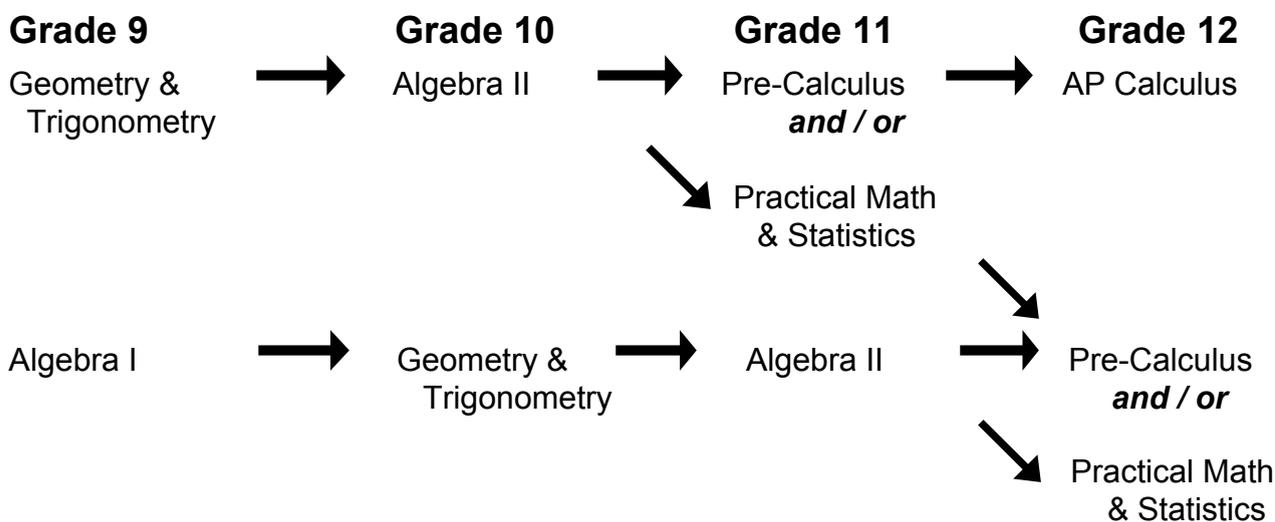


High School Courses 2018-2019

High School Mathematics Course Selection Options



(Note, some incoming 10th grade students will be recommended to take Algebra I based on their performance in Geometry/Trigonometry in 9th grade)

Algebra I - (9 or 10)

Emphasizes algebraic skill development through solving linear equations, both graphically and analytically. Modelling story problems is a second major component of the course. Other topics such as quadratic modeling and exponential manipulations are covered.

Geometry / Trigonometry - (9 or 10)

Semester 1: Geometry with emphasis on logical thinking through proof development. Angle relationships, perpendicular and parallel lines, congruent and similar polygons make up the bulk of the content.

Semester 2: Trigonometry is the exploration of how the world is modeled using periodic functions. Right triangle relationships and vectors are also developed as tools to solve complex problems. NOTE: Graphing Calculator is required for this course. Recommended model is TI-84 Plus CE (~¥15,000).

Algebra II - (10 or 11)

This math course can serve as preparation for college entrance exams such as the SAT, ACT or others as well as prepare you for Precalculus and Calculus. Topics covered include solving and graphing linear, quadratic, polynomial, radical, logarithmic and exponential functions, as well as statistics and probability topics. NOTE: Graphing Calculator is required for this course. Recommended model is TI-84 Plus CE (~¥15,000).

Practical Math (11 or 12)

Thinking between the lines—this class strengthens your critical examination of the world by exploring how math is used to empower an individual as well as manipulate a perspective. Class work also includes strengthening your overall cognitive skills through studying paradoxes and practicing IQ tests.

Precalculus (11 or 12)

The goal of Precalculus is to develop a deep understanding and appreciation of the power of mathematics to model the real world. Through working on in-depth problems, the conceptual understanding and the technical skill of the student is honed to the highest level. Problems will be attacked numerically, graphically, algebraically, and verbally. NOTE: Graphing Calculator is required for this course. Recommended model is TI-84 Plus CE.

AP Calculus (11 or 12)

Calculus is the study of accumulation and rate of change. The ideas that led to calculus were first developed in

ancient Greece over 2000 years ago. Our class will study two major concepts of Calculus that were first developed in the late 1600s and have since become essential tools for understanding our world. These concepts, the derivative and the integral, are perhaps most useful in the study of biology, economics, and physics. AP Calculus is equivalent to one semester of college calculus. NOTE: Graphing Calculator is required for this course. Recommended model is TI-84 Plus CE.

High School Language and Literature

Language Arts - World Literature (Gr. 9 & 10)

Students are expected to develop their critical thinking skills, general literacy, and an appreciation for the world within literature during our study of a selection of world literature. The study of literature also directly relates to the life-skill of understanding humanity through a vicarious experience of the full range of human emotion. We therefore read to also understand ourselves and those around us.

Language Arts - Ancient Literature (Gr. 9 & 10) - *in 2018-2019*

This course is skills based to ensure continued development of grammar, vocabulary, writing and reading within the context of Ancient Literature.

**If you choose Honors there will be additional readings, extended writing and an introduction to literary criticism.

European Literature – Honors (Gr. 11 & 12)

In this course, students are expected to further develop their critical thinking skills, general literacy, and an appreciation for the world within literature. We will study a selection of European literature as we look closer at ourselves and humanity, framing our study through the lenses of revenge, justice, war, and peace. Thinking is deepened through writing, and articulation comes from augmenting our knowledge of language, making the modalities of English another essential component of European Literature. Students will also participate actively in future life planning.

American Literature – Honors (Gr. 11 & 12) - *in 2018-2019*

Dreams. We all have dreams. This course will explore American literature focused in part on the American Dream. We will analyze the way this concept has morphed throughout history, examining our own dreams and life views in the process. As we examine concepts such as dreams and success, we will also work to hone our English modalities, providing a pathway to personal success. Students will also participate actively in future life planning.

AP Capstone Introduction

The HIS inquiry-based approach prepares students to be leaders, capable of independent growth. This focus on authentic, mastery learning, spanning early years to graduation, gives students the skill set to be successful in college and the workplace. But academics alone are not sufficient. Our character-enrichment program promotes real-world skills, including showing curiosity and interest in the world; critical reading and writing; the ability to analyze, evaluate, and synthesize information and perspectives; transferring knowledge and skills to real-world situations; working well with diverse individuals; and ongoing reflection. These character standards, paired with our school's academic mission, bring out the highest degree of achievement for all students. The AP Capstone provides another path to further student achievement by providing our students with the academic skills to pursue learning independently and alongside their collaborative teams. More information on AP Capstone can be found at the College Board website: <https://advancesinap.collegeboard.org/ap-capstone>

AP Capstone - Seminar (Gr. 11 & 12) -- (1.5 credits)

This is the first AP Capstone course of two, and it will also count as one of the language/literature credits required for graduation. Through this course, students will work collaboratively with a high degree of independence to research their chosen real-world question. They will use Capstone's QUEST framework—an iterative process of research, collaboration, analysis, synthesis, writing, and defending—to build an argument that addresses their world issue. The course is skill-focused and requires dedication to be successful. All students will sign a contract of commitment, which includes among many other things completion of the summer assignment. Students taking this course will develop essential skills for college and life.

AP Capstone - Research (Gr. 11 & 12) -- (1.5 credits) - *New in 2018-2019*

The second AP Capstone course of two comes with additional expectations and increased autonomy. Like the prerequisite AP Seminar course, AP Capstone will also count as one of the language/literature credits required for graduation. In this course, students will work to identify an area of research interest—a gap in the world that needs to be filled with the student as an expert. One of two AP courses focused heavily on skills, the AP score for Research will be based on a 5,000-word Research Paper with a follow-up presentation and oral defense. Students will use the skills (e.g. source analysis, research, argumentation, media creation, writing and presenting) already learned and practiced in AP Seminar, alongside the QUEST framework details above, to research and present their chosen topic. Not only will this course prepare students for college life, but it will also prepare them for further studies, as it is based upon the process doctoral students go through in researching and presenting their area of specialty.

High School Sciences

High School Course Selection Options

Grade 9 Students in 2018-19:

2018–19	2019–20	2020–21	2021–22
The Nature of Science	Biology	Chemistry	AP Chemistry
		AP Biology	AP Physics 1
		AP Environmental Sci.	

Grade 10 Students in 2018-19:

2018–19	2019–20	2020–21
The Nature of Science	Biology	AP Biology
Chemistry (with teacher permission)	AP Chemistry	AP Environmental Sci.
	AP Physics 1	Chemistry

Grade 11–12 Students in 2018-19:

2018–19	2019–20
Chemistry	Biology
AP Biology	AP Chemistry
AP Environmental Sci.	AP Physics 1

The Nature of Science (Grades 9–10) — *in 2018-19*

Prerequisites: None

Recommended: Algebra 1, Geometry

The Nature of Science will serve as the student's foundation for a complete high school science curriculum. In this course, students must demonstrate their understanding that science is a way of knowing that uses method and process to create evidence-rich explanations. Students will design and conduct scientific investigations, using a variety of methods to address questions about the natural world. Students will encounter scientific writing, and learn the tools of analysis. The Academic Learning Targets for *TNoS* will be: *Experiment, Evidence, Analysis, Properties* (including basics of chemistry), *Systems* (including basics of biology), *Motion* (including basics of physics), and *Connections* (habits of mind for science).

Chemistry (Grades 10–12) — *in 2018-19*

Prerequisites: TNoS, Algebra 1

Recommended: Algebra 2 concurrent

Chemistry will build on the skills and knowledge acquired in *The Nature of Science*, and serves as the prerequisite for AP Chemistry. In this course, students must demonstrate basic competence with chemistry

laboratory skills. Students will design scientific investigations to explore specific questions of chemistry, and analyze data to support their conclusions. Students will gain a foundation to prepare them for the challenges of AP Chemistry. The Academic Learning Targets for *Chemistry* are: *Elements* (periodic trends and electron configuration), *Structure* (atoms and ions), *Bonds* (chemical bonding), *Reactions* (chemical reactions), *Practices* (skills used in science), and *Connections* (habits of mind for science).

You should take *Chemistry* if: you like finding patterns in nature; you want to know why foods change when cooked; you want to know how cleaning products work; you want to know why iron rusts; or you want to understand why people use ice to melt snow. We all take advantage of chemistry in our daily life, and learning about it will give you a better understanding of the world around you.

You must take *Chemistry* at the first opportunity if you plan to take *AP Chemistry*.

AP Biology (Grades 11–12) — in 2018-19

Prerequisites: Biology, Algebra 2

Recommended: Chemistry concurrent

AP Biology is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. The AP Biology exam has been redesigned with a greater emphasis on scientific thinking and analytical skills. AP Biology will focus on 4 Big Ideas: **Big Idea 1:** Evolution – the process of evolution drives the diversity and unity of life; **Big Idea 2:** Cellular Processes (Energy and Communication) – Biological systems utilize free energy and molecular building blocks to grow; **Big Idea 3:** Genetics and Information Transfer – living systems store, retrieve, transmit, and respond to information essential to life processes; **Big Idea 4:** Interactions – Biological systems interact and these systems and their interactions possess complex properties. The Academic Learning Targets for *AP Biology* are: *Energy* (Big Idea 2), *Ecology* (Big Idea 4), *Information* (Big Idea 3), *Evolution* (Big Idea 1), *Practices* (skills used in science), and *Connections* (habits of mind for science).

You should take *AP Biology* if you want to learn more in depth about how energy flows through organisms and ecosystems. This is a good course to prepare you for college studies in life and environmental sciences, chemistry, engineering, medicine, psychology, anthropology, and even subjects like geography, law, business, and economics!

AP Environmental Science (Gr. 11/12) — in 2018-19

Prerequisites: Biology or another AP Science

Recommended: Algebra 2

AP Environmental Science is designed to be the equivalent of a one-semester, introductory college course in environmental science. The goal of AP Environmental Science is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. The Academic Learning Targets for *AP Environmental Science* are: *Resources*, *Energy*, *Earth*, *Change*, *Practices* (skills used in science), and *Connections* (habits of mind for science).

You should take *AP Environmental Science* if you want to explore how all life and human civilization affect each other, and if you're interested in developing ways humans can reduce their impact on the environment. This is a good course to prepare you for college studies in the earth sciences and ecology, but also for fields such as law, business, engineering, public planning, or government.

Biology (Gr. 10–12) — in 2019-2020

Prerequisites: TNoS, Algebra 1

Recommended: Algebra 2 concurrent

Biology will build on the skills and knowledge acquired in *The Nature of Science*, and serves as the prerequisite for AP Biology. In this course, students must demonstrate basic competence with biology laboratory skills. Students will design scientific investigations to explore specific questions of biology, and analyze data to support their conclusions. Students will gain a foundation to prepare them for the challenges of AP Chemistry. The Academic Learning Targets for *Biology* are: *Organisms* (from cells to the whole organism), *Heredity* (genetics), *Evolution*, *Ecosystems*, *Practices* (skills used in science), and *Connections* (habits of mind for science).

You should take *Biology* if: you like animals or plants, and want to know what they're made of and how they work; you're interested in knowing why and how some people have genetic diseases; you want to explore how different organisms are related to each other through evolution; or you're interested in how humans impact the natural world.

You must take *Biology* at the first opportunity if you plan to take *AP Biology* or *AP Environmental Science*.

AP Chemistry (Grades 11–12) — in 2019-20

Prerequisites: Chemistry, Algebra 2

Recommended: Pre-calculus concurrent

AP Chemistry is designed to be equivalent to a college level general chemistry course that provides rigorous study in four major areas: structure of matter, states of matter, reactions, and descriptive chemistry. Students will demonstrate a basic understanding of, and the ability to apply, mathematical solutions to problems involving atomic theory and structures, chemical bonding, nuclear chemistry, kinetic theory, solutions, reaction types, stoichiometry, equilibrium, thermodynamics, and descriptive chemistry. The Academic Learning Targets for *AP Chemistry* are: *Bonds, Rearrangement, Thermodynamics, Reactions, Practices* (skills used in science), and *Connections* (habits of mind for science).

You should take *AP Chemistry* if you really haven't gotten enough about electron orbitals, bonding, and chemical reactions! This is a very good course to prepare you for college studies in *any* of the sciences, engineering, and even in subjects like business, law, and economics!

AP Physics 1 (Grades 11–12) — in 2019-20

Prerequisites: TNoS, Algebra 2, Trigonometry

Recommended: Pre-calculus concurrent

AP Physics is designed to be equivalent to a one-semester college physics course with a focus on motion, forces, and the basics of electrical physics. The Academic Learning Targets for *AP Physics* are: *Properties* (properties and structure of objects and systems), *Forces* (the interactions between objects and how they influence each other), *Conservation* (the conservation laws), *Fields* (electrical and gravitational), *Practices* (skills used in science), and *Connections* (habits of mind for science).

You should take *AP Physics* if you want to understand the motion of object. You should definitely take *AP Physics* if you like math and want to challenge yourself to actually apply it! This is a good course to prepare you for college studies in *any* of the sciences or engineering.

High School Social Studies

Social Studies - Modern World History * (Gr. 9/10)

Modern World History picks up where Ancient Civilizations left off, providing a survey of history that provides a foundation for 11th and 12th grade history courses. Beginning with the early 1400s, we will examine influential world cultures and major world events that shape the current day. The AP World History course option is offered to 10th graders who have received Ancient World history content during their 9th grade year. AP course content is structured around the investigation of five course themes and 19 key concepts in six different chronological periods.

1) Interaction Between Humans and the Environment, 2) Development and Interaction of Cultures, 3) State-Building, Expansion, and Conflict, 4) Creation, Expansion, and Interaction of Economic Systems, and 5) Development and Transformation of Social Structures.

Class format is a combination of discussion, document analysis, debate, research, and writing. Students will build their active reading, note-taking, and study skills throughout the year.

*can be taken at teacher discretion at a Developing, Standard, Honors, or AP level.

<https://apstudent.collegeboard.org/apcourse/ap-world-history>

Social Studies - Ancient Civilizations* (Gr. 9/10) — in 2018-19

Ancient Civilizations provides the groundwork for the study of Modern World History and 11th and 12th grade history courses. Students will explore key themes of world history, including interaction with the environment, cultures, state-building, economic systems, and social structures, from approximately 8000 B.C.E. to the rise of the middle ages in Europe. The AP World History course option is offered to 10th graders who have received

Modern World history content during their 9th grade year. Class format is a combination of discussion, document analysis, debate, research, and writing. Students will build their active reading, note-taking, and study skills throughout the year.

*can be taken at teacher discretion at a Developing, Standard, Honors, or AP level.
<https://apstudent.collegeboard.org/apcourse/ap-world-history>

Social Studies - European History *(Gr. 11-12)

In European History, students will engage with the major themes of European history from the 1400s to the present, including Interaction of Europe and the World, Poverty and Prosperity, Objective Knowledge and Subjective Vision, States and Institutions of Power, and the Individual in Society. By the end of the course, students will understand the profound ways in which events and ideas in European history have shaped the modern world. Class format is a combination of discussion, document analysis, debate, research, and writing. Students will build their active reading, note-taking, and study skills throughout the year.

*can be taken at teacher discretion at a Developing, Standard, Honors, or AP level.

AP participants will prepare for the AP European History exam in May:

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-overviews/ap-european-history-course-overview.pdf>

Social Studies - US History * (Gr. 11-12) — in 2018-19

In United States History, students will study the colonial era to the present, learning about the cultural, economic, political, and social developments that played a fundamental role in shaping the country. Students will build upon their historical thinking, analysis, reading, and writing skills that were developed in World History. They will leave the course with an understanding of how U.S. history has affected the globe in general. Class format is a combination of discussion, document analysis, debate, research, and writing. Students will build their active reading, note-taking, and study skills throughout the year.

*can be taken at teacher discretion at a Developing, Standard, Pre-AP, or AP level.

AP participants will prepare for the AP United States History exam in May:

<https://apstudent.collegeboard.org/apcourse/ap-united-states-history/course-details>

HIGH SCHOOL ELECTIVES

Publications (HS)

Photography, design, and advertising are all part of the Publications Media & Film course. The course focuses on the fundamental skills needed to create printed and video media. These publications will take the form of the HIS Yearbook, an online newspaper (the Husky Pulse), a video newscast (HIS News), video productions of school events, and student original short films. Take advantage of the several leadership opportunities and the collaborative environment this class has to offer while documenting the lasting memories of HIS.

Dance (HS)

Capacity of class: Maximum 20 students

This course is dedicated to students who wish to improve their physical presence on stage through dance. Students do not need to have any prior experience, but note that they must be willing to commit to the movements. Most pieces will be centered around the genres of jazz and contemporary dance (please research if you don't know these dances!). We will be watching and analysing dancers of the past and present. Dress appropriately, because you will be moving for 90 - 100% of class time! You will learn basic skills, stretching, improving coordination, timing, and expression as well as having opportunities to copy and choreograph dances. IMPORTANT NOTE: All students will be required to purchase their own black jazz dance shoes. Most shoes can be found between the 3000 - 6000 yen range.

Choir (Secondary)

Capacity of class: Maximum 45 students

Students will sing and perform various genres of music such as traditional choral, jazz, pop, musical and non western canon music. Although this class is heavily performance based, students will learn Vocal Anatomy and

Health along with basic music theory. There are a lot of leadership opportunities and it's a rigorous class with high expectations in participation.

Beginner Band (Secondary)

Capacity of class: Maximum 18 students

Requirement: Students must be committed to practice at home at least 30 minutes a day.
Please also check that you are allowed to make loud sounds at home.

Beginner students to learn basic skills of the saxophone, trumpet and trombone playing. After the students are successful in this course, they may proceed to join the Advanced Band Course. If you wish to rent a school instrument, a rental fee is necessary. The fee is to help defray the cost of repairing and replacing instruments. 2017-18 fee TBA.

Advanced Band (Secondary)

Capacity of class: Maximum 18 students

Requirement: Students must be committed to practice at home at least 30 minutes a day.
Please also check that you are allowed to make loud sounds at home.

Students who wish to take this course should have at least one year of experience playing a jazz instrument. We need players for 2 alto saxophones, 2 tenor saxophones, 1 baritone saxophone, 5 trumpets, 5 trombones, 1 bass guitar, 1 electric guitar and 1 drum set. Auditions will be held if there are too many students interested in a particular instrument. As we have a very limited amount of school instruments, students may be asked to purchase their own instrument. If you wish to rent a school instrument, a rental fee is necessary. The fee is to help defray the cost of repairing and replacing instruments. 2017-18 fee TBA.

Keyboard (HS)

Capacity of class: Maximum 9 students

Prerequisite: Students should have either acoustic piano or electric piano with 88 keys at home for their practice.

Learning keyboard will give you strong fundamentals for any music learning. The goal of this course is that students will be able to play a few music pieces for their pleasure.

