



Zhuhai International School

MYP Curriculum Booklet 2024 – 2025

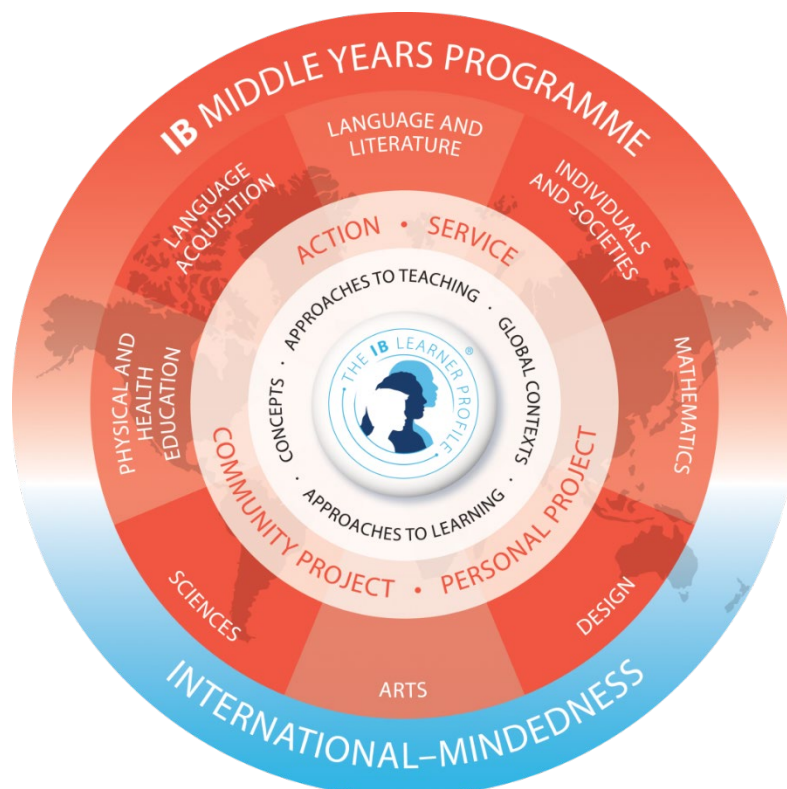


Grade 9

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	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).

		<ul style="list-style-type: none"> • Creative Writing: Write a diary entry from the point of view of a character experiencing a health challenge. • Formative and Summative tasks
<p style="text-align: center;">2</p>	<p>Can words paint a thousand pictures?</p> <p style="text-align: center;">Creativity, Voice, Personal and cultural expressions</p>	<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. • 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
<p style="text-align: center;">3</p>	<p>Is my identity my brand?</p> <p style="text-align: center;">Communication, <i>Message,</i> <i>Scientific and</i> <i>technical</i> <i>innovations</i></p>	<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 rituals and traditions. • Vocabulary in Context: Learn language structures related to giving advice and expressing caution. • Class Survey: Conduct a survey on students' social media use and how it affects their self-perception. • Reflection Writing: Write a short reflection on

	<p>how social media influences personal identity</p> <ul style="list-style-type: none"> • Formative and Summative tasks
<p>4</p>	<p>Can we sustain the planet?</p> <p>Communication, Argument, Globalization and sustainability <i>Time</i></p> <ul style="list-style-type: none"> • What is sustainability? <ul style="list-style-type: none"> • What natural system creates life on our planet? • 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 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
<p>5</p>	<p>Why twenty-first century skills?</p> <p>Connection, Context, Scientific and technical innovation</p> <ul style="list-style-type: none"> • What are twenty-first century skills? <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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
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Assessed Subject Objectives:

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

B	Reading
<ol 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
<ol style="list-style-type: none"> 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
<ol style="list-style-type: none"> 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, Ana De Castro, Zara Kaiserimam*
- Online resources: ReadTheroy, IXL, written and visual multi-modal texts.
<https://www.raz-plus.com>

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 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 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	Why twenty-first century skills?	Connections <i>Scientific & Technical Innovation</i>	<ul style="list-style-type: none"> • Is education necessary to become successful in life? • What does a twenty-first century education look like? • Discussions and presentations • Creating education quotes • Developing a pitch • Note taking and summarizing main points • Analysing/writing poetry • Formal letters and essays • Understanding command terms • Grammar focus
2	Can we sustain the planet?	Communication <i>Globalization and sustainability</i>	<ul style="list-style-type: none"> • What is sustainability? • Positive contributions people, organizations and countries can make • Quizzes and discussions • Creating leaflets for advertising • Research terminology • Develop multimodal presentations • Write a script

