grade	S1	course	International Course
subject category	English	subject name	English Communication I (WACE)
lesson/wk	4		

◆Learning Goals

3	Skillfully demonstrate full comprehension of key concepts related to course goals and objectives	Critically evaluate and construct well-ordered and logical arguments and responses to set texts and other class input.	Generate creative and original solutions, arguments, and ideas in response to class content.
2	Demonstrate comprehension of key concepts related to course goals and objectives.	Construct well-ordered and logical arguments and responses to set texts and other class input.	Generate solutions, arguments and ideas in response to class content.
1	List key concepts related to course goals and objectives.	Construct logical statements and responses to set texts and other class input.	Generate arguments and ideas in response to class content.
	Knowledge・Skills	Application・Practice	Critical Thinking /Creation

◆Focused Competencies

Intercultural Understanding	Students will demonstrate understanding of, and engagement with, diverse cultures in a way that recognizes commonalities and respects differences.
Problem-Solving Ability	Students will develop a range of critical thinking skills, including those required for future WACE assessments.
Responsibility	Students will take responsibility to fully engage in all classroom activities and assessments in order to meet course goals and objectives.

◆Course Materials

Textbook / Workbook	publisher
Senior English Skills Builder (3rd Ed.)	Oxford University Press

◆Evaluation/Assessment Method

Analyze an essay and answer questions.
Participate in group discussions and interviews.
Write different genres of academic essays.
Deliver a speech.

◆Yearly Schedule

Term	Main Topics (Units)
1	Text Types: Expository, Persuasive and Argumentative I Writing Skills: Punctuation, Capitalization, Topic Sentences, T(E)EEL Paragraph Structure, Linking Words, and Word Choice Grammar: :Compound Sentences, Complex Sentences, Compound-Complex Sentences, Hedging Language,
2	Text Types:: Persuasive Speech, Argumentative II, Cause-Effect Writing Skills: Analyzing and Presenting Argument, Rhetorical Devices Grammar:Cause-Effect Language

Main Activities
Class discussions, essay writing, essay analysis, timed writing, short written responses to academic prompts, note-taking, focused grammar practice

学年	高校1年	コース	IC
教科	国語	科目名	現代の国語
授業数	2時間/週		

◆学習目標

3	（テキストが書かれた背景や文脈について自分で調べることができる。）	（教授側が設定していない素材を自ら用意し論理的に考察することができる。）	（自ら課題を設定し、外部コンテストや具体的な社会活動に参画する。）
2	ロジカルシンキングの手法を学び、様々な個々の素材から「情報の取り出し」をする。	複数の異なる素材同士の比較対照から、新たな関係性をとらえた「情報の取り出し」をする。	自らや他者の物の見方や考え方を批判的にとらえ、一般化し、それを成果物に表現する。
1	各種の文章の基本的な読み方を理解する。言葉に関する基礎知識を身につける。	与えられた素材について、自分で情報の取り出しや整理、探究活動などを実践する。	言語を用いた様々な成果物で学びの成果を他者に表現する。それを互いに評価する。
	知識・技能	応用・実践	批判・創造

◆重視したいコンピテンシー

共創	探究心	異文化理解

◆教材

書　名	出版社
現代の国語	筑摩書房
現代文長文記述問題週　読解力養成編2	いいずな書店

◆評価材料

項　目
平常点 - 提出課題 - グループワーク - 成果物
定期試験

◆授業スケジュール

学期	主なトピック(単元)
1	【個人はなぜ物語を必要とするのか】 高校生活において重要なことは、3年間をかけて個人の物語を作ることである。 そもそも人はなぜ物語を必要とするのだろうか？そして物語は何を可能とするのだろうか？ 物語の持つ効用と危険性について、小説・評論文を横断しながら、活動を通じて理解を深めていく。
2	【他者の物語とどう向き合うべきか】 個人が物語を描くとき、他者の物語との間に相克が発生することは避けられない。 他者と「善く」生きるためには、それぞれの物語にどう向き合い、どのようにふるまうべきなのだろうか？ 宗教・文化・歴史といった題材の中から、そこに潜む物語性を汲み取り、現実と接続しながら理解を深めていく。
3	【時代の奔流という物語の中で】 物語が束ねられた大きな流れが「時代」である。我々は好むと好まざるとに関わらず、時代の奔流の中で生きていかざるを得ない。 今を生きる上で、その前提としての時代性を理解し、そのパラダイムの中で如何に生きていくべきか、理解を深めていく。

