釈論文を書く</li> </ul>	<ul style="list-style-type: none"> <li>Group Presentation about poetry(10 mins) 詩に関するグループプレゼンテーション(8分)</li> </ul>
<b>MYP subject group objective(s)</b>	<ul style="list-style-type: none"> <li>Objective A: Analysing/分析</li> <li>Objective B: Organizing/構成</li> <li>Objective C: Producing text/創作</li> <li>Objective D: Using language/ 言語の使用</li> </ul>	<ul style="list-style-type: none"> <li>Objective A: Analysing/分析</li> <li>Objective B: Organizing/構成</li> <li>Objective C: Producing text/創作</li> <li>Objective D: Using language/ 言語の使用</li> </ul>	<ul style="list-style-type: none"> <li>Objective A: Analysing/分析</li> <li>Objective B: Organizing/構成</li> <li>Objective C: Producing text/創作</li> <li>Objective D: Using language/ 言語の使用</li> </ul>	<ul style="list-style-type: none"> <li>Objective A: Analysing/分析</li> <li>Objective B: Organizing/構成</li> <li>Objective C: Producing text/創作</li> <li>Objective D: Using language/ 言語の使用</li> </ul>



# Japanese A: Language and Literature Subject Overview

YEAR	Grade 7/8	Unit 1	Unit 2	Unit 3	Unit 4
	<b>Unit title/Topic</b>	<b>■The way to express yourself</b> 自分自身を表現しよう	<b>World Literature</b> <b>■Let's enjoy a whodunit</b> 推理小説を楽しもう	<b>■All worldly things are transitory</b> 諸行無常	<b>■Japanese myths</b> -Yamatotakerunomikoto 日本の神話-日本武尊
<b>Duration</b>	6-7 weeks	6-7 weeks	6-7 weeks	6-7 weeks	
<b>Content overview (topics, knowledge, skills)</b>	<b>■Topics</b> -Blue smoke is the color of sadness「青い煙は悲しみの色」 -“ Reading [Choju-giga]” 「『鳥獣戯画』を読む」 <b>■knowledge</b> -Japanese culture: Giga 日本の伝統的文化: 戯画 -Basic knowledge of the poetry 詩に関する基本的な知識 <b>■skills</b> <b>Speaking &amp; Listening</b> -Discussion/議論 <b>Reading</b> -Essay / 評論文 <b>■Writing</b> -Writing poetry/詩の創作 <b>■Viewing and presenting</b> -Diagram 言葉のつながりを図で表現する -Making poster ポスター制作	<b>■Topics</b> <b>World Literature</b> -Story “A Study in Scarlet” “The Adventure of the Dancing Men”『緋色の研究』『踊る人形』 <b>■knowledge</b> -18th century British history and culture 18世紀イギリスの歴史と文化 <b>■skills</b> <b>Speaking &amp; Listening</b> -Discussion/議論 <b>Reading</b> -Whodunit/推理小説 <b>Writing</b> -Writing a newspaper article 新聞記事を書く <b>Viewing and presenting</b> -Compare the drama with the story/物語とドラマ化された映像を比較する	<b>■Topics</b> -“The tale of Heike” 古典文学『平家物語』 -“Hoichi the Earless”怪談 『耳なし芳一』 <b>■knowledge</b> -Basic knowledge of the Japanese classical literature 古典文学に関する基本的な知識 -Japanese History: Kamakura Era/日本の歴史: 鎌倉時代 <b>■skills</b> <b>Speaking &amp; Listening</b> <b>Viewing and presenting</b> -Recitation of “The tale of Heike” with Musical instrument 楽器を用いて『平家物語』を朗読 <b>Reading</b> -Japanese classical literature <b>■Writing</b> -Creative writing/創作小説	<b>■Topics</b> -Japanese myths “Kojiki” 神話『古事記』 -Japanese myths “Nihonshyoki” 神話『日本書紀』 <b>■knowledge</b> -Basic knowledge of the Japanese myths 日本神話に関する基本的な知識 -Japanese History: Ancient times 日本の歴史: 古代 <b>■skills</b> <b>Speaking &amp; Listening</b> <b>Writing</b> -Oral Presentation(8 mins) スライドプレゼンテーション <b>Reading</b> -Japanese myth/日本神話 <b>Viewing and presenting</b> -Character Correlation Diagram 登場人物相関図 -Oral Presentation(8 mins) スライドプレゼンテーション	
<b>Statement of inquiry</b>	<b>■Development of variety and style in ideas leads to personal and cultural expression.</b> 新しい表現やスタイルは言葉のつながりや発想を展開することから生まれる	<b>■Readers can enjoy the world in different genres of stories created with deeply expressed settings.</b> 読者は綿密に計算された表現や設定を駆使して創作された物語の世界で楽しむことができる	<b>■People use creativity in order to express the theme to appeal to the audience imperatives.</b> Different theme is appealed to audience and it is created 人々は様々な方法を用いてテーマを観客の心に訴えかける	<b>■People or things are depicted differently, depending on different purpose and perspectives.</b> 同一の人物や事柄であっても目的や立場によって異なって描かれる	
<b>Key concept</b>	■Connections/つながり	■Communication/コミュニケーション	■Creativity/創造性	■Perspective/ものの見方	
<b>Related concept(s)</b>	<b>■Self-expression/自己表現</b> <b>■Style/スタイル</b>	<b>■Genres/ジャンル</b> <b>■Setting/設定</b>	<b>■Audience imperatives</b> 受け手の受容 <b>■Theme/テーマ</b>	<b>■Intertextuality/テキスト間の関連性</b> <b>■Purpose/目的</b>	
<b>Global context</b>	■Personal and cultural expression 個人的表現と文化的表現	■Orientation in space and time 空間的および時間的な位置づけ	■Fairness and development 公正性と開発	■Identities and relationships アイデンティティーと関係性	
<b>ATLs</b>	<b>■Thinking/思考</b> -Creativity and Innovation 創造的思考 <b>■Social/社会的</b> -Collaboration/協働	<b>■Self Management/自己管理</b> -Reflection/振り返り <b>■Research/リサーチ</b> -Media Literacy メディアリテラシー	<b>■Communication</b> コミュニケーション -Communication コミュニケーション <b>■Self Management/自己管理</b> -Organisation/組織	<b>■Research/リサーチ</b> -Information Literacy 情報リテラシー <b>■Thinking/思考</b> -Critical Thinking/批判的思考	
<b>Summative assessment</b>	<b>■Writing poetry and presenting one's work with poster</b> 詩を創作し、ポスタープレゼンテーションをする <b>■Creative writing: Writing</b> 絵本作り	<b>■Writing a newspaper article/新聞記事を書く</b>	<b>■Recitation of “The tale of Heike” with Musical instrument</b> 楽器を用いて『平家物語』を朗読 <b>■Creative writing about Sequel of the story/小説の後日談を創作する</b>	<b>■Oral Presentation about Japanese myths(10 mins)</b> スライドプレゼンテーション	
<b>MYP subject group objective(s)</b>	<b>■Objective A: Analysing/分析</b> <b>■Objective B: Organizing/構成</b> <b>■Objective C: Producing text/創作</b> <b>■Objective D: Using language/言語の使用</b>	<b>■Objective A: Analysing/分析</b> <b>■Objective B: Organizing/構成</b> <b>■Objective C: Producing text/創作</b> <b>■Objective D: Using language/言語の使用</b>	<b>■Objective A: Analysing/分析</b> <b>■Objective B: Organizing/構成</b> <b>■Objective C: Producing text/創作</b> <b>■Objective D: Using language/言語の使用</b>	<b>■Objective A: Analysing/分析</b> <b>■Objective B: Organizing/構成</b> <b>■Objective C: Producing text/創作</b> <b>■Objective D: Using language/言語の使用</b>	



