



Zhuhai International School

MYP Curriculum Booklet 2024 – 2025

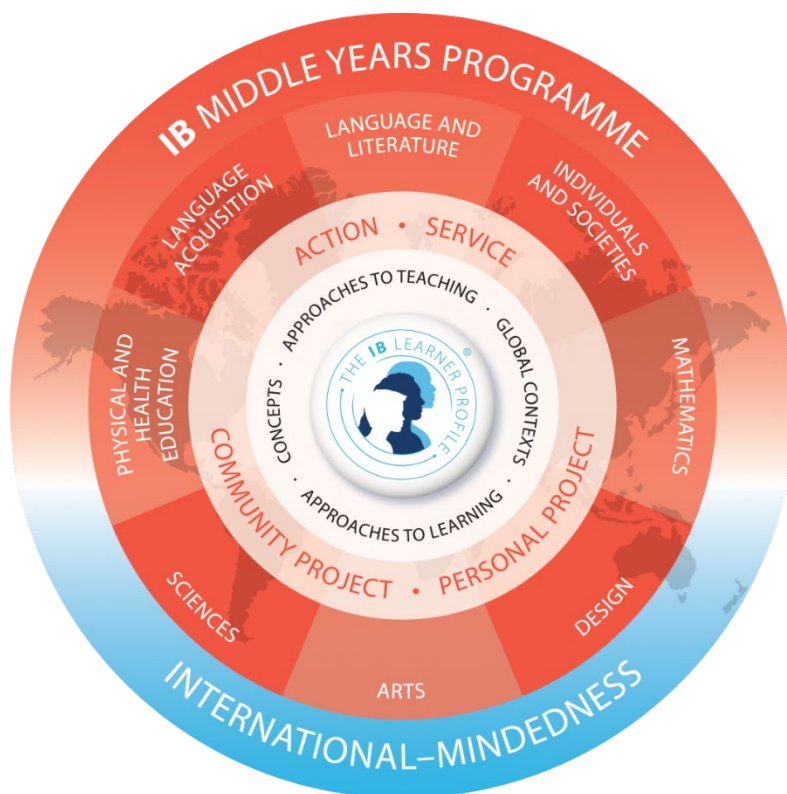


Grade 8

Our Mission: We are courageous and caring lifelong learners committed to personal excellence as internationally-minded leaders in our communities.

Dear Parents

The course outlines in this booklet offer a glimpse into the many explorations planned for our MYP students this school year. Here you will find the aims of each subject, a general overview of the concepts and content planned for the units of study, as well as the assessment objectives set as learning targets for the students. As the programme model below suggests, the MYP is much more than a list of what is studied and when. The service planned by students, the interdisciplinary studies they undertake, their engagement in understanding who they are as learners, their creativity and critical thinking, these areas of the programme are much more difficult to capture in a booklet of this nature. Still though we hope this booklet acts as an excellent companion to what is shared on Toddle and equips you to be that vital support in the learning journey from home. As planning for teaching and learning must be a fluid process at times, elements of this booklet are subject to revision as the class develops.



ENGLISH

Language Acquisition



PHASES 2 & 3

The aims of the teaching and learning of MYP language acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student’s communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	Is my identity my brand?	Communication, Message, Scientific and technical innovations	<ul style="list-style-type: none"> • What is brand? What is identity? • How much is too much information on social media? • How is social networking redefining identity? • How are online identity different from online actions? • The approaches to learning (ATL) • Listening Activity: watch a short video or listen to a podcast discussing privacy and oversharing online. • Group Discussion: discuss the pros and cons of sharing personal information on social media. • Vocabulary in Context: learn language structures related to giving advice and

			<p>expressing caution.</p> <ul style="list-style-type: none"> • Class Survey: conduct a survey on students' social media use and how it affects their self-perception. • Reflection Writing: write a short reflection on how social media influences personal identity • Formative and Summative tasks
2	What determines health?	Culture, Point of view, Identities and relationships	<ul style="list-style-type: none"> • What is health? • What is well-being? • Why is health important to be happy? • To what extent is emotional health important to maintain a good quality of life? • The approaches to learning (ATL) • Text Analysis: Read a short story or essay that highlights cultural approaches to health: Future body • Group Work: Compare different cultural practices (e.g., Western medicine vs. traditional remedies). • Reflective Writing: How does culture shape your own views on health? • Debate: Different viewpoints on a health issue (e.g., mental health stigma in different societies). • Creative Writing: Write a diary entry from the point of view of a character experiencing a health challenge. • Formative and Summative tasks
3	Can words paint a thousand pictures?	Creativity, Voice, Personal and cultural expressions	<ul style="list-style-type: none"> • What different types of genres exist? • Why do writers write and what tools do they use to convey their ideas? • How do writers communicate ideas effectively, efficiently and clearly? • How do writing skills help us contribute to a community? • Obtain basic listening /reading /grammar strategies • Text Analysis: Analyze how a writer uses literary devices (metaphor, simile, personification) to create vivid imagery (e.g., "The Road Not Taken" by Robert Frost). • Creative Writing: Students write their own descriptive piece, focusing on imagery and creativity.