主な活動
・個人、グループでの創作活動 ・個人、グループでの授業内活動 ・授業外での読解課題

grade	S1	course	International Course
subject category	Math	subject name	Math I
lesson/wk	4		

◆Learning Goals

3	Apply knowledge and mathematical reasoning to solve a real-world problem.	Reason mathematically. Model with mathematics. Investigate processes and evaluate different models.	Create an original problem or model that benefits society. Construct viable arguments and processes to develop, use, and evaluate investigative models.
2	Use the given information to connect with previous understandings.	Connect mathematical concepts. Critique the reasoning of others. Draw, construct and describe.	Efficiently deconstruct problems. Use tools strategically. Draw informal comparative inferences.
1	Identify the problem and give information. Know the meaning of key vocabulary.	Break down a problem into manageable components. Look for structure. Identify the logical units of a problem and their connections.	Reason abstractly and quantitatively. Make use of structure.
	Recognition	Logical Thinking	Creative Thinking

◆Focused Competencies

Mathematical inquiry	Continually ask questions about mathematical matters and pursue logical thinking in math. Create an investigation into a mathematical model and connect mathematical fields with the real world.
Reasoning and problem solving	Identify the problem and given information. Applying knowledge to solve real world problems using mathematical reasoning

◆Course Materials

Textbook / Workbook	publisher
Mathematics 10 Advanced	Haese Mathematics

◆Evaluation/Assessment Method

Tests and Tasks
Investigations
Exams

◆Yearly Schedule

Term	Main Topics (Units)
1	Chapter 19: Trigonometry Chapter 20: Non-right angle trigonometry Chapter 12: Financial Math Chapter 22: Statistics
2	Chapter 24: Relations and Functions Chapter 25: Quadratic Functions Chapter 26: Exponents and Logarithms (Chapter 23: Bivariate Statistics or Chapter 27: Advanced Trigonometry)

Main Activities
Note-taking, source evaluation, quizzes, independent research, group discussions, debates, presentations, and extended writing.

grade	S1	course	International Course
subject category	Science	subject name	Basic Physics
lesson/wk	2		

◆Learning Goals

3	Explain physical laws and concepts in their own words.	Model real-world situations using diagrams and mathematical equations.	Create an original problem or model using physics concepts. Construct viable arguments.
2	Solve mathematical problems by relating physical quantities.	Connect physical and mathematical concepts. Make sense of problems and persevere in solving them.	Efficiently and strategically deconstruct systems into manageable components.
1	Know the meaning of key vocabulary.	Break down component forces on given systems. Identify the logical units of a problem and their connections.	Reason abstractly and quantitatively. Critique the reasoning of others.
	Knowledge・Skills	Application・Practice	Critical Thinking /Creation

◆Focused Competencies

Inquiry	Continually ask questions about the nature of the universe around them. Think deeply about the why and the how of familiar phenomena.
Problem Solving	Create conceptual models to analyze real world problems. Break down complex systems into manageable components.
Innovation	Develop novel applications of physical concepts. Creatively apply mathematical models to develop innovative solutions.

◆Course Materials

Textbook / Workbook	publisher
Pearson Science 10: 3rd Edition	Pearson

◆Evaluation/Assessment Method

Science Inquiry: Investigation / Experiment
Assignments
Topic Tests
Examination

◆Yearly Schedule

Term	Main Topics (Units)
1	• Kinematics • Newton's Laws of Motion
2	• The Atom • Electric and Magnetic Fields • Wave Particle Duality • Special Relativity

Main Activities
Laboratory investigations, in-class demonstrations, group discussions, research projects, textbook assignments, tests, and examinations.

grade	S1	course	International Course
subject category	Science	subject name	Basic Chemistry
lesson/wk	2		