# Japanese Additional Language Subject Overview

Hiroshima International School

Teacher(s): Mika Kiriake Yumi Kyogoku

Y E A R  A	Phase 3/4 G7-8	Unit 1	Unit 2	Unit 3	Unit 4
	Unit title/ Topic	引っ越し Moving	緊急—困った時 Emergency	課外活動 Extracurricular activities	日本文化—年中行事 Culture-Annual events
	Duration	6 weeks	8 weeks	8 weeks	8 weeks
	Content overview (topics, knowledge, skills)	部屋・ゴミ出しetc. Rules of living in communities	忘れ物・病気 Explain to find belongings Explain when being sick	習慣・指導・説明 Customs, Instruction, Explanation	紹介・受け身 Introduce something Passive voice
	Statement of inquiry	Appropriate conventions give meanings to the language.	Detailed explanation helps us to communicate our purpose.	Idioms help us easily understand new information.	Different structures are used depending on a point of view.
	Key concept	Connections	Communication	Creativity	Culture
	Related concept(s)	Conventions	Purpose, Context	Idiom, Message	Point of view, Form
	Global context	<b>Globalization and sustainability:</b> How is everything connected?	<b>Orientation in space and time:</b> What is the meaning of where and when?	<b>Identities and relationships:</b> Who am I? Who are we?	<b>Personal and cultural expression:</b> What is the nature and purpose of creative expression?
	ATLs	Social skills Communication skills	Social skills Communication skills	Communication skills	Research skills
	Summative assessment	• Make an advertisement of your ideal house to sell, and make an oral presentation. + Q&A [A,C,D]	• Given a situation, make a short skit at the spot. [A&C] • Write sentences using new grammatical structures looking at the pictures. [B]	• Give an oral instruction of your choice + Q&A. [A,C,D]	• Write an explanation of Japanese annual event based on a picture. [B,D] • Make a poster or slide of the annual event of your choice (your country or Japan) and give an oral presentation + 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	[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	



# Japanese Additional Language Subject Overview

Y E A R  B	G7-8 Phase 3-4	Unit 1	Unit 2	Unit 3	Unit 4
	<b>Unit title/ Topic</b>	<b>News</b> ニュース 新聞	<b>Story Telling</b> 語り部	<b>Book Report</b> 読書感想文	<b>Haiku</b> 俳句
	<b>Duration</b>	8 Weeks	8 weeks	8 weeks	8 weeks
	<b>Content overview (topics, knowledge, skills)</b>	How to read newspaper Structure of articles paraphrasing Use of data and data processing Vocabulary related to the unit	Research about war and peace Reported speech interview Use of emotive language Vocabulary related to the unit	Reading comprehension summarizing Elements of short stories Literary devices Personal narrative Structure of a personal statement	Haiku reading comprehension from a variety of time periods Kigo (season words) further idioms and expressions that are used in haiku Structure of haiku Compare and contrast classical and modern haiku write haiku
	<b>Statement of inquiry</b>	<i>Technology affects how writers connect with their audience.</i>	<i>The effect of culture to develop empathy and fairness through storytelling.</i>	<i>Personal and cultural expression can be more creative with appropriate structure</i>	<i>Words choice is important for communicating meaning</i>
	<b>Key concept</b>	Connections	Culture	Creativity	Communication
	<b>Related concept(s)</b>	Audience	Message Empathy	Structure Functions	Meaning Word choice
	<b>Global context</b>	Scientific and technical Innovation 科学および技術の革新	Fairness and development 公平性と開発	Personal and cultural expression 個人的表現と文化的表現	Identities and relationships アイデンティティーと関係性
	<b>ATLs</b>	Research Skills Social Skills Self Management Skills	Communication Skills Thinking Skills Research Skills Self Management Skills	Thinking skills Self Management Skills	Communication Skills Research Skills Self Management Skills
	<b>Summative assessment</b>	Create class/school newspaper/websites/blog/ video newsletter Reading news Listening to news	Interview Report speech Create a picture book	Book report Create a book trailer Exchange feedback	Create a poster/slides to show understanding of a haiku presentation write a haiku
<b>MYP subject group objective(s)</b>	[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 [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 [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.

