



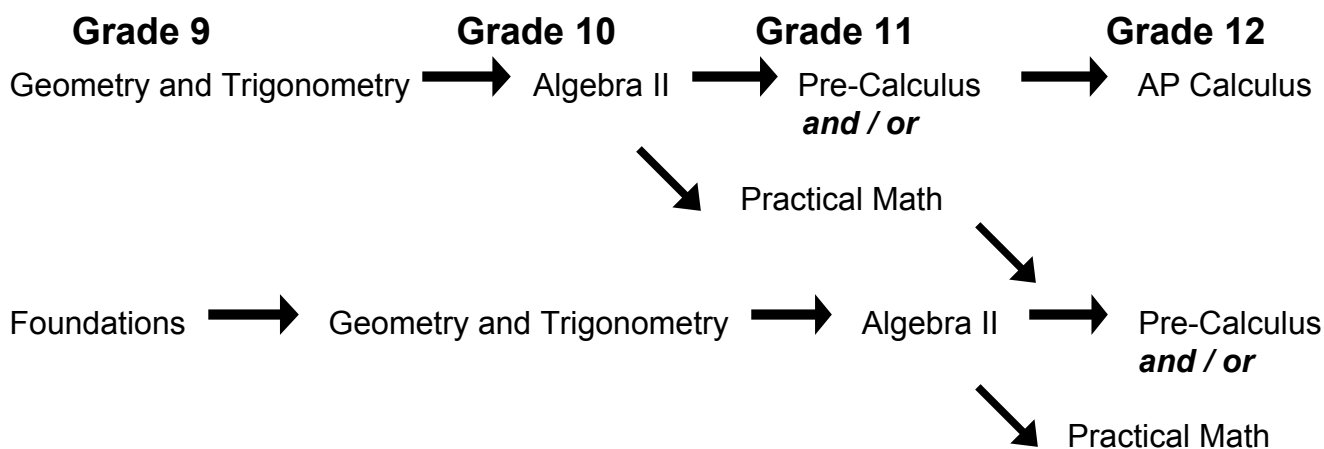
Hokkaido International School

Course Description Handbook

2020 - 2021

Updated April, 2020

High School Mathematics Course Selection Options



(Note, some 10th grade students will be recommended to take Foundations of Algebra based on their performance in Geometry-Trigonometry in 9th grade)

Foundations of High School Math - (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 and 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.

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, practicing IQ tests, and playing classic card games.

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.

AP Calculus (11 or 12)

Calculus is the study of accumulation and rate of change. 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: All AP Calculus students take the AP Calculus Exam in early May.

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)

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.

Language & Literacy (Gr. 11 & 12)

In this course, engaged and motivated students will further develop their general literacy, critical thinking, and ability to communicate in English through the English modalities: Listening, Reading, Speaking, Writing, and Thinking. Students will be expected to read a lot, as reading is the pathway to developing all of the other modalities of English. The course will be tailored to student interests and needs from book selection to narrowing writing prompts. Using conferring and MAP exam results for Reading and Language, students will co-manufacture a path of learning to continue to develop themselves into people of sound character, who are also powerful English communicators. The course will provide opportunities to grow narrative, argument and persuasive and reflective information writing skills, as well as the ability to use rhetoric to persuade others through speech. HIS Reads will be an integral part of the course, providing ongoing opportunities to improve critical reading and thinking skills in addition to persuasive writing and speech. The student-centered, integrated approach of the course reinforces learning by helping students to see the relevance in what they do, while also giving them many opportunities to apply learning to their lives.

AP Capstone at HIS (Seminar and Research)

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)

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 detailed 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

Yearly Selection Options

Grade 9 Students in 2020-21

2020-21	2021-22	2022-23	2023-24
The Nature of Science	Biology	Chemistry	AP Physics 1
		AP Biology	AP Psychology
		AP Environmental Science	Biology (if required)

Grade 10 Students in 2020-21:

2020-21	2021-22	2022-23
Chemistry	Biology	AP Biology
	AP Physics 1	AP Environmental Science
	AP Psychology	Chemistry (if required)

Grade 11–12 Students in 2020-21:

2020-21	2021-22
Chemistry	AP Physics 1
AP Biology	AP Psychology
AP Environmental Science	Biology (if required)
AP Computer Science *	

* AP Computer Science is being trialed for the first time this year.

The Nature of Science (Grades 9)

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).

