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| Grade | Senior High School 2 | Course | IC |
| Subject | MITA Literature | Class | MITA Literature 1 |
| Lessons | 4/wk | | |

Learning Objectives

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|----------|--|--|--|
| 3 | Actively seeks to supplement language with additional terms | Can discuss the topic, understand other people's opinions and logically | Can engage in complex and critical thinking on an international scale and can make students own innovative contribution. |
| 2 | Understands the appropriate usage of the acquired language and figurative techniques | Can state ideas logically with the learned expressions. Can understand other's opinions. | Can form his/her new identity by exploring new approaches in an international context |
| 1 | Acquired the language and figurative techniques | Acquired the needed expressions and knowledge for logical thinking | Has gained a better international understanding |
| | Knowledge and Skill-development | Application and Practice | Evaluation and Creation |

Emphasized Competencies

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|----------------------|--|
| Communication | Students will be pressed to extend their ability to communicate their thoughts and emotions via academic and creative writing. |
| Investigation | Students will investigate the narrative works, the unspoken backgrounds to those works, and their connections to society. |
| Inquiry | Students will creatively engage with narratives and express themselves through several mediums. |

Textbooks/Material

| Title | Author/Publisher |
|----------------------------------|----------------------------|
| Folklore/Urban Legends | Various |
| The Stanley Parable Ultra Deluxe | Crows Crows Crows |
| To the Moon | Freebird Games |
| Gone Home | Fullbright, Larian Studios |
| No-No Boy | Okada, John |
| A Doll's House | Ibsen, Henrik |
| Articles | Various |

Grading Criteria

| Term | Main Topics (Unit) |
|-------------|--|
| 1 | Nonlinear Digital Narratives (Term 1A) Drama - A Doll's House (Term 1B) |
| 2 | Novels - No-No Boy (Term 2A) Poetry - Music as Poetry (Term 2B) |
| 3 | Articles - Information Literacy in the Digital Age (Term 3) |

Main Activities and Assessments

| Activities/Assessments |
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| Discussion, worksheets, essays, individual projects (from one of 9 rubrics, 1 per half-term) |

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|-----|-------|-----|------|
| 学年 | 高校2年 | コース | IC |
| 教科 | 国語 | 科目名 | 言語文化 |
| 授業数 | 2時間/週 | | |

◆評価材料

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| 項目 |
| 平常点(提出点・グループワークなど) |
| 定期試験 |

◆学習目標

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|---|---|---|---|
| 3 | ・テキストに書かれていない背景について理解できる。 ・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。 | ・テーマになっていることについて、何が論点になっているかを理解し、自分の意見を言語化したうえで、他者の意見を踏まえて、深化させることができる。 | ・テーマとなっていることについて、他のテーマや分野へと発展させて思考を広げることができる。 |
| 2 | ・テキストに書かれていることを正確に理解できる。 ・分からない言葉について、自分で調べることができる。 | ・テーマになっていることについて、何が論点になっているかを理解し、自分の意見を言語化できる。 | ・テーマとなっていることについて、英語などの他言語と比較したうえで、自分なりの意見を表明することができる。 |
| 1 | ・テキストに書かれていることを理解できる。 | ・テーマとなっていることについて、何が論点になっているかを理解し、自分で考えられる。 | ・テーマとなっていることについて、英語などの他言語と比較をしたうえで検討をすることができる。 |
| | 知識・技能 | 応用・実践 | 批判・創造 |

◆授業スケジュール

| 学期 | 主なトピック(単元) |
|----|---|
| 1 | 【現代日本文学を読む】 村上春樹の『パン屋襲撃』と『パン屋再襲撃』を読み比べる。また映画『怪物』を分析する。上記の作業を通じて文学が担っている役割について、考えを進める。 |
| 2 | 【ノンフィクションを読む】 小松由佳『シリアの家族』と森達也の映画『A』を読み分析する。ノンフィクションというジャンルのもつ可能性や、現実世界をどのように写すのかという作家性を考える。 |
| 3 | 【近代日本文学を読む】 夏目漱石『こころ』を読む。明治時代の時代背景を知るとともに、近代的な自我をもった主人公が自らの自由や責任とどのように向き合うのかを理解する。 |

◆重視したいコンピテンシー

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|-----|-------|
| 探求心 | 異文化理解 |
|-----|-------|

◆教材

| 書名 | 出版社 |
|-----------------|-------|
| 『パン屋襲撃』『パン屋再襲撃』 | 文春文庫 |
| 『怪物』 | 宝島社文庫 |
| 『シリアの家族』 | 集英社 |
| 『A』 | 角川文庫 |

主な活動

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| ・グループでの発表 ・長文精読探究 ・興味あるニュースの発表 |
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| grade | S2 | course | International Math |
| subject category | Math | subject name | Mita Math 1 |
| lesson/wk | 5 | | |

◆ Learning Goals

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|---|--|---|---|
| 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. |
| | Knowledge • Skills | Application • Practice | Critical Thinking /Creation |

◆ Focused Competencies

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|-------------------------------|--|
| 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 problems with the given information. Applying knowledge to solve real world problems using mathematical reasoning |

