



Hiroshima
International School

MYP Subject Group Overviews

Grades 9 & 10



English Subject Overview

Hiroshima International School

Teacher(s): Jason Underwood, Stirling Perry

Grade 9/10 A	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Unit title/ Topic	Poetry Analysis	Novel Study	Book Club	The Art of Persuasion	Drama Study
Duration	6-7 weeks	6-7 weeks	3-4 weeks	6-7 weeks	6-7 Weeks
Content overview (topics, knowledge, skills)	<ul style="list-style-type: none"> Students read protest poetry such as 'Still I Rise' by Maya Angelou, 'Half Caste' by John Agard, and 'Nothing's changed' by Tatamakhulu Afrika. Students understand that there are 3 types of context: author; historical; reader. Context affects the meaning of a poem. Students learn how to read and interpret poetry. They learn how to write a poetry analysis essay. 	<ul style="list-style-type: none"> Students read 'Animal Farm' by George Orwell and study the Russian Revolution. Students understand revolutionary patterns and how authors use analogy in their works of fiction. Students learn how to read literary fiction and present analysis in speech form. 	<ul style="list-style-type: none"> Groups of students read 1 book based on a shared interest Groups share and discuss ideas about the book 	<ul style="list-style-type: none"> Students explore the features and conventions of a range of persuasive texts such as: Editorials, ads, speeches, political ads. Students understand that these texts are a construction and present only one version of reality. Students learn how to analyse and create persuasive texts. 	<ul style="list-style-type: none"> Students explore gender representation in 'A Doll's House' by Ibsen (World Literature selection) and 'A Streetcar Named Desire' by Williams. Students understand the features and conventions of plays and how authors use drama to explore social issues. Students learn how to read a play and how to write a comparative analysis.
Statement of inquiry	The context of a text affects how ethical themes are communicated.	Authors communicate social and political themes in works of fiction.	Authors use perspective and setting to express themes.	Authors create texts that attempt to persuade an audience to accept a particular belief, value, or idea about global issues.	Literary texts can help us understand issues of gender power relationships..
Key concept	Communication	Communication	Perspective	Creativity	Connections
Related concept(s)	Context	Theme	Setting	Audience imperatives, Purpose	Character
Global context	Fairness and development	Fairness and development	Personal and cultural expression	Globalization and sustainability	Identities and relationships
ATLs	Thinking skills Research skills	Research skills Self-management skills	Social skills Communication skills	Thinking Skills Communication Skills	Thinking skills Self-management skills
Summative assessment	Analytical essay of one poem: "How does the context of the poem affect the meaning?" (Similar to DP English - Paper 2)	Oral analysis an aspect of Animal Farm in relation to a non-fiction text. (Similar to DP English - Further Oral Activity)	Socratic Seminar	Create an ad campaign of 2-3 texts. (Similar to DP English - Written Task 1)	Written comparative analysis: "How are issues of gender represented in two works you have studied?" (Similar to similar to the DP English - Paper 1)
MYP subject group objective(s)	A - analyzing B - organizing D - language	A - analyzing B - organizing D - language	A - analyzing D - language	B - organizing C - creating D - language	A: Analysing B: Organizing D: Language



English Subject Overview

Grade 9/10 B	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Unit title/ Topic	Parody & Satire	Novel Study	Barefoot Gen (IDU)	Creative Fiction	Exploring Bias in the News
Duration	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks
Content overview (topics, knowledge, skills)	<ul style="list-style-type: none"> Students explore a range of satirical texts including parodies such as <i>Shrek</i>, <i>The Onion</i> and political satire such as <i>Loads of Money</i>, <i>Colbert Report</i>. Students understand that different audiences receive different messages. Students learn how to interpret satirical texts and how to write a comparative analysis essay. 	<ul style="list-style-type: none"> Students study 'To Kill a Mockingbird' by Harper Lee and racism in the American south. Students understand different perspectives on an issue and literary devices such as narrative viewpoint and coming of age character arch. Students learn how to interpret and analyse literary fiction. 	<ul style="list-style-type: none"> Students read <i>Barefoot Gen</i> and research a human rights violation and re-tell the incident through manga. Students understand the conventions, style, and characteristics of manga. Students learn how to create their own manga that communicates their feelings on a human rights issue. 	<ul style="list-style-type: none"> Students read and analyze the conventions of science fiction short stories. They write their own short sci-fi. Texts include: <ul style="list-style-type: none"> Philip K. Dick (<i>Do Androids Dream of Electric Sheep?</i>) Isaac Asimov (<i>I Robot</i>) Ray Bradbury (<i>There Will Come Soft Rains</i>) Others Students understand and apply genre conventions to their own creative writing. Students learn how to write short fiction. 	<ul style="list-style-type: none"> Students examine a range of media outlets with differing ideological perspectives across a variety of media. Student identify bias. Students understand different attitudes and policy towards issues in current media such as immigration and refugees. Student learn how to identify and use bias techniques.
Statement of inquiry	Meaning is influenced by context.	Perspective shapes how a novel communicates ideas.	Creative texts inspire action by engaging emotions.	Creative fiction requires structure.	Audience perspectives are shaped by the author's perspective and bias.
Key concept	Connections	Communication	Creativity	Creativity	Perspective
Related concept(s)	Audience imperative	Self-expression	Style	Structure	Point of view
Global context	Identities and relationships	Fairness and Development	Personal and Cultural Expression	Scientific and technical innovation	Fairness and development
ATLs	Thinking Skills Communicating skills Self-management skills	Thinking skills Research skills	Communication skills Self-management skills Research skills	Thinking skills Communication skills Self-management skills	Communication skills Social skills Thinking skills
Summative assessment	Analytical or comparative literary essay (Similar to DP English - Paper 1)	Analytical or comparative literary essay (Similar to DP English - Paper 1)	Create a manga based on a contemporary global issue	Creative science fiction - short story	Oral activity: panel discussion of media coverage of a current event. (Similar to DP English - Further Oral Activity)
MYP subject group objective(s)	A - analyzing B - organizing D - language	A - analyzing B - organizing D - language	B - organizing C - creating D - language	B - organizing C - creating D - language	A - analyzing B - organizing D - language



English Additional Language Subject Overview

Hiroshima International School

Teacher(s): Marybeth Kamibeppu

Y E A R A	Grade 9/10 Phase 4/5/6	Unit 1	Unit 2	Unit 3	Unit 4
	Unit title/ Topic	Poetry and Protest	Wordsmiths: How are New Words Made?	Book Club	The Art of Persuasion
	Duration	+ - 8 weeks	+ - 8 weeks	+ - 4 weeks	+ - 8 weeks
	Content overview (topics, knowledge, skills)	- Historical context affects how poetry is read and understood - Words change meaning with context including the writer's background	- How are words made? - Why do different languages describe the same situation differently? - History of some words	*for book club sessions we will integrate with the Language and Literature class - Groups of 4 students choose a novel and discuss it -Cooperative learning structures insure that each student has a specific role to prepare for	- Range of persuasive texts such as: Editorials, ads, speeches, political ads, social media - How different versions of events are created through persuasive tools.
	Statement of inquiry	<i>Context affects how meaning is communicated.</i>	<i>Words are created by people and cultures as the need arises.</i>	<i>Connections with books and friends, and friends and books, create a lifelong love of reading.</i>	<i>Authors construct texts that purposely position an audience to accept a particular belief, value, or idea."</i>
	Key concept	Communication	Creativity	Connections	Culture
	Related concept(s)	Context, Word Choice	Idiom, Purpose	Theme, Inference	Audience, Message, Bias
	Global context	Orientation in space and time	Personal and cultural expression	Identities and relationships	Globalization and sustainability
	ATLs	Communication skill Self-management skills	Thinking skills Research skills	Thinking skills Social skills	Communication skills Self-management skills
	Summative Assessment	Oral presentation of a poem in mother tongue with historical and social context explained in English.	Tic-Tac-Toe reading skills choice board demonstrating text-to-text, text-to-self, and text-to-world connections via a novel read in class, a mother-tongue novel and a student's choice text.	Book Club discussion and work folder.	Create an ad campaign of 2-3 texts with a specific audience, message and purpose
MYP Subject Group Objectives	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	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	



