



Zhuhai International School

MYP Curriculum Booklet 2024 – 2025

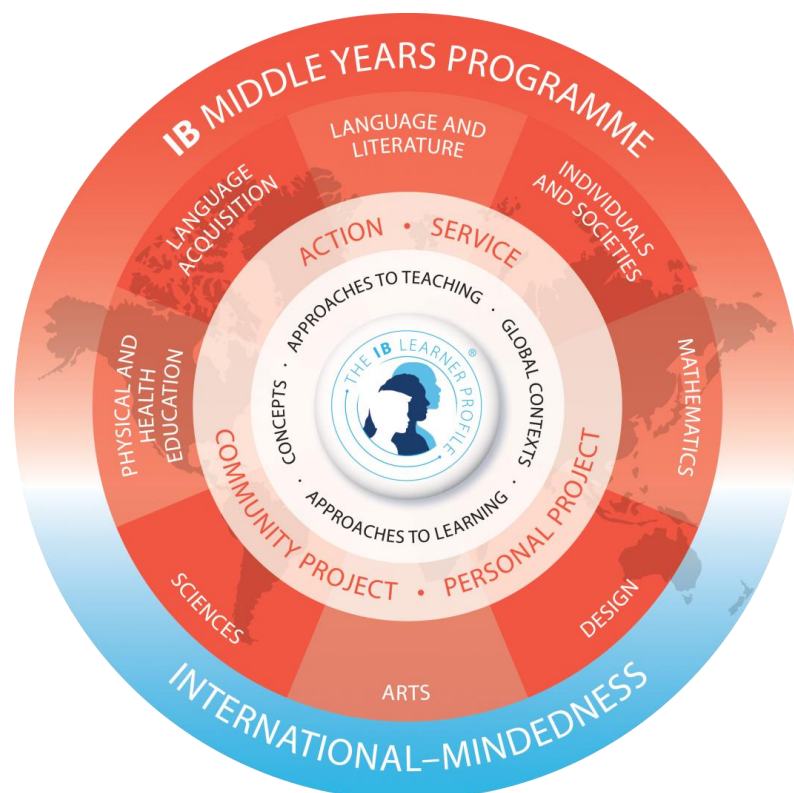


Grade 6

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 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 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	Am I ready for the real world?	Connections, <i>Identities and Relationships</i>	<ul style="list-style-type: none"> • What kind of learner are you? • What is the IB learner profile? • How to make connection with the real world? • The approaches to learning (ATL) • Obtain basic listening /reading /grammar strategies • Write a reflection • Discussions and presentations
2	What's that you said?	Communication, <i>Personal and cultural expressions</i>	<ul style="list-style-type: none"> • What is slang? • How much is a slang in my language and how acceptable is its usage? • What's the relationship between slang and culture? • Activities with street language/dialects • Writing with first person • Recognize formal and informal language features • Discussions and presentations • Obtain basic listening /reading /grammar strategies • Appreciate song lyrics and poems • Discussions and presentations
3	How can we overcome difficult	Communication, <i>Identities and Relationships</i>	<ul style="list-style-type: none"> • What is leadership and what does it mean to be a risk-taker?

	challenges?		<ul style="list-style-type: none"> • How do you develop leadership skills? • Discussions and presentations • Analyse the online videos • Write your story and reflection • Activities about interviewing • Obtain basic listening /reading /grammar strategies • Take effective notes in class • Summative tasks
4	Can we travel through writing?	<i>Creativity, Orientation in Space and Time</i>	<ul style="list-style-type: none"> • What are the conventions of travelling writing? • What is a travel journal? • What do we gain from travel writing? • Discussions and presentations • Reading comprehension • Analyse the online videos and draw conclusion • Research and write a travel journal • Reading comprehension • Make inferences and draw conclusion
5	Is tradition worth preserving?	<i>Culture, Fairness and development</i>	<ul style="list-style-type: none"> • What is a tradition? • How are traditions created? • How can traditions help us develop a sense of personal and cultural identity? • Discussions and presentations • Reading comprehension • Analyse the online videos and draw conclusion • Obtain basic listening /reading /grammar strategies • Distinguish between facts and opinions

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 authentic texts ii. analyse conventions in a wide variety of simple authentic texts iii. analyse connections in a wide variety of simple 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 authentic texts ii. analyse conventions in a wide variety of simple authentic texts. iii. analyse connections in a wide variety of simple 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 cohesive devices iv. communicate all the required information with a clear sense of audience and purpose to suit the context 	

Key Resources:

English: MYP by Concept 3 Phases 1-6, Ana de Castro, Zara Kaiserimam

Online resources: ReadTheory, 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 c dictionaries or computers the words, phrases and gr unit
Speaking English in class i: good grade for Speaking (
Read, read, read as many from our library.

