

Grade	J2	Course	IC (Academy)
Subject Category	English	Subject Name	Literature, Fusion
Lesson/wk	8		

◆ Learning Objectives

3	Recognize literary devices in a text while reading	Recognize a pattern that might be a literary device I don't know yet.	Respond critically to texts I read based on my understanding of literary devices.
2	Recall definitions of literary devices when prompted.	Categorize language in a text or piece of literary media according to a definition.	Write a text that includes several literary devices.
1	Identify and understand definitions of literary devices.	Recall which kinds of literary devices are common in a type of text.	Make predictions about the kinds of literary devices I might see in numerous types of texts and media.
	Knowledge and Skill-development	Application and Practice	Evaluation and Creation

◆ Emphasized Competencies

Intercultural Understanding	Based on daily in-depth discussion, analysis, and connecting contexts, students will not only learn about, but actively participate in the products of literature and spoken English: media, art, technology, and historical events.
Co-Creation	Students will engage with discussion-, activity-, and project-based lessons on a daily basis. They will design personal, community, and global solutions to problems posed in the literature they read.
Creativity	Advanced students will draw from their talents, curiosity, and course- acquired skills to pose new questions, hypotheses, and answers

◆ Textbooks/material

Title	Author
Various Poems	Robert Frost
An Inspector Calls	J.B. Priestly
Lord of the Flies	William Golding
MAUS	Art Spiegelman

◆ Evaluation/Assessment Method

Categories
Assignments
Quizzes
Participation
Projects
Fusion Participation (10%)

◆ Course schedule

Term	Topics(units)
1A	Students will be able to identify common literary devices used in poetry and explain the use of those devices in relation to the themes in Frost's poetry. Literature: Poem Expansion Project -- Annotation, Recitation and Creation of similar text
1B	Students will be able to interpret screenplays and recognize the give and take of author intent and reader-constructed meaning. Skills: Students will further develop writing fundamentals including expression, grammar, and syntax, reasoning and argument, and evidentiary support. Literature: Dramatic Letters, Original Screenplay Project (theater play structure, creation, creative acting & expression) Speeches.
2A	Literary Analysis of a Novel, with particular attention to characterization, plot, structure, and narrative devices. Students will be able to explain the purpose and effect of the novel form on an academic and personal basis. Previous studies on author intent and reader-constructed meaning will be reinforced. Fusion: Will develop critical thinking, problem solving and group-work skills. Project: Society study (Fictional Newscast)
2B	(Cont'd) Literary Analysis of a Novel, with particular attention to characterization, plot, structure, and narrative devices. Students will be able to explain the purpose and effect of the novel form on an academic and personal basis. Previous studies on author intent and reader-constructed meaning will be reinforced. Fusion: Will develop critical thinking, problem solving and group-work skills. Project: Novel Themes analysis (Board Game Construction)
3	Students will understand that literature is not a discrete, separate area of education; rather, history, culture, religion, art, and personal relationships are an essential means for storytelling and articulating the human experience. Skills: Research skills for historical fiction writing; narrative; study of different media (graphic novel). Graphic Novel, situated in a true historical context, with original characters, dialogue & artwork Skills: Creative Nonfiction Writing, dialogue writing and speaking tasks, Research Fusion: Final presentation

Term	Main activities and assessments
1A	Poem Extension Persional Essay
1B	Diary Project Speech
2A	Newscast (Video)
2B	Game Constructions (Thematic studies)
3	Historical Fiction Novella