English Additional Language Subject Overview

Grade 9/10	Unit 1	Unit 2	Unit 3	Unit 4	
Y E A R	Unit title/ Topic	Parody & Satire	Creative Fiction: Short Stories	Barefoot Gen	Exploring Bias
B	Duration	+ - 8 weeks	+ - 8 weeks	+ -8 weeks	6 weeks
	Content overview (topics, knowledge, skills)	- Humor and culture - Literary devices, puns, satire, slapstick - Political cartoons - Taboo (sensitive) topics	- Conventions of short stories - Basic story arcs - Sci-Fi and different genres	- Human rights issues and violations - Re-count an incident through manga. - <i>Barefoot Gen</i> - Research the bombing of Hiroshima - Conventions, style, and characteristics of manga - IDU with Humanities/ Art	- Construction of the news - Ideological bias of news outlets - New news
	Statement of inquiry	<i>Humor is based on culture and personal contexts.</i>	<i>Understanding conventions allows the story's message to unfold.</i>	<i>Creative texts inspire action by engaging emotions through the application of style.</i>	<i>Audience perspectives are shaped by the author's point of view.</i>
	Key concept	Culture	Connections	Creativity	Perspective
	Related concept(s)	Audience, Empathy	Message, Conventions	Empathy, Stylistic choices	Point of view, bias
	Global context	Identities and relationships	Scientific and technical innovation	Personal and Cultural Expression	Fairness and development
	ATLs	Communicating skills Self-management skills	Thinking skills Research skills	Communication skills Research skills	Social skills Thinking skills
	Summative Assessment	Comparative and comparison presentation about humor in English and humor in mother tongue.	Sci-Fi story expressed through an essay or scripted video or puppet show.	Create a manga based on a contemporary global issue	Oral activity: panel discussion of media coverage of a current event.
	MYP Subject Group Objectives	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	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

Y E A R	Grade 9/10				
	Unit 1	Unit 2	Unit 3	Unit 4	
A	Unit title/ Topic	<ul style="list-style-type: none"> Build the world peace 平和を築く 	<ul style="list-style-type: none"> Bushi-do: code of the samurai/武士道 	<ul style="list-style-type: none"> Yamato-Uta: Japanese classical poem/倭歌 	<ul style="list-style-type: none"> World Literature Education supports the independence of the woman 女性の自立に教育が果たす役割
	Duration	6-7 weeks	6-7 weeks	6-7 weeks	6-7 weeks
	Content overview (topics, knowledge, skills)	<ul style="list-style-type: none"> Topics <ul style="list-style-type: none"> Essay "Build the world peace" Coverage about Cambodian refugees 評論文「平和を築く—カンボジア難民の取材から」 Sustainable Development Goals/ 持続可能な開発目標 knowledge <ul style="list-style-type: none"> Global issue/地球規模の問題 War and Peace/戦争と平和 skills Speaking & Listening <ul style="list-style-type: none"> Discussion/議論 Reading <ul style="list-style-type: none"> Essay / 評論文 Writing <ul style="list-style-type: none"> The Reflective statement 議論の要約文をまとめる Paper 2 type Commentary writing/Paper 2型の解釈論文を書く Viewing and presenting <ul style="list-style-type: none"> Making Poster/ポスターを作る 	<ul style="list-style-type: none"> Topics <ul style="list-style-type: none"> Story "Katachi"/小説「形」 Bushi-do: code of the samurai/武士道 knowledge <ul style="list-style-type: none"> Basic knowledge of the Modern literature/近代文学に関する基本的な知識 Basic knowledge of the Bushi-do 武士道に関する基本的な知識 skills Speaking & Listening <ul style="list-style-type: none"> Presentation about "Bushi-do" 「武士道」についての発表 Reading <ul style="list-style-type: none"> Story/小説 Writing <ul style="list-style-type: none"> Creative writing/創作小説 Viewing and presenting <ul style="list-style-type: none"> Presentation about "Bushi-do" 「武士道」についての発表 	<ul style="list-style-type: none"> Topics <ul style="list-style-type: none"> Poetry "First Love" 詩歌「初恋」 The classical existing collection of Japanese poetry "Manyosyu", "Kokinwakasyu", "Shin-Kokinwakasyu" 詩歌『万葉集/古今和歌集/新古今和歌集』 knowledge <ul style="list-style-type: none"> Basic knowledge of the poetry 詩に関する基本的な知識 Japanese History: Nara and Heian Era 日本の歴史: 奈良・平安時代 skills Speaking & Listening <ul style="list-style-type: none"> Oral Commentary (4 mins) オーラルコメントリー(4分) Discussion/議論 Reading <ul style="list-style-type: none"> Poetry Writing <ul style="list-style-type: none"> Paper 1 type Commentary writing Paper 1型の解釈論文を書く Viewing and presenting <ul style="list-style-type: none"> Analysing poems / 詩の分析 	<ul style="list-style-type: none"> Topics World Literature <ul style="list-style-type: none"> Drama "Pygmalion" 戯曲『ピグマリオン』 knowledge <ul style="list-style-type: none"> Basic knowledge of the Drama 戯曲に関する基本的な知識 The history of the woman education/女性教育の歴史 skills Speaking & Listening <ul style="list-style-type: none"> Drama/演劇 Reading <ul style="list-style-type: none"> Drama/戯曲 Writing <ul style="list-style-type: none"> Journal/ジャーナル Viewing and presenting <ul style="list-style-type: none"> Character Correlation Diagram 登場人物の相関図を書く Drama/演劇
	Statement of inquiry	<ul style="list-style-type: none"> War and peace arise from the connection between people's mind having different purpose and perspectives. 戦争や平和は様々な目的や条件に応じて人の心のつながりから生じる 	<ul style="list-style-type: none"> People recognize their presence and specificity through the perspective of others. 人は他者の視点を通して自分の存在や特異性を認識する 	<ul style="list-style-type: none"> Creativity is discovered in effective structures for self-expression. 人は自分を表現するために効果的な構成を考え、創造を行う 	<ul style="list-style-type: none"> Effective performance develops through the application of genres to communicate with the audience. 演劇は観客の受容を考慮して創作された演者と観客とのコミュニケーションである
	Key concept	Connections/つながり	Perspective/ものの見方	Creativity/創造性	Communication/コミュニケーション
	Related concept(s)	<ul style="list-style-type: none"> Purpose/目的 Theme/テーマ 	<ul style="list-style-type: none"> Point of view/視点 Character/登場人物 	<ul style="list-style-type: none"> Self-expression/自己表現 Structure/構成 	<ul style="list-style-type: none"> Audience imperatives/受け手の受容 Genres/ジャンル
	Global context	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	Personal and cultural expression 個人的表現と文化的表現	Fairness and development 公正性と開発
	ATLs	<ul style="list-style-type: none"> Research/リサーチ <ul style="list-style-type: none"> Information Literacy/情報リテラシー Thinking/思考 Transfer/転移 	<ul style="list-style-type: none"> Self Management/自己管理 <ul style="list-style-type: none"> Reflection/振り返り Thinking/思考 Critical Thinking/批判的思考 	<ul style="list-style-type: none"> Thinking/思考 <ul style="list-style-type: none"> Creativity and Innovation/創造的思考 Self Management/自己管理 Organisation/組織 	<ul style="list-style-type: none"> Research <ul style="list-style-type: none"> メディアリテラシー Social/社会的 <ul style="list-style-type: none"> Collaboration/協働
	Summative assessment	<ul style="list-style-type: none"> Discussion and The Reflective statement/議論と要約文のまとめ Paper 2 type Commentary writing Paper 2型の解釈論文を書く 	<ul style="list-style-type: none"> Creative writing about Sequel of the story/小説の後日談を創作する 	<ul style="list-style-type: none"> Oral Commentary about poetry (4 mins) 和歌に関するオーラルコメントリー(4分) 	<ul style="list-style-type: none"> Drama/演劇
MYP subject group objective(s)	<ul style="list-style-type: none"> Objective A: Analysing/分析 Objective B: Organizing/構成 Objective C: Producing text/創作 Objective D: Using language/言語の使用 	<ul style="list-style-type: none"> Objective A: Analysing/分析 Objective B: Organizing/構成 Objective C: Producing text/創作 Objective D: Using language/言語の使用 	<ul style="list-style-type: none"> Objective A: Analysing/分析 Objective B: Organizing/構成 Objective C: Producing text/創作 Objective D: Using language/言語の使用 	<ul style="list-style-type: none"> Objective A: Analysing/分析 Objective B: Organizing/構成 Objective C: Producing text/創作 Objective D: Using language/言語の使用 	