Grades 7/8	Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit title/ Topic</b>	<b>“Take me to the river” - Early human settlements and civilizations</b>	<b>“Believing and belonging” - World religions and their history</b>	<b>“Natural disasters?” - Human environment interactions and their impact</b>	<b>Intro to economics and economic development</b>
<b>Duration</b>	+ - 8 weeks	+ - 8 weeks	+ - 8 weeks	+ - 8 weeks
<b>Content overview (topics, knowledge, skills)</b>	Pre-history Fertile crescent, Mesopotamia, Mediterranean Civilizations The Israelites (link in to next unit)  Geography (river valleys)	Main characteristics of the main world religions. Where does religion originate? (Can we really know?) Minor religions Cults	Plate tectonics, volcanoes, weather, climate Natural disasters Climate change How countries (like Japan) prepare for environmental disasters  → IDU with science	What is economics? Types of economics (Micro, macro, international and development) Basic economic principles (supply and demand) LEDCs and MEDCs Business and management: Advertising, marketing and their effects
<b>Statement of inquiry</b>	<i>The interaction between humans and their environment can lead to the emergence and decline of civilizations</i>	<i>Belief systems can provide meaning and structure to individuals and societies</i>	<i>Scientific and technological innovations can bring about changes in human-environment interactions.</i>	<i>Economic development can improve equity in the distribution of resources on the planet</i>
<b>Key concept</b>	Time, place and space	Systems	Global interactions	Development
<b>Related concept(s)</b>	Civilization, patterns and trends	Beliefs, institutions	Causality (cause and consequence), resources	Equity, resources
<b>Global context</b>	Orientation in space and time	Personal and cultural expression	Scientific and technical innovation	Fairness and development
<b>ATLs</b>	Communication skills Research skills Self-management skills	Research skills Thinking skills Communication skills	Social skills Research skills Communication skills	Communication skills Thinking skills
<b>Summative assessment</b>	Travel brochure or powerpoint to convince time travelers to visit one river valley civilization that was not previously studied in class.	In teams of two or three, prepare a presentation about the role of one religion in one country/community. After watching all presentations, write a reflective piece (individually) about the role of religion in society.	Mock Model UN environmental committee debate. <ul style="list-style-type: none"> <li>• Background research</li> <li>• Writing resolutions</li> <li>• Debating</li> <li>• Reflecting</li> </ul>	Case study of one LEDC and preparation of a proposal plan to bolster economic development.
<b>MYP subject group objective(s)</b>	A - Knowing and understanding C - Communicating	B- Investigating D - Thinking Critically	A - Knowing and understanding B - Investigating C - Communicating	A - Knowing and understanding C - Communicating D - Thinking Critically



## Integrated Humanities (Ind. Soc.) Subject Overview

Y E A R	Grades 7/8	Unit 1	Unit 2	Unit 3	Unit 4
B	<b>Unit title/ Topic</b>	<b>Ancient Greece and Rome (government, civics, philosophy)</b>	<b>The Middle Ages and Japanese Feudalism</b>	<b>Sustainable development and tourism</b>	<b>The Renaissance and the Age of Exploration</b>
	<b>Duration</b>	+- 8 weeks	+- 8 weeks	+- 8 weeks	+- 8 weeks
	<b>Content overview (topics, knowledge, skills)</b>	Democracy Government structures Greek philosophy Rise, decline of the Greek and Roman empires	Middle Ages in Europe vs Islamic World Japanese Feudalism Comparisons and contrasts	Human geography - migration, tourism, disease Physical geography - landforms, coastal landscapes, mountainous regions	Renaissance Developments in Italy and influences in Europe Age of exploration “Discoveries” of new lands and cultures (impact on colonizers and colonized)  <b>→ IDU with visual arts</b>
	<b>Statement of inquiry</b>	<i>The acquisition of new knowledge and ideas can transform the way societies organize themselves</i>	<i>Government provides a structure to organise authority in a society to meet their needs</i>	<i>Human movements around the planet constitute both causes and effects of changes in the distribution of resources</i>	<i>Individual risk-takers can change the way societies express their identity and understanding of the world.</i>
	<b>Key concept</b>	Systems	Communities	Change	Culture
	<b>Related concept(s)</b>	Power, knowledge	Authority, governance	Resources, scarcity	Perspective, innovation and revolution
	<b>Global context</b>	Orientation in space and time	Identities and relationships	Globalization and sustainability	Personal and cultural expression
	<b>ATLs</b>	Thinking skills Communication skills Social skills Self-management skills	Research skills Communication skills Social skills	Thinking skills Communication skills Self-management skills	Research skills Communication skills Thinking kills
	<b>Summative assessment</b>	Speech from the perspective a politician or philosopher of the time explaining their ideal society. + Reflection on one classmate’s speech including discussion of the values and limitations of the sources used.	In teams of 4 or 5, create a play in which leaders from the European, Islamic and Japanese Middle Ages meet and discuss the best way to run a government. Submit the script and a bibliography. (+individually submit your part of the research beforehand)	Exhibition - create your own sustainable tourism resort. + after seeing others’ resorts, submit a reflective piece about the impact of human movement on the environment and show awareness of the values and limitations of the data and sources used.	Investigation and expository essay on the short- and long-term impact of one individual artist or explorer.
	<b>MYP subject group objective(s)</b>	A - Knowing and understanding D - Thinking critically	B - Investigating C - Communicating	A - Knowing and understanding D - Thinking critically	A - Knowing and understanding B - Investigating C - Communicating D - Thinking critically



