

St. Dominic High Sch., 2020 Fall Term, the School (Alternative) Curriculum of Grade 8 (Integrative Theme / Topics Exploration or Another Types of Curricula)

Name of the program : Bilingual Conversation					
Kinds of the program : ■ Integrative Theme / Topics Exploration					
Grade : Grade 8					
Goals of the program : To gain fluency in English and the understanding of English speaking cultures					
The corresponding vision of the school course /The school-based target : English fluency					
Task of appearance (Conclusive assessment) : School Certificate in English Attitude					
Assessments (Including ways of assessment and percentage) : Weekly Written, Listening and Oral Testing, Attitude Examination, Information Sorting, Students' Observation Records, Group Reports, Discussion, Classwork, Homework. Coursework 50% Test 40% Attitude 10%					
Week	Course/ Theme of the Unit	Key points of Learning /Key points of Teaching /Teaching Schedule	Teaching Materials	Collaborative Do- main /Subject and Teachers	Topics in Connection with the Course
1	Shopping. Complaints	Shopping. Complaints To be able to talk about shopping. Likes and Dislikes Teacher/ Class brainstorming. Oral and written pair work and group discussion Class listening and reading. Group comprehension work. Spelling Bees. Story telling. Class Q and A.	<i>Text Book:</i> <i>Smart Choice 2</i> <i>Reader supplement:</i> <i>Dracula.</i> <i>Topical and</i> <i>Culture based</i> <i>handouts.</i> <i>TOEFL Unit 1</i>	Domain- Bilingual Office Teacher- Mark Moran English Conversation	Summer Vacation Consumerism
2	<i>Shopping.</i> <i>Complaints</i> <i>Preferences.</i>	preferences To be able to Describe preferences.. Reporting events Teacher/ Class brainstorming. Oral and written pair work and group discussion Class listening and reading. Group comprehension work. Spelling Bees. Story telling. Class Q and A.	<i>Text Book:</i> <i>Smart Choice 2</i> <i>Reader supplement:</i> <i>Dracula.</i> <i>Topical and</i> <i>Culture based</i> <i>handouts.</i> <i>TOEFL Unit 1</i>	Domain- Bilingual Office Teacher- Mark Moran English Conversation	Likes and Dislikes
3	<i>Preferences.</i> <i>Likes and Dislikes</i>	Complaints Likes and Dislikes To be able to Make Complaints. To be able to Describe preferences.. Reporting events. Talk about what you like in people. Past continuous. Was/were –ing Teacher/ Class brainstorming. Oral and written pair work and group discussion Class listening and reading. Group comprehension work. Spelling Bees. Story telling. Class Q and A.	<i>Text Book:</i> <i>Smart Choice 2</i> <i>Reader supplement:</i> <i>Dracula.</i> <i>Topical and</i> <i>Culture based</i> <i>handouts</i> <i>TOEFL Unit 1</i>	Domain- Bilingual Office Teacher- Mark Moran English Conversation	Personalities and famous people.