We will teach beginners and intermediate leveled keyboard or piano students. If you are going to choose music as a future career or are interested in taking AP music theory, you are strongly recommended to take this course as well. Students will be asked to practice at home almost everyday.

Visual Art (9-12)

This course focuses on the artist as a problem solver by using a variety of 2-D and 3-D materials to find the solutions. Students will consider various artistic issues relating to the principles of design and the elements of art through an artistic investigation process that starts with the artist journal and works towards a more formal art piece. Students will also be asked to investigate into the lives and styles of classic and contemporary artist and how they used visual art to create a social commentary. The course will give students an opportunity to build competence in basic design techniques and technical skills in various materials to create their own authentic ideas. The course is suitable for all levels of experience.

AP Studio Art (11-12)

The AP Studio Art course is designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the program. The AP Program offers three portfolios: Drawing, 2-D Design, and 3-D Design. The portfolios share a basic, three-section structure, which requires the student to show a high level of competence and range of understanding in visual concerns (and methods). Each of the portfolios asks the student to demonstrate a depth of investigation and process of discovery through the Concentration section (Section II). In the Breadth section (Section III), the student is asked to demonstrate a serious grounding in visual principles and material techniques. The Quality section (Section I) permits the student to select the works that showcase the student's best works. This is a rigorous two year course that requires students to spend considerable time outside class working on art. However, the course is possible to be completed in one year if the student has a strong portfolio demonstrating a strong competency in technical skills. AP Studio Art will challenge you in the way that college level art does. It's a rigorous but rewarding journey!

Below is the portfolio requirements for AP Studio Art.

	Drawing	2-D Design	3-D Design
Section I: Quality	Five actual drawings; maximum size is 18" x 24"	Five actual works; maximum size is 18" x 24"	Five works; two images of each one are submitted
Section II: Concentration	12 images; some may be details	12 images; some may be details	12 images; some may be second views
Section III: Breadth	12 works; one image of each is submitted	12 works; one image of each is submitted	Eight works; two images of each are submitted

Discover Design (9 - 12)

(A two year course / One credit each year)

This course is an introductory course to variety of creative fields such as Architecture, Urban Planning, Landscape Architecture, Industrial Design, and Interior Design. The course aims to expose students to:

- *History of design*
- *Design process*
- *Application of computer technology*

“*History of design*” will give students important background information and will build their knowledge and understanding of the creative fields. Historical time periods and studies of famous architects, designers and artist could potentially include, but not limited to: Roman Architecture, Greek Architecture, Byzantine Architecture, Islamic Art and Architecture, Renaissance Architecture, Modern American and European Architecture, Bauhaus Architecture, Japanese Architecture. The list of studied architects and designers could start with names such like: Le Corbusier, Mies van der Rohe, Walter Gropius, Frank Gehry, Tadao Ando, Richard Meier, Norman Foster, Isamu Noguchi, and Zaha Hadid to mention a few.

“*Design process*” is a creative problem solving process which begins with a specific human need and results in a product or solution that addresses that need. During the course students will develop their own design projects based on specific design program and requirements. The design process incorporates a large variety of skills and techniques such as hand sketching, perspective sketches and studies, site specific research. Hand sketching and scaled drawings, commonly known as “drafting”, is the set of skills that allows the designer to communicate ideas and design solutions to others through visual media. Visualization of design can take many forms from hand sketches to computer graphics.

“*Application of computer technology*” The rapid growth of technology has led to increased integration of drafting and design in many trades and technology related occupations. Students will be introduced to professional software such as Autocad, Photoshop, Indesign and the 3D modeling software Sketchup.

Physical Education (HS 9 & 10)

At Grade 9 and 10, the students will learn the management side of sports as well as further develop their sports skills and strive to improve their fitness level. The grade 9 & 10 students will also have some classroom sessions for ethics of sports, sex education and athletic training theory.

Physical Education (HS 11 & 12)

This course will have three main objectives as outlined below.

‘Active for Life’

- Learning lifelong physical activity and participation in sports.
- The students are re-directed from competition to lifelong activities.
- Emphasis on the management side of sports such as (but not limited to) refereeing, coaching, and analyzing.

‘Sports Science’

- Students learn basics of the following areas:
 1. Sports Psychology
 2. Athletic Training
 3. First Aid and CPR

4. Biomechanics

'Leadership Skills'

- Students are given opportunities to develop leadership skills. Each student is expected to plan and lead the class three to four times a year.
 - Presentation and communication skills are reviewed throughout the year.
 - Students are expected to assist the elementary sporting programs.
- * Those who strive for excellence in their chosen sports can utilize the sport science and athletic training sessions to learn how to optimize their performance.

Outdoor Pursuits (Gr. 9/10)

This course is a great introduction to an active lifestyle and Hokkaido nature. Whether you are a beginner or experienced, the course will be challenging and enriching. The course includes projects and outdoor trips based on the tenets of experiential education. Excursion fee* and lab component** required.

Outdoor Leadership (Gr. 11/12)

The soft skills of leadership, invaluable for university and life beyond HIS. The hard skills of outdoor adventure, crucial for challenging yourself beyond what you thought was possible and for enjoying the true Hokkaido. This is what the Outdoor Leadership course offers. Make the most of your HIS experience and take advantage of the enriching leadership opportunities and rewarding outdoor adventures this course gives you. Excursion fee* and Lab Component** required.

