

MITA International School Syllabus 2018

三田国際学園中学校 平成30年度 シラバス

Grade Level / Course 学年 / コース	S1 Advanced	Subject Area / Class 教科 / 科目	Social Studies / History	Class hours 時間数	2 per week
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1学期 中間試験 Term 1 Midterm

Name of Unit, Project 単元名	The Enlightenment The French Revolution	Textbooks / Materials 使用教科書 / 教材	<i>World History; Patterns of Interaction, Holt McDougal</i>
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Unit Description 単元の概要	The Enlightenment ideas, progress and contribution to world events Causes, key events and interpretations, and significance of the French Revolution
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Class Standards 評価規準	Learning Objectives 学習内容
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<table border="1"> <tr> <td>察</td> <td>A3 Students conduct additional research on key concepts, events and figures by applying acquired knowledge and will be able to locate suitable sources and recognize differing interpretations independently.</td> <td>B3 Critically evaluate different interpretations and reach an independent conclusion determining context, accuracy and relevance. Students explain the historical significance of similarities and differences.</td> <td>C3 Students evaluate their own argument and independently contrast and make historical comparisons.</td> </tr> <tr> <td>好</td> <td>A2 Students will Identify, define and apply terms, figures, periods and events to key concepts.</td> <td>B2 Identify the sequence of events, define logical constructs (cause and effect, significance) and understand existing interpretations of history.</td> <td>C2 Students formulate an opinion and construct a logical argument. 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Recognition	Logical Thinking	Creative Thinking	<table border="1"> <tr> <td>A3 Students conduct additional research on the key events and figures of the Renaissance and French Revolution and recognize different interpretations of the causes and significance of these events, and of the role of individuals.</td> <td>B3 Critically evaluate different interpretations and reach an independent conclusion on the causes of the French Revolution, on the role of Louis XVI and Robespierre, and the significance of the revolution.</td> <td>C3 Students produce judgements on aspects of the French Revolution that are balanced, and independently contrast and make historical comparisons to other historical figures and periods of history.</td> </tr> <tr> <td>A2 Students will be able to identify and explain key historical terms, figures and events related to the Renaissance and French Revolution.</td> <td>B2 Identify and be able to explain the sequence of events of the French Revolution, the main causes and significance of the changes, and understand existing interpretations of the revolution.</td> <td>C2 Students formulate a judgement and construct a logical argument on assessing the main causes of the French Revolution, its significance and the role of Louis XVI and Robespierre.</td> </tr> <tr> <td>A1 Students will know key terms, such as the Renaissance, Enlightenment, and key figures such as Copernicus, Vesalius, Louis XVI, Marie Antoinette, Robespierre and Napoleon.</td> <td>B1 Demonstrate knowledge and be able to describe some of the key causes, individuals and main events and consequences of the French Revolution.</td> <td>C1 Students produce written responses on questions related to describing and explaining the significant of the renaissance, and the causes, events and significance of the French Revolution, using specific evidence and examples.</td> </tr> </table>	A3 Students conduct additional research on the key events and figures of the Renaissance and French Revolution and recognize different interpretations of the causes and significance of these events, and of the role of individuals.	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Others 備考	<評価方法> <ICT>
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Grade Level / Course 学年 / コース	S1 Advanced	Subject Area / Class 教科 / 科目	Social Studies / History	Class hours 時間数	2 per week	
1学期 期末試験 Term 1 Final						
Name of Unit, Project 单元名	The Rise of European Empires		Textbooks / Materials 使用教科書 / 教材	<i>World History; Patterns of Interaction, Holt McDougal</i>		
Unit Description 単元の概要	Origins of European expansion The Slave Trade Impact of Empire on overseas territories					
Class Standards 評価規準			Learning Objectives 学習内容			
察	A3	B3	C3	A3	B3	C3
	Students conduct additional research on key concepts, events and figures by applying acquired knowledge and will be able to locate suitable sources and recognize differing interpretations independently.	Critically evaluate different interpretations and reach an independent conclusion determining context, accuracy and relevance. Students explain the historical significance of similarities and differences.	Students evaluate their own argument and independently contrast and make historical comparisons.	Students conduct additional research on the key events and figures related to the slave trade and expansion of European empires and recognize different interpretations of the causes and significance of these events, and of the role of individuals.	Critically evaluate different interpretations and reach an independent conclusion on the causes of the expansion of European empires, the impact of Empires, and the reasons for the abolishment of the slave trade.	Students produce judgements on aspects of the expansion of European Empires and the slave trade that are balanced, and independently contrast and make historical comparisons to other historical figures and periods of history.
好	A2	B2	C2	A2	B2	C2
	Students will Identify, define and apply terms, figures, periods and events to key concepts.	Identify the sequence of events, define logical constructs (cause and effect, significance) and understand existing interpretations of history.	Students formulate an opinion and construct a logical argument. Conduct independent research and justify thesis by locating supporting evidence.	Students will be able to identify and explain key historical terms, figures and events related to the slave trade and expansion of European overseas territories.	Identify and be able to explain, the main causes and significance of the expansion of European empires and slave trade and understand existing interpretations their impact and reasons for abolishment of the slave trade.	Students formulate a judgement and construct a logical, argument on assessing the main causes of the expansion of European empires, the impact of empire and the impact of and reason for the abolishment of the slave trade.
知	A1	B1	C1	A1	B1	C1
	Students will list foundational terms, figures, periods, events and understand the key historical terms and concepts	Demonstrate understanding of logical constructs (cause and effect, significance, chronology) and recognize the role of interpretation in history.	Demonstrate understanding of how to construct a written and verbal argument using academic language and locate supporting evidence.	Students will know key terms, such as the slave trade, middle passage, plantations, empire, colonies and key individuals.	Demonstrate knowledge and be able to describe some of the key causes, individuals and main events and consequences of the expansion of European empires and the slave trade.	Students produce written responses on questions related to describing and explaining the causes and impact of the expansion of European empires, and the reasons for the abolishment of the slave trade using specific evidence.
	Recognition	Logical Thinking	Creative Thinking			