学年	中学2年	コース	IC
教科	国語	科目名	国語
授業数	4時間/週		

◆ 学習目標

3	物語構成の黄金比、登場人物のアーキタイプを理解し、自己成長へとつなげている。	各学期で得た知識に自分の考えを付け加え、創造的な取り組みへと昇華している。	ヒーローズ・ジャーニーを逸脱しつつ他者を惹きつける独自の物語を紡いでいる。
2	物語構成の黄金比、登場人物のアーキタイプの本質をしっかりと理解できている。	各学期で得た知識を自分のものとして吸収し、成果物に有機的に活かしている。	ヒーローズ・ジャーニーの本質をつかみ、内省し、更なる高みを目指している
1	物語構成の黄金比、登場人物のアーキタイプについて、知識として理解できている。	各学期で得た知識と成果物の関連性を理解し、成果物へ取り入れようとしている。	ヒーローズ・ジャーニーの構成を正しく表現し、他者を惹きつける物語を紡いでいる。
	知識・技能	応用・実践	批判・創造

◆重視したいコンピテンシー

創造性	社会参画
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◆教材

書 名	出版社
伝え合う言葉 中学国語2	教育出版

◆評価材料

項 目
定期試験
授業内課題(主にプロジェクト活動)
提出物(休み明け課題含む)と授業態度

◆授業スケジュール

学期	主なトピック(単元)
1	<p>ヒーローズ・ジャーニーの概念を学び、物語を紡いでみる。</p> <ul style="list-style-type: none"> <li>・理論の習得:クリストファー・ボグラー『作家の旅』他</li> <li>・物語の構造分析:『ハリー・ポッターと賢者の石』他用賀商店街のご協力いただき、商店街の方々へのインタビューを通じ、創作におけるキャラクターの造形に関する理解を深める。これらの活動を通じて、小説の創作を実施する。</li> </ul>
2	<p>「ルールに基づく創作」の一環として、俳句に取り組む。</p> <p>「モチーフ」や「象徴」といった概念をキーワードとして、「物語」として俳句を創作する。</p> <ul style="list-style-type: none"> <li>・俳句を用いた議論・ディベート</li> <li>・俳句の創作(生成AIの活用)</li> </ul> <p>ショートショートを題材として、共通の題材から創意工夫を凝らして創作に取り組む。</p>
3	<p>太宰治『走れメロス』を題材に、物語の拡張を行う。</p> <ul style="list-style-type: none"> <li>・原案のシラー『人質』との比較読み・構造分析</li> <li>・翻案を題材とした創作活動</li> </ul>

主な活動

人を惹きつけ熱狂させるような物語には、洋の東西や時代を超えた普遍的な構造があります。この授業では、その普遍的な構造である「ヒーローズ・ジャーニー」を学び、実践を繰り返しながら習得することを目指します。ヒーローズ・ジャーニーは、スピーチやプレゼンテーションなど、様々な場面に応用できるため、中学2年で学ぶことに大きな意義があると考えています。

<b>Grade</b>	J2	<b>Course</b>	IC (Academy)
<b>Subject category</b>	Mathematics	<b>Subject name</b>	Mathematics
<b>Lesson/wk</b>	5		

### ◆ Learning Goals

	Knowledge • Skills	Application • Practice	Critical Thinking /Creation
<b>1</b>	<ul style="list-style-type: none"> <li>- Understand the real number system</li> <li>- Work with exponents</li> <li>- Use scientific notation</li> <li>- Solve linear equations and inequalities</li> </ul>	<ul style="list-style-type: none"> <li>- Perform operations with real numbers</li> <li>- Simplify expressions with exponents</li> <li>- Convert between standard and scientific notation</li> </ul>	<ul style="list-style-type: none"> <li>- Compare different number systems</li> <li>- Invent rules for exponent operations</li> <li>- Explore applications of scientific notation</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>- Graph lines and equations</li> <li>- Solve systems of linear equations</li> <li>- Understand functions</li> <li>- Apply Pythagoras theorem</li> </ul>	<ul style="list-style-type: none"> <li>- Apply linear equations to model real-life situations</li> <li>- Plot graphs accurately</li> <li>- Use substitution and elimination methods</li> <li>- Evaluate function values</li> <li>- Solve right triangles using Pythagoras</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze the behavior of linear functions</li> <li>- Create systems of equations for given contexts</li> <li>- Reflect on the efficiency of different solution methods</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>- Perform geometric transformations</li> <li>- Identify congruence and similarity</li> <li>- Calculate volume and surface area</li> <li>- Analyze statistics</li> </ul>	<ul style="list-style-type: none"> <li>- Transform shapes using reflections, rotations, etc.</li> <li>- Prove congruence and similarity</li> <li>- Find measurements of 3D shapes</li> <li>- Interpret statistical data</li> </ul>	<ul style="list-style-type: none"> <li>- Design experiments to test geometric concepts</li> <li>- Innovate new transformation techniques</li> <li>- Synthesize knowledge to create original statistical analyses</li> </ul>

Main Activities
<ul style="list-style-type: none"> <li>• Worksheets , group projects, revision groups</li> <li>• Online quizzes, hands on activities</li> </ul>

### ◆ Focused Competencies

Numeracy, Algebraic proofs, Spatial reasoning, Data analysis.
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### ◆ Course Materials

Textbook / Workbook	Publisher
Math in focus course 3	Marshall Cavendish Education

### ◆ Evaluation/Assessment Method

Participation / in class work
homework
end of chapter tests
mid-term exams / final exams

### ◆ Yearly Schedule

Term	Main Topics (Units)
1	<ol style="list-style-type: none"> <li>1. The real number system</li> <li>2. Exponents</li> <li>3. Scientific notation</li> <li>4. Linear equations and inequalities</li> </ol>
2	<ol style="list-style-type: none"> <li>5. Lines and equations</li> <li>6. System of linear equations</li> <li>7. Functions</li> <li>8. Pythagoras</li> </ol>
3	<ol style="list-style-type: none"> <li>9. Geometric transformations</li> <li>10. Congruence and similarity</li> <li>11. Volume and surface area</li> <li>12. Statistics</li> </ol>

Grade	J2	Course	IC (Academy)
Subject Category	Science	Subject Name	Earth Science
Lesson/wk	4		

#### ◆ Learning Goals

3	Develop a comprehensive understanding of Earth's structure, geological processes, and the dynamic interactions within Earth's systems (e.g., atmosphere, hydrosphere, biosphere, and geosphere).	Evaluate the environmental and societal impacts of human activities on Earth, including resource extraction, pollution, and climate change, and explore sustainable solutions for the future.	Assess the impact of human activities on Earth's ecosystems, including deforestation, climate change, and pollution, and suggest sustainable solutions.
2	Develop a deep understanding of fundamental Earth and space science concepts, including the structure and processes of Earth.	Interpret and analyze weather data (e.g., temperature, pressure, humidity) to predict weather patterns and natural disasters.	Investigate pressing environmental challenges such as deforestation, pollution, and climate change, and use scientific knowledge to propose solutions that balance human development with environmental sustainability.
1	Gain proficiency in scientific terminology, and data analysis methods, to describe, measure, and explain Earth and space phenomena.	Model and simulate the orbits of celestial bodies using software or hands-on activities (e.g., the motion of planets around the Sun).	Design and conduct projects that simulate space exploration, environmental monitoring (e.g., carbon footprints), and ecological conservation efforts, applying both Earth and space science principles.
	Knowledge • Skills	Application • Practice	Critical Thinking /Creation

#### ◆ Focused Competencies

① Investigation	Students will complete various investigations regarding phenomena in Earth and space science. Students will use the scientific method.
② Problem-Solving	Investigations regarding real world problems will be posed which students can consider solutions. Considering potential methods of testing and finding solutions.
③ Creativity	Consider solutions to problems, create their own investigations, and participate in various activities and projects to express concepts they've learned.