Japanese A: Language and Literature Subject Overview

YEAR	Grade 9/10	Unit 1	Unit 2	Unit 3	Unit 4
	Unit title/Topic	Japanese movie and animations 日本映画とアニメーション	World Literature Chinese Hero-Kouu and Ryuho 中国の英雄—項羽と劉邦	The tale of Genji/源氏物語	Japanese modan poem—Chuya Nakahara/日本の近代詩—中原中也
Duration	6–7 weeks	6–7 weeks	6–7 weeks	6–7 weeks	
Content overview (topics, knowledge, skills)	Topics —Essay “Power to dream” 評論文「夢見る力」 knowledge —Japanese Animation and movies 日本のアニメーションと映画 skills Speaking & Listening —Discussion/議論 Reading Writing —Oral Presentation プレゼンテーション Viewing and presenting —Oral Presentation プレゼンテーション —Compare the Movie and Animation/実写映画とアニメーションを比較する	Topics World Literature —History of China “Records of the Grand Historian” 歴史書『史記』司馬遷 —Story “Kouu to Ryuho” 小説『項羽と劉邦』司馬遷太郎 knowledge —The ancient Chinese history 古代中国の歴史 —Comparison method of the work/作品の比較方法 skills Speaking & Listening —Discussion/議論 Reading —History book/歴史書 —Story/小説 Writing —Creative writing/創作小説 Viewing and presenting —Character Correlation Diagram 登場人物の相関図を書く —Diagram/『史記』『項羽と劉邦』の違いを図で表す	Topics —Japanese classical literature “The tale of Genji-Kiritsuboi” 古典文学『源氏物語』—桐壺の巻 knowledge —Basic knowledge of the Japanese classical literature 古典文学に関する基本的な知識 —Japanese History: Hian Era 日本の歴史: 平安時代 skills Speaking & Listening —Discussion/議論 Reading —Poetry Writing —Japanese classical literature “The tale of Genji-Kiritsuboi” 古典文学『源氏物語』—桐壺の巻 Writing —The Reflective statement 議論の要約文をまとめる —Paper 2 type Commentary writing Paper 2型の解釈論文を書く Viewing and presenting —Character Correlation Diagram 登場人物の相関図を書く —Poster	Topics —Poem “The complete works of Chuya Nakahara” 詩歌『中原中也全集』 knowledge —Basic knowledge of the poetry 詩に関する基本的な知識 —Japanese History: Modern Era 日本の歴史: 近代 skills Speaking & Listening —Discussion/議論 Reading —Poetry Writing —Analysing poems / 詩の分析 —Paper 1 type Commentary writing Paper 1型の解釈論文を書く Viewing and presenting —Making a movie about reading aloud of the poetry 詩の朗読動画を作る	
Statement of inquiry	Images and language can be structured to demonstrate creativity within a genre. ジャンルの中でイメージと言語を組み合わせることで人創造することが出来る。	Stories express the historical story depending on the different perspectives and contexts. 物語は史実をそれぞれのものの見方や文脈に応じて演出すかゝる	Connections between characters with different backgrounds and positions often trigger a tragedy. 異なった立場や背景を持つ登場人物同士のつながりは時として悲劇を生み出す	People create different types of arts as a way of communication to show self-expression and promotes empathy and inspiration. 人は自分の喜びや葛藤、苦しみを様々なスタイルの芸術に昇華させ、その作品は読者に共感や感動を与える	
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)	Genres/ジャンル Structure/構成	Context/文脈 Intertextuality/テキスト間の関連性	Character/登場人物 Theme/テーマ	Self-expression/自己表現 Style/スタイル	
Global context	Scientific and technical innovation/科学および技術の革新	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	Personal and cultural expression 個人的表現と文化的表現	
ATLs	Self Management/自己管理 —Organisation/組織 Research/リサーチ —Information Literacy/情報リテラシー	Self Management/自己管理 —Reflection/振り返り Thinking/思考 —Creativity and Innovation/創造的思考	Social/社会的 —Collaboration/協働 Self Management/自己管理 —Affective/情動	Thinking/思考 —Critical Thinking/批判的思考 Communication/コミュニケーション —Communication/コミュニケーション	
Summative assessment	Oral Presentation about Japanese Movie and Animation(10 mins) 日本の実写映画とアニメーションを比較したスライドプレゼンテーション(10分)	Creative writing about ancient Chinese history 『史記』に書かれているエピソードを元にした創作小説を書く。	Discussion and The Reflective statement/議論と要約文のまとめ Paper 2 type Commentary writing Paper 2型の解釈論文を書く	Paper 1 type Commentary writing Paper 1型の解釈論文を書く	
MYP subject group objective(s)	Objective A: Analysing/分析 Objective B: Organizing/構成 Objective C: Producing text/創作 Objective D: Using language/言語の使用	Objective A: Analysing/分析 Objective B: Organizing/構成 Objective C: Producing text/創作 Objective D: Using language/言語の使用	Objective A: Analysing/分析 Objective B: Organizing/構成 Objective C: Producing text/創作 Objective D: Using language/言語の使用	Objective A: Analysing/分析 Objective B: Organizing/構成 Objective C: Producing text/創作 Objective 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 A	Grade 9-10 Phase 5-6	Unit 1	Unit 2	Unit 3	Unit 4
	Unit title Topic	Human Rights 人権問題	Biographies 伝記	World Food Day 世界食料デー	Tanka 短歌
	Duration	8 weeks	8 weeks	8 weeks	8 weeks
	Content overview (topics, knowledge, skills)	Format for case study Structure of surveys and petitions Note taking Vocabulary related to the unit	Inquire a selected scientist Reading comprehension Timeline Summarizing Portfolio History of the era Learner profile Scientific expression Vocabulary related to the unit	Think about what we can do to end hunger and take actions. Elements of extended short essay Persuasive devices 作文 VS 論文 desu, masu VS da, dearu	Tanka reading comprehension from a variety of time periods. Kigo (season words) Structure of tanka further idioms and expressions that are used in tanka and haiku write tanka Compare and contrast classical and modern tanka compare and contrast haiku and tanka Acting out Script writing
	Statement of inquiry	<i>How we use bias affects fairness.</i>	<i>Science and technology is one context which guides creativity.</i>	<i>We use diction and rhetorical techniques to persuade others.</i>	<i>Stylistic choices demonstrate personal and cultural expression.</i>
	Key concept	Culture	Creativity	Connections	Communication
	Related concept(s)	Bias Voice	Idiom Context	Argument Point of view	Audience Stylistic choices
	Global context	Fairness and development 公平性と開発	Scientific and technical Innovation 科学および技術の革新	Globalization and sustainability グローバル化と持続可能性	Personal and cultural expression 個人的表現と文化的表現
	ATLs	Research Skills Thinking Skills Communication Skills Self Management Skills	Research Skills Self Management Skills	Thinking Skills Communication Skills Self Management Skills	Communication Skills Social Skills Self Management Skills
	Summative assessment	Create any kind of advertisements to increase awareness of the human rights. Q & A Write reflection paper Student-Teacher conference	Creating a portfolio of a selected great person. Learning walk Q & A Write reflection paper Student-Teacher conference	Debate Write an argumentative essay Student-Teacher conference	Writing script Performance (drama, acting out) to show understanding of a tanka. Writing and reading original Tanka Write reflection paper Student-Teacher conference
MYP subject group objective(s)	[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	