4	Follow instructions Describing a process	Follow instructions Describing a process To be able to follow instructions Describing a process. How much / how many. Imperatives (review) Teacher/ Class brainstorming. Oral and written pair work and group discussion Class listening and reading. Group comprehension work. Spelling Bees. Story telling. Class Q and A.	<i>Text Book:</i> <i>Smart Choice 2</i> <i>Reader supplement:</i> <i>Dracula.</i> <i>Topical and Culture based handouts.</i> <i>TOEFL Unit 2</i>	Domain- Bilingual Office Teacher- Mark Moran English Conversation	Personalities and famous people.
5	Have you ever?	Experiences To be able to describe experiences. Story telling. Using past continuous. Where, what, what happened next answer with- ing <i>Teacher/ Class brainstorming</i> <i>Oral and written pair work and group discussion</i> <i>Class listening and reading. Group comprehension work.</i> <i>Spelling Bees. Story telling</i> <i>Class Q and A.</i> <i>Spelling Bees.</i>	<i>Text Book:</i> <i>Smart Choice 2</i> <i>Reader supplement:</i> <i>Dracula.</i> <i>Topical and Culture based handouts</i> <i>TOEFL Unit 2</i>	Domain- Bilingual Office Teacher- Mark Moran English Conversation	Dangers
6	Have you ever?	<i>Experiences</i> <i>To be able to describe experiences.</i> <i>Story telling. Using past continuous. Where, what, what happened next answer with- ing</i> <i>Teacher/ Class brainstorming</i> <i>Oral and written pair work and group discussion</i> <i>Class listening and reading. Group comprehension work.</i> <i>Story telling</i> <i>Class Q and A.</i>	<i>Text Book:</i> <i>Smart Choice 2</i> <i>Reader supplement:</i> <i>Dracula.</i> <i>Topical and Culture based handouts</i> <i>TOEFL Unit 2</i>	Domain- Bilingual Office Teacher- Mark Moran English Conversation	Dangers
7	Indoor and outdoor sports.	Sports 1st Monthly Exam Test review. <i>Teacher/ Class brainstorming</i> <i>Oral and written pair work and group discussion</i> <i>Class listening and reading. Group comprehension work.</i>	<i>Text Book:</i> <i>Smart Choice 2</i> <i>Reader supplement:</i> <i>Dracula.</i> <i>Topical and Culture based handouts. Test Paper.</i> <i>TOEFL Test</i>	Domain- Bilingual Office Teacher- Mark Moran English Conversation	Sports
8	Indoor and outdoor sports.	Sports <i>To be able to report sports events and describe sporting experiences. Using past continuous.</i> <i>Teacher/ Class brainstorming</i> <i>Oral and written pair work and group discussion</i> <i>Class listening and reading. Group comprehension work.</i> <i>Storytelling, Spelling Bees.</i> <i>Class Q and A.</i>	<i>Text Book:</i> <i>Smart Choice 2</i> <i>Reader supplement:</i> <i>Dracula.</i> <i>Topical and Culture based handouts.</i> <i>TOEFL Unit 3</i>	Domain- Bilingual Office Teacher- Mark Moran English Conversation	Sports

9	Indoor and outdoor sports.	<p><i>Sports</i> <i>To be able to report sports events and describe sporting experiences. Using past continuous.</i> <i>Teacher/ Class brainstorming</i> <i>Oral and written pair work and group discussion</i> <i>Class listening and reading. Group comprehension work.</i> <i>Storytelling,</i> <i>Class Q and A.</i></p>	<p><i>Text Book:</i> <i>Smart Choice 2</i> <i>Reader supplement:</i> <i>Dracula.</i> <i>Topical and Culture based handouts.</i> <i>TOEFL Unit 3</i></p>	<p>Domain-Bilingual Office Teacher- Mark Moran English Conversation</p>	
10	Accidents and Injuries.	<p>Accidents To be able to talk about accidents and injuries. Speculating and describing extreme natural events. To be able to talk about real life experiences. To be able to talk about extreme natural events. <i>Past continuous and linked sounds with y</i> Connecting words with people you know. <i>May, might, could, can't.</i> Teacher/ Class brainstorming Oral and written pair work and group discussion Class listening and reading. Group comprehension work. Spelling Bees. Story telling. Class Q and A.</p>	<p><i>Text Book:</i> <i>Smart Choice 2</i> <i>Reader supplement:</i> <i>Dracula.</i> <i>Topical and Culture based handout.</i> <i>TOEFL Unit 3</i></p>	<p>Domain-Bilingual Office Teacher- Mark Moran English Conversation</p>	Thanksgiving
11	Accidents and Injuries. Earthquake procedures.	<p>Accidents To be able to talk about accidents and injuries. To be able to talk about earthquake procedures in school and Discuss extreme natural events in Taiwan To be able to talk about real life experiences. To be able to talk natural events. <i>Past continuous and linked sounds with y</i> Connecting words with people you know. To be able to understand what to do when there is an earthquake? <i>May, might, could, can't.</i> Word stress in speculations Modals of possibility. Teacher/ Class brainstorming Oral and written pair work and group discussion Class listening and reading. Group comprehension work. Spelling Bees. Story telling. Class Q and A.</p>	<p><i>Text Book:</i> <i>Smart Choice 2</i> <i>Reader supplement:</i> <i>Dracula.</i> <i>Topical and Culture based handouts</i> <i>TOEFL Unit 4</i></p>	<p>Domain-Bilingual Office Teacher- Mark Moran English Conversation</p>	Bonfire Night Earthquakes.
12	Earthquake procedures. Talk about real life experiences	<p>Earthquakes To be able to talk about earthquake procedures in school and Discuss extreme natural events in Taiwan To be able to write about something funny, strange or interesting. To be able to talk about real life experiences. To be able to talk about extreme natural events. To be able to understand what to do when there is an earthquake? <i>May, might, could, can't.</i></p>	<p><i>Text Book:</i> <i>Smart Choice 2</i> <i>Reader supplement:</i> <i>Dracula.</i> <i>Topical and Culture based handouts</i></p>	<p>Domain-Bilingual Office Teacher- Mark Moran English Conversation</p>	Bonfire Night