		<ul style="list-style-type: none"> • Create interview questions • Argumentative essays • Understanding command terms • Grammar focus
3	<p>What determines health?</p> <p><i>Culture, Identities and Relationships</i></p>	<ul style="list-style-type: none"> • What determines health and well-being? • Who dictates the guidelines of what is healthy? • Evaluate resources • Explore informative and persuasive texts • Structure information in summaries and reports • Explore idiomatic expressions • Use Venn diagrams to compare and contrast information • Presentations • Read critically and analyse texts • Conduct interviews • Understanding command terms • Grammar focus
4	<p>Can words paint a thousand pictures?</p> <p><i>Creativity Personal and Cultural Expression</i></p>	<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? • Think-pair-share activities • Exploring extracts from novels • Researching writing careers • Discussions and presentations • Exploring specific words that create sensory images • Watching film trailers and finding similarities between visual multi-modal and written multi-modal texts • Mnemonics • Developing a plot for a story • Exploring figurative language and poetry slams • Understanding command terms • Grammar focus
5	<p>Assess prep</p>	<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
<ul style="list-style-type: none"> • identify explicit and implicit information (facts, opinions, messages supporting details) in a wide variety of simple and some complex authentic texts • analyse conventions in a wide variety of simple and some complex authentic texts • analyse connections in a wide variety of simple and some complex authentic texts 	

B	Reading
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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 4/5, Phases 3-6: English Language Acquisition, Hodder Education
- Grammar workbooks (Reading explorer/Think)
- <https://www.readtheory.com>
- <https://www.ixl.com>
- <https://www.razplus.com>
- Poetry
- Various written and visual multi-modal texts

Teacher Tips
<p>All summative tasks are done in class without dictionaries or computers –study the words, phrases, formats and grammar taught.</p> <p>Ensure that you understand what information/action the command terms require of you and how to structure your responses accordingly.</p> <p>Enhance your learning by keeping organised notes.</p> <p>Speak and read English at every opportunity.</p>

CHINESE

Language Acquisition



PHASES 2 and 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 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	The holiday is over	Communication <i>Orientation in Space & Time</i>	<ul style="list-style-type: none"> • Vocabulary: transportation, timetables and maps • Grammar: present simple, present continuous, auxiliary verbs, explaining preference • Skills: designing a poster and delivering a speech about the holiday; short essay
2	I’m learning Chinese in school!	Culture <i>Identities & Relationships</i>	<ul style="list-style-type: none"> • Knowledge: dialects and accents in Chinese, countries and languages • Vocabulary: parts of Chinese • Conceptual: advantages of learning a language
3	You are what you eat	Connections <i>Globalization & Sustainability</i>	<ul style="list-style-type: none"> • Vocabulary: food, cooking, different ingredients from around the world • Conceptual: food connects people across cultures; what you can do to support the organic movement
4	Facing “me”	Creativity <i>Orientation in Space & Time</i>	<ul style="list-style-type: none"> • Vocabulary: fashion, clothing, parts of the body • Conceptual: self-expression and a sense of belonging • Skills: writing a comparative essay; writing a personal statement

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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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:

- 《轻松学中文 Easy steps to Chinese》
- 《轻松学汉语 Chinese Made Easy》
- 《凤凰汉语》
- 《IB 中学项目 MYP 中文语言习得教学实例》
- YouTube

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 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
- 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.