			<ul style="list-style-type: none"> • Workshop: Peer review of descriptive writing to refine use of imagery. • Class Debate: Discuss how an author’s personal experiences influence their creative expression. • Analyse the online videos • Formative and Summative tasks
4	Why twenty-first century skills?	Connection, Context, Scientific and technical innovation	<ul style="list-style-type: none"> • What are twenty-first century skills? • What is critical thinking? • What kind of learner are you? • What must students know and be able to do to be productive and successful in the world today? • Vocabulary Building: Key terms related to 21st-century skills (e.g., collaboration, digital literacy, problem-solving). • Class Discussion: What skills do you think are important for success today? • Listening Activity: Watch a short video on 21st-century skills and identify key skills mentioned. • Reading Comprehension: Read a short article about online collaboration tools (e.g., Google Workspace, Microsoft Teams) and their impact on teamwork. • Group Activity: Practice collaborative skills by working on a group project using a digital platform. • Role Play: Simulate a virtual meeting scenario to practice communication and teamwork skills. • Reading Activity: Read a simplified news article on a recent technological innovation (e.g., AI, renewable energy) and discuss its impact. • Digital Literacy Exercise: Practice evaluating the credibility of online sources and identifying reliable information. • Mini-Project: Research and present on a current technological innovation and its importance in everyday life • Formative and Summative tasks
5	Can we sustain the planet?	Communication, Argument, Globalization and sustainability	<ul style="list-style-type: none"> • What is sustainability? • What natural system creates life on our planet?

			<ul style="list-style-type: none"> • What do you need to live happily? • What would a vision of a sustainable future look like? • Reading and Listening: Watch a short educational video on natural systems (e.g., the water cycle) and complete a comprehension task. • Group Activity: Create posters explaining different natural systems and their role in sustaining life. • Reflection: Write a short paragraph on why these natural systems are important for the planet's health. • Personal Reflection: Students list what they need to live happily and discuss how these needs impact the environment. • Class Survey: Conduct a survey on needs vs. wants and discuss how meeting these needs sustainably is important. • Reading Activity: Read a short story or article that explores the concept of simple living and its benefits. • Group Discussion: Brainstorm ways communities can become more sustainable (e.g., green energy, zero waste). • Argument Writing: Write a persuasive letter or speech advocating for a sustainable practice (e.g., reducing plastic use). • Debate: Students participate in a debate on a sustainability topic (e.g., "Should plastic be banned?"). • Formative and Summative tasks
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Assessed Subject Objectives:

A	Listening
	<ul style="list-style-type: none"> i. identify explicit and implicit information (facts, opinions, messages supporting details) in a wide variety of simple and some complex authentic texts ii. analyse conventions in a wide variety of simple and some complex authentic texts iii. analyse connections in a wide variety of simple and some complex authentic texts

B	Reading
	<ul style="list-style-type: none"> i. identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of simple and some complex authentic texts ii. analyse conventions in a wide variety of simple and some complex authentic texts. iii. analyse connections in a wide variety of simple and some complex authentic texts

C	Speaking
i.	use a wide range of vocabulary
ii.	use a wide range of grammatical structures generally accurately
iii.	use clear pronunciation and intonation in a comprehensible manner
iv.	communicate almost all the required information clearly and effectively

D	Writing
i.	use a wide range of vocabulary
ii.	use a wide range of grammatical structures generally accurately
iii.	organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices
iv.	communicate all the required information with a clear sense of audience and purpose to suit the context

Key Resources:

- *MYP by Concept 4-5 phase 3-6*, Language and Literature-Gillian Ashworth-Hodder 2019
- The Miracle Worker
- IXL.com
- Razkids

Types of Assessments
In-class communication and spontaneous speaking tasks
Writing (Phase 2 100-150, Phase 3 200-250 word texts) without resources, during a regular lesson
Reading tests (Phase 2 400-500 words, Phase 3 600-700 words)
Listening/viewing tests

Teacher Tips
All summative tasks are done in class without dictionaries or computers – make sure you study the words, phrases and grammar taught during the unit
Speaking English in class is key in order to earn a good grade for Speaking (Criterion C)
Read, read, read as many English things as you can from our library

ENGLISH

Language Acquisition



PHASES 4 & 5

The aims of the teaching and learning of MYP language acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multi-literacy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of language learning.

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	What determines health?	Culture, Identities and Relationships	<ul style="list-style-type: none"> • What is health? What is well-being? What determines health? Who dictates the guidelines of what is healthy? • What does well-being mean? What does emotional health mean? How do social beliefs affect the way we learn to make decisions about our health? • Evaluate resources • Explore informative and persuasive texts • Structure information in summaries and reports • Explore idiomatic expressions • Use Venn diagrams to compare and contrast information • Create word clouds • Explore the IB learner profile in relation to the theme • Presentations • Read critically and analyse texts • Conduct interviews • Understand command terms

			<ul style="list-style-type: none"> • Grammar focus
2	Can we sustain the planet?	Communication, <i>Globalization and Sustainability</i>	<ul style="list-style-type: none"> • What is sustainability? What natural systems create life on our planet? What is zero waste? What is your ecological footprint? What are the ways in which you can make a difference? • See-think-wonder activities • Explore figurative language • Design effective leaflets/flyers • Analyse written and visual multi-modal texts • Research scientific terminology • Write reflections • Respond critically to TED Talk topics • Write a script • Write argumentative essays • Understand command terms • Grammar focus
3	Is my identity my brand?	Communication, <i>Scientific and Technical Innovation</i>	<ul style="list-style-type: none"> • What is a brand? What is identity? What is a logo? How is social networking redefining identity? How do we present ourselves to others through social media? What are the consequences of conducting so many of our social interactions online? • Interpret quotes • Identify key features of social media sites • Analyse written and visual multi-modal texts • Explore the language used in branding • Create a social media profile • Explore digital footprints • Discuss the audience and purpose of a text • Read critically for information sharing • Conduct a survey • Practice effective note taking • Understanding command terms • Grammar focus
4	Why 21 st century skills?	Connections, <i>Scientific and Technical Innovation</i>	<ul style="list-style-type: none"> • What 21st century skills do you need to be successful in life? What is critical thinking? What are effective skills in problem solving? What does it mean to be a 21st century student? • Explore and interpret lyrics of songs • Explore and create education quotes • Present your “future classroom” • Summarize main points • Identify key words • Write an opinion essay • Explore IB ATL skill categories • Use symbols in note taking