◆ Evaluation/Assessment Method

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| • Classwork |
| • Homework |
| • Short Tests / Quizzes |
| • Assessment Tasks / Tests |

◆ Yearly Schedule

| Term | Main Topics (Units) |
|------|---|
| 1 | <ul style="list-style-type: none"> Algebra Review Linear Inequalities and graphs Polynomial and Radical Functions Trigonometry Circles |
| 2 | <ul style="list-style-type: none"> Statistics Probability Advanced Statistics |
| 3 | <ul style="list-style-type: none"> Advanced Statistics |

Main Activities

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| <ul style="list-style-type: none"> Skills practice. Exploration of ideas and concepts. Demonstration of understanding and applications of key learning areas. Investigate and create models to problem solve. |
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|------------------|---------|--------------|----------------------|
| grade | 11 | course | International Course |
| subject category | Science | subject name | MITA Biology |
| lesson/wk | 4 | | |

◆ Learning Goals

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|---|---|---|--|
| 3 | | | Able to debate using biological concepts to support their claims |
| 2 | Know how to conduct basic experiments | Able to predict unknown results. Based on the working hypothesis, Able to design an experiment. | Present their ideas in poster or presentation form |
| 1 | Be able to understand and explain key biological concepts | Apply biological and evolutionary principles to understand the living world | Interpret results from laboratory experiments |
| | 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 | Students will investigate real world problems and propose solutions |
| Creativity | Engage in activities to express concepts they learned to new situations |

◆ Course Materials

| | |
|---------------------|-----------|
| Textbook / Workbook | publisher |
| N/A | N/A |

◆ Evaluation/Assessment Method

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|-----------------------------|
| Extended laboratory reports |
| Unit exams |
| Classwork |

◆ Yearly Schedule

| Term | Main Topics (Units) |
|------|--|
| 1 | UNIT 1: Ecosystems <ul style="list-style-type: none"> • The different types of ecosystems • Global climate patterns driving ecosystems UNIT 2: Evolution by Natural Selection: <ul style="list-style-type: none"> • Selection pressures • Types of natural selection UNIT 3: Animal Behavior <ul style="list-style-type: none"> • Social structures • Mating behaviors |
| 2 | UNIT 4: Disease Ecology <ul style="list-style-type: none"> • Types of disease causing agents • How diseases are spread • Preventative measures |

Main Activities

Student driven class activities, lab work, group investigations, lectures, class discussions

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|------------------|----------------|--------------|----------------|
| grade | 11 | course | IC |
| subject category | Social Studies | subject name | MITA History 1 |
| lesson/wk | 4 | | |

◆ Learning Goals

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|---|---|--|---|
| 3 | Incorporate historical details to develop a more complex narrative of history | Draw on critical analysis to evaluate rulers' attempts to stabilize and legitimize their empires | Independently develop superior policy approaches that can be applied to both historical and contemporary issues |
| 2 | Draw connections to identify causal relations and consequences | Utilize sources to deepen understanding of historical issues and their effectiveness | Critically evaluate empires' achievements, shortcomings, and the reasons for them |
| 1 | Understand and define key terms, events, and figures | Explain how rulers responded to various threats and challenges | Apply key terms to compare different empires' strategies to the same issues |
| | Knowledge • Skills | Application • Practice | Critical Thinking /Creation |

◆ Focused Competencies

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|---------------|---|
| Communication | Students will be asked to express themselves through discussion, written assignments, and other creative media. |
| Investigation | Students will utilize creative thinking and deductive reasoning to make inferences about historical events and figures. |
| Analysis | Students will utilize a variety of texts, images, and artifacts to analyze key developments in history. |

◆ Course Materials

| | |
|---------------------|-----------|
| Textbook / Workbook | publisher |
| N/A | N/A |

◆ Evaluation/Assessment Method

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|-------------|
| Assessments |
| Projects |
| Classwork |

◆ Yearly Schedule

| Term | Main Topics (Units) |
|------|--|
| 1 | Cradles of Civilization: Mesopotamia and Egypt India: Maurya and Gupta Empire Chinese Dynasties: Shang to Song Dynasty |
| 2 | Europe: Alexander the Great and Rome Middle East and Africa: Persia and Mali America: Aztecs and Inca Medieval Empires: Mongols and Rome's Successors |

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| Main Activities |
| Class discussion, worksheets, presentations, group projects |

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|------------------|----------------|--------------|----------------------|
| grade | S2 | course | International Course |
| subject category | Social Studies | subject name | Civics |
| lesson/wk | 2 | | |

◆ Learning Goals

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|---|--|--|--|
| 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

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|-----------------------------|---|
| 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

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|---------------|
| Assessments |
| Presentations |
| Class work |

◆ Yearly Schedule

| Term | Main Topics (Units) |
|------|--|
| 1 | Government and Civil Society in the United States of America |
| 2 | Government and Civil Society in Great Britain Government and Civil Society in Nigeria |
| 3 | Government and Civil Society in Nigeria |

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

ATAR Philosophy and Ethics 11

ATAR Math Applications 11

ATAR Math Methods 11

ATAR Chemistry 11

ATAR EALD 11

WACE 科目のシラバスはこちらのサイトよりご確認ください。

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials>