

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	S2	Subject Area / Class 教科 / 科目	Advanced Literature	Class hours 時間数	5 times per week
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1学期 中間試験 Term 1 Midterm

Name of Unit, Project 単元名	Science Fiction / Identity / Freedom / Destiny	Textbooks / Materials 使用教科書 / 教材	Never Let Me Go by Kazuo Ishiguro
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Unit Description 単元の概要	Learners will develop comprehension skills and learn to express their ideas about aspects of plot, characterization, events and settings, and to distinguish between literal and implied meanings. They will also develop critical reading skills and engage personally with texts and be confident in sustaining and supporting an individual response to their studied text in comparison with a thematically linked, same genre unseen text.
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Class Standards 評価規準	Learning Objectives 学習内容
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楽	A3 Demonstrate independence in reading, comprehending, and analyzing grade-level texts outside of the classroom.	B3 Take a multitude of grade-level texts, from varying topics and mediums, inside and outside of the classroom, and independently comprehend and analyze them as a whole.	C3 Inherently, actively analyze and understand all forms of communication, inside and outside of the classroom (e.g. reading for pleasure, watching the news, speaking to peers, etc.)		A3	B3	C3
好	A2 Comprehend and analyze similar topics, stories, and ideas presented in different mediums; be able to analyze the relationship between two completely different mediums (e.g. a poem and a painting)	B2 Make connections from various texts to concepts and events outside of class, especially in the student's own lives and the lives of others.	C2 Apply literary analysis skills to ideas, concepts, events, and experiences outside of texts in the classroom.		A2	B2 Analyze the significance of key themes, ideas, and issues.	C2 Evaluate the choices of language, form, and structure made by the author.
知	A1 Demonstrate ability to comprehend and summarize the key ideas of a variety of grade-level literature, informational texts, and other mediums of communication.	B1 Conduct preliminary analysis of a variety of grade-level texts (e.g. analyzing plot, characters, word choice, meaning and tone, arguments and evidence, central theme/idea)	C1 Conduct complex analysis of a variety of grade-level texts (e.g. analyze how structure affects overall message and its aesthetic impact, analyze complex set of ideas and explain how specific ideas develop)		A1 Use literary elements to provide examples from other forms of media.	B1 Analyze how literary elements combine to form narratives.	C1 Evaluate the relationship between characters and themes.
	Recognition	Logical Thinking	Creative Thinking				

Others 備考	<評価方法> Student led discussions, literary circles, key quote analyses, theme analyses, comprehension guide <ICT> iPad
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1学期 期末試験 Term 1 Final

Name of Unit, Project 単元名	Science Fiction / Identity / Freedom / Destiny	Textbooks / Materials 使用教科書 / 教材	Never Let Me Go by Kazuo Ishiguro
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Unit Description 単元の概要	Learners will develop comprehension skills and learn to express their ideas about aspects of plot, characterization, events and settings, and to distinguish between literal and implied meanings. They will also develop critical reading skills and engage personally with texts and be confident in sustaining and supporting an individual response to their studied text in comparison with a thematically linked, same genre unseen text.
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Class Standards 評価規準			Learning Objectives 学習内容			
楽	A3 Demonstrate independence in reading, comprehending, and analyzing grade-level texts outside of the classroom.	B3 Take a multitude of grade-level texts, from varying topics and mediums, inside and outside of the classroom, and independently comprehend and analyze them as a whole.	C3 Inherently, actively analyze and understand all forms of communication, inside and outside of the classroom (e.g. reading for pleasure, watching the news, speaking to peers, etc.)	A3 Analyze the text against the work provided by the students of the same genre.	B3	C3 Evaluate independently produced creative works.
好	A2 Comprehend and analyze similar topics, stories, and ideas presented in different mediums; be able to analyze the relationship between two completely different mediums (e.g. a poem and a painting)	B2 Make connections from various texts to concepts and events outside of class, especially in the student's own lives and the lives of others.	C2 Apply literary analysis skills to ideas, concepts, events, and experiences outside of texts in the classroom.	A2 Analyze the text in both printed and visual forms.	B2 Analyze the significance of key themes, ideas, and issues.	C2 Evaluate how social, cultural, and contextual factors are significant in terms of understanding the text.
知	A1 Demonstrate ability to comprehend and summarize the key ideas of a variety of grade-level literature, informational texts, and other mediums of communication.	B1 Conduct preliminary analysis of a variety of grade-level texts (e.g. analyzing plot, characters, word choice, meaning and tone, arguments and evidence, central theme/idea)	C1 Conduct complex analysis of a variety of grade-level texts (e.g. analyze how structure affects overall message and its aesthetic impact, analyze complex set of ideas and explain how specific ideas develop)	A1	B1 Analyze how literary elements combine to form narratives.	C1
	Recognition	Logical Thinking	Creative Thinking			

