The YIS Middle School Curriculum

- Grades 6 – 8

- Humankind Curriculum Structure
  - 4 Domains
  - A Network of Relationships
  - A Conceptual Framework
  - Humankind Core (HKC) at the Centre
The Humankind Curriculum Structure
4 Domains

*Prescriptive*

Included in this domain are disciplines featuring:

A linear and building blocks approach in content and skill development.

Understanding relies on a personal construction of knowledge against set rules and principles.

Assessment is often based upon the student’s demonstrated position on a competence scale and is therefore more readily served by a grading system (letter grades).

English, Math, Science, Languages
The Humankind Curriculum Structure
4 Domains

*Expressive*

Included in this domain are disciplines featuring:

Specialist equipment, environments and approaches.

Knowledge and development of skills is constructed and demonstrated through performance and/or portfolio.

Focus on practicing skills.

Assessment is based upon criterion and provided in narrative reports.

Art, Drama, Music, Voice, PE
The Humankind Curriculum Structure
4 Domains

*Negotiated*

Included in this domain are disciplines featuring:

- Interpretation and explanation.
- Personal and communal constructions of knowledge.
- Negotiated inquiry.
- The story of humankind explored across cultures and through time.
- Narrative assessment focuses upon the process, content and skills.

This domain includes History, Geography, Anthropology, Sociology, Economics, and Politics.
The Humankind Curriculum Structure
4 Domains

Vitalic

Included in this domain are disciplines featuring:

The two components of the Vitalic domain: awareness of self and awareness beyond self, (reflecting the two fundamental aspects of human identity).

Focus on building identity.

Focusing on process and participation (non-graded with any assessment being narrative).

The explorations in this domain include: Mind, Body, Spirit, and Relationships.

This domain includes Psychology, Sociology, and Philosophy.

HKC
The Humankind Curriculum Structure

4 Guiding Questions

- **Who am I?** → What does it mean to be human? What do I believe? What are my values? How have I changed? How have humans changed? How do I learn? Why am I different?

- **Where did I come from?** → Who are my ancestors? What are my roots? What culture/s do I belong to? Why do I live like this? How is my life affected by the past?

- **What are my relationships with others?** → How am I connected to other humans? How is my life organized? Why is it organized that way? What communities do I belong to?

- **Where am I going?** → What is my future? What is the future of humankind? What is the future of the Earth? How is the future connected to the past? How will I change? How may the present affect my future? How can I make a difference?
The Humankind Curriculum Structure – A Network of Relationships

- Prescriptive
- Negotiated & Vitalic
- Expressive

Learner Identity

Knowledge Understanding Experience

All 4 domains interacting

Boundaries are permeable & flexible

Relationships across the network
The Humankind Curriculum Structure – A Conceptual Framework

**Your Outside World**
- Environment
- Nature
- Interpersonal

**YOU**
- Identity
- Values
- Intrapersonal

**Change**
- How humans and things change

**Organization**
- How we organize ourselves

**Resources**
- How we use the Earth’s resources to sustain and enrich life

**Beliefs**
- How personal and societal beliefs affect our lives

**Where did I come from?**

**Where am I going?**

**Who am I?**

**What are my relationships with others?**
Humankind Core (HKC)

- Negotiated and Vitalic Domains
- 8 periods a week; 4+ teachers
- Grade level together in 4 HKC groups (Homerooms)
- A unique learning space & resources
- Curriculum organized by *Focus Concepts, Pathways, and Case Studies*
Grade 6: The Story of Humankind 3.5 Million Years Ago to 10,000 Years Ago

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<td>-- 33,000 BCE--</td>
<td>-- 8000 BCE--</td>
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The Living Earth

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Grade 7: The Story of Humankind 10,000 Years Ago to 400 Years Ago

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<tr>
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<td>Birth of Civilisation</td>
<td>Early Expansion of Civilisations</td>
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<td>Case Study</td>
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<td>-- 8000 BCE --</td>
<td>-- 200 BCE --</td>
<td>-- 1500 CE --</td>
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The Living Earth

- Vitalic - My Journey So Far
- Personal Reference – Own Culture
- Local Reference – Yokohama
# Grade 8: The Story of Humankind 200 Years Ago to 60 Years Ahead

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<tr>
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<td>Revolution 1</td>
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<td>Conflict / Ideologies</td>
<td>The Future of Humankind</td>
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<td>Case Study</td>
<td>Renaissance</td>
<td>Industrial Revolution</td>
<td>Vietnam War</td>
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<td>Timeline</td>
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<td>-- 1800 CE --</td>
<td>-- 1960 CE --</td>
<td>-- 2067 CE --</td>
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## The Living Earth

- **Vitalic - My Journey So Far**
- **Personal Reference – Own Culture**
- **Local Reference – Yokohama**
Humankind Core (HKC)
Student Outcomes

• Developing skills – social, thinking, self-organization, academic
• Learning how to learn – the brain, learning strategies
• Gaining and applying knowledge and experience in the real world: historic → modern → student’s life
• Demonstrating understanding – *Performances of Understanding*, assessment for learning
• Documenting the journey (building a Portfolio)
• Transformation of the learner
• Building student identity