

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 Intermediate	Subject Area / Class 教科 / 科目	English Literature	Class hours 時間数	5 per week
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1学期 中間試験 Term 1 Midterm

Name of Unit, Project 単元名	Short Story: Horror Fiction	Textbooks / Materials 使用教科書 / 教材	The <i>Monkey's Paw</i> , W.W. Jacobs
Unit Description 単元の概要	Know the three parts of the story Be able to identify foreshadowing literary technique used in the story, based on clues in the text Be able to read an extract from <i>The Monkey's Paw</i> and answer questions about setting and character Compare <i>The Monkey's Paw</i> to a video clip of the same story		

Class Standards 評価規準	Learning Objectives 学習内容
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	A3 Actively use class-taught grammar, vocabulary, and syntax in personal communication. Actively acquire new grammar, vocabulary, and syntax beyond what is covered in class.	B3 Analyze and respond personally and critically to oral, literary, and informational texts, and various forms of media that goes beyond classroom expectations. Actively seek out and share ideas with classmates and teachers outside of classroom requirements. Compare and contrast the overall structure of events, ideas, concepts, or information.	C3 Utilize a wide range of resources (from personal experiences to fact-based evidence) to create multi-faceted work, demonstrating clarity, artistry of communication, and language manipulation that goes beyond classroom expectations.	A3 Actively acquire new grammar, vocabulary, and syntax beyond what is covered in class, such as by completing Read Theory homework assignments.	B3 Begin to compare and contrast the overall structure of events, ideas, characters, plot development and key messages within <i>The Monkey's Paw</i> text, to other stories within and outside the horror genre.	C3 In producing critical and analytical responses to <i>The Monkey's Paw</i> text and the video representation of this story, make comparisons and links to other authors, texts and wider historical and contextual factors that have an influence on the reader experience.
好	A2 Produce responses to various texts and media formats (written and oral) based on personal experiences, showcasing ability to apply foundational skills for reading, writing, vocabulary, and mechanics.	B2 Respond critically (written and oral) to oral, literary, and informational texts, and various forms of media, showcasing the ability to draw on information from multiple sources and an ability to answer questions quickly and efficiently.	C2 Respond personally and critically to the impact and influence language has on communication, thoughts, ideas emotions, and experiences.	A2 Produce responses to comprehension and analytical questions about <i>The Monkey's Paw</i> text, and a video clip representation of this text.	B2 Respond critically (written and oral) to questions about <i>The Monkey's Paw</i> text and a video representation of the text, to answer questions quickly and efficiently.	C2 Respond personally and critically to the impact and influence language and literary devices has on <i>The Monkey's Paw</i> .
知	A1 Comprehend foundational skills, terms, and concepts for reading various texts (literary and informational) and writing (with a focus on personal and creative writing). Build grade-appropriate vocabulary and be able to guess meaning of text and words through context.	B1 Comprehend and manage information from oral, literary, and informational texts, and various forms of media. Apply foundational concepts for reading and writing to various forms of texts and media.	C1 Begin the exploration of the impact and influence language usage (syntax, literary devices, diction, etc.) has on communication, thoughts, ideas, emotions, and experiences.	A1 Comprehend new vocabulary and expressions in the text, <i>The Monkey's Paw</i> . Use this new vocabulary in written and verbal responses.	B1 Comprehend and manage information from <i>The Monkey's Paw</i> . Apply foundational concepts for reading and writing to <i>The Monkey's Paw</i> .	C1 Begin the exploration of the impact literary devices, such as Foreshadowing and Symbolism, has on <i>The Monkey's Paw</i> , the characters, story development and message.
	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 Intermediate	Subject Area / Class 教科 / 科目	English Literature	Class hours 時間数	5 per week
1学期 期末試験 Term 1 Final					
Name of Unit, Project 単元名	Short Story: Dystopian Society		Textbooks / Materials 使用教科書 / 教材	<i>The Lottery</i> , Shirley Jackson	
Unit Description 単元の概要	Know the three parts of the story Be able to identify symbolism and foreshadowing literary techniques used in the story, based on clues in the text Be able to read an extract from <i>The Lottery</i> and answer questions about setting and character Compare <i>The Lottery</i> to a video clip of the same story				
Class Standards 評価規準	Learning Objectives 学習内容				

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楽 好 知	A3 Actively use class-taught grammar, vocabulary, and syntax in personal communication. Actively acquire new grammar, vocabulary, and syntax beyond what is covered in class.	B3 Analyze and respond personally and critically to oral, literary, and informational texts, and various forms of media that goes beyond classroom expectations. Actively seek out and share ideas with classmates and teachers outside of classroom requirements. Compare and contrast the overall structure of events, ideas, concepts, or information.	C3 Utilize a wide range of resources (from personal experiences to fact-based evidence) to create multi-faceted work, demonstrating clarity, artistry of communication, and language manipulation that goes beyond classroom expectations.	A3 Actively acquire new grammar, vocabulary, and syntax beyond what is covered in class, such as by completing Read Theory homework assignments.	B3 Begin to compare and contrast the overall structure of events, ideas, characters, plot development and key messages within <i>The Lottery</i> text, to other stories within and outside the dystopian future genre.	C3 In producing critical and analytical responses to <i>The Lottery</i> text and the video representation of this story, make comparisons and links to other authors, texts and wider historical and contextual factors that have an influence on the reader experience.	
	A2 Produce responses to various texts and media formats (written and oral) based on personal experiences, showcasing ability to apply foundational skills for reading, writing, vocabulary, and mechanics.	B2 Respond critically (written and oral) to oral, literary, and informational texts, and various forms of media, showcasing the ability to draw on information from multiple sources and an ability to answer questions quickly and efficiently.	C2 Respond personally and critically to the impact and influence language has on communication, thoughts, ideas emotions, and experiences.	A2 Produce responses to comprehension and analytical questions about <i>The Lottery</i> text, and a video clip representation of this text.	B2 Respond critically (written and oral) to questions about <i>The Lottery</i> text and a video representation of the text, to answer questions quickly and efficiently.	C2 Respond personally and critically to the impact and influence language and literary devices has on <i>The Lottery</i> .	
	A1 Comprehend foundational skills, terms, and concepts for reading various texts (literary and informational) and writing (with a focus on personal and creative writing). Build grade-appropriate vocabulary and be able to guess meaning of text and words through context.	B1 Comprehend and manage information from oral, literary, and informational texts, and various forms of media. Apply foundational concepts for reading and writing to various forms of texts and media.	C1 Begin the exploration of the impact and influence language usage (syntax, literary devices, diction, etc.) has on communication, thoughts, ideas, emotions, and experiences.	A1 Comprehend new vocabulary and expressions in the text, <i>The Lottery</i> . Use this new vocabulary in written and verbal responses.	B1 Comprehend and manage information from <i>The Lottery</i> . Apply foundational concepts for reading and writing to <i>The Lottery</i> .	C1 Begin the exploration of the impact literary devices, such as Foreshadowing, has on <i>The Lottery</i> , the characters, story development and message.	
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 Intermediate	Subject Area / Class 教科 / 科目	English Literature	Class hours 時間数	5 per week
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2 学期 中間試験 Term 2 Midterm