Japanese Additional Language Subject Overview

Y E A R B	Grade 9/10 Phase 5-6	Unit 1	Unit 2	Unit 3	Unit 4
	Unit title/ Topic	Earthquake 地震	Reading comparison Hiroshima (katakana) VS Hiroshima (hiragana) ヒロシマ VS ひろしま	Creative Essay	Introduction of Japanese classical literature 古典
	Duration	8 weeks	8 weeks	8 weeks	8 weeks
	Content overview (topics, knowledge, skills)	Use of academic language Reading news papers Watching news Vocabulary related to the unit	Understand the differences of ヒロシマ and ひろしま・広島 Literacy device How to analyse authentic short story.	Read and discuss a variety of essays. Features of creative essays	The Tale of the Heike Japanese history Analyse literary devices <i>Wabi, Sabi</i>
	Statement of inquiry	<i>Preparation for natural disasters are an important part of sustainability.</i>	<i>Where you live provides a unique opportunity to connect with your community's development and history.</i>	<i>Creatives essays are more powerful when writers understand the features of essays.</i>	<i>Understanding Japanese history, is a window into Japanese culture and language.</i>
	Key concept	Creativity	Connections	Communication	Culture
	Related concept(s)	Purpose	Empathy Point of view	Theme	Idiom Inference
	Global context	Globalization and sustainability グローバル化と持続可能性	Fairness and development 公平性と開発	Personal and cultural expression 個人的表現と文化的表現	Orientation in space and time 空間的及び時間的な位置づけ
	ATLs	Research Skills Self Management Skills	Thinking Skills Self Management Skills	Self Management Skills	Research Skills Self Management Skills
	Summative assessment	Writing research paper Presentation Q & A Student-Teacher conference	Create a movie about history of Hiroshima. Write reflection paper Student-Teacher conference	Write a creative essay In class exhibition	Recitation of the first section of Japanese classical literature Drama Write reflection paper Student-Teacher conference
MYP subject group objective(s)	[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	

The decision what, why & Where to study have consequences beyond the sphere of academics.



Integrated Humanities (Ind. Soc.) Subject Overview

Hiroshima International School

Teacher(s): Annie Levasseur

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

Y E A R A	Grades 9/10	Unit 1	Unit 2	Unit 3	Unit 4
	Unit title/ Topic	“On the fast track to progress”: The Industrial Revolution	“My country right or wrong”: The rise of nationalism and imperialism	Economic and political systems in the modern era	Culture and globalization
	Duration	+ - 8 weeks	+ - 8 weeks	+ - 8 weeks	+ - 8 weeks
	Content overview (topics, knowledge, skills)	The Industrial Revolution in Europe and its effects on society, culture and the environment. Why did the Industrial Revolution begin in Britain? The IR in Japan Econ: <ul style="list-style-type: none"> • Factors of production • Capitalism, socialism and communism • Demand, supply and market equilibrium 	19th century nationalism, imperialism and colonialism (Japan, Britain, France, Germany... link to the lead up to WW1) Meiji Restoration Social Darwinism Connections to today: rise of right-wing nationalism, xenophobia	Scientific Revolution Enlightenment Economic systems Political systems	Introduction to cultural anthropology The impact of migration and globalization on culture. Impact of modern media and technology on culture and social life → IDU with music (and visual arts?)
	Statement of inquiry	<i>Technological and scientific advancements can bring about significant social, environmental and economic changes.</i>	<i>National identity can be strengthened by economic and cultural expansionism.</i>	<i>Society can evolve as a result of citizens creating change in political and economic systems</i>	<i>Diffusion of culture creates diversity and impacts the way people express themselves</i>
	Key concept	Change	Global interactions	Systems	Culture
	Related concept(s)	Innovation and Revolution, Resources	Interdependence, globalization	Rights, citizenship	Diversity, identity
	Global context	Scientific and technical innovation	Identities and relationships	Fairness and development	Personal and cultural expression
	ATLs	Communication skills Research skills Self-management skills	Communication skills Research skills Thinking skills	Social skills Communication skills Research skills Thinking skills	Thinking skills Research skills
Summative assessment	Convince an inventor from the IR to go ahead (or not) with putting the invention on the market. (letter, powerpoint or video format)	You have been commissioned by the UNDP to write a report on the impact of colonialism in one post-colonial country. Discuss the positive and negative impact of colonialism. Support your arguments with historical, geographical and economic knowledge.	Form a political party and organize a campaign to run for elections in the country of your choice in any time period beginning with the Scientific Revolution.	Exhibition - prepare a display (with audiovisual support) about one example of the impact of technology and/or globalization on culture in the modern world. + after seeing the class' displays, write an argumentative essay about the impact of technology on culture.	
MYP subject group objective(s)	A - Knowing and understanding C - Communicating	B - Investigating C - Communicating D- Thinking Critically	A - Knowing and understanding B - Investigating D - Thinking critically	A - Knowing and understanding D - Thinking Critically	



Integrated Humanities (Ind. Soc.) Subject Overview

Y E A R	Grades 9/10	Unit 1	Unit 2	Unit 3	Unit 4
B	Unit title/ Topic	Shifting borders: The causes, practices and effects of World War 1	Revolutions	Peacemaking/ peacekeeping: the interwar years and WW2	Environmental sustainability and economic development
	Duration	+- 8 weeks	+- 8 weeks	+- 8 weeks	+- 8 weeks
	Content overview (topics, knowledge, skills)	WW1 (Causes, practices and effects) Tie-in to the Middle East and the origins of the Israeli-Palestinian conflict WW1 in Asia How are borders determined? With what consequences? Is there such a thing as a homogeneous country?	French Revolution Napoleonic Wars American Revolution Revolutions in the 20th century: Russian Revolution, Cuban Revolution, Chinese Revolutions (1911 and 1949), Iranian Revolution, Arab Spring, etc.	Interwar years WW2 Holocaust Barefoot Gen IDU Ethical debates Connection to the role of ideological discourse in today's politics. Diplomacy and international relations and negotiations → IDU with English A and B	Chernobyl, Fukushima, 3 Mile Island disasters UNDP sustainable development goals case studies Fair trade Corporate social responsibility
	Statement of inquiry	<i>Conflict can bring about changes in borders; changes in borders can bring about conflict.</i>	<i>Societies adapt, adopt and resist new ideas.</i>	<i>Ideological clashes can constitute challenges to conflict resolution</i>	<i>There are ways to innovate in order to meet the needs of future generations</i>
	Key concept	Time, place and space	Change	Global interactions	Development
	Related concept(s)	Conflict, causality (cause and consequence)	Cooperation, processes	Ideology, ethics, values	Sustainability, equity
	Global context	Globalization and sustainability	Orientation in space and time	Fairness and development	Scientific and technical innovation
	ATLs	Thinking skills Communication skills Self-management skills	Research skills Communication skills Social skills	Communication skills Self-management skills Thinking skills	Research skills Thinking skills Social skills
	Summative assessment	Argumentative essay about the impact of WW1 on one border change in the regions studied.	Presentations on one chosen case-study of a revolution (in teams)	Role-play: mock diplomatic negotiations on case studies from the time period studied.	Make a sustainable business plan for an energy (renewable or nonrenewable) company and pitch it to potential investors (the class).
	MYP subject group objective(s)	A - Knowing and understanding D - Thinking critically	A - Knowing and understanding B - Investigating C - Communicating	A - Knowing and understanding C - Communicating D - Thinking critically	B - Investigating C - Communicating D - Thinking critically



Grade 9	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Unit title/ Topic	I've changed my....state.	One of these is not like the other...	Stop forcing me!	Let's get physical....in chemistry!	Let's get to the heart of the situation.	It's getting hot in here!	Science Individual Inquiry Project
Duration	5 +/-	4 +/-	6 +/-	5 +/-	6 +/-	4 +/-	5 +/-
Content overview (topics, knowledge, skills)	-State of matter -Purification techniques -Atomic structure and the Periodic Table -Bonding -Stoichiometry	-Characteristics of living organisms -Classification -Simple keys	-Speed, velocity & acceleration -Mass & weight -density -Forces -Energy, work and power -Pressure	-Electrolysis -Chemical energetics -Rate of reaction -Redox reactions -Acids, bases and salts	-Cell structure and organization -Size of specimens -Movement in & out of cells -Enzymes -Nutrition -Transportation -Respiration -Excretion -Coordination & response	-Simple kinetics -Thermal properties -Transfer of thermal energy	-Biology, Physics or chemistry investigation
Statement of inquiry	Phenomena can be modelled in different forms through understanding the impact of scientific and technological advances.	Systems that is based on similarities and forms helps us to create and establish a universal guide through global relationships.	Models help us understand how changes create a dynamic universe through discoveries and exploration.	Everyday occurrences are the direct consequence of different forms of interactions through the interconnectedness of human-made systems.	Interactions between systems create relationships which are discovered through exploration.	Changes in energy allow us to develop technology through the interaction between people and the natural world.	Scientific inquiry is a tool to communicate evidence between observable phenomenon.
Key concept	Form	Identity	Change	Form	Systems	Change	Communication
Related concept(s)	Models	Form	Models	Consequences	Interaction	Energy	Evidence
Global context	Scientific and technical innovation	Fairness and development	Orientation in space and time	Globalization and sustainability	Orientation in space and time	Scientific and technical innovation	Science and technical innovation
ATLs	Communication Thinking	Self Management	Social Research	Communication Thinking	Social Thinking	Communication Thinking	Communication Social Self-Management Research Thinking
Summative assessment	<i>Unit test</i>	<i>Pamphlet</i> - students will create a dichotomous key project	<i>Force and motion lab investigation</i>	<i>Unit test</i>	<i>Foldable</i> - students will make a body systems foldable that shows the connection between all systems	<i>Unit test</i>	<i>Design Experiment</i>
MYP subject group objective(s)	A - Knowing and Understanding	D - Reflecting on the Impacts of Science	B - Inquiring and Designing C - Processing and Evaluating	A - Knowing and Understanding	D - Reflecting on the Impacts of Science	A - Knowing and Understanding	B - Inquiring and Designing C - Processing and Evaluating D - Reflecting on the Impacts of Science



Science Subject Overview

Grade 10	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Unit title/ Topic	The power of prediction.	To be or not to be....	Lights, camera, waves!	Filler up!	The circle of life.	Currents, wires and breakers...oh my!	Science Individual Inquiry Project
Duration	+/- 7	+/- 6	+/- 5	+/-5	+/- 5	+/- 4	+/-4
Content overview (topics, knowledge, skills)	-Periodic Table -Group I, VII & 0 -Metals -Air and water -Carbonates	-Reproduction -Growth & development -Inheritance	-General waves properties -Light -Sound	-Fuels -Alkanes -Alkenes -Alcohols -Acids	-Energy Flow -Nutrient cycles -Population size -Human influences on the ecosystem	-Magnetism -Electricity	-Biology, Physics or Chemistry investigation
Statement of inquiry	Information is arranged in particular forms to aid us in learning about its function through our discoveries of turning points in humankind.	Concepts evolved over time has allowed us to form a deeper understanding through the ways we reflect on ourselves.	Surrounded by different forms, we are connected through interactions in our everyday lives.	Complex forms were originally thought to have been produced only by natural systems through our understanding of scientific principles.	Development risks damaging relationships with one another and our environment through the way we reflect on personal growth.	Meeting the needs of an expanding and changing global population can have consequences through the impact of our decision making.	Scientific inquiry is a tool to communicate evidence between observable phenomenon.
Key concept	Form	Development	Connect	Systems	Development	Change	Relationships
Related concept(s)	Function	Form	Interaction	Form	Environment	Environment	Evidence
Global context	Orientation in space and time	Personal and cultural	Orientation in space and time	Scientific and technical innovation	Personal and cultural	Globalization and sustainability	Science and technical innovation
ATLs	Thinking Communication	Thinking Communication	Research Self-Management Communication Social	Thinking Communication	Social Research	Social Communication	Self-Management Research Communication
Summative assessment	<i>Unit Test</i>	<i>Reproduction project</i> - comparing the plant and human reproductive system and <i>Unit Test</i> - Inheritance	<i>Design experiment</i> - sound or waves	<i>Unit Test</i>	<i>Ecological Project</i> - connecting the natural environment with human influences	<i>Unit Test</i>	Design Experiment
MYP subject group objective(s)	A - Knowing and Understanding	D - Reflecting on the Impacts of Science A - Knowing and Understanding	B - Inquiring and Designing C - Process and Evaluating	A - Knowing and Understanding	D - Reflecting on the Impacts of Science	A - Knowing and Understanding	B - Inquiring and Designing C - Processing and Evaluating D - Reflecting on the Impacts of Science