Biology (Gr. 10–12)

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 Physics 1 (Grades 11–12)

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.

Chemistry (Grades 10–12)

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)

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)

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.

AP Chemistry (Grades 11–12)

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 Computer Science A

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures.

This course is administered through a combination of online and on site instruction.

¥8,000 course fee

AP Psychology (Gr 11-12)

The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice.

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. We explore world history from the rebirth of Europe in 1450 CE to the present day, studying the growth of empires in the modern era, the economic and political revolutions of the 18th and 19th centuries, the rise of imperialism, the two world wars, the Cold War, and the post-Cold War era. Because there is so much historical content that could be covered in this course, students will be asked to

focus on large historical trends, using the study of specific times and places as illustrative examples of these trends. This class will have a heavy focus on building skills that will have meaning for students beyond the study of history and their high school careers, including critical thinking, argumentation, reading, writing, studying, and organization. The AP World History course option is offered to 10th graders who have received Ancient World history content during their 9th grade 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)

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, major world religions and 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 - US History * (Gr. 11-12)

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>

AP Comparative Government and Politics (Gr 10-12)

AP Comparative Government and Politics uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students cultivate their understanding of comparative government and politics through analysis of data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis.

AP Human Geography (Gr 11-12)

This course explores the global geographic landscape from a human perspective-- examining the way that human economic systems, cultures, and governments impact and shape environments around the globe and vice-versa. Students will learn about the methods and tools that geographers use to understand the world while examining case studies and current issues to elucidate key concepts in human geography. Students will build reading, research, writing, and presentation skills, culminating in the AP Human Geography exam in May. Given the AP expectations of the course, students must show the ability to keep up with coursework through their performance in previous history courses in order to be approved for this class.

<https://apcentral.collegeboard.org/courses/ap-human-geography/course>

High School Electives

Publications (HS)

The Publications Media & Film course focuses on teaching the basic skills in online, and video media (*page design, photography, film, and video editing*) to create several publications for the local HIS community. These

publications will take the form of the HIS Yearbook, a student led website (*The Husky Pulse*), a video newscast (*The HIS Newscast*), and student original short films (SOF). Take advantage of several leadership opportunities and the collaborative environment this class has to offer while documenting the lasting memories of HIS.

Choir (Secondary)

Students will sing and perform traditional choral music, focusing on singing technique and expression. By taking this class you will learn to sing healthily with a sensitivity to the classical sound. Although this class is performance based, students will also learn basic music theory. It's a rigorous class with high expectations in participation.

AP Music Theory (9-12)

Prerequisite:

Students should have some instrumental or choral experiences for at least 2 years.

Students should have completed Theory Book 3 in any HIS secondary music courses or who possess an equivalent ability may take the AP music theory course.

If you are interested, please consult an AP music teacher before you sign up.

AP Music Theory is a college level course and students will learn melody, rhythm, harmony, phrase structure, form, musical analysis, texture, elementary composition, and, to some extent, history and style. While the main emphasis is placed on music of the Common Practice Period, music of other stylistic periods is also studied.

Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are very important in this course. The student's ability to read and write musical notation is fundamental to such a course. It is an intense study of the structures and function of music. Students are expected to be self-motivated and submit all assignments and homeworks on time. At the end of the course each student will take the Advanced Placement Examination which may count for college credit.

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 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.

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.

Keyboard (HS)

Capacity of class: Maximum 8 students

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

Learning a 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. We will have a mini recital concert in a professional hall in May or June. 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.

HS Music Appreciation

Learners will explore music from various styles, cultures, and historical periods to gain a deeper understanding and appreciation for all types of music. The objectives of this module are to introduce learners to music literacy and musical elements such as melody, rhythm, harmony, form, and texture. The outcomes of the module enable the learners to increase listening comprehension and, appreciation towards different types of music and its functions and purposes. Throughout the module, learners will be able to apply their understanding through music composition and make connections to music for stage and screen, music for public entertainment, music as identity, and music as media by integrating music technology.

Music Literacy, Musical Elements, and Music Composition

- Examine musical concepts and elements such as melody, rhythm, dynamics, scales, harmony, form, and texture pertinent to music literacy and analysis.
- Analyse different musical works and apply the concepts and terminology in music composition.
- Develop music composition skills and creativity in different styles of music writing in various aspects of songwriting, arranging, and composing for contemporary genres such as pop, rock, jazz, film and TV, video game scoring and more.