***Excursion Fee for Outdoor Courses**

An excursion fee is necessary for both the Outdoor Pursuits and the Outdoor Leadership courses. The need for an additional fee is to help defray the cost of hiring professional guides and the rental of technical equipment. Excursion fee is ¥5000 per semester.

****Lab Component for Outdoor Courses**

Both the Leadership course and Pursuits course have a trip requirement. Students are required to spend a minimum of 5 days each semester on weekend excursions. For each course, there are 3 required *signature* labs.

Outdoor Pursuits Signature Lab dates for 2018-2019:

TBA

Outdoor Leadership Signature Lab dates for 2017-18:

TBA

Before you sign-up for either Outdoor Leadership or Outdoor Pursuits, reserve these dates on your calendar. These trips are not optional.

Japanese (Intro. - Mid Intermediate)

This is a multi-leveled class in which students work on different textbooks and units according to their own proficiency levels. Due to the unique setting of the class, self-discipline is required of each student in order for the class to function and for students to make steady progress efficiently. Students practice to improve all four language skills; reading, writing, speaking, and listening in communicative formats.

Advanced Japanese (High Intermediate - distinguished)

This class helps students to enhance the four academic language skills; listening, reading, writing and speaking in Japanese language. Students will be studying and be assessed around 600 kanji a year according to their proficiency level. (Japanese Language Proficiency Test N1~N3 level) The class will also cover the social studies area for a better understanding of the background of the language.

To promote the literacy both in printed and in digital, HIS has been participating the Sakura Medal Book Trailer competition which is organized by the Association of Japanese Language Teachers of International Schools in Japan.

AP Japanese Course is not available this year. **Students wishing to take the AP Japanese Exam should discuss with their Japanese teacher by November 2018.** There will be some one-on-one/small group support during lunchtime and after school.

Spanish

The students study Spanish with a section of language input, this gives students opportunities to comprehend new language before producing it. The students visualize presentation of vocabulary in context and reading providing a wide range of comprehensible input of new language.

The students need extensive practice in using their new language to create and convey their own messages. New vocabulary and grammar are first practiced in skill-getting activities that provide concrete practice. This basic practice helps to develop accuracy in using the language and prepares students to transition into more communication tasks.

Vocabulary-grammar-culture are rooted in a context and used meaningfully. Students engage in communicative tasks that are relevant to their lives. Students work with reading, photography, and art that are authentic to the Spanish speaking world. As well as making projects to enrich their strategies of learning.

HS English Language Learning (ELL)

Enrollment in this course is determined by the results of the ELL intake test and interviews given to all applicants to HIS. The course is designed to support students at various levels in building skills in English reading, writing, listening, and speaking. We use a communicative approach to language learning and encourage students to draw on their knowledge of other languages to support their growth in English.

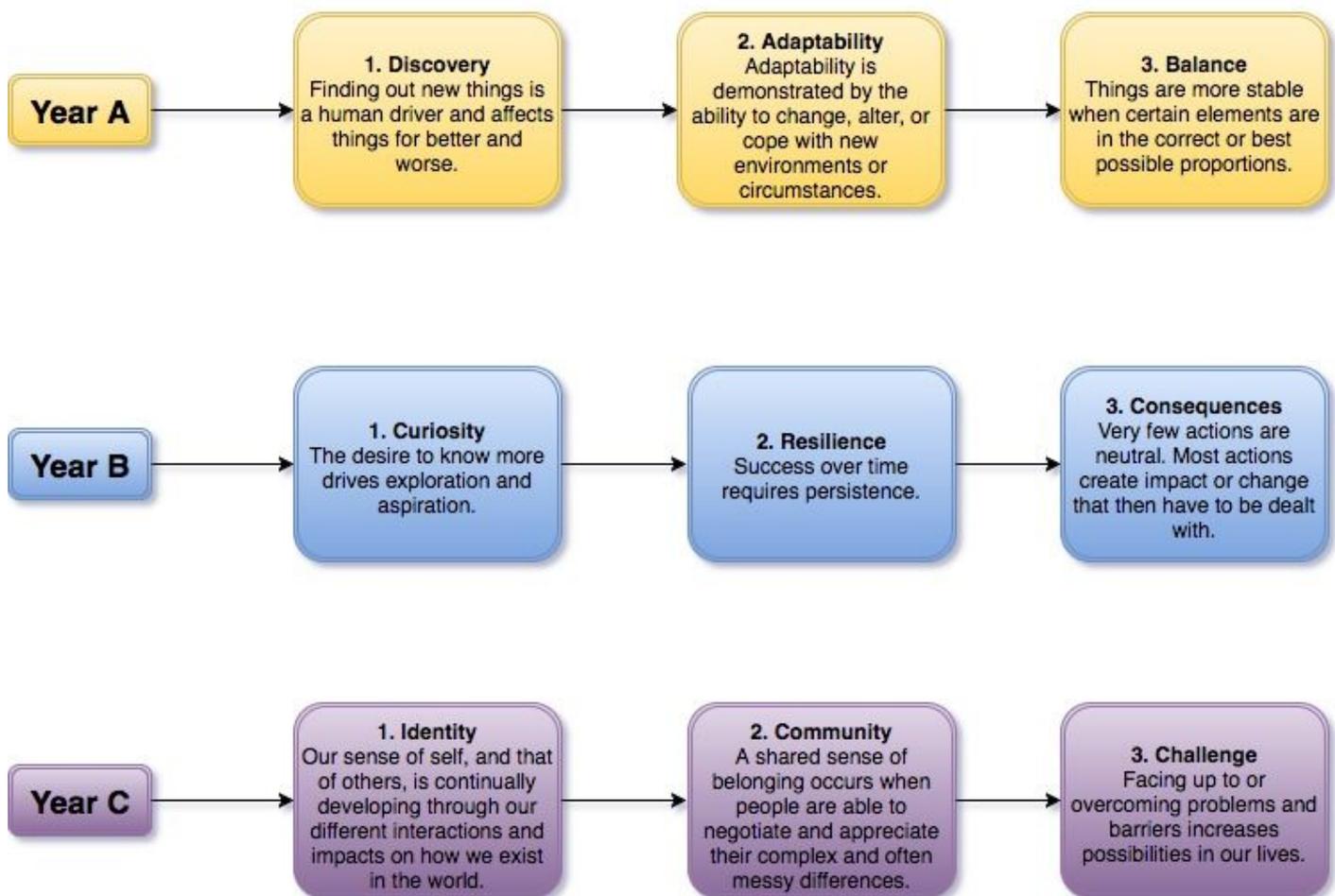
Note On Honors and Standard Options in Classes