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	Types of texts: Postcard, blog, letters 1. Compare different cultures and show personal opinions by multiple medias.
3	Smart life	Creativity Scientific and technical innovation	1. Vocabulary: scientific products 2. Grammar: persuasive terms, modal particles 3. Skills: writing a booklet
4	China in my eyes	Communication <i>Orientation in time and space</i>	i. Words about different periods of China. ii. 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 & 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	Towards Equality and Fairness	Communication <i>Personal and Cultural Expression</i>	<ul style="list-style-type: none"> • Poetic techniques; poetic commentary • Persuasive techniques • Stylistic devices; literary devices • Emotive expressions and techniques • Exploring issues poets are moved to protest about
2	Advertising and Political Propaganda	Creativity <i>Scientific and Technical Innovation</i>	<ul style="list-style-type: none"> • Media perspectives [bias, subjectivity, objectivity] • Persuasive techniques; audience engagement • Satire • Advertisements; speeches; news articles
3	My Prerogative?	Communication <i>Fairness and Development</i>	<ul style="list-style-type: none"> • Rights and responsibilities; • Impactful communication; • War poetry; • Comparison and contrast
4	Healthy Relationships	Connections <i>Identities and Relationships</i>	<ul style="list-style-type: none"> • Shakespeare • Personal responsibility • Perceptions of healthy relationship • Sonnets • Truth vs. deception; appearance and reality • Research; essay writing
5	World Literature	Communication <i>Orientation in Time and Space</i>	<ul style="list-style-type: none"> • Literary analysis • Theme development • Historical context • Structure of a novel • Point of view • Research and reflection

Assessed Subject Objectives:

A

Analysing

B

Organizing

- 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.

- 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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:

- Protest Poetry
- *Animal Farm*
- War Poetry; *All Quiet on the Western Front*

- *Much Ado About Nothing*
- *One Day in the Life of Ivan Denisovitch*
- *Death of a Salesman*

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

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

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 & 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	The power of Communication	Perspective <i>Personal and cultural expression</i>	<ul style="list-style-type: none"> • Critical thinkers can communicate their point of view and imply audience imperatives to persuade audience • Argumentative Writing
2	Protecting our environment	Communication <i>Globalization and sustainability</i>	<ul style="list-style-type: none"> • Human activities and nature are interconnected and language style in texts has influence on readers. • Expository writing • Writing proposal
3	Open mindedness without fear	Creativity Fairness and development	<ul style="list-style-type: none"> • The authors convey their views through different genres and discusses the issues of how human beings overcome unfairness • Creative writing
4	Explore the Future World	Connections <i>Scientific and technical innovation</i>	<ul style="list-style-type: none"> • Views on the future world can be expressed through the author's unique communication methods, with unique genre and intertextual characteristics, allowing readers to communicate with the author. • Creative writing • Writing commentary

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 coherent and logical manner
iii.	use referencing and formatting tools to create a presentation style suitable to the context and intention.

C	Producing Text
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.

D	Using Language
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:

《虎妈战歌》 《小别离》 《寂静的春天》 《最蓝的眼睛》 《亲爱的安吉维拉》
《猫城记》

Types of Assessments
Individual and group Presentations
Making PPTs
Interview
Making Poster
Essay Analysis
Writing Essay, Poetry, News report

Teacher Tips
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	Why do individuals form social groups?	Time, place, and space <i>Orientation in space and time</i>	<ul style="list-style-type: none"> • Find out about the ways we study Individuals and Societies. • Explore concepts that help explain the relationships between individuals and societies. • Take action by discussing how our society has changed in positive and negative ways.
2	Why are empires formed?	Systems <i>Identities and relationships</i>	<ul style="list-style-type: none"> • Find out: <ul style="list-style-type: none"> ○ some definitions of empire ○ why empires form ○ the factors that led to the formation of empires. • Explore: <ul style="list-style-type: none"> ○ the importance of military conquest in empire formation ○ the role of technology and innovation in creating empires ○ economic reasons why empires expand ○ the effects of climate change on the formation of empires. • Take action by researching two modern multi-ethnic states and comparing their formation to historical empires.
3	How do empires work?	Global interactions <i>Personal and cultural expression</i>	<ul style="list-style-type: none"> • Find out the common challenges faced by some of the world's empires. • Explore the reasons why empires are challenged both internally and externally, and how some of the world's empires faced challenges to their rule, both from within the empire and outside it. • Take action by investigating how some states handle internal and external crises today.

4	<p>What impact do humans have on natural environments?</p> <p>Time, place & space <i>Globalisation & sustainability</i></p>	<ul style="list-style-type: none"> • Find out: about the characteristics of major natural environments. • Explore: <ul style="list-style-type: none"> ○ how human actions can threaten natural environments ○ the delicate balance between using Earth's resources and preserving natural environments. • Take action by raising awareness of how humans are using the Earth unsustainably and by promoting sustainable use.
5	<p>How do empires fall?</p> <p>Change <i>Scientific & technical innovation</i></p>	<ul style="list-style-type: none"> • Find out how and why empires fail. • Explore: <ul style="list-style-type: none"> ○ the extent to which the natural world, conquest and internal change affect empires ○ the consequences of an empire's collapse. • Take action by investigating one system in our own country that needs improvement
6	<p>How do we decide what we want to produce?</p> <p>Systems <i>Personal and cultural expression</i></p>	<ul style="list-style-type: none"> • Find out how the market system works under capitalism to allocate limited resources. • Explore different markets for goods and services and how they might (or might not) allocate resources effectively. • Take action by using film in a creative way to campaign for the reduction of plastic pollution.