◆Learning Goals

3	Recognize natural phenomena and make connections.	Apply concepts to real world situations.	Model basic and more complex concepts in elementary creative assessments.
2		Determine methods of experimenting practical for the topics.	
1	Know the meaning of key vocabulary and basic concepts.		Communicate basic concepts in guided creative assessments.
	Knowledge・Skills	Application・Practice	Critical Thinking /Creation

◆Focused Competencies

Investigation	Students will complete various investigations regarding phenomena in life science using the scientific method.
Problem Solving	Investigations regarding real world problems will be posed for students
Creativity	Investigations regarding real world problems will be posed for students

◆Course Materials

Textbook / Workbook	Publisher
Pearson Science 10: 3rd Edition	Pearson

◆Evaluation/Assessment Method

Structured tasks that mirror AP/ATAR assessments
Laboratory experiments

◆Yearly Schedule

Term	Main Topics (Units)
1	Unit 1: Structure and Properties of Matter ● Module 1: The Central Science ● Module 2: Matter: Properties and Changes ● Module 3: Structure of the Atom ● Module 4: Electrons in Atoms ● Module 5: The Periodic Table and Periodic Law
2	Unit 2: Chemical Bonding and Reactions ● Module 6: Ionic Compounds and Metals ● Module 7: Covalent Bonding ● Types of Reactions

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

grade	S1	course	International Course
subject category	Science	subject name	Basic Biology
lesson/wk	2		

◆Learning Goals

3	Able to explain the phenomenon in one's own words.	Able to predict unknown results. Based on the working hypothesis, Able to design an experiment.	Able to construct new concepts. Able to create an original experimental method, design and able to execute it
2	Understand the ties of events from simple phenomenon to more complex phenomenon. Follow a known test method.	Can generalize and comprehend the connections by comparing the ties of knowledge. It is possible to consider factors that cause various phenomena.	Can predict missing variables from the contradiction of known rules.
1	Know basic terms, the names and roles of laboratory instruments and chemicals. Write and organize information.	Accurately diagram information. Compare, classify, and analyze experiment results. Find patterns in experimental results.	Able to find exceptions to rules and discuss why it is an exception. Critically evaluate the hypothesis and discover new issues.
	Knowledge・Skills	Application・Practice	Critical Thinking /Creation

◆Focused Competencies

Investigation	Students will complete various investigations regarding phenomena in biology. Students will use the scientific method
Problem Solving	Investigations regarding real world problems will be posed which students can consider solutions. Considering potential methods of testing and finding solutions.
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
Pearson Science 10: 3rd Edition	Pearson
Inspire biology	McGraw Hill

◆Evaluation/Assessment Method

Extended response assessments/reports
Inquiry assessments/ Laboratory work
Quizzes/ Chapter tests
Classwork/ Homework

◆Yearly Schedule

Term	Main Topics (Units)
1	UNIT 1: Scientific Investigation Skills Module 1: Scientific Research and Writing Scientific methods theory and practice 1 UNIT 2: Biological Science Module 2: Introduction to Biology Module 3: Cells Scientific methods theory and practice 2
2	UNIT 2: Biological Science Continued Module 4: Cell Metabolism and energetics Module 5: Genetics and Inheritance patterns Scientific methods theory and practice 3

Main Activities
Student driven class activities, lectures, class discussions, student driven lab work, group investigations.

grade	S1	course	International Course
subject category	Social Studies	subject name	Integrated Geography
lesson/wk	2/week		

◆Learning Goals

3	Conduct additional research on the concept of multiculturalism.	Critically evaluate different interpretations and reach independent conclusions on the advantages and challenges of ethnic enclaves.	Produce individual evaluations of the differing approaches of thought to key issues such as pro and anti-natalist policies and ethnic enclaves.
2	Identify and explain key geographical terms and theories.	Identify and explain how and why people make places, how society is organized, and the impact of humans' interaction with the environment and each other.	Formulate judgements and construct logical arguments on assessing aspects of the key concepts.
1	Know key terms such as ethnocentrism, cultural relativism, place identity and sense of place.	Demonstrate knowledge of geographical models, formulas, and key concepts.	Produce written responses on questions related to describing the concepts of place identity, sense of place, cultural relativism and ethnocentrism using specific evidence and examples
	Knowledge・Skills	Application・Practice	Critical Thinking /Creation