Styles, Cultures, and Historical Periods

- Identify composers and titles of important works as they relate to musical periods.
- Demonstrate listening skills by defining the instruments, composition techniques and styles of composers and different historical periods.
- Explore the culture of world music genres such as African music, Indonesian music, Eastern oriented music and more.
- Examine the cultures and their people, history, and contributions to popular music.
- To perform famous musical works in concerts and musical events.

Music Technology

- Introduces the fundamentals of music technology geared to the needs of today's music production tools such as music recording software and digital audio workstation.
- Use a wide array of music production tools available for the iPad to create music and enhance collaborative skills through projects.
- Sound design for film, animation, and video games. Explore foley creation and sound effect libraries as well as to create new and original sounds and effects.
- Learn to do basic live sound balancing, mixing, and audio enhancing of recordings or live shows.

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. Students will create their own individual learning path with regards to *their* artistic interest. 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 two-part 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 artistic investigation and process of discovery through the *Sustained Investigation* (Section 1). The *Selected Works* (Section 2)

permits the student to choose 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 are the portfolio requirements for AP Studio Art.

<p>Sustained Investigation – Section 1 15 digital images; some may be details or process images 60% of portfolio score</p> <p>Students will submit images and writing to document their inquiry-guided investigation through practice, experimentation, and revision:</p> <ul style="list-style-type: none"> • A minimum of 15 digital images that include works of art and design and process documentation. • Typed responses to prompts, providing information about the questions that guided their investigation and how they practiced, experimented, and revised, guided by their questions. 	<p>Selected Works – Section 2 5 actual works 40% of portfolio score</p> <p>Students will submit works of art and design and writing to demonstrate skillful synthesis of materials, processes, and ideas:</p> <ul style="list-style-type: none"> • 5 physical works or high-quality reproductions of physical works with written responses on paper identifying the materials, processes, and ideas used. • Works may come from the Sustained Investigation section, but they do not have to.
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Discover Design (9 - 12)

(A two-year course / One credit each year)

This course is an introductory course to a 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 artists 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 as 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 that 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 programs 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.

HS Physical Education

The objectives of the high school Physical Education program is to expose students to a wide variety of team and individual sports and lifetime and leisure experiences. The program is designed to provide all students with opportunities for mental, physical and social growth and development through physical activities

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 Pursuits Signature Lab dates for 2020-2021:TBA

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 Leadership Signature Lab dates for 2020-2021:TBA

Beginner Japanese (Intro. - Mid Intermediate)

This is a multi-leveled class in which students are placed in one of four leveled-groups according to their 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 literacy both in printed and in digital form, HIS has been participating in the Sakura Medal Book Trailer competition which is organized by the Association of Japanese Language Teachers of International Schools in Japan.

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.