Assessed Subject Objectives:

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

B	Investigating
<ol style="list-style-type: none"> formulate a clear and focused research question and justify its relevance formulate and follow an action plan to investigate a research question use research methods to collect and record relevant information evaluate the process and results of the investigation. 	

C	Communicating
<ol style="list-style-type: none"> communicate information and ideas using an appropriate style for the audience and purpose structure information and ideas in a way that is appropriate to the specified format document sources of information using a recognized convention. 	

D	Thinking Critically
<ol style="list-style-type: none"> discuss concepts, issues, models, visual representation and theories synthesize information to make valid arguments analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations interpret different perspectives and their implications. 	

Key Resources:

- MYP by Concept 4&5 Individuals and Societies by Andy Dailey et al
- Infobase and Encyclopaedia Britannica databases: School Library
- In class documents and materials provided by the teacher in physical format or digitally through *ManageBac* for download under files

Types of Assessments	Teacher Tips
Research skills and referencing of sources. Essay writing development Critical thinking E-Assessment written and electronic examinations	Focus on the task and follow instructions. Turn in work on time. Remember to cite your resources - always. Be proactive and ask questions.

Politeness is the flower of humanity. - Joseph Joubert

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>Orientation in space and time</i>	<ul style="list-style-type: none">• Planning an investigation• Analysing and evaluating
2	Biology	Change <i>Fairness and development</i>	<ul style="list-style-type: none">• Reproduction• Genetics• Evolution
3	Chemistry	Systems <i>Identities and relationships</i>	<ul style="list-style-type: none">• Compounds & Chemical Reactions• Reaction Type• Reaction Rate
4	Physics	Relationships <i>Scientific and technical innovation</i>	<ul style="list-style-type: none">• Force & Motion• Waves and the Electromagnetic spectrum• Energy transfers & transformations
5	Environmental Systems	Change <i>Globalization and sustainability</i>	<ul style="list-style-type: none">• Population growth• Climate change• Pollution• Using resources

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 scientific 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)

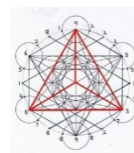
Types of Assessments
<p>Tests and Case studies</p> <p>Individual and group presentations</p> <p>Laboratory Investigations</p>

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 textbooks 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 G9 Math
1	Irrational Numbers and Venn Diagrams	Logic & <i>Scientific and technical innovation</i>	<ul style="list-style-type: none"> • Number sets • Linear inequalities • Radicals • Sets and Venn diagrams
2	2D Geometry and Coordinate Geometry	Relationships & <i>Scientific and technical innovation</i>	<ul style="list-style-type: none"> • Coordinate geometry
3	Exponents and Exponential Functions	Relationships & <i>Globalization and sustainability</i>	<ul style="list-style-type: none"> • Indices • Exponential equations • Measurement • Significant figures
4	Quadratic Equations	Form & <i>Globalization and sustainability</i>	<ul style="list-style-type: none"> • Quadratics • Simultaneous equations
5	Trigonometry and Mensuration	Logic & <i>Personal and cultural expression</i>	<ul style="list-style-type: none"> • Trigonometry • Rules of Sine & Cosine • Mensuration
6	Statistics	Logic & <i>Identities and relationships</i>	<ul style="list-style-type: none"> • Statistics • Central tendencies • Analysis of spread

Assessed Subject Objectives:

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

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

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

D	Applying mathematics in real-life contexts
<ol style="list-style-type: none">i. identify relevant elements of authentic real-life situationsii. select appropriate mathematical strategies when solving authentic real-life situationsiii. apply the selected mathematical strategies successfully to reach a solutioniv. justify the degree of accuracy of a solutionv. 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 9 MYP 4

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

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

Neglect of mathematics works injury to all knowledge, since he who is ignorant of it cannot know the other sciences or the things of the world.