		<p>Word stress in speculations Modals of possibility. Teacher/ Class brainstorming Oral and written pair work and group discussion Class listening and reading. Group comprehension work. Spelling Bees. Story telling. Class Q and A.</p>	<p>TOEFL Unit 4</p>		
13	Talk about real life experiences	<p>2nd Monthly Exam To be able to write about something funny, strange or interesting. To be able to talk about real life experiences. <i>Past continuous and linked sounds with y</i> Connecting words with people you know. Teacher/ Class brainstorming Oral and written pair work and group discussion Class Q and A. Test Review</p>	<p><i>Text Book: Smart Choice 2 Reader supplement: Dracula. Topical and Culture based handouts Test papers TOEFL Unit 4</i></p>	<p>Domain- Bilingual Office Teacher- Mark Moran English Conversation</p>	Experiences
14	Extreme natural events	<p>Natural events To be able to talk about extreme natural events Comprehension and writing ability enhancement. To be able to talk about degrees of certainty. Comprehension test to judge understanding and critical thinking. Using might, could, can't and must. Verb Phrases. Not sure if it is true. Teacher/ Class brainstorming Oral and written pair work and group discussion Class listening and reading. Group comprehension work. Spelling Bees. Story telling. Class Q and A.</p>	<p><i>Text Book: Smart Choice 2 Reader supplement: Dracula. Topical and Culture based handout. TOEFL Unit 5</i></p>	<p>Domain- Bilingual Office Teacher- Mark Moran English Conversation</p>	<p>Christmas Extreme natural events Adventure vacations.</p>
15	Extreme natural events	<p>Natural events To be able to talk about extreme natural events Comprehension and writing ability enhancement. To be able to talk about degrees of certainty. Comprehension test to judge understanding and critical thinking. Using might, could , can't and must. Verb Phrases. Not sure if it is true. Teacher/ Class brainstorming Oral and written pair work and group discussion Class listening and reading. Group comprehension work. Story telling. Class Q and A. Testing.</p>	<p><i>Text Book: Smart Choice 2 Reader supplement: Dracula. Topical and Culture based handouts Movie Part on. TOEFL Unit 5</i></p>	<p>Domain- Bilingual Office Teacher- Mark Moran English Conversation</p>	<p>New Year Extreme natural events Adventure vacations.</p>

16	<i>Dracula Movie</i>	Movie: part one. Watch part one of movie to re-enforce assigned reader.	<i>Movie Reader supplement: Dracula.</i>	Domain-Bilingual Office Teacher- Mark Moran English Conversation	Movie: Dracula
17	<i>Final Exam</i>	<i>Final Exam: Oral, Written and listening tests.</i>	<i>Text Book: Smart Choice 2 Reader supplement: Dracula. Topical and Culture based handouts Test Papers TOEFL Test</i>	Domain-Bilingual Office Teacher- Mark Moran English Conversation	
18		<i>End of the Term: Smart Choice Review and go over movie questions. Final test review and student counseling</i>	<i>Text Book: Smart Choice 2 Reader supplement: Dracula. Topical and Culture based handouts TOEFL Review</i>	Domain-Bilingual Office Teacher- Mark Moran English Conversation	

Note 1 : If it takes two or three weeks to finish one unit or a topic, more than one blanks may be combined to fill in ◦