The difference between an Honors and Standard within classes is the amount of work a student is expected to complete and the depth of understanding they are expected to gain. This could mean the amount of reading, working on class projects or presentations outside of class. It could also involve the level of difficulty of the reading material or the amount of pages written or vocabulary words given. The overall intention of an Honors option in the class is to provide preparation for college level work, whether it's an upper level or AP class. The interest in the subject matter is usually the deciding factor as it's the interest that will motivate a student to want to learn more than the basic overview a Standard class would provide.

The International Middle Years Curriculum (IMYC)

The IMYC is a challenging, engaging, internationally-minded, and concept-focused curriculum designed specifically for the unique learning needs of 11-14 year olds. The program's central "Big Idea" helps students transition from elementary to middle school. To provide further transitional support, Grade 6 has been split off into its own class for Language Arts, Social Studies, to allow additional guidance. Other disciplines included in the IMYC are Art, Second Language Classes, and Performing Arts. Each unit, beginning with an engaging "entry point" event, offers a unique big idea for students to engage with, as they approach the idea from various angles of study. Students will show their understanding of the big ideas through their unique semester "exit point" projects, a time for community celebration of their learning. In 2018-2019, we will be moving into "Year A".

The IMYC 3-year Big Idea Rotation



Language Arts (MS Gr 6 & 7-8)

In addition to promoting growth through the IMYC Big Ideas listed above, students will develop their language skills through ongoing studies of literature, vocabulary, grammar & mechanics, and oration. All skills will be integrated throughout the year, allowing students to move through the cognitive stages of learning. As an example, students will select vocabulary from the unit text, achieve recognition mastery, and then make use of their new words in writing work. This integrated approach reinforces learning, helping students to see the relevance in what they do, while also giving them many opportunities to apply learning.

Sheltered Language Arts (MS Gr 6-8)

Enrollment in this course is determined by the results of the ELL intake test and interview given to all applicants to HIS. In addition to promoting growth through the quarterly IMYC Big Ideas, listed above, students will develop

their language skills through study of the fundamentals of literacy: conversing, reading, writing and presenting. We will examine and apply the features of effective conversation and presentation as well as the elements of fiction and nonfiction through age-appropriate contemporary texts.

Social Studies (MS Gr 6 & 7-8)

In addition to promoting growth through quarterly IMYC Big Ideas, listed above, students will develop their knowledge, skills, and values essential to understand world history. The course takes global perspective and covers a multitude of historical eras and current events. Student investigations are in the areas of civics, economics, geography, and history.

Science (MS Gr 6 & 7-8)

In Middle School Science, students learn about the animate and inanimate world around them. They will investigate the world and extend their knowledge, improve their skills and develop their understanding of the world through the specific disciplines of Biology (Life Science), Chemistry and Physics (Physical Sciences), together with the Science of the Earth and Solar System.

Math (MS 6 - 8)

Middle School at HIS utilizes the Singapore Math curriculum to provide challenging and engaging math instruction and practice. The Singapore Math program encourages students to use concrete manipulatives and visual strategies to assist in understanding abstract math concepts.

***Math 6** - Topics: Positive numbers / squares and cubes, negative absolute value, multiplying/dividing fractions and decimals, ratios equivalents, rates / unit rates, percent / part as whole, algebraic expression, equations / inequalities, coordinate plane, areas of polygon shapes and figures, circumference / area of a circle, surface area / volume of solids, statistics and mean/median/mode*

***Math 7** - Topics: real number systems, rational numbers, algebraic expressions and equations, direct and inverse proportion, geometric angles and lines, geometric construction of 2-D shapes, surface area and volume of 3-D shapes, and probability.*

***Math 8** - Topics: exponent, linear equation, graphing linear equations, functions, Pythagorean theorem, geometric transformation, congruence and similarity, statistics, probability*

Art (MS 6 - 8)

In Art students learn about visual and tactile expression and communication.