Name of Unit, Project 単元名	Science Fiction Novel	Textbooks / Materials 使用教科書 / 教材	<i>The Giver</i> , Lois Lowry
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Unit Description 単元の概要	Ch. 1-12 Define and be able to use vocabulary words taken from <i>The Giver</i> Be able to comprehend and answer questions about characters and plot Be able to delve into deeper character and plot analysis Be able to find examples of different kinds of conflict in <i>The Giver</i>
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Class Standards 評価規準				Learning Objectives 学習内容		
楽	A3 Actively use class-taught grammar, vocabulary, and syntax in personal communication. Actively acquire new grammar, vocabulary, and syntax beyond what is covered in class.	B3 Analyze and respond personally and critically to oral, literary, and informational texts, and various forms of media that goes beyond classroom expectations. Actively seek out and share ideas with classmates and teachers outside of classroom requirements. Compare and contrast the overall structure of events, ideas, concepts, or information.	C3 Utilize a wide range of resources (from personal experiences to fact-based evidence) to create multi-faceted work, demonstrating clarity, artistry of communication, and language manipulation that goes beyond classroom expectations.	A3 Actively acquire new grammar, vocabulary, and syntax beyond what is covered in class, such as by completing Read Theory homework assignments.	B3 Begin to compare and contrast the overall structure of events, ideas, characters, plot development and key messages within <i>The Giver</i> text, to other stories within and outside the science fiction genre.	C3 In producing critical and analytical responses to <i>The Giver</i> text and the video representation of this story, make comparisons and links to other authors, texts and wider historical and contextual factors that have an influence on the reader experience.
好	A2 Produce responses to various texts and media formats (written and oral) based on personal experiences, showcasing ability to apply foundational skills for reading, writing, vocabulary, and mechanics.	B2 Respond critically (written and oral) to oral, literary, and informational texts, and various forms of media, showcasing the ability to draw on information from multiple sources and an ability to answer questions quickly and efficiently.	C2 Respond personally and critically to the impact and influence language has on communication, thoughts, ideas emotions, and experiences.	A2 Produce responses to comprehension and analytical questions about <i>The Giver</i> text.	B2 Respond critically (written and oral) to questions about <i>The Giver</i> text and, to answer questions quickly and efficiently.	C2 Respond personally and critically to the impact and influence language and literary devices has on <i>The Giver</i> .
知	A1 Comprehend foundational skills, terms, and concepts for reading various texts (literary and informational) and writing (with a focus on personal and creative writing). Build grade-appropriate vocabulary and be able to guess meaning of text and words through context.	B1 Comprehend and manage information from oral, literary, and informational texts, and various forms of media. Apply foundational concepts for reading and writing to various forms of texts and media.	C1 Begin the exploration of the impact and influence language usage (syntax, literary devices, diction, etc.) has on communication, thoughts, ideas, emotions, and experiences.	A1 Comprehend new vocabulary and expressions in the text, <i>The Giver</i> . Use this new vocabulary in written and verbal responses.	B1 Comprehend and manage information from <i>The Giver</i> . Apply foundational concepts for reading and writing to <i>The Giver</i> .	C1 Begin the exploration of the impact literary devices, such as Symbolism, Foreshadowing, Irony, has on <i>The Giver</i> , the characters, story development and message.
	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 Intermediate	Subject Area / Class 教科 / 科目	English Literature	Class hours 時間数	5 per week
2 学期 期末試験 Term 2 Final					
Name of Unit, Project 単元名	Science Fiction Novel	Textbooks / Materials 使用教科書 / 教材	<i>The Giver</i> , Lois Lowry		
Unit Description 単元の概要	<p>The Giver Ch. 13-23</p> <p>Define and be able to use vocabulary words taken from <i>The Giver</i></p> <p>Be able to comprehend and answer questions about characters and plot</p> <p>Be able to delve into deeper character and plot analysis</p> <p>Be able to find examples of different kinds of conflict in <i>The Giver</i></p> <p>Describe one of Jonas's memories using adjectives and verbs</p> <p>Discuss various aspects of the story and plot including the ceremony, rules of the community, Jonas's memories</p> <p>Be able to find examples of narrative transitions in <i>The Giver</i></p> <p>Understand what characterization is and discuss the characterization of various characters in <i>The Giver</i>; understand and ID different character types</p> <p>Discuss differences and similarities between book and film adaption</p>				
Class Standards 評価規準			Learning Objectives 学習内容		

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楽	A3 Actively use class-taught grammar, vocabulary, and syntax in personal communication. Actively acquire new grammar, vocabulary, and syntax beyond what is covered in class.	B3 Analyze and respond personally and critically to oral, literary, and informational texts, and various forms of media that goes beyond classroom expectations. Actively seek out and share ideas with classmates and teachers outside of classroom requirements. Compare and contrast the overall structure of events, ideas, concepts, or information.	C3 Utilize a wide range of resources (from personal experiences to fact-based evidence) to create multi-faceted work, demonstrating clarity, artistry of communication, and language manipulation that goes beyond classroom expectations.	A3 Actively acquire new grammar, vocabulary, and syntax beyond what is covered in class, such as by completing Read Theory homework assignments.	B3 Begin to compare and contrast the overall structure of events, ideas, characters, plot development and key messages within <i>The Giver</i> text, to other stories within and outside the science fiction genre.	C3 In producing critical and analytical responses to <i>The Giver</i> text and the video representation of this story, make comparisons and links to other authors, texts and wider historical and contextual factors that have an influence on the reader experience.				
	好	A2 Produce responses to various texts and media formats (written and oral) based on personal experiences, showcasing ability to apply foundational skills for reading, writing, vocabulary, and mechanics.	B2 Respond critically (written and oral) to oral, literary, and informational texts, and various forms of media, showcasing the ability to draw on information from multiple sources and an ability to answer questions quickly and efficiently.				C2 Respond personally and critically to the impact and influence language has on communication, thoughts, ideas emotions, and experiences.	A2 Produce responses to comprehension and analytical questions about <i>The Giver</i> text.	B2 Respond critically (written and oral) to questions about <i>The Giver</i> text and, to answer questions quickly and efficiently.	C2 Respond personally and critically to the impact and influence language and literary devices has on <i>The Giver</i> .
	知	A1 Comprehend foundational skills, terms, and concepts for reading various texts (literary and informational) and writing (with a focus on personal and creative writing). Build grade-appropriate vocabulary and be able to guess meaning of text and words through context.	B1 Comprehend and manage information from oral, literary, and informational texts, and various forms of media. Apply foundational concepts for reading and writing to various forms of texts and media.				C1 Begin the exploration of the impact and influence language usage (syntax, literary devices, diction, etc.) has on communication, thoughts, ideas, emotions, and experiences.	A1 Comprehend new vocabulary and expressions in the text, <i>The Giver</i> . Use this new vocabulary in written and verbal responses.	B1 Comprehend and manage information from <i>The Giver</i> . Apply foundational concepts for reading and writing to <i>The Giver</i> .	C1 Begin the exploration of the impact literary devices, such as Symbolism, Foreshadowing, Irony, has on <i>The Giver</i> , the characters, story development and message.
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 Intermediate	Subject Area / Class 教科 / 科目	English Literature	Class hours 時間数	5 per week
3 学期 学年末試験 Term 3 Final					
Name of Unit, Project 単元名	Mystery Adventure Fiction Novel		Textbooks / Materials 使用教科書 / 教材	<i>Holes</i> , Louis Sachar	