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

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	Am I ready for the real world?	Connections, Identities and Relationships	<ul style="list-style-type: none"> • Which skills should I develop? Why? How? • What is my personal approach to learning and how does it help me to become a lifelong learner? • Discuss quotes • Research career opportunities and take action • Explore your learner profile attributes • Explore and design logos • Use Venn diagrams to compare and contrast information • Create word clouds • Presentations • Read critically and analyse texts • Write descriptive essays and reflections • Understanding command terms

			<ul style="list-style-type: none"> • Grammar focus
2	How can we overcome difficult challenges?	Communication, <i>Identities and Relationships</i>	<ul style="list-style-type: none"> • Why do some people take risks and engage in extreme activities? • Explore different leadership styles and take action • Narrative writing: Write your story, change history • Analyse written and visual multi-modal texts • Develop and complete surveys • Write reflections • Conduct interviews • Research world leaders and present findings • Discuss the purpose of a school council • Create agendas and minutes of meetings • Analyse book covers • Write acrostic poems • Annotate • Understanding command terms • Grammar focus
3	Can we travel through writing?	Creativity, <i>Orientation in Space and Time</i>	<ul style="list-style-type: none"> • What are the conventions of travel writing? • Continue the legacy of travel writing by producing your own work within the genre • Analyse written and visual multi-modal texts • Discuss the audience and purpose of a text. • Conventions of different text types • Use photographs/images as writing inspiration • Read critically and for information to share • Create brochures • Compare and contrast travel writing today vs in the past • Research task • Conventions of a travel blog • Understanding command terms • Grammar focus
4	How do you see the world?	Communication, <i>Scientific and Technical Innovation</i>	<ul style="list-style-type: none"> • How does your brain work? Learn about the different ways in which we perceive the world. • Develop empathy through your exposure to literature and art • Design awareness campaigns for neurodiversity • Ask “what-if” questions • Do scientific research and present findings • Student-led teaching activities and inquiries • Understanding command terms • Grammar focus

5	Exam prep	<ul style="list-style-type: none"> • Review of command terms and content covered throughout the year • Exam format • Exam skills
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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
<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 	

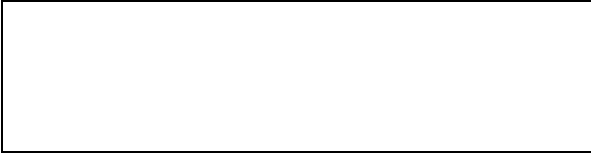
D	Writing
<ul style="list-style-type: none"> i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately iii. organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices iv. communicate all the required information with a clear sense of audience and purpose to suit the context 	

Key Resources:

- MYP by Concept 3: Phases 1-6, Hodder Education
- Grammar workbooks
- <https://www.readtheory.org>
- <https://www.ixl.com>
- Digital resources: written and visual multi-modal texts
- Short stories and novels

Types of Assessments
<p>One-to-one interactive orals</p> <p>Writing 250-400 word texts</p> <p>Reading tests (800-1000 words)</p> <p>Listening/viewing tests</p>

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</p>



notes.
Speak and read English at every opportunity.

Language is the road map of a culture. It tells you where its people come from and where they are going. - Rita Mae Brown

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 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.

1	I am a junior school student!	Communication <i>Personal and cultural expression</i>	<ol style="list-style-type: none"> 1. Vocabulary: words about school life, new friends, and plans 2. Grammar: basic sentence structure, adverbs, separable verb-phrases 3. Skills: writing a plan.
2	My healthy life	Culture Identities and relationships	<ol style="list-style-type: none"> 1. Vocabulary: words about healthy food, activity 2. Grammar: complements, comparative sentence structures, 3. Skills: writing a diary
3	My city tour	Connection <i>Orientation in time and space</i>	<ol style="list-style-type: none"> 1. Vocabulary: cities, traveling words 2. Grammar: persuasive terms, modal particles 3. Skills: writing a letter
4	My modern life	Creativity <i>Scientific and innovation</i>	<ol style="list-style-type: none"> 1. Vocabulary: scientific products, conjunctions 2. Grammar: sentence structures 3. Skills: writing an email

Assessed Subject Objectives:

A	Listening	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 iii. analyse connections in a wide variety of simple and some complex authentic texts		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	D	Writing
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		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》 *Chinese Made Easy*
- 《IB 中学项目 MYP 中文语言习得教学实例》
- YouTube Videos
- Simple reading texts

Types of Assessments	Teacher Tips
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	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 in Zhuhai, 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**

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 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 & <i>Global Context</i>	Content Overview
1	Sketching our lives	Communication <i>Personal and cultural expressions</i>	<ul style="list-style-type: none"> • Students will explore how would travelling to or living in another culture affect world view. • Text types covered: email and blog.
2	Celebrity	Culture <i>Identities and relationships</i>	<ul style="list-style-type: none"> • Students will explore what we can learn about a culture through its artistic expression. • Text types covered: interview.
3	Life on Mars	Connection <i>Orientation in Space and Time</i>	<ul style="list-style-type: none"> • Students will explore an important role in environment protection, and is the key to participation in an interconnected world. • Text types covered: pamphlet.
4	Storytelling	Creativity <i>Technology and scientific innovation</i>	<ul style="list-style-type: none"> • Students will explore how stories form our native language. • Text types covered: Newspaper article

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 complex cohesive devices
viii.	communicate all the required information with a clear sense of audience and purpose to suit the context

Key Resources:

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

Types of Assessments
In-class communication and spontaneous speaking tasks
Writing (Phase 4 200-250, Phase 5 300-400 word texts) without resources, during a regular lesson
Reading tests (Phase 2 800-900 words, Phase 3 900-1000 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 in Zhuhai, around you and from our library

Learning another language is not only learning different words for the same things, but learning another way to think about things.- Flora Lewis

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	Science Fiction	Communication <i>Personal and Cultural Expression</i>	Types of genres; finding facts; understanding sentences; infographics; oral and written language; analyzing a transcript; purposes of different text types
2	Advertising and Political Propaganda	Perspective <i>Identities and Relationships</i>	What are myths and legends; conventions of myths; annotating text; effective summarizing and synthesising
3	Magic	Creativity <i>Personal and Cultural expression</i>	What is a fantasy; reading strategies; predicting, questioning, clarifying, summarizing, connecting and evaluating; characterization; language in context
4	Friends forever?	Communication <i>Identities and relationships</i>	Understand what a friendship is, what a novella is, what an epistolary novel or novella is and the history behind it is, what anti-Semitism is Explore why friendship matters, what learner profiles a good friend should possess, what factors cause a friendship to breakdown, friendships that famous writers have with other writers Debate whether or not propaganda can really change the way we think about the world, whether or not social media and our increasing use of mobile technology is damaging to friendships Investigate ideas related to friendship and epistolary texts
5	Fate vs. Free Will	Connections <i>Identities and Relationships</i>	Introduction to Shakespeare Defining tragedy; irony; fate and free will Analyzing character relationships; themes <i>Romeo and Juliet</i>

6	Do Girls Run the World?	<i>Creativity Personal and Cultural Expression</i>	<p>Identify the first female writer to be published and some of the most important women writers.</p> <p>Explore why women's writing matters, what we can learn about women's history through women's literature and what we can learn from women's poetry.</p> <p>Explore additional texts by Virginia Wolf.</p> <p>Debate whether men and women write differently, why we should read more women's fiction and why certain literary genres are dominated by male writers.</p> <p>Investigate ideas related to women writers.</p>
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Assessed Subject Objectives:

A	Analysing
	<ol style="list-style-type: none"> i. identify and comment upon significant aspects of texts ii. identify and comment upon the creator's choices iii. justify opinions and ideas, using examples, explanations and terminology iv. identify similarities and differences in features within and between texts.