## Science Subject Overview

Grade 7	Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit title/ Topic</b>	<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>	<b>Scientific Investigation / Design Experiment</b>
<b>Duration</b>	+/-8	+/-8	+/-8	+/-8
<b>Content overview (topics, knowledge, skills)</b>	Nutrition & Substance abuse, Ecosystems and Evolution	Periodic Table & Trends, Physical & Chemical Properties, Separation methods	Electricity & Magnetism, Energy, Motion & Pressure	Various topics related to Biology, Chemistry or Physics content
<b>Statement of inquiry</b>	<i>Environmental limitations can cause change.</i>	<i>Investigating properties and relationships through changes.</i>	<i>Innovations are studied as a system of interacting factors.</i>	<i>Manipulating variables allows the inquiry for how variables interact.</i>
<b>Key concept</b>	Change	Relationships	Systems	Change
<b>Related concept(s)</b>	Environment	Interactions	Energy & Form	Interactions & Evidence
<b>Global context</b>	Globalization & Sustainability	Identities & Relationships	Scientific & Technological Innovation	Scientific & Technical Innovation
<b>ATLs</b>	Self-Management, Communication Skills	Thinking Skills, Research Skills	Thinking Skills, Communication Skills	Communication Skills, Self-Management Skills
<b>Summative assessment</b>	Ecosystem Model: research and create a model to communicate knowledge and understanding of an ecosystem existing today  Ecosystem Storytime: create a story about an organism's current or fictional evolution or near extinction	Physical Properties Lab: Collecting and analyzing data on physical properties.  Unit Test: Knowledge & understanding Solutions & Separation  Metal Design Lab: design an investigation to find the reactivity of an unknown metal	Electric Circuit Model: build a circuit in parallel for a particular model  Unit Test: Knowledge & Understanding on Motion, Pressure & Magnetism	Science Fair Display Board  Science Fair Journal  Science Fair In-class Powerpoint Presentation
<b>MYP subject group objective(s)</b>	A: Knowledge & Understanding D: Reflecting on the Impact of Science	A: Knowledge & Understanding B: Inquiring & Designing C: Processing & Reflecting	A: Knowledge & Understanding	A: Knowledge & Understanding B: Inquiring & Designing C: Processing & Evaluating D: Reflecting on the impact of science



## Science Subject Overview

Grade 8	Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit title/ Topic</b>	<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>	<b>Scientific Investigation/ Design Experiment</b>
<b>Duration</b>	+/-8	+/-8	+/-8	+/-8
<b>Content overview (topics, knowledge, skills)</b>	Genetics & Applications, Antibiotics & Vaccinations, Forensic Sciences	Nanotechnology, Fuels & Alternatives, Theory of Atoms, Detection	Technology at home & work, Technology for Earth & Space, Technology in detection.	Various topics related to Biology, Chemistry or Physics content
<b>Statement of inquiry</b>	<i>Manipulating environmental factors can cause changes and consequences.</i>	<i>New technology or innovative practices may solve or bring consequences.</i>	<i>Changes in technology and new discovery affect the way humans identify themselves and their relationship.</i>	<i>Manipulating variables allows the inquiry for how variables interact.</i>
<b>Key concept</b>	Changes	Relationships	Changes	Change
<b>Related concept(s)</b>	Consequences & Environment	Interaction & Evidence	Models	Interactions & Evidence
<b>Global context</b>	Identities & Relationships	Scientific and Technological Innovations	Identities & Relationships	Scientific & Technical Innovation
<b>ATLs</b>	Research Skills, Social Skills	Communication Skills, Thinking Skills	Thinking Skills, Research Skills	Communication Skills, Self-Management Skills
<b>Summative assessment</b>	Yeast-Lab Experiment: design an experiment to investigate yeast fermentation  Genetics Storytime: create a story about a learned concept	Nanoparticle/Alternative Fuel Review: investigating the impact of a particular product  Unit Test: Theory of the atom & Detection	Design Thinking Project: Design a product for a particular problem  Research: Design a poster and activity for Space Mission	Science Fair Display Board  Science Fair Journal  Science Fair In-class Powerpoint Presentation
<b>MYP subject group objective(s)</b>	A: Knowledge & Understanding B: Inquiring & Designing C: Processing & Evaluating	A: Knowledge & Understanding D: Reflecting on the impact of science	B: Inquiring & Designing C: Processing & Evaluating D: Reflecting on the impact of science	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 7	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)	Index notation, order of operations, absolute value, negatives, HCF and LCM, primes and composites, squares and roots, fractions, percentage, rational numbers and ratio	polygons, circles, Pythagoras, radicals, similarity and congruence	Like terms, expressions and equations, solving simultaneous equations, equation of a line, algebraic factorisation, quadratic equations	Length, perimeter, area, circumference, nets, volume, capacity
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	Communication skills Research skills
Summative assessment	Unit test (A) Exploration: (D) Electoral systems Inflation rates	Unit test (A) Investigations (B, C): Similar triangles Properties of quadrilaterals	Unit test (A) Investigations (B, C): Graphing lines Zero index law Expansion laws	Unit test (A) Investigations (B, C): Exploration (D): Icebergs
MYP subject group objective(s)	A: Knowledge & Understanding 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



## Mathematics Subject Overview

Grade 8	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Unit title/ Topic</b>	<b>Number</b>	<b>Algebra</b>	<b>Quadratics</b>	<b>Lines</b>	<b>Size</b>	<b>Trigonometry</b>
<b>Duration</b>	4 weeks	3 weeks	6 weeks	3 weeks	5 weeks	6 weeks
<b>Content overview (topics, knowledge, skills)</b>	Using indices/exponents, describing numbers with sets, expansion, using radicals/surds, and descriptive statistics.	Linear equations/inequalities, algebraic fractions, formulae, and factorization.	More factorizations, solving quadratics by factorizing, completing the square, the quadratic formula. Graphing parabolas.	Distance, midpoints, slope, equations of lines. Simultaneous equations.	Mensuration, Proportion, Congruence & similarity.	Right-triangle trigonometry, the unit circle, rule of sines & cosines.
<b>Statement of inquiry</b>	Relationships in number systems are affected by our choice of representation.	Systems of reasoning let us simplify problems to see relationships more clearly.	Equivalent forms let us see the relationships between representations.	Shapes, patterns, and changes in time can sometimes be modeled.	Differences in physical characteristics can be seen through limitations of our physical environment and resources.	Since our physical space can often be inaccessible, indirect measurements are useful.
<b>Key concept</b>	Relationships	Logic	Relationships	Form	Form	Form
<b>Related concept(s)</b>	Systems	Simplification	Equivalence	Models	Space	Measurement
<b>Global context</b>	Personal and Cultural Expression	Identities and Relationships	Personal and Cultural Expression	Orientation in Space & Time	Fairness & Development	Scientific & Technical Innovation
<b>ATLs</b>	Thinking skills Research skills	Thinking skills Communication skills	Thinking skills Communication skills	Thinking skills Self-management skills	Thinking skills Research skills	Thinking skills Self-management skills
<b>Summative assessment</b>	Unit Test, Chessboard Investigation, Statistics Collection Project	Unit Test, Formula Pattern Investigation	Unit Test, Graphing Quadratics Investigation	Unit Test, Secant Lines on Parabolas	Unit Test, Scaling Areas & Volumes	Unit Test, Indirect Measurements Project
<b>MYP subject group objective(s)</b>	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 D: Real Life Contexts	A: Knowledge & Understanding B: Investigation C: Communication	A: Knowledge & Understanding D: Real Life Contexts	A: Knowledge & Understanding C: Communication D: Real Life Contexts