Roger Bacon

VISUAL ARTS



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

- Develop your aesthetics and artistic taste
- Explore art in nature and around us
- Research artists, their lives and artistic journeys
- Self-explore and reflect
- Create and self-express without fear
- enjoy the process of making 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 yourself and the world.

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	Exploring Self-Portraits	KC: Identity RC: Expression, Representation GC: Identities and Relationships	<p>In this unit, students will delve into the art of self-portraiture, examining how artists use various techniques, styles, and mediums to explore and express their identities. They will study self-portraits from different historical periods and cultural contexts, reflecting on how personal and societal influences impact the portrayal of the self. Through a series of practical activities and projects, students will create their own self-portraits, experimenting with different artistic methods and materials to convey their unique perspectives, emotions, and identities.</p> <p>Possible Project Ideas:</p> <ol style="list-style-type: none">1. Abstract Self-Portrait: Develop an abstract self-portrait that uses color, shape, and texture to represent your inner emotions and personality traits.2. Mixed Media Self-Portrait: Combine different materials (e.g., photographs, fabric, found objects) to create a self-portrait that conveys

	<p>multiple layers of your identity.</p> <ol style="list-style-type: none"> 3. Cultural Self-Portrait: Research self-portraits from a particular culture or historical period and create a self-portrait that integrates those stylistic or thematic elements. 4. Digital Self-Portrait: Use digital tools and software to create a self-portrait that explores contemporary themes of identity in the digital age, such as social media influence or virtual identity.
<p>2</p>	<p>Street Graffiti Art: The Voices of the Urban Landscape</p> <p>KC: Culture</p> <p>RC: Aesthetics, Interpretation</p> <p>GC: Personal and Cultural Expression</p> <p>In this dynamic unit, students will explore the powerful, expressive world of Street Graffiti Art—a movement born on city walls and urban spaces as a voice for the people. Emerging from a blend of social activism and artistic expression, graffiti art represents the stories, struggles, and passions of urban life, often using vibrant colors, bold lettering, and symbolic imagery to speak truth to power. Students will examine the evolution of graffiti, its cultural and political roots, and how it challenges traditional notions of art by occupying public spaces. Through hands-on projects, students will develop their own graffiti-inspired works, learning techniques in spray paint, stenciling, and digital manipulation to convey messages of social change, personal identity, and community.</p> <p>Possible Project Ideas:</p> <ol style="list-style-type: none"> 1. Tagging Identity: Create a personalized graffiti tag that reflects your unique identity, culture, or values. Experiment with stylized lettering, colors, and symbols to make a powerful visual statement about who you are. 2. Social Justice Stencil: Design a stencil artwork that addresses a social or environmental issue, using layering and texture to convey the urgency or depth of your message. This project emphasizes the role of graffiti in activism.

	<ol style="list-style-type: none"> 3. Cityscape Mural: Collaborate with classmates to paint a large mural depicting the essence of your city or neighborhood, highlighting its history, diversity, or challenges. Incorporate elements like urban landmarks, popular phrases, or local icons. 4. Digital Graffiti Collage: Use digital tools to create a layered graffiti collage, combining images, text, and symbols from pop culture and personal experiences. This piece could represent the complexity and diversity of urban culture. 5. Public Installation Art: Develop a three-dimensional street art installation inspired by graffiti artists who transform public spaces. Using materials like cardboard, wood, or found objects, make a statement on a current social issue or community need.
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Assessed Subject Objectives:

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

B	Developing
<ol 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
<ol style="list-style-type: none"> i. Create or perform an artwork 	

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

Types of Assessments

Research
Process journal
Critique / Presentation
Studio work
Written work

Teacher Tips

- **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 art.
- **Value the Journey:** The art process itself offers deeper insights and learning experiences than the final product.

Key Resources:

<https://www.latrobe.edu.au/library>

<https://libguides.unomaha.edu/art/free>

Feet, what do I need them for if I have wings to fly. - Frida Kahlo

MUSIC



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

- create and present original music as an art form
- develop musical skills via theory, aural, and practical application
- incorporate music technology when applicable
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between music, history, and stylistic contexts
- respond to and reflect on art through music analysis, composition, and arranging
- deepen their awareness and understanding of the world through music.