Note 2 : As for the connected topics, official topics are essential to state in the blank; other topics are also welcomed to state if necessary.(e.g. Domain-

domain-the code of the inner-meaning) -hours

◆Official Topics: Gender equality education(=edu.), Environmental edu./ Marine edu./ Family edu./ Career developing edu.(including Occupation exploration and Career guidance course) /The prevention of sexual assault/ Low carbon & environmental edu./ The advocacy of waters safety/ Traffic safety edu./ Domestic violence prevention/ Dengue fever prevention edu./ Healthy diet edu./ AIDS awareness/ Drug edu./ Ministry edu. of national defence

◆Syllabus Topics: Gender equality /Environment/ Ocean/ Family /Human rights/ Morals/ Life/ Law & order/ Technology/ Information/ Energy sources/

Safety / Disaster prevention/ Career planning/ Multi-culture/ Reading competencies/ Outdoor edu. /International edu. and Aboriginal edu.

Note 3 : During the spring term, it is necessary to arrange the safety courses either after the graduation exam, or before / after The Senior Entrance Exam.

St. Dominic High Sch., 2021 Spring Term, the School (Alternative) Curriculum of Grade 8 (Integrative Theme / Topics Exploration or Another Types of Curricula)

Name of the program : Bilingual Conversation					
Kinds of the program : ■ Integrative Theme / Topics Exploration					
Grade : Grade 8					
Goals of the program : To gain fluency in English and understanding of English speaking cultures					
The corresponding vision of the school course /The school-based target : English fluency					
Task of appearance (Conclusive assessment) : School Certificate in English Attitude					
Assessments (Including ways of assessment and percentage) : Weekly Written, Listening and Oral Testing, Attitude Examination, Information Sorting, Students' Observation Records, Group Reports, Discussion, Classwork, Homework. Coursework 50% Test 40% Attitude 10%					
Week	Course/ Theme of the Unit	Key points of Learning /Key points of Teaching /Teaching Schedule	Teaching Materials	Collaborative Domain /Subject and Teachers	Topics in Connection with the Course
1	Compare people personal qualities	Comparing people and qualities.. To be able to compare people To be able to talk about personal qualities. Comparisons. Adj. + er + er + than More + adj. + as. Not as + adj.+ as. Relative clauses with who Teacher/ Class brainstorming. Oral and written pair work and group discussion Class listening and reading. Group comprehension work. Spelling Bees. Story telling. Class Q and A.	<i>Text Book:</i> <i>Smart Choice</i> 3 <i>Reader sup- plement:</i> <i>Dracula.</i> <i>Topical and</i> <i>Culture</i> <i>based</i> <i>handouts.</i> <i>TOEFL Unit 6</i>	Domain- Bilingual Office Teacher- Mark Moran English Conversation	Chinese New Year Lent
2	Compare people personal qualities Writing personal Mis- sions Statements	Personal missions. To be able to compare people To be able to talk about personal qualities. Comparisons Adj. + er + er + than More + adj. + as. Not as + adj.+ as Relative clauses with who. Writing a personal Mission Statement Teacher/ Class brainstorming. Oral and written pair work and group discussion Class listening and reading. Group comprehension work. Spelling Bees. Story telling. Class Q and A.	<i>Text Book:</i> <i>Smart Choice</i> 3 <i>Reader sup- plement:</i> <i>Dracula.</i> <i>Topical and</i> <i>Culture</i> <i>based</i> <i>handouts.</i> <i>TOEFL Unit 6</i>	Domain- Bilingual Office Teacher- Mark Moran English Conversation	2-28 Memorial Day. Lantern Fest Personality
3	Missions Statements Follow instructions Describing a process	Writing a personal Mission Statement. To be able to follow instructions Describing a process. How much / how many. Imperatives (review) Teacher/ Class brainstorming. Oral and written pair work and group discussion Class listening and reading. Group comprehension work. Spelling Bees. Story telling.	<i>Text Book:</i> <i>Smart Choice</i> 3 <i>Reader sup-</i>	Domain- Bilingual Office Teacher- Mark Moran	Musical Instruments Foods