# Music Subject Overview

Hiroshima International School

Teacher: Takako Tokunaga

Y E A R  A	Grade 7/8	Unit 1	Unit 2	Unit 3	Unit 4
	<b>Unit title/ Topic</b>	Music Making Process	Collaborative Music Making	Exploring Music in Context	Communicating Music
	<b>Duration</b>	6wks + On going	8 wks	12wks.	10 wks.
	<b>Content overview (topics, knowledge, skills)</b>	Pathways to development: <ul style="list-style-type: none"> <li>• How we learn</li> <li>• Stages of mastery</li> <li>• Solo Performance</li> </ul>	Ensemble musicianship: <ul style="list-style-type: none"> <li>• Creating-improv.</li> <li>• Ensemble resonance</li> </ul>	Musical identities: <ul style="list-style-type: none"> <li>• Musical context and musical elements</li> <li>• Musical elements and required technique</li> </ul>	Musical intention: (from abstract to concrete) <ul style="list-style-type: none"> <li>• Communicating musical matters</li> <li>• Choices in agreement</li> </ul>
	<b>Statement of inquiry</b>	<i>The process of artistic creation can lead to self-discovery.</i>	<i>Ensembles develop through the process of resonating with the music of one another.</i>	<i>Exploring musical conventions (identities) influence our choices in music making.</i>	<i>Musical communication is an act of extending musical intention to an audience.</i>
	<b>Key concept</b>	Identity	Communities	Aesthetics	Communication
	<b>Related concept(s)</b>	Innovation	Response	Style	Audience
	<b>Global context</b>	Identities and relationships	Personal and cultural expression	Identities and relationships	Personal and cultural expression
	<b>ATLs</b>	Thinking/Self-management	Social/Communication	Research/Thinking	Thinking/Communication
<b>Summative assessment</b>	Process Journal Performance	Process Journal Performance Reflection essay	Process Journal	Process Journal Performance Reflection essay	
<b>MYP subject group objective(s)</b>	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	



# Music Subject Overview

Grade 7/8	Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit title/ Topic</b>	Music Making Process	Collaborative Music Making	Exploring Music in Context	Communicating Music
<b>Duration</b>	6wks + On going	8 wks.	12 wks.	10 wks.
<b>Content overview (topics, knowledge, skills)</b>	Pathways to development: <ul style="list-style-type: none"> <li>How we play matters</li> <li>Mastery level for developing expression</li> <li>Solo Performance</li> </ul>	Ensemble musicianship: <ul style="list-style-type: none"> <li>Creating-improv.</li> <li>Participation in shaping the music</li> </ul>	Musical identities: <ul style="list-style-type: none"> <li>Musical context and musical structure</li> <li>Understandings into execution</li> </ul>	Musical intention: (from abstract to concrete) <ul style="list-style-type: none"> <li>Expressive v.s. Self-Expressive</li> <li>Transformations in performance</li> </ul>
<b>Statement of inquiry</b>	<i>Movements in music strengthens and liberates means of expression.</i>	<i>The pursuit of musical intention calls for participation from the substance*.</i>	<i>Structure in music influences expression</i>	<i>Music is an art of response to change</i>
<b>Key concept</b>	Relationship Time, space, energy	Aesthetics	Change	Change 時間芸術としての
<b>Related concept(s)</b>	Expression	Participation	Structure	Responding
<b>Global context</b>	Orientation in space and time		Identities and relationships	Orientation in space and time
<b>ATLs</b>	Self-management/Thinking	Social/Thinking	Research/Thinking	Thinking/Communication
<b>Summative assessment</b>	Process Journal Performance	Process Journal Performance Reflection essay	Process Journal	Process Journal Performance Reflection essay
<b>MYP subject group objective(s)</b>	B: Developing skills 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	A: Knowing and understanding B: Developing skills C: Thinking creatively D: Responding



# Visual Arts Subject Overview

Hiroshima International School

Teacher(s): A Kurokawa

Y E A R  A	Grade 7/8	Unit 1	Unit 2	Unit 3	Unit 4
	Unit title/ Topic	Keith Haring Project	Human Expressions	Moment to remember: book cover	Artist research
	Duration	8 weeks	8 weeks	8 weeks	8 weeks
	Content overview (topics, knowledge, skills)	<b>Topic:</b> Keith Haring foundation collects students artworks which are influenced by the artist, Keith Haring <b>Knowledge:</b> Pop art, Guerrilla Girls, art with social messages <b>Skills/Medium:</b> Drawing, painting (acrylic)	<b>Topic:</b> 3D construction of the head/face to express at least 2 different human expression <b>Knowledge:</b> Renaissance, Baroque, Realism and Cubism <b>Skills/Medium:</b> Contour drawing, 3D construction (wire, clay and mixed-media)	<b>Topic:</b> Exploration of the relationship between language and visual expression, text and image <b>Knowledge:</b> Feminist art, Barbara Kruger, semiotics, cave paintings, signs <b>Skills/Medium:</b> Printmaking (woodcut)	<b>Topic:</b> In-depth research on artworks by one artist and analysis on cultural significance and influence towards the society <b>Knowledge:</b> Artists and their works from Renaissance to post-modern <b>Skills/Medium:</b> Visual analysis, presentation
	Statement of inquiry	<i>Artists use visual language to communicate their ideas toward the society.</i>	<i>Emotion and expression can be conveyed through visual representation.</i>	<i>Texts and symbols are part of our visual expression and communication.</i>	<i>Observation and analysis of art from different times and places help us realize the creative process we possess.</i>
	Key concept	Change	Identity	Communication	Communication
	Related concept(s)	Audience, Expression, Visual Culture	Expression, Presentation	Narrative, Interpretation	Interpretation, audience, presentation, visual culture
	Global context	Globalisation and Sustainability	Orientation in Space and Time	Personal and Cultural Expression	Personal and cultural expression
	ATLs	Communication	Creative thinking	Organization	Organization
	Summative assessment	Process journal Artwork	Process journal Artwork	Process journal Artwork	Process journal Presentation (slides) / Poster
MYP subject group objective(s)	A: Knowing and understanding C: Thinking creatively D: Responding	A: Knowing and understanding B: Developing skills C: Thinking creatively D: Responding	B: Developing skills C: Thinking creatively D: Responding	A: Knowing and understanding C: Thinking creatively D: Responding	