Mathematics Subject Overview

Hiroshima International School

Teacher(s): Barker & Jones

Grade 9	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Unit title/ Topic	Number	Algebra	Analytic Geometry & Lines	Functions	Trigonometry
Duration	4 weeks	5 weeks	5 weeks	6 weeks	7 weeks
Content overview (topics, knowledge, skills)	Indices/exponents, sets, expansion & factorization, radicals/surds, and descriptive statistics.	Algebraic fractions, quadratic equations, inequalities & sign diagrams.	Pythagoras' Theorem, distance/midpoints, slope, equations of lines, and coordinate geometry.	Relations, functions, composition, inverses, quadratic functions, optimization, exponentials, and logarithms.	Right triangle trigonometry, rule of sines/cosines, radian measure, the unit circle, trigonometric functions, trigonometric formula.
Statement of inquiry	Relationships and patterns in systems are affected by our choice of representation.	Systems of reasoning are more complex when the relationships between equivalent objects are more complex.	The shape of an object in space or the structure of quantities through time can be seen through models.	Some quantities can be described using models that could have far-reaching implications for our planet.	Increases in technological capability let us make more complex models and more difficult indirect measurements.
Key concept	Relationships	Logic	Form	Relationships	Form
Related concept(s)	Systems	Equivalence	Models	Quantity	Models
Global context	Personal & Cultural Expression	Identities & Relationships	Orientation in Space & Time	Globalization & Sustainability	Scientific & Technical Innovation
ATLs	Thinking skills Research skills	Thinking skills Communication skills	Thinking skills Self-management skills	Thinking skills Communication skills	Thinking skills Research skills
Summative assessment	Unit Test, Continued Roots Investigation, Statistics Collection Project	Unit Test, Quadratics Poster Project	Unit Test, Velocity Project	Unit Test, Comparing Quadratic to Exponential Functions Project	Unit Test, Periodic Motion Project
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 D: Real Life Contexts	A: Knowledge & Understanding B: Investigation C: Communication	A: Knowledge & Understanding D: Real Life Contexts



Mathematics Subject Overview

Grade 10	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Unit title/ Topic	Number & Algebra	Functions, Lines, & Quadratics	Families of Functions	Exponentials, Logarithms, & Applications	Trigonometry
Duration	5 weeks	6 weeks	7 weeks	7 weeks	8 weeks
Content overview (topics, knowledge, skills)	Solving equations, absolute values, algebraic fractions, polynomial arithmetic, and complex numbers.	Relations & Functions, Equations of Lines, Quadratic Equations, Quadratic Functions.	Polynomials & Rational functions, their graphs and properties.	Exponential functions, logarithmic functions, laws of logarithms, exponential growth, radioactive decay.	Right-triangle trigonometry, non-right-triangle trigonometry, the unit circle, trigonometric functions and their graphs.
Statement of inquiry	Understanding logic through equivalent representations lets us solve more complex problems.	Relationships between mathematics and the world are influenced by our choices in representing problems.	Relationships between members of a group let us understand at a deeper level that the individuals themselves.	Dealing with quantities that increase exponentially pose special problems for a sustainable development of our resources.	The shape of our surroundings and the way we measure it has implications when structuring societies fairly.
Key concept	Logic	Relationships	Relationships	Logic	Form
Related concept(s)	Equivalence	Representation	Systems	Quantity	Equivalence
Global context	Scientific & Technical Innovation	Personal & Cultural Expression	Scientific & Technical Innovation	Globalization & Sustainability	Fairness & Development
ATLs	Thinking skills Communication skills	Thinking skills Communication skills	Thinking skills Self-management skills	Thinking skills Research skills	Thinking skills Self-management skills
Summative assessment	Unit test, Complex Numbers Investigation	Unit test, Quadratics Poster Project, Pattern Investigation Oral Presentation	Unit test, Power Series Spreadsheet	Unit test, Radioactive Decay Paper	Unit test, Periodic Motion Project, Programming Assignment
MYP subject group objective(s)	A: Knowledge & Understanding B: Investigation C: Communication D: Real Life Contexts	A: Knowledge & Understanding B: Investigation C: Communication D: Real Life Contexts	A: Knowledge & Understanding D: Real Life Contexts	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

Y E A R	Grade 9/10	Unit 1	Unit 2	Unit 3	Unit 4
		Unit title/ Topic	Music Making Process	Collaborative Music Making	Exploring Music in Context
	Duration	6wks + On going	8 wks.	12 wks.	10 wks.
A	Content overview (topics, knowledge, skills) Conceptual understanding	The roles we pursue in the creative process determines the pathways to development. <ul style="list-style-type: none"> • Ways we listen, ways we create • Performing & creating • Musical elements and compositional devices "Musicians must be both inside and outside at the same time" Aaron Copland	Roles and responsibilities of self and others develop the ensemble relationship. <ul style="list-style-type: none"> • Motif, a musical idea • Process and making • Presentation 	Cultural identities are implicitly or explicitly reflected in the development of musical styles. <ul style="list-style-type: none"> • Listening perception • Musical analysis and cultural perception • Creating/Performing conventions 	Musical communication is shaped by the development of musical intentions. <ul style="list-style-type: none"> • Mastery of techniques for execution • Interpreting and narrating • Critiquing performance
	Statement of inquiry	<i>Creative development in the music making process entice us to inquire into our roles and responsibilities as performers and creators.</i>	<i>Individual contributions with distinct roles nurture unique relationships in the creative collaboration.</i>	<i>Exploring and analyzing musical conventions (identities) deepens our appreciation of musical contexts.</i>	<i>A performer's creativity reciprocates the demands of the musical work.</i>
	Key concept	Development	Relationships	Culture, Identity	Creativity
	Related concept(s)	Roles, Responsibilities,	Role	Genre	Intention
	Global context	Personal and cultural expression	Identities and relationships	Globalization and sustainability	Personal and cultural expression
	ATLs	Thinking/Self-management	Communication/Social	Research/Communication	Thinking/Self-management
	Summative assessment	Process Journal Reflection Essay, Comp State.	Improvisational Ensemble Concert Performance	Composition Statement Listening Analysis	Repertoire Class Concert Performance
	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



Music Subject Overview

Grade 9/10	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)	<p>The roles we pursue in the creative process determines the pathways to development.</p> <ul style="list-style-type: none"> • Responding in performing and creating • Musical elements and compositional devices 	<p>Roles and responsibilities of self and others develop the ensemble relationship.</p> <ul style="list-style-type: none"> • Research and plan • Process and making • Presentation • "Oneness" • Sense of <i>musical direction</i> 	<p>Cultural identities are implicitly or explicitly reflected in the development of musical styles.</p> <ul style="list-style-type: none"> • Listening perception • Musical analysis • Creating/Performing conventions 	<p>Musical communication is shaped by the development of musical intentions.</p> <ul style="list-style-type: none"> • Mastery of techniques for array of expression • Authenticity and interpretation • Critiquing standpoint
Statement of inquiry	<i>Both performing and listening is an art of responding that shapes creativity.</i> "Creativity begins with noticing" Igor Stravinsky	<i>Through ensemble collaboration, (boundaries of) interpretations are melded into one musical direction.</i>	<i>Contrasts and balance work together to create tension and harmony.</i>	<i>Musical intentions are preserved and shaped through the art of performing.</i>
Key concept	Creativity	Perspectives	Relationships	Identities (intentions)
Related concept(s)	Responding	Boundaries	Expression	Interpretation
Global context	Personal and cultural expression	Identities and relationships	Orientation in time and space	Orientation in time and space
ATLs	Self-management/Thinking	Social/Communication	Thinking	Thinking/Research
Summative assessment	Process Journal Reflection Essay, Comp State.	Improvisational Ensemble Concert Performance	Composition Statement Listening Analysis	Repertoire Class Concert Performance
MYP subject group objective(s)	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 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 9/10	Unit 1	Unit 2	Unit 3	Unit 4
	Unit title/ Topic	Inside my box	Same but different	3D Exploration	Museum Studies and Curatorial Practice
	Duration	8 weeks	8 weeks	8 weeks	8 weeks
	Content overview (topics, knowledge, skills)	Topic: Art and identity, reality and, visual communication Knowledge: Surrealism (Rene Magritte, Salvador Dali) Skills/Medium: 2D/3D, mixed media	Topic: Idea of “original” and authenticity Knowledge: Pop art (Andy Warhol, Roy Lichtenstein), Realism (Chuck Close), Post-modern (Richard Hamilton) Skills/Medium: Printmaking (screen printing)	Topic: Conveying realism through 3-dimensional expression Knowledge: Sculpture (Michelangelo, Rodin, Ron Mueck, Moai) Skills/Medium: 3D construction, modeling, plaster	Topic: Exploration of links between art and society, artists and audience. Knowledge: Genre, presentation, curation Skills/Medium: Artist statement, curatorial statement
	Statement of inquiry	<i>Artworks can represent identity and perspective.</i>	<i>Reproduction in art proposes new perceptions and challenges the idea towards its authenticity.</i>	<i>The creative process in art can convey the idea of reality.</i>	<i>Museums and galleries contextualize artworks and reinforce its meanings.</i>
	Key concept	Identity	Change	Aesthetics	Aesthetics
	Related concept(s)	Audience, expression	Interpretation, genre	Representation, visual culture, innovative	Audience, Presentation, Visual Culture
	Global context	Identity and Relationships	Scientific and technical innovation	Orientation in Space and Time	Fairness and Development
	ATLs	Social	Self-management	Thinking	Collaboration
	Summative assessment	Process journal Artwork	Process journal Artwork	Process journal Artwork	Process journal Presentation
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 B: Developing skills C: Thinking creatively D: Responding	