		Class Q and A.	<i>plement: Dracula. Topical and Culture based handouts. TOEFL Unit 6</i>	English Conversation	
4	Follow instructions Describing a process	To be able to follow instructions Describing a process. How much / how many. Imperatives (review) Teacher/ Class brainstorming. Oral and written pair work and group discussion Class listening and reading. Group comprehension work. Spelling Bees. Story telling. Class Q and A.	<i>Text Book: Smart Choice 3 Reader sup- plement: Dracula. Topical and Culture based handouts TOEFL Unit 7</i>	Domain- Bilingual Office Teacher- Mark Moran English Conversation	Machines Electric appliances Foods
5	Occupations	<i>TeTo be able to talk about occupations and future intentions. Review of past tense. How, what, where, why questions In the simple past. Irregular verbs Mission Statements continued Relative clauses. With that future with going to wants. Comparing Job vs.work To be able to talk about what people are doing. Present progressive .Teacher/ Class brainstorming Oral and written pair work and group discussion Class listening and reading. Group comprehension work. Spelling Bees. Story telling Class Q and A. Spelling Bees.</i>	<i>Text Book: Smart Choice 3 Reader sup- plement: Dracula. Topical and Culture based handouts TOEFL Unit 7</i>	Domain- Bilingual Office Teacher- Mark Moran English Conversation	Pancake Day Occupations
6	Occupations Future intentions	<i>Planning a community project - Budget To be able to discuss financial Terms Teacher/ Class brainstorming Oral and written pair work and group discussion Class listening and reading. Group comprehension work. Story telling Class Q and A.</i>	<i>Text Book: Smart Choice 3 Reader sup- plement: Dracula. Topical and Culture based handouts TOEFL Unit 7</i>	Domain- Bilingual Office Teacher- Mark Moran English Conversation	Financial Terms
7	Future intentions Community infor- mation	Planning a community project - Budget To be able to discuss financial Terms Test review. Teacher/ Class brainstorming Oral and written pair work and group discussion	<i>Text Book: Smart Choice 3 Reader sup-</i>	Domain- Bilingual Office Teacher- Mark Moran	Community

		<i>Class listening and reading. Group comprehension work.</i>	<i>plement: Dracula. Topical and Culture based handouts. Test Papers. TOEFL Test</i>	English Conversation	
8	<i>future intentions Community information</i>	<i>Planning a community project - Budget To be able to discuss financial Terms What and Yes/no questions. Action verbs. Locations Teacher/ Class brainstorming Oral and written pair work and group discussion Class listening and reading. Group comprehension work. Storytelling, Spelling Bees. Class Q and A.</i>	<i>Text Book: Smart Choice 3 Reader supplement: Dracula. Topical and Culture based handouts. TOEFL Unit 8</i>	Domain- Bilingual Office Teacher- Mark Moran English Conversation	Easter
9	<i>Mid - Term Test</i>	<i>Review. Mid Term Test & student counseling Teacher/ Class brainstorming Oral and written pair work and group discussion Class listening and reading. Group comprehension work. Storytelling, Class Q and A.</i>	<i>Text Book: Smart Choice 3 Reader supplement: Dracula. Topical and Culture based handouts Test papers TOEFL Unit 8</i>	Domain- Bilingual Office Teacher- Mark Moran English Conversation	
10	<i>Make polite requests Asking for permission</i>	<i>Requests and permissions Modals: could, couldn't Was / wasn't able to Describing fears. To be able to describe able to describe favorites Teacher/ Class brainstorming Oral and written pair work and group discussion Class listening and reading. Group comprehension work. Spelling Bees. Story telling. Class Q and A.</i>	<i>Text Book: Smart Choice 3 Reader supplement: Dracula. Topical and Culture based handouts TOEFL Unit 8</i>	Domain- Bilingual Office Teacher- Mark Moran English Conversation	Mother's Day Chores
11	<i>Fears Favorites Best movie theaters? Who do you think was the funniest?</i>	<i>Fears and Favorites To be able to describe the best movie theater? To be able to discuss who was the funniest? Using Comparatives, superlatives Discussing Movie theater</i>	<i>Text Book: Smart Choice 3 Reader supplement:</i>	Domain- Bilingual Office Teacher- Mark Moran English Conversation	Quality Movie theater Features Movie names