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Others
備考 <評価方法>
<ICT>

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Grade Level / Course 学年 / コース	S1 Advanced	Subject Area / Class 教科 / 科目	Social Studies / History	Class hours 時間数	2 per week
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2 学期 中間試験 Term 2 Midterm

Name of Unit, Project 単元名	The Industrial Revolution	Textbooks / Materials 使用教科書 / 教材	<i>World History; Patterns of Interaction</i> , Holt McDougal
Unit Description 単元の概要	New technologies Social and economic changes Interpretations of changes and significance		

Class Standards 評価規準	Learning Objectives 学習内容
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<p>察 好 知</p>	<p>A3 Students conduct additional research on key concepts, events and figures by applying acquired knowledge and will be able to locate suitable sources and recognize differing interpretations independently.</p>	<p>B3 Critically evaluate different interpretations and reach an independent conclusion determining context, accuracy and relevance. Students explain the historical significance of similarities and differences.</p>	<p>C3 Students evaluate their own argument and independently contrast and make historical comparisons.</p>	<p>A3 Students conduct additional research on the key events and figures related to the industrial revolution and recognize different interpretations of the causes and significance of these events, and of the role of key individuals.</p>	<p>B3 Critically evaluate different interpretations and reach an independent conclusion on the causes, impact and significance of the industrial revolution and key individuals.</p>	<p>C3 Students produce judgements on aspects of the industrial revolution that are balanced, and independently contrast and make historical comparisons to other historical figures and periods of history.</p>
	<p>A2 Students will Identify, define and apply terms, figures, periods and events to key concepts.</p>	<p>B2 Identify the sequence of events, define logical constructs (cause and effect, significance) and understand existing interpretations of history.</p>	<p>C2 Students formulate an opinion and construct a logical argument. Conduct independent research and justify thesis by locating supporting evidence.</p>	<p>A2 Students will be able to identify and explain key historical terms, figures and events related to the industrial revolution.</p>	<p>B2 Identify and be able to explain, the main causes and significance of the industrial revolution and the role of key individuals, and understand existing interpretations</p>	<p>C2 Students formulate a judgement and construct a logical, argument on assessing the main causes, impact and significance of the industrial revolution and role of key individuals.</p>
	<p>A1 Students will list foundational terms, figures, periods, events and understand the key historical terms and concepts</p>	<p>B1 Demonstrate understanding of logical constructs (cause and effect, significance, chronology) and recognize the role of interpretation in history.</p>	<p>C1 Demonstrate understanding of how to construct a written and verbal argument using academic language and locate supporting evidence.</p>	<p>A1 Students will know key terms, such as the factory system, urbanization, steam engines, and key individuals like Richard Arkwright, George Stephenson and Isambard Kingdom Brunel.</p>	<p>B1 Demonstrate knowledge and be able to describe some of the key causes, individuals and main events and consequences of the industrial revolution.</p>	<p>C1 Students produce written responses on questions related to describing and explaining the causes, impact and significance of the industrial revolution and key individuals, using specific evidence and examples.</p>
Recognition		Logical Thinking		Creative Thinking		

Others 備考	<評価方法> <ICT>
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Grade Level / Course 学年 / コース	S1 Advanced	Subject Area / Class 教科 / 科目	Social Studies / History	Class hours 時間数	2 per week
2 学期 期末試験 Term 2 Final					
Name of Unit, Project 単元名	Twentieth Century Conflict		Textbooks / Materials 使用教科書 / 教材	World History; Patterns of Interaction, Holt McDougal	
Unit Description	Causes, key events and consequences of World War One				