B	Organizing
	<ol style="list-style-type: none"> i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

C	Producing Texts
	<ol style="list-style-type: none"> i. produce texts that demonstrate thought and imagination while exploring 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
	<ol 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:

- *MYP by Concept 1*, Language and Literature-Zara Kaiserimam-Hodder 2018
- Various short stories
- IXL.com

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	Truth, goodness and beauty	Communication Identities and relationships	This unit contains different genres that authors expressing different emotions (family, friendship, love, etc.). Readers will learn to identify writing purposes and word use methods. Feelings and emotions can be expressed through the author's unique communication mode, with unique genre and intertextuality characteristics, so that readers can communicate with the author.
2	What makes a good story?	Creativity Personal and cultural expression	Different perspectives and different cultural perspectives are conveyed in different texts. The imagination that the author produces in the writing inspire reader's imagination in reading, students explore its potential significance.
3	The Little Prince	Connection Orientation in space and time	Students get to understand the elements of the novel: background, theme and characters. Analyse their functions at the easy step. Creative writing and reading activities get involved.
4	Feelings of poetry	Perspective Fairness and Development	Get to understand the stylistic features of poetry: rhythm, imagery, etc. Analyze the way of expressing emotions and thoughts in poetry and make brief evaluations. It involves modern Chinese poetry and ancient poetry.

Assessed Subject Objectives:

A	Analysing	B	Organizing
i.	identify and comment upon significant aspects of texts	i.	employ organizational structures that serve the context and intention
ii.	identify and comment upon the creator's choices	ii.	organize opinions and ideas in a logical manner
iii.	justify opinions and ideas, using examples, explanations and terminology	iii.	use referencing and formatting tools to create a presentation style suitable to the context and intention.
iv.	identify similarities and differences in features within and between texts.		
C	Producing Text	D	Using Language
i.	produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process	i.	use appropriate and varied vocabulary, sentence structures and forms of expression
ii.	make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience	ii.	write and speak in an appropriate register and style
iii.	select relevant details and examples to support ideas.	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:

- 国际文凭中学项目语言与文学 Textbook Year 1 & Year 2
- 《小王子》《皇帝的新装》现代诗歌古代诗歌 等
- 新人教版七年级上册

Types of Assessments	Teacher Tips
Individual and group Presentations	Be on time and prepare for every session
Debate Competition	Show your thinking and show your work at every opportunity
Delivering a Speech	Develop cooperative skills
Making Poster	Making sure take notes every unit
Essays (Analysis, Compare, Writing)	Reading 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	What does it mean to be a global citizen?	Global interaction <i>Globalization and sustainability</i>	<ul style="list-style-type: none"> • The reality of global problems and the power of individuals to make a positive difference. • Major issues facing the world and some of the possible solutions. • How different environments are threatened by human actions including human rights issues that affect children.
2	What we can learn from different civilizations	Change <i>Orientation in space and time</i>	<ul style="list-style-type: none"> • The development of civilizations and how change and innovation influence how we view them today. • Different civilizations that have emerged at different times in history. • Factors that led to the development and innovations of different civilizations. • How historical sites and artefacts can be protected for the future.
3	What do people believe in?	Systems <i>Personal and cultural expression</i>	<ul style="list-style-type: none"> • How belief systems provide guidance and shape identity and culture. • Investigating the beliefs of the major world religions • Discover ways of thinking that are concerned with spiritual powers and ways to promote tolerance.
4	Factors that contribute to the fairness and development of societies.	Global interaction <i>Globalization and sustainability</i>	<ul style="list-style-type: none"> • How access to resources and equality of opportunities can help societies to develop to become fairer places but this is often dependent on global interactions. • Find out about poverty in the world and its consequences. • Factors that contribute to the development of a country. • Reflecting and acting on issues in our local communities.

Assessed Subject Objectives:

A Knowing and

B Investigating

Understanding	
	<ol style="list-style-type: none"> i. use vocabulary in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

Investigating	
	<ol style="list-style-type: none"> i. explain the choice of a research question ii. follow an action plan to explore a research question iii. collect and record relevant information consistent with the research question iv. reflect on the process and results of the investigation.

C	Communicating
	<ol style="list-style-type: none"> i. communicate information and ideas with clarity ii. organize information and ideas effectively for the task iii. list sources of information in a way that follows the task instructions.

D	Thinking Critically
	<ol style="list-style-type: none"> i. identify the main points of ideas, events, visual representation or arguments ii. use information to give an opinion iii. identify and analyse a range of sources/data in terms of origin and purpose iv. identify different views and their implications.