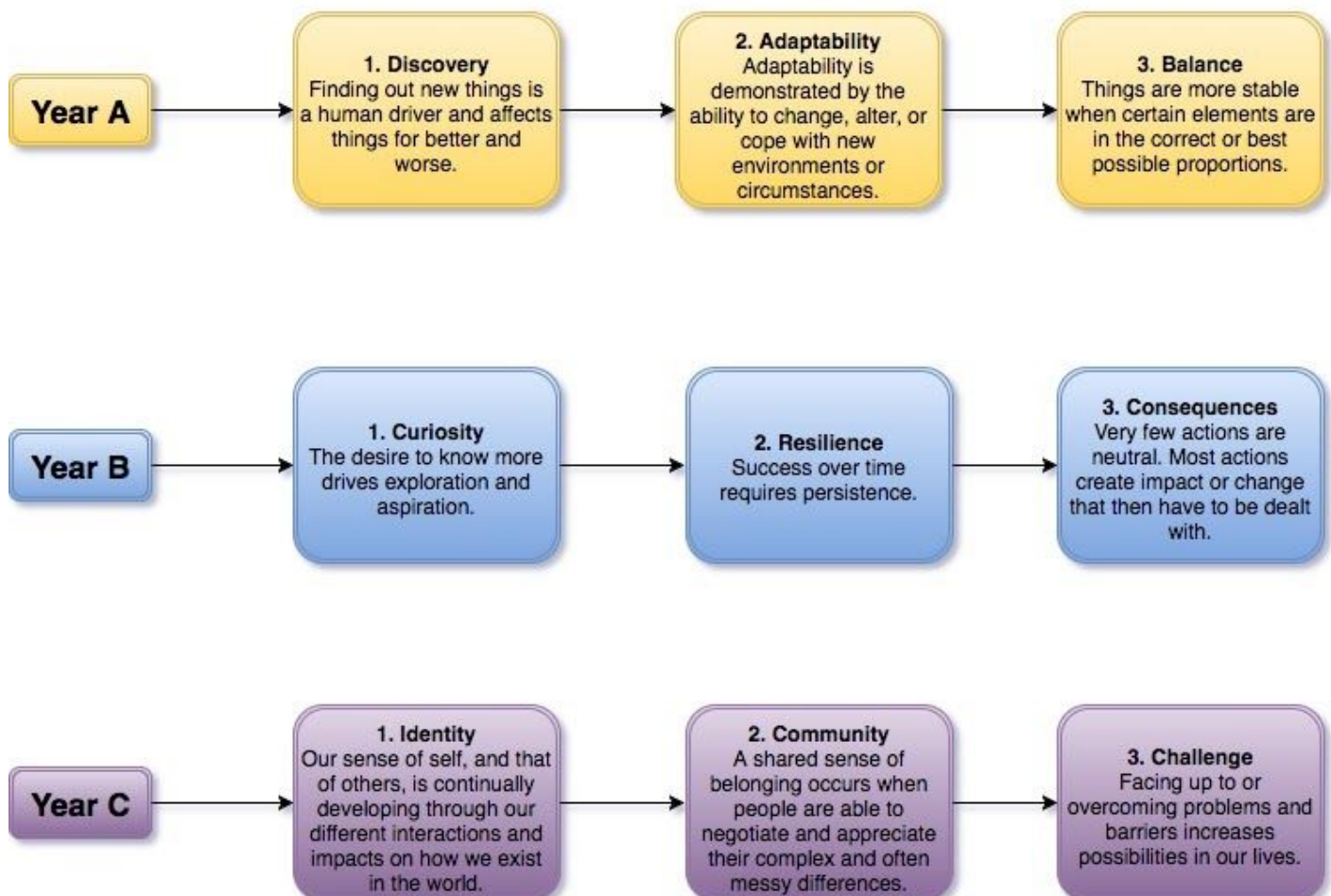
Middle School Courses

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. At HIS, we used a blend of the IMYC, outdoors education, and the workshop approach. As such, science and social studies are the subjects that will utilize the IMYC the most, with the other subjects of Language Arts, Art, Performing Arts, P.E. and Second Languages providing overlap through the unit Big Ideas listed below by year. The program's central "Big Ideas" provide connection points between subjects, which 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, and Science to allow additional guidance. Each unit focuses on a big idea, an idea that has value throughout a person's lifetime. In order to connect to the big idea beyond the classroom, students will be engaged in ongoing discussion and reflection, as well as three to four day-long learning trips, planned to provide experiential learning with opportunities to connect further to the unit's big ideas. As one of HIS's pillars is to provide meaningful experiences in the outdoors of Hokkaido, the learning trips will most certainly involve activities outdoors. Students will further deepen their understanding of the big ideas through two "exit point" projects: The MS Science Fair and a practice HIS Reads in front of high school students. These semester "exit point" projects are a time for community celebration of student learning.

In 2020-21, we will be moving into "Year C".

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 they enhance their ability within the five modalities of English: Listening, Reading, Speaking, Writing, and Thinking. The course will be centered on individual student needs, providing room for students to select texts and paths of study based on their needs. The MAP Exam results paired with one-on-one conferring will be used in determining each student's learning path. Throughout the year, students will be expected to read a lot (about 1 book every 1 to 2 weeks), as reading serves as the foundation for the other English modalities. This reading-heavy, student-centered, and integrated approach reinforces learning, helping students to see the relevance in what they do, while also giving them many opportunities to apply learning to their lives.

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.

MS Music Appreciation

Learners will explore music from various styles, cultures, and historical periods. Students will be introduced to music literacy and musical elements such as melody, rhythm, harmony, form, and texture while increasing listening comprehension and appreciation towards different types of music.

As well, participants will learn to apply their understanding through music composition and make connections to music for stage and screen and music for public entertainment by integrating music technology.

Students will explore music technology for the iPad to create music and sound design for animation, cartoons, and video games.

Choir (Secondary)

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 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. - Beginner 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

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