			<ul style="list-style-type: none"> • Explore themes in poetry • Student-led teaching activities and inquiries • Understand command terms • Grammar focus
5	Assess prep		<ul style="list-style-type: none"> • Review of command terms and content covered throughout the year • Assessment format • Assessment skills

Assessed Subject Objectives:

A	Listening
iv.	identify explicit and implicit information (facts, opinions, messages supporting details) in a wide variety of simple and some complex authentic texts
v.	analyse conventions in a wide variety of simple and some complex authentic texts
vi.	analyse connections in a wide variety of simple and some complex authentic texts

B	Reading
iv.	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of simple and some complex authentic texts
v.	analyse conventions in a wide variety of simple and some complex authentic texts.
vi.	analyse connections in a wide variety of simple and some complex authentic texts

C	Speaking
v.	use a wide range of vocabulary
vi.	use a wide range of grammatical structures generally accurately
vii.	use clear pronunciation and intonation in a comprehensible manner
viii.	communicate almost all the required information clearly and effectively

D	Writing
v.	use a wide range of vocabulary
vi.	use a wide range of grammatical structures generally accurately
vii.	organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices
viii.	communicate all the required information with a clear sense of audience and purpose to suit the context

Key Resources:

- MYP by Concept: English Language Acquisition, Hodder Education
- Grammar workbooks (Reading explorer/Think)
- <https://www.readtheory.com>
- <https://www.ixl.com>
- <https://www.razplus.com>

Types of Assessments
One-to-one interactive orals Writing 250-400 word texts Reading tests (800-1000 words)

Teacher Tips
All summative tasks are done in class without dictionaries or computers –study the words, phrases, formats and grammar taught.

Listening/viewing tests

Ensure that you understand what information/action the command terms require of you and how to structure your responses accordingly.

Enhance your learning by keeping organised notes.

Speak and read English at every opportunity.

CHINESE

Language Acquisition



PHASES 2 and 3

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- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student’s communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

1	Healthy lifestyle	Creativity <i>Identities and relationships</i>	<ol style="list-style-type: none"> 1. Students will explore how we can use language to describe disease, medical treatment and healthy lifestyles, such as healthy eating, exercise and fitness. 2. Text types covered: writing diary and personal emails.
2	Convenient life	Creativity <i>Scientific and technical innovation</i>	<ol style="list-style-type: none"> 1. Students will explore how the development of technology has changed our life, such as transportation, shopping, etc. 2. Text types covered: writing personal letters, blogs.
3	Urban and rural differences	Connection <i>Globalization and sustainability</i>	<ol style="list-style-type: none"> 1. Students will explore how to describe urban and rural life in language and express their views on urban and rural differences 2. Text types covered: writing a letter
4	Vacation travel	Communication <i>Orientation in space and time</i>	<ol style="list-style-type: none"> 1. Students will explore how to verbalize their past vacation travel experiences and make a future travel plan or invitation 2. Text types covered: writing a plan and a short story

Assessed Subject Objectives:

A	Listening
i.	identify explicit and implicit information (facts, opinions, messages supporting details) in a wide variety of simple and some complex authentic texts
ii.	analyse conventions in a wide variety of simple and some complex authentic texts
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B	Reading
i.	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of simple and some complex authentic texts
ii.	analyse conventions in a wide variety of simple and some complex authentic texts.
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C	Speaking
i.	use a wide range of vocabulary
ii.	use a wide range of grammatical structures generally accurately
iii.	use clear pronunciation and intonation in a comprehensible manner
iv.	communicate almost all the required information clearly and effectively

D	Writing
i.	use a wide range of vocabulary
ii.	use a wide range of grammatical structures generally accurately
iii.	organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices
iv.	communicate all the required information with a clear sense of audience and purpose to suit the context

Key Resources:

- 《轻松学汉语》3 *Chinese Made Easy*
- 《轻松学汉语 Chinese Made Easy》
- 《中文真棒》2 & 3 *Amazing Chinese*
- 《IB 中学项目 MYP 中文语言习得教学实例》
- YouTube Videos
- Simple reading texts

Types of Assessments
In-class communication and spontaneous speaking tasks
Writing (Phase 3 200-250 word texts) without resources, during a regular lesson
Reading tests (Phase 3 600-700 words)
Listening/viewing tests

Teacher Tips
All summative tasks are done in class without dictionaries or computers – make sure you study the words, phrases and grammar taught during the unit
Speaking Chinese in class is key in order to earn a good grade for Speaking (Criterion C)
Read, read, read as many Chinese things as you can from our library and in the city around you.

The limits of my language mean the limits of my world.
- Ludwig Wittgenstein

CHINESE

Language Acquisition

PHASES 4 and 5



The aims of the teaching and learning of MYP Language Acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
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- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	School life	Connection <i>Fairness & Development</i>	<ul style="list-style-type: none"> • School provides students different opportunities for development. • Types of texts: email, debate, questionnaire.
2	New modern life	Connection Identities and relationships	<ul style="list-style-type: none"> • Types of texts: Postcard, blog, letters • Compare different cultures and show personal opinions by multiple medias.
3	Smart life	Creativity Scientific and technical innovation	<ul style="list-style-type: none"> • Vocabulary: scientific products • Grammar: persuasive terms, modal particles • Skills: writing a booklet
4	China in my eyes	Communication <i>Orientation in time and space</i>	<ul style="list-style-type: none"> • Words about different periods of China. • Types of texts: news report.