Key Resources:

- Cambridge IGCSE Modern World History
- Individuals and Societies for the IB MYP – Paul Grace – Hodder 2019
- Environmental Systems & Societies - Andrew Davis and Garrett Nagle - Second Edition - Pearson 2015

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

The calling of the humanities is to make us truly human in the best sense of the word.
J. Irwin Miller

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	Being a Scientist	Relationship, <i>Fairness and development</i>	<ul style="list-style-type: none">• Laboratory safety• Planning an investigation• Analysing and evaluating
2	Biology	Systems, <i>Globalisation and Sustainability</i>	<ul style="list-style-type: none">• Classification of living things• Ecosystems
3	Chemistry	Change, <i>Scientific and Technical Innovation</i>	<ul style="list-style-type: none">• Acids and Bases• Particle Theory – Solids, Liquids, Gases
4	Physics	Relationships, <i>Identities and Relationship</i>	<ul style="list-style-type: none">• Forces• Magnetism and Electricity
5	Environmental Systems	Change, <i>Orientation in space and time</i>	<ul style="list-style-type: none">• Earth• Rock Cycle

Assessed Subject Objectives:

A	Knowing and Understanding
	<ol style="list-style-type: none">i. outline scientific knowledgeii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situationsiii. interpret information to make scientifically supported judgments.

B	Inquiring and Designing
	<ol style="list-style-type: none">i. outline an appropriate problem or research question to be tested by a scientific investigationii. outline a testable prediction using scientific reasoningiii. outline how to manipulate the variables, and outline how data will be collectediv. design scientific investigations.

C	Processing and Evaluating
	<ol style="list-style-type: none">i. present collected and transformed dataii. interpret data and outline results using scientific reasoningiii. discuss the validity of a prediction based on the outcome of the scientific investigationiv. discuss the validity of the methodv. describe improvements or extensions to the method.

D	Reflecting on the Impacts of Science
	<ol style="list-style-type: none">i. summarize the ways in which science is applied and used to address a specific problem or issueii. describe and summarize the various implications of using science and its application in solving a specific problem or issueiii. apply scientific language effectivelyiv. document the work of others and sources of information used.

Key Resources:

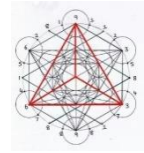
- Books- MYP Science Book 1 & Science Quest 7
- Websites- bbc.co.uk/bitesize

Types of Assessments
<p><i>Summative:</i></p> <ul style="list-style-type: none">• Pen and Paper Test• Design experiments• Individual/Group Presentation• Investigation/Projects <p><i>Formative:</i></p> <ul style="list-style-type: none">• Quizzes• Peer/ Self-Assessment• Reflection on learning

Teacher Tips
<ul style="list-style-type: none">• Daily check Toddle for slides of the most recent lessons and reading material.• Show your thinking, show your work, at every opportunity• Be regular in submission of work• Approach the teacher in case you have a question/query/suggestion• Be inquisitive

Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world. - **Albert Einstein.**

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 Y7 Math
1	Ratios and Unit Rates	Logic & Relationships	<ul style="list-style-type: none"> • Topic A: Representing and Reasoning About Ratios • Topic B: Collections of Equivalent Ratios • Topic C: Unit Rates • Topic D: Percent
2	Arithmetic Operations Including Division of Fractions	Logic & Relationships	<ul style="list-style-type: none"> • Topic A: Dividing Fractions by Fractions • Topic B: Multi-Digit Decimals Operations • Topic C: Dividing Whole Numbers and Decimals • Topic D: Number Theory—Thinking Logically About Multiplicative Arithmetic
3	Rational Numbers	Logic & Relationships	<ul style="list-style-type: none"> • Topic A: Understanding Positive and Negative numbers • Topic B: Order and Absolute Value • Topic C: Rational Numbers and the Coordinate Plane
4	Expressions and Equations	Logic & Relationships	<ul style="list-style-type: none"> • Topic A: Relationships of the Operations • Topic B: Special Notations of Operations • Topic C: Replacing Letters and Numbers • Topic D: Expanding, Factoring, and Distributing Expressions • Topic E Expression Operations in Algebraic Form

5	Geometry	Form & Relationship	<ul style="list-style-type: none"> • Topic A: Area of Triangles, Quadrilaterals, and Polygons • Topic B: Polygons on the Coordinate Plane • Topic C: Volume of Right Rectangular Prisms • Topic D: Nets and Surface Area
6	Statistics	Relationships	<ul style="list-style-type: none"> • Topic A: Understanding Distributions • Topic B: Summarizing a Distribution that is Approximately Symmetric • Topic C: Summarizing a Distribution that is Skewed • Topic D: Summarizing and Describing Distributions

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 situations ii. apply the selected mathematics successfully when solving problems iii. solve problems correctly in a variety of contexts. 	

