

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	S3 Advanced	Subject Area / Class 教科 / 科目	English Literature	Class hours 時間数	5時間 / 週
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1学期 中間試験 Term 1 Midterm

Name of Unit, Project 単元名	The Rise of the Jazz Age	The American Dream - Interview Report, F. Scott Fitzgerald and Zelda – Two lives colliding Info graphic project, Analysis of Symbols	Textbooks / Materials 使用教科書 / 教材	The Great Gatsby
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Unit Description 単元の概要	Students will be able read closely to determine what the text says explicitly and to make logical inferences from it: cite specific textual evidence when writing or speaking to support conclusions from the text. <u>C12 English Language Arts (Literature) standards</u> RI11-12.6 LS11-12.5ab RL11-12.7 SL11-12.5 CCR.SL6-12.4			
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Class Standards 評価規準	Learning Objectives 学習内容																									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">楽</td> <td style="width: 15%;">A3 Demonstrate reading independence comprehending, and analyzing grade-level texts outside of the classroom.</td> <td style="width: 15%;">B3</td> <td style="width: 15%;">C3</td> </tr> <tr> <td style="text-align: center;">好</td> <td>A2 Integrate and evaluate multiple sources of information to address problems.</td> <td>B2 Present info/findings, and support evidence so others can follow student's reasoning, organization, development, and style are appropriate to task, purpose, and audience.</td> <td>C2 Apply literary analysis of symbols, events (e.g., hyperbole, paradox) in context and analyze event outside texts.</td> </tr> <tr> <td style="text-align: center;">知</td> <td>A1 Students will show how style and content transmit message an purpose of text</td> <td>B1</td> <td>C1</td> </tr> <tr> <td></td> <td style="text-align: center;">Recognition</td> <td style="text-align: center;">Logical Thinking</td> <td style="text-align: center;">Creative Thinking</td> </tr> </table>	楽	A3 Demonstrate reading independence comprehending, and analyzing grade-level texts outside of the classroom.	B3	C3	好	A2 Integrate and evaluate multiple sources of information to address problems.	B2 Present info/findings, and support evidence so others can follow student's reasoning, organization, development, and style are appropriate to task, purpose, and audience.	C2 Apply literary analysis of symbols, events (e.g., hyperbole, paradox) in context and analyze event outside texts.	知	A1 Students will show how style and content transmit message an purpose of text	B1	C1		Recognition	Logical Thinking	Creative Thinking	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">A3 Students compile and develop independent vocabulary list, private supplemental reading collection for analyzing texts.</td> <td style="width: 15%;">B3</td> <td style="width: 15%;">C3</td> </tr> <tr> <td>B1 Students will use web articles, live interviews, video, and other primary, secondary sources to bolster research and thesis ideas.</td> <td>B2 Biography presentation synthesizes student research, opinion, proofs and opinion.</td> <td>C2 Active analysis of character dialogue and FSF passages with non-text media to create individual, definitive views on character and plot.</td> </tr> <tr> <td>A1 Students identify, discuss subtext read through study of symbols, metaphors, and character actions, words, development</td> <td></td> <td>C1</td> </tr> </table>	A3 Students compile and develop independent vocabulary list, private supplemental reading collection for analyzing texts.	B3	C3	B1 Students will use web articles, live interviews, video, and other primary, secondary sources to bolster research and thesis ideas.	B2 Biography presentation synthesizes student research, opinion, proofs and opinion.	C2 Active analysis of character dialogue and FSF passages with non-text media to create individual, definitive views on character and plot.	A1 Students identify, discuss subtext read through study of symbols, metaphors, and character actions, words, development		C1
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Others 備考	<評価方法> <ICT> Students research, present Biography project, Analytic charting, vocabulary quizzes, Electronic Media Presentations and Cornell Notes checks.
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1学期 期末試験 Term 1 Final

Name of Unit, Project 単元名	Characters in/out of Time: Literal, Figurative/Personal Interpretations of materials in Character/Authorial/Reader response	Textbooks / Materials 使用教科書 / 教材	The Great Gatsby
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Unit Description 単元の概要	Students will be able to assess how point-of-view or purpose shapes the content and style of a text. <u>CCR Anchor Standards for Reading10.</u> LS11-12.6 SL11-12.4.b. RI11-12.6 RL11-12.7 W.11-12.4,5 SL11-12.1.c				
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Class Standards 評価規準	Learning Objectives 学習内容
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楽 好 知	A3 Demonstrate reading independence comprehending, and analyzing grade-level texts outside of the classroom.	B3 Plan, deliver reflective narrative - explores significance of event, personal experience, or concern; uses sensory language to convey a vivid picture.	C3	A3 Students compile and develop independent vocabulary list, private supplemental reading collection for analyzing texts.	B3 Projects include appropriate narrative techniques: dialogue, pacing, description and draws comparisons between the specific incident and broader themes.	C3
	A2	B2	C2 Apply literary analysis of symbols, events in context and analyze event outside texts.	A2	B2	C2 Critically dissect character symbolic and literal historic cultural context to identify autobiographical aspects of novel.
	A1 Students will show how style and content transmit message an purpose of text.	B1	C1	A1 Students recognize themes, symbolism and grade value of devices for intrinsic value.	B1	C1
	Recognition	Logical Thinking	Creative Thinking			

Others 備考	<評価方法> <ICT> Film Production Proposal Project, Literary Theme Charting, Quote Analysis, Connective Collage
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2 学期 中間試験 Term 2 Midterm						
Name of Unit, Project 単元名	The Heart of Creative Writing – Short Stories and Poetry		Textbooks / Materials 使用教科書 / 教材	Collections (Houghton/Mifflin)		
Unit Description 単元の概要	Students will be able to follow conventions of Short Stories and Poetry for creative output / analysis, critique. <u>C12 English Language Arts (Literature) standards</u> RL11-12.7 RL11-12.10 W.11-12.4,5 SL11-12.1.c					
Class Standards 評価規準			Learning Objectives 学習内容			
楽	A3	B3	C3	A3	B3	C3
好	A2	B2 Present info/findings, and support evidence so others can follow student's reasoning, organization, development, and style are appropriate to task, purpose, and audience.	C2 Apply literary analysis of symbols, events in context and analyze event outside texts.	A2	B2 Original works, famous writers comparison presentation synthesizes student research, opinion, proofs and opinion.	C2 Critically dissect poetry, stories for literal historic cultural context and in/validate interpretations.
知	A1 Students will show how style and content transmit message an purpose of text.	B1	C1 Conduct complex analysis of a variety of grade-level texts	A1	B1	C1 Analyze how structure impacts overall message and its aesthetic impact, analyze complex poetry and stories.
	Recognition	Logical Thinking	Creative Thinking			
Others 備考	<評価方法> <ICT> Short story creation, style mimic projects, Work dissection/comparison assignments					

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2 学期 期末試験 Term 2 Final						
Name of Unit, Project 単元名	Interviews and Presentations		Textbooks / Materials 使用教科書 / 教材	Collections (Houghton/Mifflin)		
Unit Description 単元の概要	Students will be able to conduct presentations / interviews and do necessary preparations prior for maximum impact. <u>C12 English Language Arts (Literature) standards</u> RI11-12.6 SL11-12.1 L11-12.6 RL11-12.10					
Class Standards 評価規準			Learning Objectives 学習内容			
楽	A3	B3	C3 Inherently, actively analyze and understand all forms of communication, inside and outside of the classroom	A3	B3	C3 Student logs reading for pleasure, watching the news, speaking to peers, posting information, full analytical critique.
好	A2	B2 Present info/findings, and support evidence so others can follow student's reasoning, organization, development, and style are appropriate to task, purpose, and audience.	C2	A2	B2 Original works, student research, opinion, proofs and opinion are capable presented for specified audiences.	C2
知	A1 Students will show how style and content transmit message an purpose of text.	B1	C1 Conduct complex analysis of a variety of grade-level texts	A1 Students recognize themes, symbolism and grade value of devices for intrinsic value	B1	C1 Analyze how structure impacts overall message and its aesthetic impact, analyze complex poetry and stories.
	Recognition	Logical Thinking	Creative Thinking			
Others 備考	<評価方法> <ICT> Response Essays, Interviews, Presentations, Independent Rubric creation for self/peer evaluation/interview preparation.					

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Subject Rubric (SHS Literature)

楽 Custom	Demonstrate independence in reading, comprehending, and analyzing grade-level texts outside of the classroom.	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.	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 Act	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)	Make connections from various texts to concepts and events outside of class, especially in the student's own lives and the lives of others.	Apply literary analysis skills to ideas, concepts, events, and experiences outside of texts in the classroom.
知 Know	Demonstrate ability to comprehend and summarize the key ideas of a variety of grade-level literature, informational texts, and other mediums of communication.	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)	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

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