Assessed Subject Objectives:

A	Listening
iv.	identify explicit and implicit information (facts, opinions, messages supporting details) in a wide variety of complex authentic texts
v.	analyse conventions in a wide variety of complex authentic texts
vi.	analyse connections in a wide variety of complex authentic texts

B	Reading
iv.	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of complex authentic texts
v.	analyse conventions in a wide variety of complex authentic texts.
vi.	analyse connections in a wide variety of complex authentic texts

C	Speaking
v.	use a wide range of vocabulary
vi.	use a wide range of grammatical structures generally accurately
vii.	use clear pronunciation and intonation in a comprehensible manner
viii.	communicate almost all the required information clearly and effectively

D	Writing
v.	use a wide range of vocabulary
vi.	use a wide range of grammatical structures generally accurately
vii.	organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices
viii.	communicate all the required information with a clear sense of audience and purpose to suit the context

Key Resources:

- Chinese Made easy 5
- Slowchinese
- Online video
- MYP 教学参考资料
- 哔哩哔哩视频

Types of Assessments
In-class communication and spontaneous speaking tasks
Writing 200-250 word texts without resources, during a regular lesson
Reading tests (400-700 words)
Listening/viewing tests

Teacher Tips
All summative tasks are done in class without dictionaries or computers – make sure you study the words, phrases and grammar taught during the unit
Speaking Chinese in class is key in order to earn a good grade for Speaking (Criterion C)
Read, read, read as many Chinese things as you can around you and from our library

To learn a language is to have one more window from which to look at the world.

学一门语言，就是多一个观察世界的窗户 – **Chinese proverb**

ENGLISH

Language and Literature



The aims of MYP language and literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analyzing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyze aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	Lord of the Flies	Communication <i>Fairness and Development</i>	<ul style="list-style-type: none"> • Literary analysis • Theme development • Historical context • Structure of a novel • Point of view • Research and reflection
2	Advertising	Creativity <i>Personal and Cultural Expression</i>	<ul style="list-style-type: none"> • Media perspectives [bias, subjectivity, objectivity] • Persuasive techniques • Audience engagement • Satire • Advertisements • Speeches • News articles
3	Non-Fiction	Communication <i>Scientific and Technical Innovation</i>	<ul style="list-style-type: none"> • Phenomenon of Malcolm Gladwell • Impactful communication • Comparison and contrast
4	American Poetry	Connections <i>Identities and Relationships</i>	<ul style="list-style-type: none"> • Poetic commentary • Persuasive techniques • Stylistic devices • Literary devices • Emotive expressions and techniques
5	Macbeth	Communication <i>Orientation in Time and Space</i>	<ul style="list-style-type: none"> • Power and pride • Sonnets • Appearance and reality • Research • Essay writing

Assessed Subject Objectives:

A	Analysing
i.	identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts
ii.	identify and explain the effects of the creator's choices on an audience
iii.	justify opinions and ideas, using examples, explanations and terminology
iv.	interpret similarities and differences in features within and between genres and texts.

B	Organizing
i.	employ organizational structures that serve the context and intention
ii.	organize opinions and ideas in a sustained, coherent and logical manner
iii.	use referencing and formatting tools to create a presentation style suitable to the context and intention

C	Producing Texts
i.	produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
ii.	make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
iii.	select relevant details and examples to develop ideas

D	Using Language
i.	use appropriate and varied vocabulary, sentence structures and forms of expression
ii.	write and speak in a register and style
iii.	use correct grammar, syntax and punctuation
iv.	spell (alphabetic languages), write (character languages) and pronounce with accuracy
v.	use appropriate non-verbal communication techniques.

Key Resources:

- *Lord of the Flies*
- *Outliers; David and Goliath*
- *Leaves of Grass*
- *Macbeth*

Types of Assessments
Essays (Analysis, Compare / Contrast, Synthesis)
Individual and Group Presentations
Projects

Teacher Tips
Be on time and prepared for every session.
Adhere to deadlines.
Respect each other and the learning environment.

That is part of the beauty of all literature. You discover that your longings are universal longings, that you're not lonely and isolated from anyone. You belong. - F. Scott Fitzgerald

CHINESE

Language and Literature



The aims of MYP Language and Literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	Interest in scientific inquiry	Perspective <i>Innovation of science and technology</i>	This unit will mainly discuss how to explain things logically and explain the causes, consequences and essential characteristics of the event. Learn to write descriptive articles.
2	Philosophy of life	Connection <i>Orientation in space and time</i>	This unit mainly discusses how to express personal thoughts on life in the form of prose. Learn how to write thoughtful prose. In the expression of some themes, authors from different times and countries have various forms of connection.
3	The alarm bell of nature rings at any time	Communication <i>Globalization and sustainable development</i>	This unit mainly discusses the works of natural ecological literature, explores the author's bitter mood in the text, and warns people that all kinds of evil deeds that destroy the natural environment must be changed as soon as possible. Among them, the love for nature, the accusation of the destruction of nature by human behavior, and the imagination of the beautiful earth have been deeply discussed.
4	Racial discrimination	Creativity <i>Fairness and Development</i>	This unit mainly discusses the main contents and techniques of the novel, which involves the impact of race on people's lives. Students will learn the background and characteristics of such novels, explore relevant global issues, and write novels creatively.

Assessed Subject Objectives:

A	Analysing	B	Organizing
<ol style="list-style-type: none"> i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. identify and explain the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. interpret similarities and differences in features within and between genres and texts. 		<ol style="list-style-type: none"> i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention. 	
C	Producing Text	D	Using Language
<ol style="list-style-type: none"> i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas. 		<ol style="list-style-type: none"> i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques. 	