## Visual Arts Subject Overview

Grade 7/8	Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit title/ Topic</b>	<b>Self Portrait (Drawing and Digital)</b>	<b>Art and Environment</b>	<b>Barefoot Gen</b>	<b>Artist research and comparison</b>
<b>Duration</b>	8 weeks	8 weeks	8 weeks	8 weeks
<b>Content overview (topics, knowledge, skills)</b>	<p><b>Topic:</b> Investigation of similarities and differences between expression forms which are practiced for a long time (pencil) and current (digital) ones</p> <p><b>Knowledge:</b> Renaissance, Cubism, Abstract Expression, Digital</p> <p><b>Skills/Medium:</b> Drawing (pencil, charcoal), Digital</p>	<p><b>Topic:</b> 3D construction of the city/region/country maps and views using the recycled materials and found object.</p> <p><b>Knowledge:</b> Recycling art, garbage art, land art, found object (Marcel Duchamp, Vik Muniz, Robert Smithson, Andy Goldsworthy, Richard Long, Christo)</p> <p><b>Skills/Medium:</b> 3D construction and mixed-media (wire, clay, found objects)</p>	<p><b>Topic:</b> Graphic novel and its history in Hiroshima by focusing on the work “barefoot Gen” by Keiji Nakazawa</p> <p><b>Knowledge:</b> Art and social issues, visual representation of historical events, graphic novel</p> <p><b>Skills/Medium:</b> Drawing (pen), Graphic novel</p>	<p><b>Topic:</b> Compare and contrast artworks from different cultural contexts and their own</p> <p><b>Knowledge:</b> Surrealism, Realism, Pop, Post-modern</p> <p><b>Skills/Medium:</b> Visual analysis, comparison and evaluation</p>
<b>Statement of inquiry</b>	<i>Differences in media can influence and sometimes control the visual representation.</i>	<i>Artworks are part of the environment and the environment is part of artworks.</i>	<i>Artworks cannot only depict historical events, but also convey people’s emotion by focusing on personal history.</i>	<i>Artworks in different times and places can share similar visual representations and communication.</i>
<b>Key concept</b>	Identity	Change	Communication	Communication
<b>Related concept(s)</b>	Genre, Boundaries, Style	Audience, Innovative, Visual Culture	Narrative, Interpretation	Interpretation, audience, presentation, visual culture
<b>Global context</b>	Scientific and Technical Innovation	Globalization and Sustainability	Personal and Cultural Expression	Personal and cultural expression
<b>ATLs</b>	Creative thinking	Reflective/Creative thinking	Organization	Research/Thinking
<b>Summative assessment</b>	Process journal Artwork	Process journal Artwork	Process journal Artwork	Process journal Presentation (slides) / Poster
<b>MYP subject group objective(s)</b>	A: Knowing and understanding B: Developing skills C: Thinking creatively D: Responding	A: Knowing and understanding B: Developing skills C: Thinking creatively D: Responding	A: Knowing and understanding B: Developing skills C: Thinking creatively D: Responding	A: Knowing and understanding C: Thinking creatively D: Responding



# Design Subject Overview

Hiroshima International School

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

Grade 7/8	Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit title/ Topic</b>	<b>Infographic</b>	<b>Web Design</b>	<b>Python Programming</b>	<b>Media Design</b>
<b>Duration</b>	6-8 weeks	6-8 weeks	6-8 weeks	6-8 weeks
<b>Content overview (topics, knowledge, skills)</b>	<ul style="list-style-type: none"> <li>• Vector drawing software and terminology</li> <li>• Characteristics of a successful infographic</li> <li>• Application of vector drawing knowledge and skills</li> </ul>	<ul style="list-style-type: none"> <li>• Structure and form of web pages</li> <li>• Basic html tags and css rules</li> <li>• Application of html and css to create web pages</li> </ul>	<ul style="list-style-type: none"> <li>- programming constructs</li> <li>- programmatic analysis of problems</li> <li>- test-fail-fix-fail better development cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Advertising design (Magazine, Newspaper, Billboard, Web, Etc.)</li> <li>• Characteristics of effective advertisements</li> <li>• Application of design skills for effective advertisements</li> </ul>
<b>Statement of inquiry</b>	Creativity can be enhanced by collaboration.	The effectiveness of communication can be strongly influenced by its form.	Computational thinking allows the logical solution of problems.	Effectively targeting specific markets requires persuasive communication through design.
<b>Key concept</b>	Collaboration	Communication	Logic	Communication
<b>Related concept(s)</b>	Creativity	Form	Computational Thinking	Markets and trends
<b>Global context</b>	Identities and relationships	Personal and cultural expression	Scientific and technical innovation	Personal and cultural expression
<b>ATLs</b>	Social skills Communication skills Self-management skills	Communication skills Self-management skills	Thinking skills Self-management skills	Communication skills Self-management skills
<b>Summative assessment</b>	Design and create a unique infographic in collaboration with a partner	Students will design and create a small web site	Students will write a program to solve a problem, commensurate with their skill level	Make an advertising campaign for a single product, using a variety of advertising media, with each medium targeting a different demographic.
<b>MYP subject group objective(s)</b>	B - developing C - creating D - evaluating	A - analyzing C - creating D - evaluating	C - creating D - evaluating	B - developing C - creating D - evaluating