	<i>The latest movies</i> <i>What's hot</i>	Features. Irregular adjectives of quality Teacher/ Class brainstorming Oral and written pair work and group discussion Class listening and reading. Group comprehension work. Spelling Bees. Story telling. Class Q and A.	<i>Dracula.</i> <i>Topical and Culture based handouts.</i> <i>TOEFL Unit 9</i>		
12	<i>Favorites</i> <i>Best movie theaters?</i> <i>Who do you think was the funniest?</i> <i>The latest movies</i> <i>What's hot</i> <i>Planning a party (with a movie theme)</i>	To be able to describe the best movie theater? To be able to discuss who was the funniest? Using Comparatives, superlatives Discussing Movie theater To be able to plan a party Features. Irregular adjectives of quality Teacher/ Class brainstorming Oral and written pair work and group discussion Class listening and reading. Group comprehension work. Spelling Bees. Story telling. Class Q and A.	<i>Text Book: Smart Choice 3</i> <i>Reader supplement: Dracula.</i> <i>Topical and Culture based handouts</i> <i>TOEFL Unit 9</i>	Domain-Bilingual Office Teacher- Mark Moran English Conversation	Party activities Make a schedule for Budgets Planning
13	<i>Planning a party (with a movie theme)</i>	Parties To be able to plan a party 2nd Monthly Exam Teacher/ Class brainstorming Oral and written pair work and group discussion Class Q and A. Test Review	<i>Text Book: Smart Choice 3</i> <i>Reader supplement: Dracula.</i> <i>Topical and Culture based handouts</i> <i>Test papers</i> <i>TOEFL review</i>	Domain-Bilingual Office Teacher- Mark Moran English Conversation	Party activities Make a schedule for Budgets Planning
14	<i>Making predictions</i> <i>Talk about quantities</i> <i>How to help the Environment?</i>	Predictions To be able to make predictions and talk about quantities Future forms with will, more less, fewer relative clauses with when will be able to Using scientific terms and technology Teacher/ Class brainstorming Oral and written pair work and group discussion Class listening and reading. Group comprehension work. Spelling Bees. Story telling. Class Q and A.	<i>Text Book: Smart Choice 3</i> <i>Reader supplement: Dracula.</i> <i>Topical and Culture based handouts.</i> <i>TOEFL Unit 10</i>	Domain-Bilingual Office Teacher- Mark Moran English Conversation	Tomb Sweeping World events. Time. Abilities Scientific terms and technology Life events
15	<i>Biographical information</i> <i>Exceptional people</i>	Giving biographical information To be able to talk about exceptional people Passive voice; review of superlatives Who questions.	<i>Text Book: Smart Choice 3</i> <i>Reader sup-</i>	Domain-Bilingual Office Teacher- Mark Moran	Personal qualities Appearance and personality

		Describing your appearance and personality Teacher/ Class brainstorming Oral and written pair work and group discussion Class listening and reading. Group comprehension work. Story telling. Class Q and A. Testing.	<i>plement: Dracula. Topical and Culture based handouts TOEFL Unit 10</i>	English Conversation	
16		Movie: part one. Watch part two of movie to re-enforce assigned reader.	<i>Movie Reader sup- plement: Dracula. Movie Part one</i>	Domain- Bilingual Office Teacher- Mark Moran English Conversation	Movie: Dracula
17	<i>Final Exam</i>	<i>Final Exam: Oral, Written and listening tests.</i>	<i>Text Book: Smart Choice 3 Reader sup- plement: Dracula. Topical and Culture based handouts Test Papers. TOEFL Test</i>	Domain- Bilingual Office Teacher- Mark Moran English Conversation	Dragon Boat Festival
18	<i>Making a blog</i>	<i>To be able to make a blog about yourself End of the Term: Smart Choice3 Review and go over movie questions. Final test review and student counseling</i>	<i>Text Book: Smart Choice 3 Reader sup- plement: Dracula. Topical and Culture based handouts</i>	Domain- Bilingual Office Teacher- Mark Moran English Conversation	

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◆Syllabus Topics: Gender equality /Environment/ Ocean/ Family /Human rights/ Morals/ Life/ Law & order/ Technology/ Information/ Energy sources/

Safety / Disaster prevention/ Career planning/ Multi-culture/ Reading competencies/ Outdoor edu. /International edu. and Aboriginal edu.

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