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単元の概要	Causes and key events of World War Two The Holocaust
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Class Standards 評価規準			Learning Objectives 学習内容			
素	A3 Students conduct additional research on key concepts, events and figures by applying acquired knowledge and will be able to locate suitable sources and recognize differing interpretations independently.	B3 Critically evaluate different interpretations and reach an independent conclusion determining context, accuracy and relevance. Students explain the historical significance of similarities and differences.	C3 Students evaluate their own argument and independently contrast and make historical comparisons.	A3 Students conduct additional research on the key events and figures related to World War One, World War Two and the Holocaust, and the different interpretations of the causes and significance of these events, and of the role of key individuals.	B3 Critically evaluate different interpretations and reach an independent conclusion on the causes, impact and significance of the World War One, World War Two and the Holocaust and key individuals.	C3 Students produce judgements on aspects of the World War One, World War Two and the Holocaust that are balanced, and independently contrast and make historical comparisons to other historical figures and periods of history.
好	A2 Students will Identify, define and apply terms, figures, periods and events to key concepts.	B2 Identify the sequence of events, define logical constructs (cause and effect, significance) and understand existing interpretations of history.	C2 Students formulate an opinion and construct a logical argument. Conduct independent research and justify thesis by locating supporting evidence.	A2 Students will be able to identify and explain key historical terms, figures and events related to World War One, World War Two and the Holocaust.	B2 Identify and be able to explain, the main causes and significance of the World War One, World War Two and the Holocaust and the role of key individuals, and understand existing interpretations	C2 Students formulate a judgement and construct a logical, argument on assessing the main causes, impact and significance of World War One, World War Two and the Holocaust and role of key individuals.
知	A1 Students will list foundational terms, figures, periods, events and understand the key historical terms and concepts	B1 Demonstrate understanding of logical constructs (cause and effect, significance, chronology) and recognize the role of interpretation in history.	C1 Demonstrate understanding of how to construct a written and verbal argument using academic language and locate supporting evidence.	A1 Students will know key terms, such as Alliances, the Schlieffen Plan, Trench warfare, Treaty of Versailles, Nazism, Holocaust, and key individuals like Kaiser Wilhelm II, General Haig, Hitler.	B1 Demonstrate knowledge and be able to describe some of the key causes, individuals and main events and consequences of the two world wars and the Holocaust.	C1 Students produce written responses on questions related to describing and explaining the causes, impact and significance of the two world wars and Holocaust and key individuals, using specific evidence and examples.
	Recognition	Logical Thinking	Creative Thinking			

Others 備考	<評価方法> <ICT>
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Grade Level / Course 学年 / コース	S1 Advanced	Subject Area / Class 教科 / 科目	Social Studies / History	Class hours 時間数	2 per week
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3 学期 学年末試験 Term 3 Final

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Name of Unit, Project 単元名		The Cold War		Textbooks / Materials 使用教科書 / 教材	World History; Patterns of Interaction, Holt McDougal	
Unit Description 単元の概要		Causes of Superpower Rivalry Proxy conflicts Causes and consequences of the collapse of the USSR				
Class Standards 評価規準				Learning Objectives 学習内容		
素 好 知	A3 Students conduct additional research on key concepts, events and figures by applying acquired knowledge and will be able to locate suitable sources and recognize differing interpretations independently.	B3 Critically evaluate different interpretations and reach an independent conclusion determining context, accuracy and relevance. Students explain the historical significance of similarities and differences.	C3 Students evaluate their own argument and independently contrast and make historical comparisons.	A3 Students conduct additional research on the key events and figures related to the Cold War, and the different interpretations of the causes and significance of these events, and of the role of key individuals.	B3 Critically evaluate different interpretations and reach an independent conclusion on the causes, impact and significance of the Cold War and key individuals.	C3 Students produce judgements on aspects of the Cold War that are balanced, and independently contrast and make historical comparisons to other historical figures and periods of history.
	A2 Students will Identify, define and apply terms, figures, periods and events to key concepts.	B2 Identify the sequence of events, define logical constructs (cause and effect, significance) and understand existing interpretations of history.	C2 Students formulate an opinion and construct a logical argument. Conduct independent research and justify thesis by locating supporting evidence.	A2 Students will be able to identify and explain key historical terms, figures and events related to the Cold War.	B2 Identify and be able to explain, the main causes and significance of the Cold War and the role of key individuals, and understand existing interpretations	C2 Students formulate a judgement and construct a logical, argument on assessing the main causes, impact and significance of the Cold War and role of key individuals.
	A1 Students will list foundational terms, figures, periods, events and understand the key historical terms and concepts	B1 Demonstrate understanding of logical constructs (cause and effect, significance, chronology) and recognize the role of interpretation in history.	C1 Demonstrate understanding of how to construct a written and verbal argument using academic language and locate supporting evidence.	A1 Students will know key terms, such as Cold War, Iron Curtain, Marshall Aid, NATO, and key individuals like Stalin, Truman, JFK, Khrushchev	B1 Demonstrate knowledge and be able to describe some of the key causes, individuals and main events and consequences of the Cold War.	C1 Students produce written responses on questions related to describing and explaining the causes, impact and significance of the Cold War and key individuals, using specific evidence and examples.
		Recognition	Logical Thinking	Creative Thinking		
Others 備考	<評価方法> <ICT>					