Others 備考	<評価方法> Student led discussions, literary circles, key quote analyses, theme analyses, comprehension guide <ICT> iPad
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2学期 中間試験 Term 2 Midterm

Name of Unit, Project 単元名	Death / Literature / Propaganda / Morality	Textbooks / Materials 使用教科書 / 教材	The Book Thief by Markus Zusak
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Unit Description 単元の概要	Students will focus on identifying the narrator and select academic vocabulary, analyze different examples of figurative language, focus on how the word choices impact the tone of the novel and what effect it has on the reader, and explore the persona of the narrator. The summative assessment will require students to discuss how Zusak's use of figurative language enhances the story. Students will also examine how the structure of the text sets the tone for the rest of the novel.
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Class Standards 評価規準

楽	A3 Demonstrate independence in reading, comprehending, and analyzing grade-level texts outside of the classroom.	B3 Take a multitude of grade-level texts, from varying topics and mediums, inside and outside of the classroom, and independently comprehend and analyze them as a whole.	C3 Inherently, actively analyze and understand all forms of communication, inside and outside of the classroom (e.g. reading for pleasure, watching the news, speaking to peers, etc.)
好	A2 Comprehend and analyze similar topics, stories, and ideas presented in different mediums; be able to analyze the relationship between two completely different mediums (e.g. a poem and a painting)	B2 Make connections from various texts to concepts and events outside of class, especially in the student's own lives and the lives of others.	C2 Apply literary analysis skills to ideas, concepts, events, and experiences outside of texts in the classroom.
知	A1 Demonstrate ability to comprehend and summarize the key ideas of a variety of grade-level literature, informational texts, and other mediums of communication.	B1 Conduct preliminary analysis of a variety of grade-level texts (e.g. analyzing plot, characters, word choice, meaning and tone, arguments and evidence, central theme/idea)	C1 Conduct complex analysis of a variety of grade-level texts (e.g. analyze how structure affects overall message and its aesthetic impact, analyze complex set of ideas and explain how specific ideas develop)
	Recognition	Logical Thinking	Creative Thinking

Learning Objectives 学習内容

A3 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant, and sufficient evidence.	B3	C3
A2 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	B2 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	C2
A1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	B1 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text	C1 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Others 備考	<評価方法> Student led discussions, literary circles, key quote analyses, theme analyses, comprehension guide <ICT> iPad
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2 学期 期末試験 Term 2 Final

Name of Unit, Project 単元名	Death / Literature / Propaganda / Morality	Textbooks / Materials 使用教科書 / 教材	The Book Thief by Markus Zusak
Unit Description 単元の概要	Students will focus on identifying the narrator and select academic vocabulary, analyze different examples of figurative language, focus on how the word choices impact the tone of the novel and what effect it has on the reader, and explore the persona of the narrator. The summative assessment will require students to discuss how Zusak's use of figurative language enhances the story. Students will also examine how the structure of the text sets the tone for the rest of the novel.		