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	A Firm Foundation	Identity	<ul style="list-style-type: none"> • Fundamentals of music theory including notes, note values, treble clef, bass clef, major and minor chords. • Intermediate level of reading and writing music on the staff using music notation software Musescore. • Study of instrument families in the orchestra. Basics of music analysis based on master artists' works including Bach, Mozart, Beethoven and modern composers like Schroenberg. • Studying major and minor scales and arpeggios and using them to compose original music pieces. •
2	The World of Cinema	Expression and Audience	<ul style="list-style-type: none"> • The study of Film Scores and how movies implement Music with visuals. • Sound Design / Recording / Editing • Learning music making apps like Bandlabs, Soundtrap, Garageband, music notation software Musescore • Creating a Movie Short with original music composition and sound design.
3	The Musical world of Gaming	Systems Audience	<ul style="list-style-type: none"> • Understanding the music genres like EDM, Trap, Rock and Dubstep for Playstation games • Analysing the best of gaming music by Yoko Shimomura, Jeremy Soule, Yuzo Koshiro and Grant Kirkhope through elements of music. • The use of digital audio workstations to create

original compositions for a gaming competition.

- Peer review and critique of music for games.

Assessed Subject Objectives:

A Investigating

- Investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry
- Critique an artwork or performance from chosen movement or genre

B Developing

- Practically explore ideas to inform the development of a final artwork or performance
- Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry

C Creating/Performing

- Create or perform an artwork

D Evaluating

- Apprise their own artwork or performance
- Reflect on their development as an artist

Key Resources:

- “MYP Music by Concept”: Samuel Wright
- Textbook: “Making Music” – Silver Burdett
- Textbook: “General Musicianship” - Roy Bennet
- Textbook: “Investigating Musical Styles” - Roy Bennet
- Online Videos

Types of Assessments

A range of assessments will be utilized:
Tests and Quizzes
Individual and group
Presentations and Performances
Real Life Investigations
Arts Process Journal (APJ)

Teacher Tips

Students are encouraged to be open to different musical experiences. Trust in the process of developing their own authentic journey as an artist. Development of musical knowledge will lead to fluency and creative freedom in a meaningful way.

*Music gives a soul to the universe, wings to the mind,
flight to the imagination, and life to everything. - Plato*

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	Augusto Boal – Theatre of the Oppressed	Personal and Cultural Expression	<ul style="list-style-type: none"> • This unit explore the ability to understanding and practically explore the practitioner Boal & Theatre of the Oppressed Exploring key features of the genre understanding of the explorative skills performance experience <p>Skills:</p> <ul style="list-style-type: none"> • Forum Theatre • Invisible Theatre • Newspaper Theatre • Boal exercises • I movie
2	Alice in Wonderland – introduction to Physical Theatre	Identities and Relationships	<ul style="list-style-type: none"> • This unit will develop student’s body and physical interest in why and how drama can develop creatively and also changed themselves and of others that witness their performance. (Continuum of Yr. 8 Commedia unit) <p>Skills:</p> <ul style="list-style-type: none"> • Viewpoints • Anne Bogart • 7 levels of tension • Physical Theatre

Assessed Subject Objectives:

A	Investigating
The student:	
iii.	Investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry
iv.	Describe an artwork or performance from chosen movement or genre

B	Developing
The student:	
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
The student:	
ii.	Create or perform an artwork

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

Key Resources:

- TBA
- 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 artistic and dramatic experiences, improving their creating and evaluating skills in order to transfer their knowledge to their performance in a more meaningful way.

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	Playful Packaging: Designing Sustainable and Functional Packages	<p>KC: Sustainability</p> <p>RC: Function, Resources</p> <p>GC: Globalisation, Sustainability</p>	<p>In this unit, students will explore the environmental impact of packaging materials and design practices. They will learn about sustainable materials, design principles, and techniques to create packaging that minimizes waste while maintaining functionality and aesthetics. Students will analyze current packaging designs, identify areas for improvement, and develop their innovative packaging solutions. This unit will emphasize creativity and critical thinking, encouraging students to think about sustainability from a design perspective and consider how their choices impact the environment.</p> <p>Possible Project Ideas:</p> <ol style="list-style-type: none"> Designing Sustainable Packaging: Students create biodegradable, reusable, or recyclable packaging for a specific product (e.g., food items, consumer goods, electronics). Redesigning Existing Packaging: Analyze and redesign an existing product's packaging to reduce its