◆Focused Competencies

Investigation	Students will investigate current and past population policies and their effects on the population. They will also investigate the success of specific ethnic enclaves based on socioeconomic indicators such as crime rates, education levels and access to healthcare.
Cultural understanding	Students will conduct research on multiculturalism and critically evaluate differing perspectives on key issues like pro- and anti-natalist policies and the challenges of ethnic enclaves. This requires them to consider cultural differences and societal values.

◆Course Materials

Textbook / Workbook	publisher
None	None

◆Evaluation/Assessment Method

Quizzes
Projects
Assessments

◆Yearly Schedule

Term	Main Topics (Units)
1	Population ● Understand factors, key terms, and formulas for calculating natural population change. ● Compare and contrast the rate of population change in MEDCs and LEDCs. ● Understand and be able to apply various geographic models to various countries. ● To be able to interpret geographic models. ● To evaluate past and current population policies.
2	Cities and Multiculturalism ● To understand site and situation, and the role it plays in dictating the location of settlements. ● Describe and explain typical patterns of urbanization and counterurbanization. ● To describe the qualifications of a world city. ● To describe the formation of ethnic enclaves, and understand the different perspectives held by people inside and outside ethnic enclaves ● To evaluate the worth of ethnic enclaves.

Main Activities
Research; Presentations; Extended writing

grade	S1	course	International Course
subject category	History	subject name	Integrated History
lesson/wk	2		

◆Learning Goals

3	Additional research on key concepts, events, and 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, and events (ex. social hierarchy, *genro*, etc). 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, and events.	Understand logical constructs (cause and effect, significance) Recognize the role of interpretation.	Understand how to construct an argument and research supporting evidence.
	Knowledge・Skills	Application・Practice	Critical Thinking /Creation

◆Focused Competencies

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

◆Course Materials

Textbook / Workbook	publisher
None	None

◆Evaluation/Assessment Method

Task 1 (mid-term): extended essay
Task 2 (final): source analysis
Assignments/Participation

◆Yearly Schedule

Term	Main Topics (Units)
1	Meiji Japan
2	Meiji Japan

Main Activities
Note-taking, source evaluation, quizzes, independent research, group discussions, debates, presentations, and extended writing.

grade	S1	course	International Course
subject category	Socal Studies	subject name	Civics
lesson/wk	2		

◆Learning Goals

3	Produce written responses and presentations which explain different interpretations for dealing with contemporary issues, citing independently researched examples and evidence.	Critically evaluate current policy approaches to contemporary issues and reach independent conclusions.	Independently research and use evidence to evaluate the effectiveness of current policy responses to contemporary issues and make comparisons between approaches in different countries.
2	Apply key terms to be able to explain contemporary issues and debates.	Understand and be able to explain a range of perspectives on contemporary issues and explain current policy approaches to these.	To be able to critically analyze and compare different policy approaches for dealing with a range of contemporary issues.
1	Understand and define key terms, such as civil and human rights, capital punishment, refugees, separation of powers.	Understand and explain the reasons for different approaches to contemporary issues and the influence and impact this has on individuals and society.	Apply key terms and concepts to specific contemporary issues and case studies.
	Knowledge・Skills	Application・Practice	Critical Thinking /Creation

◆Focused Competencies

Investigation	Students will independently explore topics such as gun control, nuclear power, and resource extraction.
Intercultural Understanding	Students will recognize and appreciate different cultural perspectives when examining government systems and civil society.

◆Course Materials

Textbook / Workbook	publisher
None	None

◆Evaluation/Assessment Method

Assessments
Presentations
Class work

◆Yearly Schedule

Term	Main Topics (Units)
1	Human Rights
2	Comparative Politics
3	Political Engagement

Main Activities
Note taking; Sorting tasks; Quizzes; Independent research; Group discussions; Debates; Presentations; Extended writing.