Key Resources:

- MYP 课程教学参考资料
- 阿西莫夫短文、各类说明文、《百科全书》科学争论《时间的脚印》、《大雁归来》《我为什么活着》《永久的生命》《昆明的雨》史铁生《我与地坛》《庄子》北冥有鱼《都市精灵》《幽径悲剧》《明天不封阳台》《杀死一个知更鸟》

Types of Assessments	Teacher Tips
Individual and group Presentations Making PPTs Interview Making Poster Essay Analysis Writing Essay, Poetry, News report	Be on time and prepared for every session Show your thinking and show your work at every opportunity Develop information research skills Make sure to take notes during every unit Read every day

Language is what makes us human. It is a recourse against the meaningless noise and silence of nature and history. - Octavio Paz

INDIVIDUALS & SOCIETIES



The aims of MYP Individuals and Societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	Understanding how societies are governed	Systems <i>Fairness and development</i>	<ul style="list-style-type: none"> • Find out about different systems of governance that are used to run societies. • Explore case studies of countries that use different systems of governance. • Take action by encouraging more political participation to support your community.
2	Natural hazards and how we respond	Systems <i>Scientific and technical innovation</i>	<ul style="list-style-type: none"> • Find out about the causes and consequences of natural hazards. • Explore case studies of natural hazards and how societies have responded to them. • Take action by raising a campaign to help an area of the world affected by natural hazards.
3	How technologies affect our identities and relationships	Global interactions <i>Identities and relationships</i>	<ul style="list-style-type: none"> • Find out about some of the major technological breakthroughs from history. • Explore how modern technologies such as the television and the computer have affected our identities and relationships with others. • Take action by exploring the ways that technology can be used for social good.
4	Why societies experience revolution	Time, place & space <i>Personal and cultural expression</i>	<ul style="list-style-type: none"> • Find out about culture and the different ways it can be expressed. • Explore different examples of cultural identity and its role in different societies. • Take action by finding opportunities to protect and preserve cultural traditions.
5	Where are all the people?	Change <i>Globalisation & sustainability</i>	<ul style="list-style-type: none"> • Find out about how the world population has changed over time and which processes allow this to happen. • Explore the ways of modelling population change and look at case studies of social issues in different societies due to these changes. • Take action by looking at how sustainable development can promote more equitable and fair

			societies.
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Assessed Subject Objectives:

A	Knowing and Understanding
<ul style="list-style-type: none"> i. use a range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples. 	

B	Investigating
<ul style="list-style-type: none"> i. formulate/choose a clear and focused research question, explaining its relevance ii. formulate and follow an action plan to investigate a research question iii. use methods to collect and record relevant information iv. evaluate the process and results of the investigation, with guidance. 	

C	Communicating
<ul style="list-style-type: none"> i. communicate information and ideas in a way that is appropriate for the audience and purpose ii. structure information and ideas according to the task instructions iii. create a reference list and cite sources of information. 	

D	Thinking Critically
<ul style="list-style-type: none"> i. analyse concepts, issues, models, visual representation and/or theories ii. summarize information to make valid, well-supported arguments iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations iv. recognize different perspectives and explain their implications. 	

Key Resources:

- *Individuals and Societies for the IB MYP* – Paul Grace – Hodder 2019
- *Civil Rights and Social Movements in The Americas* - Vivienne Sanders - Hodder 2013
- *Environmental Systems & Societies* - Andrew Davis and Garrett Nagle – 2nd Ed.

Types of Assessments
E-Assessment quizzes
Individual and group Presentations
Real-life Investigations
Newspaper creation

Teacher Tips
Take detailed notes and worked examples following discussion.
Reflect and write down notes and to ask clarifying questions before moving on the next point or activity.
Use homework as an <i>Individual Check Point</i> for understanding.
Use the social situations in class to build confidence and work on your independent learning; discuss processes with your peers.

SCIENCES



The aims of MYP Sciences are to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	Lab Skills	Systems <i>Fairness and development</i>	<ul style="list-style-type: none">• Planning an investigation• Analysing and evaluating
2	Environmental Systems	Change <i>Globalization and sustainability</i>	<ul style="list-style-type: none">• Sustainable Environments
3	Biology	Systems <i>Identities and relationships</i>	<ul style="list-style-type: none">• Multicellular Organisms & Body Systems• Coordination of Body Systems• DNA/genetics intro
4	Chemistry	Change <i>Orientation in space and time</i>	<ul style="list-style-type: none">• Atoms, Molecules & Ions• Elements & The Periodic Table
5	Physics	Relationships <i>Scientific and technical innovation</i>	<ul style="list-style-type: none">• Waves/light & sound• Heat transfer• Electricity

Assessed Subject Objectives:

A	Knowing and Understanding
	<ol style="list-style-type: none"> i. explain scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations iii. analyse and evaluate information to make scientifically supported judgments

B	Inquiring and Designing
	<ol style="list-style-type: none"> i. explain a problem or question to be tested by a scientific investigation ii. formulate a testable hypothesis and explain it using scientific reasoning iii. explain how to manipulate the variables, and explain how data will be collected iv. design a safe method of investigation

C	Processing and Evaluating
	<ol style="list-style-type: none"> i. present collected and transformed data ii. interpret data and explain results using scientific reasoning iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation iv. evaluate the validity of the method v. explain improvements or extensions to the method

D	Reflecting on the Impacts of Science
	<ol style="list-style-type: none"> i. explain the ways in which science is applied and used to address a specific problem or issue ii. discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue iii. apply scientific language effectively iv. document the work of others and sources of information used

Key Resources:

- Nelson textbooks – Science for the International student (available in the school library)

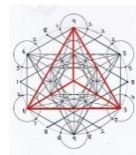
Types of Assessments
<p>Tests and Case studies</p> <p>Individual and group presentations</p> <p>Laboratory Investigations</p>

Teacher Tips
<p>Daily check Toddle for slides of the most recent lessons and reading material.</p> <p>Use your Science notebook for copying board notes, lesson exercises, and drafting your answers to the electronically assessed tasks</p> <p>Use <i>Britannica Online</i> for research along with the Nelson text books from the library – the text books give you the level of knowledge required</p>

The scientific mind does not so much provide the right answers as asks the right questions.