	<p>environmental footprint, such as using less material, optimizing for transport, or incorporating smart design elements.</p> <ol style="list-style-type: none"> 3. Packaging for the Future: Develop a futuristic packaging solution that addresses a specific environmental challenge (e.g., ocean pollution, microplastics). 4. Sustainability in Action Workshop: Organize a workshop for peers or a local community on sustainable packaging design and its importance.
<p>2</p>	<p>Experimenting and Creating Media: Music Videos</p> <p>KC: Communication</p> <p>RC: Innovation, Perspective</p> <p>GC: Personal and Cultural Expression</p> <p>In this unit, students will explore the dynamic world of music video production, learning how to combine visual storytelling with music to create a compelling narrative or convey a specific message. They will examine different styles, genres, and techniques used in music videos, analyzing how visual elements like cinematography, editing, and special effects enhance the music and contribute to the overall impact. Students will experiment with various media tools and software to create their own music videos of their own school band, emphasizing creativity, technical skills, and effective communication of ideas.</p> <p>Possible Project Ideas:</p> <ol style="list-style-type: none"> 1. Original Music Video Production: Create an original music video for a chosen song, focusing on visual storytelling techniques that enhance the music's mood, message, or theme. 2. Cultural Fusion Music Video: Produce a music video that blends different cultural influences, reflecting how global perspectives can be integrated into media production. 3. Behind the Scenes Documentary: Film a short documentary showing the process of creating a music video, including concept development, shooting, editing, and

	reflection on creative choices.
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Assessed Subject Objectives:

A	Inquiring and Analysing
<ol style="list-style-type: none"> i. explain and justify the need for a solution to a problem for a specified client/target audience ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem iii. analyse a range of existing products that inspire a solution to the problem iv. develop a detailed design brief which summarizes the analysis of relevant research. 	

B	Developing Ideas
<ol style="list-style-type: none"> i. develop a design specification which clearly states the success criteria for the design of a solution ii. develop a range of feasible design ideas which can be correctly interpreted by others iii. present the final chosen design and justify its selection iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution. 	

C	Creating the Solution
<ol style="list-style-type: none"> i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended iv. fully justify changes made to the chosen design and plan when making the solution. 	

D	Evaluating
<ol style="list-style-type: none"> i. design detailed and relevant testing methods, which generate data, to measure the success of the solution ii. critically evaluate the success of the solution against the design specification iii. explain how the solution could be improved iv. explain the impact of the solution on the client/target audience. 	

Key Resources:

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

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

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	Development Identities & Relationships	<ul style="list-style-type: none"> • Intro to Fitness Topics and Strategies • Healthy Lifestyle choices • Fitness Plan and Performance • Reflection of Performances
2	Basketball	Communication <i>Personal & Cultural expression</i>	<ul style="list-style-type: none"> • Intro to Basketball/Glossary • Ball familiarization & handling • Stance & protecting the ball • Passing & movement • Analysis & reflecting on performance
3	Softball	Communication Personal and cultural expression – The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values	<ul style="list-style-type: none"> • Skills and techniques to be explicitly taught – hitting, pitching, catching, fielding, short throws, long throws, relay throws, base running • Rules – strikes, balls, base running, tagging, scoring • Communication – verbal and non-verbal cues • Designing and executing plays – what goes into a play, how to communicate a play to a teammate, how to use nonverbal and verbal cues effectively, when certain plays should be used, how to understand what is being asked of you.
4	Badminton	Relationships <i>Personal & Cultural Expression</i>	<ul style="list-style-type: none"> • Intro Badminton rules • Skill practice & familiarization • Serving and hitting • Competition and participation • Analysis & reflecting on performance

Assessed Subject Objectives:

A	Knowing and Understanding
<ul style="list-style-type: none">i. explain physical and health education factual, procedural and conceptual knowledgeii. apply physical and health education knowledge to analyse 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. develop goals to enhance performanceii. design, explain and justify a plan to improve physical performance and health.	

C	Applying and Performing
<ul style="list-style-type: none">i. demonstrate and apply a range of skills and techniques effectivelyii. demonstrate and apply a range of strategies and movement concepts effectivelyiii. analyse and apply information to perform effectively.	

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

It is health that is real wealth and not pieces of gold and silver.

Mahatma Gandhi