Class Standards 評価規準				Learning Objectives 学習内容		
楽	A3 Demonstrate independence in reading, comprehending, and analyzing grade-level texts outside of the classroom.	B3 Take a multitude of grade-level texts, from varying topics and mediums, inside and outside of the classroom, and independently comprehend and analyze them as a whole.	C3 Inherently, actively analyze and understand all forms of communication, inside and outside of the classroom (e.g. reading for pleasure, watching the news, speaking to peers, etc.)	A3	B3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	C3 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
好	A2 Comprehend and analyze similar topics, stories, and ideas presented in different mediums; be able to analyze the relationship between two completely different mediums (e.g. a poem and a painting)	B2 Make connections from various texts to concepts and events outside of class, especially in the student's own lives and the lives of others.	C2 Apply literary analysis skills to ideas, concepts, events, and experiences outside of texts in the classroom.	A2 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	B2	C2 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
知	A1 Demonstrate ability to comprehend and summarize the key ideas of a variety of grade-level literature, informational texts, and other mediums of communication.	B1 Conduct preliminary analysis of a variety of grade-level texts (e.g. analyzing plot, characters, word choice, meaning and tone, arguments and evidence, central theme/idea)	C1 Conduct complex analysis of a variety of grade-level texts (e.g. analyze how structure affects overall message and its aesthetic impact, analyze complex set of ideas and explain how specific ideas develop)	A1	B1	C1 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
	Recognition	Logical Thinking	Creative Thinking			

Others 備考	<評価方法> Student led discussions, literary circles, key quote analyses, theme analyses, comprehension guide <ICT> iPad
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3 学期 学年末試験 Term 3 Final

Name of Unit, Project 単元名	Playwriting	Textbooks / Materials 使用教科書 / 教材	The Importance of Being Earnest by Oscar Wilde
Unit Description 単元の概要	Students will consider several aspects of Wilde's most popular plays. Students will develop their reading, writing, thinking, and language skills through exercises and activities related to the play.		

Class Standards 評価規準				Learning Objectives 学習内容		
楽	A3 Demonstrate independence in reading, comprehending, and analyzing grade-level texts outside of the classroom.	B3 Take a multitude of grade-level texts, from varying topics and mediums, inside and outside of the classroom, and independently comprehend and analyze them as a whole.	C3 Inherently, actively analyze and understand all forms of communication, inside and outside of the classroom (e.g. reading for pleasure, watching the news, speaking to peers, etc.)	A3 Identify and explain the function of dramatic and verbal irony.	B3 Demonstrate their knowledge and understanding of the main events and characters as they relate to the author's theme development.	C3 Demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
好	A2 Comprehend and analyze similar topics, stories, and ideas presented in different mediums; be able to analyze the relationship between two completely different mediums (e.g. a poem and a painting)	B2 Make connections from various texts to concepts and events outside of class, especially in the student's own lives and the lives of others.	C2 Apply literary analysis skills to ideas, concepts, events, and experiences outside of texts in the classroom.	A2 Compare and contrast characters in the play and identify characters who act as foils in the story.	B2 Make connections with the material in the text and apply the lessons learned to their lives	C2 effectively inform, persuade, and express their personal opinions through their writing
知	A1 Demonstrate ability to comprehend and summarize the key ideas of a variety of grade-level literature, informational texts, and other mediums of communication.	B1 Conduct preliminary analysis of a variety of grade-level texts (e.g. analyzing plot, characters, word choice, meaning and tone, arguments and evidence, central theme/idea)	C1 Conduct complex analysis of a variety of grade-level texts (e.g. analyze how structure affects overall message and its aesthetic impact, analyze complex set of ideas and explain how specific ideas develop)	A1 Research the historical context of the play and determine how the work is a product of its time period.	B1 Analyze the use of epigrams in the play.	C1 Demonstrate their creative writing skills.
	Recognition	Logical Thinking	Creative Thinking			

Others 備考	<評価方法> Student led discussions, literary circles, key quote analyses, theme analyses, comprehension guide <ICT> iPad
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