Claude Lévi-Strauss

MATH



The aims of MYP Mathematics are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

Unit	Unit Title	Key Concept & Global Context	Content Overview for G8 Math
1	Expressions and Equations I	Logic & Scientific and Technical Innovation	<ul style="list-style-type: none"> • Algebraic expressions • Operations • Expansion • Linear equations • Linear inequalities
2	Powers, Roots, and Pythagoras	Relationships & Orientation in space and time	<ul style="list-style-type: none"> • Index rules • Expansion rules • Scientific notation • Significant figures • The Pythagorean theorem • Cube roots
3	Properties of 2D and 3D Shapes	Relationships & Globalization and sustainability	<ul style="list-style-type: none"> • Classification and properties of polygons • Properties of circles • Surface area and volume of solids (polyhedra and curved solids)
4	Coordinate Geometry	Logic & Identities and Relationships	<ul style="list-style-type: none"> • Coordinate geometry • Linear graphs • Equation of a line • Transformation geometry • Similarity and congruence
5	Expressions and Equations II	Relationships & Scientific and technical innovation	<ul style="list-style-type: none"> • Simultaneous equations • Factorization • Algebraic fractions

6	Statistics	<i>Form & Personal and cultural expression</i>	<ul style="list-style-type: none"> • Data collection • Graphs and charts • Statistical methods • Discrete and continuous variables • Probability
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Assessed Subject Objectives:

A	Knowing and understanding
<ul style="list-style-type: none"> i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving problems iii. solve problems correctly in a variety of contexts. 	

B	Investigating patterns
<ul style="list-style-type: none"> i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as general rules consistent with findings iii. prove, or verify and justify, general rules. 	

C	Communicating
<ul style="list-style-type: none"> i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations ii. use appropriate forms of mathematical representation to present information iii. move between different forms of mathematical representation iv. communicate complete, coherent and concise mathematical lines of reasoning v. organize information using a logical structure. 	

D	Applying mathematics in real-life contexts
<ul style="list-style-type: none"> i. identify relevant elements of authentic real-life situations ii. select appropriate mathematical strategies when solving authentic real-life situations iii. apply the selected mathematical strategies successfully to reach a solution iv. justify the degree of accuracy of a solution v. justify whether a solution makes sense in the context of the authentic real-life situation. 	

Key Resources:

- Haese and Harris, “MYP for the international student” Year 7 MYP 2

Types of Assessments
<p>Tests and Quizzes</p> <p>Individual and group Presentations</p> <p>Real Life Investigations</p>

Teacher Tips
<p>Show your thinking and show your work, at every opportunity</p> <p>Complete your homework in order to gain enough practice and automaticity</p>

Mathematics expresses values that reflect the cosmos, including orderliness, balance, harmony, logic, and abstract beauty.

Deepak Chopra

MUSIC



The aims of MYP arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	Journey through Harmony	Relationships	<ul style="list-style-type: none"> • Introduction to extended chord progressions and their applications in contemporary music. • Intermediate major and minor chords and scales • Circle of Fifths revision and applications • Music theory (Trinity Grade 2 level) Basics of harmony through Musescore compositions
2	Melody Masters	Connections	<ul style="list-style-type: none"> • Intermediate music theory, chords, arpeggios, major and minor scales. • Musical intervals and their applications in popular music • Musescore tools and tricks • Writing your favorite melody on Musescore • Writing your original melody on Musescore(8 bars)
3	Jazz it Up	Form, Structure	<ul style="list-style-type: none"> • Understanding Jazz music • Introduction to song structure and connecting structures with musical ideas. • Introduction to music analysis of Jazz greats. • Identifying master artists and their work. • Understanding basics of syncopation through rhythm programming in Jazz music
4	Instrument Fair	Communication	<ul style="list-style-type: none"> • Choice of instruments – Guitar, Piano, Drums, Vocals, Bass guitar • Knowing your instrument: Chord spellings, extended chords arpeggios, scales (Rockschool/Trinity) • Presenting your instrument knowledge and skills through presentations and performance. • Compose an original piece using your instrument through a DAW (Digital audio workstation)

Assessed Subject Objectives:

A	Investigating
<ul style="list-style-type: none">i. Investigate a movement or genre in their chosen arts discipline, related to the statement of inquiryii. Critique an art work or performance from chosen movement or genre	

B	Developing
<ul style="list-style-type: none">i. Practically explore ideas to inform the development of a final artwork or performance.ii. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry	

C	Creating/Performing
<ul style="list-style-type: none">i. Create or perform an artwork	

D	Evaluating
<ul style="list-style-type: none">i. Apprise their own artwork or performanceii. Reflect on their development as an artist	

Key Resources:

- Textbook: "Making Music" – Silver Burdett
- Textbook: "General Musicianship" - Roy Bennet
- Textbook: "Investigating Musical Styles" - Roy Bennet
- Online Videos

Types of Assessments
Tests and Quizzes
Individual and group Presentations
Real Life Investigations
Performance

Teacher Tips
Students are encouraged to be open to different musical experiences, improving their listening skills in order to transfer their knowledge to their performance in a more meaningful way.

Don't only practice your art, but force your way into its secrets, for it and knowledge can raise men to the divine.