## Design Subject Overview

Grade 7/8	Unit 1	Unit 2	Unit 3	Unit 4	
<b>Y E A R</b>	<b>Unit title/ Topic</b>	<b>Graphic Design</b>	<b>Scratch Programming</b>	<b>Spreadsheet and Database</b>	<b>Advertising Hiroshima</b>
<b>B</b>	<b>Duration</b>	8 weeks	8 weeks	8 weeks	7-8 weeks
	<b>Content overview (topics, knowledge, skills)</b>	<ul style="list-style-type: none"> <li>Students create and design a visual product such as a magazine cover, poster, or banner.</li> <li>Students understand vector drawing concepts - nodes, paths, objects, etc.</li> <li>Students learn Image manipulation concepts - layers, masks, channels, levels, filters; and, graphic file types and their uses</li> </ul>	<ul style="list-style-type: none"> <li>Students examine games made in Scratch and make their own game.</li> <li>Students understand how programming languages work systematically and how to use examples for the basis of innovation.</li> <li>Students learn how to use: pen tool options; repeat loops; perform calculations; request input from user; and use that info in calculations; nested loops; use variables for looping and counting; if then else statements; list operations; broadcast event; scripts running in parallel; Boolean logic</li> </ul>	<ul style="list-style-type: none"> <li>Students create their own spreadsheets and databases.</li> <li>Students understand data manipulation - filter and sort, protect</li> <li>Students learn: merging to a template Functions - count, countif, average, max, min, counta, if, nested if, lookup, data entry - conditional format, verification</li> </ul>	<ul style="list-style-type: none"> <li>Film production</li> <li>How to write a script; aesthetic choices in the production of a compelling video; aesthetic choices in the editing of a compelling video</li> <li>How apply various writing, filming, and editing techniques to create an effective film</li> </ul>
	<b>Statement of inquiry</b>	Creative thinking leads to innovation.	Effective systems require ergonomic design.	Systems require components to be connected.	Effective films require collaboration
	<b>Key concept</b>	Creativity	Systems	Connections	Communication
	<b>Related concept(s)</b>	Innovation	Ergonomics	Systems	Collaboration
	<b>Global context</b>	Identities and relationships	Scientific and technical innovation	Orientation in space and time	Personal and cultural expression
	<b>ATLs</b>	Communication skills Self-management skills	Thinking skills Self-management skills	Thinking skills Self-management skills	Social skills Communication skills
	<b>Summative assessment</b>	Design and create a product (magazine, poster, banner, business presence)	Program your own game	Spreadsheet and/or database project	30-second commercial (advertising HIS, Hiroshima, Miyajima, etc.) 7- to 10-minute dramatic film
	<b>MYP subject group objective(s)</b>	A - analyzing C - creating D - evaluating	C - creating D - evaluating	A - analyzing C - creating D - evaluating	B - developing C - creating



# Physical Education & Life Skills Subject Overview

Hiroshima International School

Teacher(s): Wayne Bartelink

Y E A R  A	Grade 7/8	Unit 1	Unit 2	Unit 3	Unit 4
	Unit title/ Topic	Team Play -Working as a team (Volleyball2)	Fitness Improvement	Game Creation	Improving Techniques
	Duration (weeks)	8	10	10	8
	Content overview (topics, knowledge, skills)	<p><b>Topics:</b> Volleyball, strategies of play, Teamwork and interpersonal skills</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Movement concepts; rotation, front court play, back court play, positions.</li> <li>• Rules</li> <li>• Communication–verbal cues</li> <li>• non verbal cues</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Recap and further develop the skills and techniques of–underarm serve, dig, set.</li> <li>• Introduce the skills and techniques of–overarm serve, spike.</li> </ul> <p><b>LS:</b> Decisions, choices and resilience: Recognizing situations and making good choices.</p>	<p><b>Topics:</b> Principles of training Training Zones, Fitness testing Data analysis.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Body processes and systems</li> <li>• Energy systems</li> <li>• Type of training</li> <li>• Training for maximum benefit</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Self management /Tracking</li> <li>• Performing movements and exercises correctly</li> <li>• Researching online for information</li> <li>• Presentation skills</li> </ul> <p><b>LS :</b> Puberty ; The changes that occur and how to manage oneself</p>	<p><b>Topics:</b> Games creation, Invasion games,Ultimate Frisbee</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• What are invasion games?</li> <li>• Introduce rules / objectives of various games (ultimate)</li> <li>• Various game strategies</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Throwing and catching techniques with frisbee</li> <li>• Effective movement and how to create space and time</li> <li>• Working in a group Game creation task</li> </ul> <p><b>LS :</b> Puberty ; The changes that occur and how to manage oneself</p>	<p><b>Topics:</b> Track and field (Sprinting), Futsal</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Muscular anatomy</li> <li>• Running, jumping and throwing techniques</li> <li>• Rules and regulations of events</li> <li>• How to use feedback to improve performance</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Running Technique for varying distances</li> <li>• Jumping techniques</li> <li>• Throwing techniques</li> <li>• Self analyses (video)</li> </ul> <p><b>LS:</b> Healthy Living; the importance of sleep, rest and relaxation and the effects on our being</p>
	Statement of inquiry	<i>The effective functioning of a team requires all members to make positive choices, when interacting, so that team play is changed for the better</i>	<i>Body systems adapt to changing training methods.</i>	<i>Choosing rules that promote fair play can ensure that a game offers opportunities for fun, skill development and challenges.</i>	<i>By refining and better controlling our movements in time and space, we may improve the result of our performance</i>
	Key concept	Change	Change	Relationships	Movement
	Related concept(s)	Choice, Communication	Adaptation, Systems	Choice, Environment	Refinement, Balance
	Global context	Globalization and sustainability – The impact of decision-making	Identities and relationships – Personal health	Fairness and Development	Scientific and technical innovation
	ATLs	<p>Self management– Reflection skills</p> <p>Social– Collaboration skills</p> <p>Communication– Communication skills</p> <p>Self management– Affective skills (Resilience)</p>	<p>Self-management skills</p> <p>Self management– Affective skills (Resilience)</p> <p>Research skills</p>	<p>Critical thinking skills Analysing and evaluating</p> <p>Creative thinking skills</p> <p>Apply existing knowledge to generate new ideas, products or processes</p>	<p>Social: Collaboration skills</p> <p>Self Management: Affective skills</p> <p>Thinking: Critical thinking skills</p>
	Summative assessment	<p>Online quiz</p> <p>Performance Assessment (self / Peer)</p>	<p>Create something that promotes fitness to PYP students</p> <p>Create a personal workout plan for improvement</p> <p>Reflections after each workout + Final Reflection</p>	<p>In groups, students will create a game. Individually, students will identify which sections of the game they have created</p> <p>Students will teach the game to their peers who will then play the game.</p> <p>Individually, students will describe how effective their plan was</p>	<p>Quiz on muscle anatomy</p> <p>Design a plan to improve performance and make modifications.</p> <p>Coach other to refine technique</p>
MYP subject group objective(s)	<p>A: Knowing and understanding</p> <p>C: Applying and performing</p> <p>D: Reflecting and improving Performance</p>	<p>A: Knowing and understanding</p> <p>B: Planning for a performance</p> <p>D: Reflecting and improving Performance</p>	<p>B: Planning for a performance</p> <p>D: Reflecting and improving Performance</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>	



# Physical Education & Life Skills Subject Overview

Grade 7/8	Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit title/ Topic</b>	<b>Ball Skills (Basketball2)</b>	<b>Healthy Living (Diet and Nutrition)</b>	<b>Invasion Games(2)</b>	<b>Rhythmic Movements</b>
<b>Duration</b>	10	8	10	8
<b>Content overview (topics, knowledge, skills)</b>	<p><b>Topics:</b> Basketball; rules offensive and defensive strategies, handball</p> <p><b>Knowledge:</b> Basketball / handball rules, Plays and strategies, Teamwork skills and strategies</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Passing</li> <li>● Dribbling techniques</li> <li>● Ball handling</li> <li>● Shooting</li> <li>● Movements and communication Attack and defence</li> <li>● Various plays</li> <li>● Footwork and body positioning</li> </ul> <p><b>LS:</b> Identity: strengths and areas to improvement, commitment and beliefs, finding our place</p>	<p><b>Topics:</b> Badminton 2, Fitness and health</p> <p><b>Knowledge:</b> Badminton rules and techniques Nutritional value of different foods Digestion and nutrient absorption Healthy eating habits</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Various badminton shots</li> <li>● Efficient and strategic movement</li> <li>● Meal preparation and cooking</li> <li>● Completing fitness circuits</li> <li>● Reading and understanding information</li> </ul> <p><b>LS:</b> Nutrition and Drugs; Nutritional values of food, nutrients for the body, various legal and illegal drugs and their effects</p>	<p><b>Topics:</b> Soccer / Futsal2, Hockey2, Dodge</p> <p><b>Knowledge:</b> Rules for futsal, hockey and dodge Game strategies Teamwork skills and strategies</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Skills of dribble/stick handling, pass, shoot</li> <li>● Ball control futsal1</li> <li>● Using offensive and defensive plays and strategies</li> </ul> <p><b>LS:</b> Body Image / Media Awareness; analysing and responding to media images, How is body image and the media connected? Healthy body images</p>	<p><b>Topics:</b> Gymnastic / Dance movements</p> <p><b>Knowledge:</b> Elements of Dance Timing, Rhythm, coordination, Aesthetic value, energy, Gymnastic movements</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Gymnastic skills</li> <li>● Flexibility Stretching</li> <li>● Balances; Individual/partner</li> <li>● Dance Moves</li> </ul> <p><b>LS:</b> Body Image / Media Awareness; analysing and responding to media images, How is body image and the media connected? Healthy body images</p>
<b>Statement of inquiry</b>	<i>The effective functioning of a team requires all team members to understand and apply appropriate communication systems.</i>	<i>(Nutritional) choices determine how effectively the body can function.</i>	<i>Success in team sport is related to individual skill levels and the ability to function within a group</i>	<i>Aesthetic movements are enhanced by the synergy of balance and timing.</i>
<b>Key concept</b>	Communication	Relationships	Relationships	Change
<b>Related concept(s)</b>	Function , Systems	Choice, function	Movement, Function	Balance, movement, Time
<b>Global context</b>	Identities and relationships – Social health	Identities and relationships – Physical health	Personal and cultural expression	Personal and cultural expression
<b>ATLs</b>	<p><b>Self Management - Reflection skills</b></p> <p><b>Self management - Affective Skills (Resilience)</b></p> <p><b>Social– Collaboration skills</b></p> <p><b>Communication– Communication skills</b></p>	<p><b>Thinking skills - transfer skills</b></p> <p><b>Communication– Communication skills</b></p> <p><b>Research - information literacy skills</b></p>	<p><b>Thinking Skills- reading plays</b></p> <p><b>Communication Skills - Communicating with teammates to improve performance</b></p>	<p><b>Thinking skills - Critical Thinking</b></p> <p><b>Thinking skills - Creative</b></p> <p><b>Self Management</b></p> <p><b>Social - Collaboration/Communication</b></p>
<b>Summative assessment</b>	In game performance Analytical Reflection Online quiz	Create a healthy meal with nutritional analysis  Design a fitness circuit for a specific area	Test on knowledge of skills and team play  Performance; Game situation use of skills and plays	Plan and present a movement performance  Reflect upon the process
<b>MYP subject group objective(s)</b>	<b>A-Knowing and Understanding</b> <b>C- Applying and Performing</b> <b>D- Reflecting and Improving Performance</b>	<b>A-Knowing and Understanding</b> <b>B-Planning for Performance</b>	<b>A-Knowing and Understanding</b> <b>C-Applying and Performing</b>	<b>B–Planning for performance</b> <b>D- Reflecting and Improving Performance</b>