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Unit Description 単元の概要	Define and be able to use vocabulary words taken from <i>Holes</i> Be able to comprehend and answer questions about characters and plot Compare an extract from <i>Holes</i> to a video clip movie adaption of the same story Read a pre-approved short story and present an oral report
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Class Standards 評価規準	Learning Objectives 学習内容
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楽	A3 Actively use class-taught grammar, vocabulary, and syntax in personal communication. Actively acquire new grammar, vocabulary, and syntax beyond what is covered in class.	B3 Analyze and respond personally and critically to oral, literary, and informational texts, and various forms of media that goes beyond classroom expectations. Actively seek out and share ideas with classmates and teachers outside of classroom requirements. Compare and contrast the overall structure of events, ideas, concepts, or information.	C3 Utilize a wide range of resources (from personal experiences to fact-based evidence) to create multi-faceted work, demonstrating clarity, artistry of communication, and language manipulation that goes beyond classroom expectations.		A3 Actively acquire new grammar, vocabulary, and syntax beyond what is covered in class, such as by completing Read Theory homework assignments.	B3 Begin to compare and contrast the overall structure of events, ideas, characters, plot development and key messages within the <i>Holes</i> text, to other stories within and outside the science fiction genre.	C3 In producing critical and analytical responses to the <i>Holes</i> text and the video representation of this story, make comparisons and links to other authors, texts and wider historical and contextual factors that have an influence on the reader experience.
好	A2 Produce responses to various texts and media formats (written and oral) based on personal experiences, showcasing ability to apply foundational skills for reading, writing, vocabulary, and mechanics.	B2 Respond critically (written and oral) to oral, literary, and informational texts, and various forms of media, showcasing the ability to draw on information from multiple sources and an ability to answer questions quickly and efficiently.	C2 Respond personally and critically to the impact and influence language has on communication, thoughts, ideas emotions, and experiences.		A2 Produce responses to comprehension and analytical questions about the <i>Holes</i> text.	B2 Respond critically (written and oral) to questions about the <i>Holes</i> text and, to answer questions quickly and efficiently.	C2 Respond personally and critically to the impact and influence language and literary devices has on the <i>Holes</i> .
知	A1 Comprehend foundational skills, terms, and concepts for reading various texts (literary and informational) and writing (with a focus on personal and creative writing). Build grade-appropriate vocabulary and be able to guess meaning of text and words through context.	B1 Comprehend and manage information from oral, literary, and informational texts, and various forms of media. Apply foundational concepts for reading and writing to various forms of texts and media.	C1 Begin the exploration of the impact and influence language usage (syntax, literary devices, diction, etc.) has on communication, thoughts, ideas, emotions, and experiences.		A1 Comprehend new vocabulary and expressions in the text, the <i>Holes</i> . Use this new vocabulary in written and verbal responses.	B1 Comprehend and manage information from the <i>Holes</i> . Apply foundational concepts for reading and writing to the <i>Holes</i> .	C1 Begin the exploration of the impact literary devices, such as Allusion, Foreshadowing, and Symbolism, has on the <i>Holes</i> , the characters, story development and message.
	Recognition	Logical Thinking	Creative Thinking				

Others 備考	<評価方法> <ICT>
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