Ludwig van Beethoven

DRAMA



The aims of MYP arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	Brecht's Epic Theatre	Personal and Cultural Expression	<ul style="list-style-type: none"> • This unit explores the Theatre Practitioner – BRECHT and presenting and creating a piece of Epic Theatre <p>Skills:</p> <ul style="list-style-type: none"> • Epic Theatre • Narrator • 3rd person • signs • Music
2	The Art of Monologue	Identities and Relationships	<ul style="list-style-type: none"> • This unit asks students to create and perform a self written monologue in role (as a famous person in history.) This is a follow on (continuum) of Yr. 7 unit 'Let's Loud) <p>Skills:</p> <ul style="list-style-type: none"> • research of famous person • own monologue writing • Performance skills • Vocal skills

Assessed Subject Objectives:

A	Investigating
The student:	
iii. Investigate a movement or genre in their	

B	Developing
The student:	
iii. Practically explore ideas to inform the	

chosen arts discipline, related to the statement of inquiry

iv. Describe an artwork or performance from chosen movement or genre

development of a final artwork or performance

iv. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry

C	Creating/Performing
<p>The student:</p> <p>ii. Create or perform an artwork</p>	

D	Evaluating
<p>The student:</p> <p>iii. Apprise their own artwork or performance</p> <p>iv. Reflect on their development as an artist</p>	

Key Resources:

- TBA
- Online Videos

Types of Assessments
<p>Tests and Quizzes</p> <p>Individual and group Presentations</p> <p>Real Life Investigations</p> <p>Performance</p>

Teacher Tips
<p>Students are encouraged to be open to different artistic and dramatic experiences, improving their creating and evaluating skills in order to transfer their knowledge to their performance in a more meaningful way.</p>

VISUAL ARTS



The aims of MYP Arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world
- enjoy the art making process

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	Composition – Sketchbook Cover	Creativity <i>Identities and relationships</i>	<ul style="list-style-type: none"> • Design your sketchbook cover.
2	Sculpture in Kusama Style	Aesthetics <i>Personal and cultural expression</i>	<p>This is a teamwork project. Students understand Yayoi Kusama, one of the representative artists of contemporary art, and learn about her background and artistic style, thereby gaining an appreciation for art that significantly differs from traditional painting.</p> <ul style="list-style-type: none"> • Understand Kusama’s background and her signature style; • Research how Kusama presents plant sculptures; • Draw sketches for your own plant; • Create your sculpture with air dry clay and filling like cardboard, used paper, clear type and other materials; • Paint the sculpture.
3	Environmental Systems (IDU)	Change <i>Globalization and Sustainability</i>	<p>This is an IDU project. Students learn about different forms of environmental pollution in science class, gaining a basic concept and understanding. They then use mixed materials to complete their creation. The form of the work is not limited. It can be a painting, a sculpture, an installation, or a video.</p> <ul style="list-style-type: none"> • Understand how pollution change the world; • Research and get more information; • Collect all the material they need; • Create a meaningful artwork (flat or sculpture).
4	Materials & Techniques –	Aesthetics <i>Personal and</i>	<ul style="list-style-type: none"> • Understand pouring painting with artworks;

	Pouring Painting	<i>cultural expression</i>	<ul style="list-style-type: none"> • Observe and learn techniques; • Learn color theory; • Practice and experience.
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Assessed Subject Objectives:

A	Investigating
<ul style="list-style-type: none"> iii. Investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry iv. Critique an art work or performance from chosen movement or genre 	

B	Developing
<ul style="list-style-type: none"> iii. Practically explore ideas to inform the development of a final artwork or performance iv. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry 	

C	Creating/Performing
<ul style="list-style-type: none"> ii. Create or perform an artwork 	

D	Evaluating
<ul style="list-style-type: none"> iii. Apprise their own artwork or performance iv. Reflect on their development as an artist 	

Key Resources:

- The Secret Language of Color (Eckstut & Eckstut – 2013)
- ART, A Brief History (Stokstad & Cothren – 2016)
- Art & Culture (Nicola Barber - 2005)
- Complete Artist’s Manual (Jennings - 2014)
- Artwise 2 Visual Arts 9-10 (Israel – 2011)

Types of Assessments
Research
Process Journal
Critique / Presentation
Studio Work
Commentaries

Teacher Tips
Always give your best, art is not an easy subject but it’s not hard if you try.
Don’t be afraid to take risks.
Relax, release and enjoy your time in the art studio, enjoying is the main goal

The aim of art is to represent not the outward appearance of things, but their inward significance. Aristotle

DESIGN



The aims of MYP Design are to encourage and enable students to:

- Understand the stages of creation using the design thinking cycle.
- Reflect on the UN Sustainable Development Goals (SDGs).
- Engage in the design process for self-expression or in alignment with SDG goals.
- Develop an appreciation for art and design.
- Connect knowledge from different disciplines to design and problem-solving using the design cycle.
- Effectively use technology to access, process, and communicate information.
- Model and create solutions to real-world problems.
- Recognize the impact of design innovations on society, the environment, and global life.
- Act with integrity, responsibility, and effective working practices.
- Collaborate effectively and contribute as a team member.