#### ◆ Course Materials

Textbook / Workbook	publisher
Inspire Science, Earth and Space	McGrawhill

#### ◆ Evaluation/Assessment Method

elements
Projects
Class assignments/ Laboratory Practices
Assessments

#### ◆ Yearly Schedule

Term	Main Topics (Units)
1	<b>Unit 1 - Exploring Space</b> <b>Module 1: The Sun-Earth-Moon System</b> Lesson 1: Earth's Motion Around the Sun Lesson 2: Lunar Phases Lesson 3: Eclipses <b>Module 2: Exploring the Universe</b> Lesson 1: Gravity and the Universe

	Lesson 2: The Solar System
2	<p><b>U2 Module 1: The Water Cycle</b>  Lesson 1: Water in the Atmosphere  Lesson 2: Water on Earth's Surface</p> <p><b>U2 Module 2: Weather and Climate</b>  Lesson 1: Solar Energy on Earth  Lesson 2: Atmospheric and Oceanic Circulation  Lesson 3: Weather Patterns  Lesson 4: Climates of Earth</p> <p><b>U4 Module 1: Geologic Time</b>  Lesson 1: Analyzing the Rock and Fossil Records  Lesson 2: Building a Timeline</p> <p><b>U4 Module 2: Dynamic Earth</b>  Lesson 1: Moving Continents  Lesson 2: Development of a Theory  Lesson 3: Shaping Earth's Surface  Lesson 4: Changing Earth's Surface</p>
3	<p><b>U3 Module 1: Human Impact on the Environment</b>  Lesson 0: Anthropocene  Lesson 1: Impact on Land  Lesson 2: Impact on Water  Lesson 3: Impact on the Atmosphere  Lesson 4: Impact on Climate</p> <p><b>Solutions</b></p> <ul style="list-style-type: none"> <li>● Lesson 1: Solutions Individual</li> <li>● Lesson 2: Solutions Collective</li> <li>● Ecofascism, Greenwashing and Environmental Justice</li> </ul>

Main Activities
Student-centered, inquiry-based classwork and group work activities and projects, laboratory investigations, various types of assessments.

Grade	J2	Course	IC (Academy)
Subject Category	Social Studies	Subject Name	History
Periods	3		

◆ Learning objectives

3	Additional research on key concepts/events/figures Formulate pertinent questions Locate suitable sources Recognize differing interpretations	Critically evaluate different interpretations and reach an independent conclusion	Evaluate your own argument and independently contrast and make historical comparisons
2	Identify and define key terms, figures, periods, events (ex. monarchy, revolution, division of labor). Select and define key concepts	Identify the sequence of events Define logical constructs (cause and effect, significance) Evaluate existing interpretations	Construct an argument and find appropriate supporting evidence
1	List and understand key terms, figures, periods, events.	Understand logical constructs (cause and effect, significance) Recognize the role of interpretation	Understand how to construct an argument and research supporting evidence
	<b>Knowledge and Skills</b>	<b>Application and Practice</b>	<b>Critical Thinking and Creation</b>

◆ Emphasized competencies

① Investigation	Formulate questions, carry out research, and communicate understanding about historical themes, and connect them to the present day.
② Intercultural Understanding	Develop knowledge of different recurring themes throughout history, and understanding of various contemporary issues and perspectives.
③ Creativity	Through the study of History, critically evaluate different solutions to contemporary problems.

◆ Textbooks/material

Title	Publisher
<i>Gale in Context: Human Rights &amp; Government</i>	Cengage

◆ Grading criteria

Categories
Classwork
Projects
Assessments

◆ Course schedule

Term	Topics(units)
1	World History: Democracy; French Revolution Japanese History: Early Japan (~800s); From Heian to the Act of Seclusion (794 - 1639)
2	World History: Industrial Revolution; Empire, Slavery & Civil Rights Japanese History: The End of Seclusion & Unfair Treaties (1639 - 1858); Fall of the Shogunate, Meiji Period (1868-1912)
3	World History: World War One Japanese History: Japan at War (1894 - 1918)

Main activities and assessments
Note-taking; quizzes; independent research; group discussions; presentations; extended writing; sourcework. Projects: Term 1A: Democracy Project Gallery Term 1B: Group Presentation (Causes of the French Revolution) Term 2A: Vox Pop Videos Term 2B: Abolitionist Group Pitch Term 3: WW1 Portfolio Plus assessments each mid-term and end-of-term.