Students learn about:

- Expressing ideas, emotions, observations and experiences in images
- Developing creativity and imagination
- Using the elements of art and the principles of design
- Using materials and processes
- Understanding, appreciating, respecting and enjoying other people's visual expressions
- The work of artists, craftspeople and designers from different cultures, including those represented in the countries studied
- The functions and impact of the visual arts in people's lives now and in the past

MS Design (MS 6 - 8)

MS Design course is an introductory course to some of the major historical time periods in art, architecture and design. The course will include, but will not be limited, to the following areas of study: Art of Ancient Egypt, Greek Art and Architecture, Roman Art and Architecture, The Art of India, China and Japan, Early Christian, Byzantine, and Islamic Art, Early Medieval and Romanesque Art, Gothic Art and Architecture, The Italian Renaissance. Each time period will be analyzed, researched and finally artistically represented by a variety of 2D and 3D art projects.

Dance (MS 6 - 8)

Capacity of class: Maximum 20 students

This course is dedicated to students who wish to improve their physical presence on stage through dance. Students do not need to have any prior experience, but note that they must be willing to commit to the movements. Most pieces will be centered around the genres of jazz and contemporary dance (please research if you don't know these dances!). We will be watching and analysing dancers of the past and present. Dress

appropriately, because you will be moving for 90 - 100% of class time! You will learn basic skills, stretching, improving coordination, timing, and expression as well as having opportunities to copy and choreograph dances. IMPORTANT NOTE: All students will be required to purchase their own black jazz dance shoes (details will follow). Most shoes can be found between the 3000 - 6000 yen range.

Choir (Secondary)

Capacity of class: Maximum 45 students

Students will sing and perform various genres of music such as traditional choral, jazz, pop, musical and world music. Although this class is heavily performance based, students will learn Vocal Anatomy and Health along with basic music theory. There are a lot of leadership opportunities and it's a rigorous class with high expectations in participation.

Beginner Band (Secondary)

Capacity of class: Maximum 18 students

Requirement: Students must be committed to practice at home at least 30 minutes a day.
Please also check that you are allowed to make loud sounds at home.

Beginner students to learn basic skills of the saxophone, trumpet and trombone playing. After the students are successful in this course, they may proceed to join the Advanced Band Course. If you wish to rent a school instrument, a rental fee is necessary. The fee is to help defray the cost of repairing and replacing instruments. 2017-18 fee TBA.

Advanced Band (Secondary)

Capacity of class: Maximum 18 students

Requirement: Students must be committed to practice at home at least 30 minutes a day.
Please also check that you are allowed to make loud sounds at home.

Students who wish to take this course should have at least one year of experience playing a jazz instrument. We need players for 2 alto saxophones, 2 tenor saxophones, 1 baritone saxophone, 5 trumpets, 5 trombones, 1 bass guitar, 1 electric guitar and 1 drum set. Auditions will be held if there are too many students interested in a particular instrument. As we have a very limited amount of school instruments, students may be asked to purchase their own instrument. If you wish to rent a school instrument, a rental fee is necessary. The fee is to help defray the cost of repairing and replacing instruments. 2017-18 fee TBA.

Physical Education (MS 6 - 8)

The middle school students will participate in drills and games during class. Fitness is taught throughout the year and building an aerobic base is one of the main goals for the middle school students. The students will learn all the essentials to play sports, such as but not limited to, skills, fitness, decision-making, teamwork and ethics. Games and fun activities are used to help the students learn the above essentials.

MS Advanced Japanese

This class helps students to enhance the skills to communicate effectively in Japanese language. Enriching vocabulary is the major focus of the course while the mechanics is disciplined only in formal writing practices. The class will cover the social studies area for better understanding of the background of the language. Tasks and assessments are differentiated according to the proficiency level.

MS Intro. - Intermediate Japanese

This is a multi-leveled class in which students work on different textbooks and units according to their own proficiency levels. Due to the unique setting of the class, self-discipline is required of each student in order for the class to function and for students to make steady progress efficiently. Students practice to improve all four language skills; reading, writing, speaking, and listening in communicative formats.

MS Spanish

The students study Spanish with a section of language input, this gives students opportunities to comprehend new language before producing it. The students visualize presentation of vocabulary in context and reading providing a wide range of comprehensible input of new language.

The students need extensive practice in using their new language to create and convey their own messages.

New vocabulary and grammar are first practiced in skill-getting activities that provide concrete practice. This basic practice helps to develop accuracy in using the language and prepares students to transition into more communication tasks.

Vocabulary-grammar-culture are rooted in a context and used meaningfully. Students engage in communicative tasks that are relevant to their lives. Students work with reading, photography, and art that are authentic to the Spanish speaking world. As well as making projects to enrich their strategies of learning.

MS English Language Learning (ELL)

Enrollment in this course is determined by the results of the ELL intake test and interview given to all applicants to HIS. The course is designed to support students at various levels of English proficiency with a focus on reading comprehension. A communicative approach to language learning encourages students to draw on their own experiences and on knowledge of other languages to support their English development. The course also reinforces vocabulary and genres relevant to core MS courses as informed by the IMYC units of study.

NOTE ON HONORS AND STANDARD OPTIONS IN CLASSES

The difference between an Honors and Standard within classes is the amount of work a student is expected to complete and the depth of understanding they are expected to gain. This could mean the amount of reading, working on class projects or presentations outside of class. It could also involve the level of difficulty of the reading material or the amount of pages written or vocabulary words given. The overall intention of an Honors option in the class is to provide preparation for the highest degree of challenge. The interest in the subject matter is usually the deciding factor as it's the interest that will motivate a student to want to learn more than the basic overview a Standard class would provide.