Visual Arts Subject Overview

Grade 9/10	Unit 1	Unit 2	Unit 3	Unit 4	
Y E A R	Unit title/ Topic	Art and function: My City	Logo design: My City	Self Portrait (Oil painting)	Art History Research
B	Duration	8 weeks	8 weeks	8 weeks	8 weeks
	Content overview (topics, knowledge, skills)	Topic: Purpose and function of art Knowledge: Architecture and industrial design Skills/Medium: 2D/3D, mixed media, architectural design	Topic: Elements of art, symbols, icons and texts to communicate the concept and messages Knowledge: Digital design, elements of art Skills/Medium: Screen-based art (digital)	Topic: Exploring the identity and representation of self within 2D expression form Knowledge: Self-portrait (Pablo Picasso, Frida Khalo, Nadar, Andy Warhol) Skills/Medium: Canvas building, oil painting	Topic: In-depth research on art forms and genre, and art in asia Knowledge: Art history (Renaissance, Baroque, Impressionism, Expressionism, Cubism, Dada, Surrealism, Pop, Minimalism, Abstract Expressionism, Environmental, Post-modernism, Korean, Chinese, and Japanese) Skills/Medium: Visual analysis, comparison and evaluation
	Statement of inquiry	<i>Purpose and function in art are supported by the visual representation.</i>	<i>Every element within an artwork contributes to its meaning.</i>	<i>Self analysis and reflection of their inner-self can complete the visual representation of identity.</i>	<i>Understanding a variety of art forms and genres greatly contributes to creative process.</i>
	Key concept	Change	Aesthetics	Identity	Communication
	Related concept(s)	Audience, expression	Interpretation, genre	Representation, visual culture, innovative	Interpretation, audience, presentation, visual culture
	Global context	Scientific and technical innovation	Globalization and Sustainability	Personal and cultural expression	Orientation in Space and Time
	ATLs	Social	Self-management	Thinking	Research/Thinking
	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

Design Subject Overview

Hiroshima International School

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

Grade 9/10	Unit 1	Unit 2	Unit 3	Unit 4
Unit title/ Topic	Logo design and development	Python programming and Cryptography	Web Development	3D Modeling with TinkerCad
Duration	6-8 wks	8-10 wks	6-8 wks	7-9 Weeks
Content overview (topics, knowledge, skills)	- Elements of graphic design - Evolution of logos - Application of vector drawing skills	-Variables and types, Branching and looping, Functions, Object-oriented programming, Classes and methods - Ciphers and codes, Encryption, Algorithms, Code-breaking - Write programs to encrypt, decrypt and crack messages	- analyse and design web pages - learn html, css, and responsive design - build web pages, upload and manage site	<ul style="list-style-type: none"> 3-Dimensional computer-aided design and modeling The use 3D modeling to design useful products that can be 3D-printed Various TinkerCAD techniques used for designing 3-dimensional objects
Statement of inquiry	The application of form & good design can effectively communicate identity.	Computational thinking allows the logical solution of problems	Systems build communities	Objects are designed to improve the function of existing systems.
Key concept	Communication	Logic	Communities	Systems
Related concept(s)	Form, Markets & Trends	Computational Thinking	Systems	Function
Global context	Identities and relationships	Scientific and technical innovation	Globalization and sustainability	Scientific and technical innovation
ATL	Communication skills Research skills	Thinking skills Self-management skills Research skills	Communication skills Self-management skills Research skills	Thinking skills Self-management skills
Summative assessment	Project documentation and final logo presented in a variety of appropriate contexts	Students will write programs to encrypt and decrypt messages	Students will design and create a small community web site and host it on a web server	The International Space Station has many technical needs. To address these needs, it has a 3D printer to create solutions; for example: printed wrench . The students will research a need on the ISS, and create a design solution that could be 3D-printed on the ISS.
MYP subject group objective(s)	A - analyzing B - developing C - creating	B - developing C - creating	A - analyzing C - creating D - evaluating	C - creating D - evaluating

Y E A R B	Grade 9/10	Unit 1	Unit 2	Unit 3	Unit 4
	Unit title/ Topic	Creativity on the Computer	Scratch Programming and Educational Research	Spreadsheet and Database	User-Friendly Architecture
	Duration	8 weeks	8 weeks	8 weeks	7-8 weeks
	Content overview (topics, knowledge, skills)	<ul style="list-style-type: none"> Students apply the skills and knowledge acquired in the previous 4 years to create an independent project such as video, podcast, music, art, etc. Students understand workflows in creative projects Students learn to use specialist software 	<ul style="list-style-type: none"> Students explore a societal issue then develop a game based on that issue. Students understand games as therapy and game design. Students learn how to program with Scratch. 	<ul style="list-style-type: none"> Students manipulate data using spreadsheets and databases. Students understand merging to a template Students learn: functions - count, countif, average, max, min, counta, if, nested if, look up; Data entry - conditional format, verification; and, data manipulation - filter and sort, protect 	<ul style="list-style-type: none"> Designing rooms and buildings Knowledge: <ul style="list-style-type: none"> Interior/exterior design principles Drafting principles Skills: LibreCAD drafting software
	Statement of inquiry	Aesthetics are founded in creativity	Effective systems require ergonomic design	Systems require components to be connected	A building's form depends on the needs of the community who will use it.
	Key concept	Creativity	Systems	Connections	Community
	Related concept(s)	Aesthetics	Ergonomics	Systems	Form
	Global context	Personal and cultural expression	Scientific and technical innovation	Orientation in space and time	Identities and relationships
	ATLs	Communication skills Self-management skills	Thinking skills Social skills Self-management skills	Thinking skills Self-management skills	Thinking skills Research skills Self-management skills
	Summative assessment	Design and create an original piece in an area of interest, using specialist software.	Design and develop a game to test a hypothesis; use it to carry out research.	Spreadsheet and/or database project	Design a new building for HIS
MYP subject group objective(s)	B - developing C - creating	A - analyzing C - creating	C - creating D - evaluating	A - analyzing B - developing D - evaluating	



Physical Education & Life Skills Subject Overview

Hiroshima International School

Teacher(s): Wayne Bartelink

Y E A R	Grade 9/10	Unit 1	Unit 2	Unit 3	Unit 4
		Unit title/ Topic	Proper Techniques (Volleyball3)	Fitness Improvement	Invasion Games (Basketball3, Handball)
	Duration	10	8	10	8
A	Content overview (topics, knowledge, skills)	<p>Topics: Volleyball Specifics of bump, set spike, serving, digging, diving. Basketball dribbling and lay ups</p> <p>Knowledge: Proper techniques in; volleyball and basketball How to - dribble, shoot (lay -ups) How to - analyse, reflect and plan for improvement</p> <p>Skills:</p> <ul style="list-style-type: none"> • Specific volleyball skills (bump, set, spike, serve) • Basketball skills; dribbling and lay-ups • Positional play • In game strategies <p>LS: Managing Risk and Safety; identifying potential danger, positive and negative risks, making good decisions</p>	<p>Topics: Recap and further develop an understanding of– health-related components</p> <p>Knowledge: Fitness –cardiovascular fitness(Training Zone) FITT principle–Frequency, Intensity, Time, Type. Principles of Training- (overload, progression, Specificity, reversibility) Energy systems– aerobic, anaerobic</p> <p>Skills:</p> <ul style="list-style-type: none"> • Exercises and Various workouts • Using training principles • Self management / tracking • Self motivation / perseverance <p>LS: Mental Health Issues; Issues for teens, how to deal with and where to get help, more serious mental health issues</p>	<p>Topics: Basketball2 / handball concepts and techniques position specific skills, techniques, movement and strategies</p> <p>Knowledge: Positional Awareness Attack and defending formations/responsibilities</p> <p>Skills:</p> <ul style="list-style-type: none"> • Setting picks / screens • Defensive stance and footwork • Zone defense • Dribbling, passing shooting and movement • Teamwork <p>LS: Mental Health Issues; Issues for teens, how to deal with and where to get help, more serious mental health issues Community and future planning; how can I contribute and what should I work toward in the future.</p>	<p>Topics: Personal coaching, performance improvement, track and field</p> <p>Knowledge: Components of personal coaching, how to make an improvement/training plan, methods of coaching/teaching track and field events, rules and regulations</p> <p>Skills:</p> <ul style="list-style-type: none"> • Communicate effectively for a purpose • How to perform chosen exercises • Time management and performance tracking • Proper running, throwing and jumping. • Ability to use scientific information / technology to improve coaching <p>LS: Intimate Relationships; when are you 'ready'?, birth control, healthy relationships</p>
	Statement of inquiry	<i>Knowing your areas of strength enables us to make good choices for improvement</i>	<i>Body systems adapt to changing training methods.</i>	<i>The balance of a team requires the effective functioning of all members</i>	<i>Performance improvement can be achieved in many ways through change and development.</i>
	Key concept	Choice	Change	Relationships	Change
	Related concept(s)	development	Systems, Challenge, Adaptation	Balance, function	development
	Global context	Identities and relationships	Scientific and technical innovation	Fairness and Development	Scientific and technical innovation
	ATLs	Thinking skills- Creative and critical Self management skills - Reflection Social - Collaboration skills	Self management skills - Reflection Self-management skills - Track and manage plan Thinking Skills- Critical thinking	Thinking–Critical-thinking skills Communication–Communication skills Interpret and use effectively modes of non-verbal communication	Thinking–Critical-thinking skills Communication–Communication skills
	Summative assessment	Online quiz Game situation performance	Create something that promotes fitness to grade % students Create a personal workout plan for improvement Reflect after each workout + Final Reflection	Quiz of basketball positional play and strategies In -game performance Students will need to understand their specific role within the team. Mental Health report	Provide a skill / athletic assessment to a peer Create a personal coaching program for you "client" to follow Reflect during and after process
	MYP subject group objective(s)	A: Knowing and Understanding C: Applying and performing	A: Knowing and understanding B: Planning for a performance D: Reflecting and improving Performance	A: Knowing and Understanding C: Applying and performing	A: Knowing and understanding B: Planning for a performance D: Reflecting and improving Performance



Physical Education & Life Skills Subject Overview

Grade 9/10	Unit 1	Unit 2	Unit 3	Unit 4
Unit title/ Topic	Target Games Dodge/Baseball/Cricket	Skill Acquisition Soccer / Futsal3 / Hockey3	Leadership Movement Performance	Flying Higher
Duration	8	10	8	10
Content overview (topics, knowledge, skills)	<p>Topics: Cricket / Baseball / Golf / Frisbee Golf</p> <p>Knowledge: Rules and procedures for each sport, proper techniques</p> <p>Skills:</p> <ul style="list-style-type: none"> Cricket Batting Baseball Hitting Golf swinging and putting Frisbee throwing <p>LS: Emotional Well being; how to maintain emotional well being, dealing positively with situations</p>	<p>Topics: Soccer/Futsal/Hockey</p> <p>Knowledge: Review of rules and procedures for each sport, proper techniques for shooting and passing. In-game plays</p> <p>Skills:</p> <ul style="list-style-type: none"> Passing Shooting Defending Give and go Through balls and crossing <p>LS: Healthy Lifestyles; what are the factors that contribute to a healthy lifestyle? How to maintain good health. Dealing with stress. Nutrition and the effects on our bodies.</p>	<p>Topics: Gymnastic Movements and basic Dance Moves</p> <p>Knowledge: Basic gymnastic moves (balances, rolls, cartwheel, etc.) Elements of dance Basic to Advanced dance moves</p> <p>Skills:</p> <ul style="list-style-type: none"> Variety of stretches Rolls, balances, cartwheels, body form Body rhythm co-ordination and timing Choreography Communication (teaching others) <p>LS: Healthy Relationships; How can we maintain healthy relationships? Sexual intimacy and potential risks (pregnancy, STDs, birth control, potential emotional issues)</p>	<p>Topics: Athletics; High Jump (Long Jump, throwing, running)</p> <p>Knowledge: Proper running, throwing and jumping technique. What are the different phases of high jump? What is the role of muscles in our body during high jump? <i>Does technique or strength determine the result of my performance?</i></p> <p>Skills:</p> <ul style="list-style-type: none"> How to high jump Proper sprinting form/technique Long distance running strategy Ability to adjust change form After video analysis <p>LS: Illegal Drugs; research into the various drugs and their effects. (MDMA, Marijuana, cocaine, methadone, amphetamines, etc.)</p>
Statement of inquiry	<i>Reaching a target requires accurate analysis of situations and effective use of skills and techniques</i>	<i>Interactions between individuals can lead to refinement of performance.</i>	<i>Effective communication contributes to good group performance</i>	<i>By refining and better controlling our movements in time and space, we may improve the result of our performance</i>
Key concept	Relationships	Communication	Communication	Change
Related concept(s)	Space, Balance	Interaction, refinement	Movement, patterns, relationships	Refinement, Movement
Global context	Orientation is space and time	Identities and relationships – Human Relationships	Identities and relationships – Human Relationships	Scientific and Technical innovation
ATLs	Thinking: Critical thinking skills Self Management: Affective skills	Communication Skills Social collaboration skills Self Management: Affective skills	Social: Collaboration skills Communication Skills Creative thinking skills	Social: Collaboration skills Self Management: Affective skills Thinking: Critical thinking skills
Summative assessment	Performance Assessment: Video with analysis Reflections focussed on improvement	Online quiz / proper technique “poster” Healthy lifestyle Plan - implementation-reflection	Choreograph a routine and teach a small group Assessment of small group performance	Prepare a slide show or poster with the key points of high jump, throwing and running(sprinting & longer distances) Performance Assessment Reflect on performance with future points for improvement
MYP subject group objective(s)	C- Applying and performing D-Reflecting and improving Performance	A-Knowing and Understanding B-Planning for Performance	B-Planning for Performance C-Applying and performing	A-Knowing and Understanding C-Applying and performing D-Reflecting and improving performance