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	Creating Original Comic Books	<p>KC: Creativity</p> <p>RC: Narrative, Visual Communication</p> <p>GC: Personal and Cultural Expression</p>	<p>In this unit, students will explore the art and craft of comic book creation, focusing on storytelling through visual and textual elements. They will learn about the structure of comic books, including panel layout, character development, and dialogue. Students will have the opportunity to create their own original comic books, from conceptualizing a storyline and designing characters to finalizing their artwork. The unit emphasizes both creativity and critical thinking, encouraging students to use comic books as a means of personal expression and communication.</p> <p>Possible Project Ideas:</p> <ul style="list-style-type: none"> • Comic Book Creation: Develop an original comic book that includes a unique storyline, well-developed characters, and a cohesive visual

			<p>style.</p> <ul style="list-style-type: none"> • Character Design: Create detailed character profiles and illustrations for a comic book, including character backgrounds and motivations. • Storyboarding: Design a storyboard for a comic book, outlining key scenes, panel layouts, and dialogue. • Comic Book Review: Analyze existing comic books to understand different styles, genres, and storytelling techniques, and present findings in a written or multimedia format. • Collaborative Comic: Work in teams to create a collaborative comic book, allowing for multiple artistic styles and storytelling approaches.
<p>2</p>	<p>Constructing Knowledge: The Power of Lego Play in Design</p>	<p>KC: Creativity RC: Innovation, Play GC: Personal Expression</p>	<p>Students explore the concept of play as a tool for creative thinking and design. Using LEGO, they investigate how play can facilitate learning and innovation in various fields, such as architecture, engineering, and product design. Through collaborative activities, students will experiment with different LEGO constructions, analyze their designs, and reflect on how playful exploration can lead to the discovery of new cognitive pathways and design ideas. The unit emphasizes the importance of integrating play into learning processes to foster innovative thinking.</p> <p>Possible Project Ideas:</p> <ol style="list-style-type: none"> 1. LEGO Design Challenge: Teams create a LEGO structure that solves a real-world problem (e.g., building

			<p>a bridge, designing a sustainable house, or creating a vehicle).</p> <ol style="list-style-type: none"> 2. Storytelling Through LEGO: Develop a narrative or storyboard using LEGO constructions to communicate a complex concept or historical event. 3. LEGO Innovation Lab: Students redesign an everyday object using LEGO bricks to enhance its functionality or aesthetic appeal. 4. LEGO Workshop for Learning: Plan and facilitate a workshop for younger students on how to use LEGO for creative thinking and problem-solving.
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Assessed Subject Objectives:

A	Inquiring and Analysing
<ol style="list-style-type: none"> i. explains and justifies the need for a solution to a problem ii. constructs a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem independently iii. analyses a group of similar products that inspire a solution to the problem iv. develops a design brief, which presents the analysis of relevant research. 	

B	Developing Ideas
<ol style="list-style-type: none"> i. develops a design specification which outlines the success criteria for the design of a solution based on the data collected ii. presents a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be correctly interpreted by others iii. presents the chosen design and outlines the reasons for its selection with reference to the design specification iv. develops accurate planning drawings/diagrams and outlines requirements for the creation of the chosen solution. 	

C	Creating the Solution
<ol style="list-style-type: none"> i. constructs a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrates excellent technical skills when making the solution iii. follows the plan to create the solution, 	

D	Evaluating
<ol style="list-style-type: none"> i. describes detailed and relevant testing methods, which generate accurate data, to measure the success of the solution ii. explains the success of the solution against the design specification based on authentic product testing iii. describes how the solution could be 	

which functions as intended and is presented appropriately

iv. explains changes made to the chosen design and plan when making the solution.

improved

iv. describes the impact of the solution on the client/target audience.

Key Resources:

- Your imagination, your surroundings, teachers, classmates, library, internet.

Types of Assessments
Research Individual and group Presentations Real Life Investigations, Designing and Creation, Display and Exhibition

Teacher Tips
<ul style="list-style-type: none">• Demonstrate Your Thinking and Work: Share your thought process and work at every step of the way.• Embrace Every Outcome: Remember, there's valuable learning in both successful and unsuccessful designs or products.• Value the Journey: The design process itself offers deeper insights and learning experiences than the final product.

You can't use up creativity. The more you use, the more you have. **Maya Angelou**

PHE



The aims of MYP physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	Physical Fitness	Change <i>Orientation in Space & Time</i>	<ul style="list-style-type: none"> • Intro. to fitness principles • Fitness related benchmark tests • Skills related to Health • Fitness Plan • Performance of Plan • Reflection
2	Badminton	Development <i>Identities & Relationships</i>	<ul style="list-style-type: none"> • Intro to rules of badminton • Skills practice • Competition and Participation • Test of performance • Analysis & reflecting on performance
3	Soccer/Football	Change <i>Orientation in Space & Time</i>	<ul style="list-style-type: none"> • Intro to soccer rules and skills • Practice of skills and game simulations • Competition and participation • Performance of skills • Reflections
4	Basketball	Change <i>Orientation in Space & Time</i>	<ul style="list-style-type: none"> • Knowledge check/Glossary • Triple threat • Rebounding • Zone v man to man • Analysis & reflecting on performance

Assessed Subject Objectives:

A	Knowing and Understanding
<ul style="list-style-type: none">i. describe physical and health education factual, procedural and conceptual knowledgeii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situationsiii. apply physical and health terminology effectively to communicate understanding.	

B	Planning for Performance
<ul style="list-style-type: none">i. outline goals to enhance performanceii. design and explain a plan for improving physical performance and health.	

C	Applying and Performing
<ul style="list-style-type: none">i. demonstrate and apply a range of skills and techniquesii. demonstrate and apply a range of strategies and movement conceptsiii. outline and apply information to perform effectively.	

D	Reflecting and Improving Performance
<ul style="list-style-type: none">i. describe and demonstrate strategies to enhance interpersonal skillsii. explain the effectiveness of a plan based on the outcomeiii. explain and evaluate performance.	

Types of Assessments
Tests: Physical testing of specific skills Individual and group Presentations: Collaboration and teamwork Real Life Investigations

Teacher Tips
Show your thinking, show your work, at every opportunity Make an effort no matter what the challenge

*Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity. **John F Kennedy***