B	Investigating patterns
<ol style="list-style-type: none"> i. apply mathematical problem-solving techniques to recognize patterns ii. describe patterns as relationships or general rules consistent with correct findings iii. verify whether the patterns work for other examples. 	

C	Communicating
<ol style="list-style-type: none"> i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written statements ii. use appropriate forms of mathematical representation to present information iii. communicate coherent mathematical lines of reasoning iv. Organize information using a logical structure. 	

D	Applying Math in real-life contexts
<ol 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. explain the degree of accuracy of a solution v. describe whether a solution makes sense in the context of the authentic real-life situation. 	

Key Resources:

- Textbook: Mathematics for the International Student 6 MYP 1 for use with the IB Middle Years Programme (Vollmar, Haese, Haese, Haese, & Humphries). Electronic copy provided for each student
- Textbook: A Story of Ratios, Eureka math Grade 6, Modules 1-6: Electronic copy provided for each student
- KhanAcademy.Org
- IXL
- TI-34 calculator or comparable scientific calculator
- Compass, protractor, ruler

Types of Assessments

Summative and Formative
Individual and group Presentations
Real Life Investigations

Teacher Tips

Show your thinking and show your work, at every opportunity

Use the answers in the back of the textbook to check your work

Sample problems completed in class and in the textbook can assist with more challenging questions

Keep all past quizzes and tests so you can learn from errors and redo the problems for practice before the end-of-year exam

*Good mathematics is not about how many answers you know... it's about how you behave when you don't know. **Author unknown***

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	Instrument Families	Identity	<ul style="list-style-type: none"> • Introduction to families of instruments in the orchestra • Active listening and identification of each instrument and their respective ranges. • Positions in the orchestral placement • Introduction to Baroque, Classical, Romantic and modern periods of musical history.
2	Melody Masters	Connections	<ul style="list-style-type: none"> • Fundamentals of music theory, notes, note values on treble clef • Interactive games and quiz on music theory • Basics of Musescore • Writing your favorite melody on Musescore • Writing your original melody on Musescore(2 bars)
3	Snap,Pop and Crackle	Form, Structure	<ul style="list-style-type: none"> • Understanding Pop music • Introduction to song structure and connecting structures with musical ideas. • Introduction to music analysis. • Identifying master artists and their work. • Understanding rhythm through clapping, basic drums for Pop music.
4	Instrument Fair	Communication	<ul style="list-style-type: none"> • Choice of instruments – Guitar, Piano, Drums, Vocals, Bass guitar • Knowing your instrument: basic 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
<p>The student:</p> <ol style="list-style-type: none"> i. Investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry ii. Describe an artwork or performance from 	

B	Developing
<p>The student:</p> <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 	

chosen movement or genre

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

D	Evaluating
The student: <ol 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	No I in TEAM	Identities and Relationships	<ul style="list-style-type: none"> • An introduction to Drama as a specialist subject. Looking at collaborating in various group work activities exploring Drama Conventions <p>Skills:</p> <ul style="list-style-type: none"> • Drama Dictionary • Spontaneous Improvisation • Tableaux • Thought Tracking • Characterization • Story Boarding • Devised Drama
2	Aesthetics	Connections	<ul style="list-style-type: none"> • This unit focuses on design of a character – from a pantomime – looking at how a designer creates ‘mock up’ of costume through practical exploration of the role and then creating a design concept. <p>Skills:</p> <ul style="list-style-type: none"> • Interpretation • Analysis • Research • Craft designer skills • Looking an the genre • Pantomime performance
3	Let’s Get Loud!	Form, Structure	<ul style="list-style-type: none"> • This unit is to build confidence and clarity of delivery through voice in students. <p>Skills</p>

			<ul style="list-style-type: none"> • Performance skills • Vocal technique • Use of gesture • Use of body language • Facial Expression
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Assessed Subject Objectives:

A	Investigating
<p>The student:</p> <ul style="list-style-type: none"> 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
<p>The student:</p> <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
<p>The student:</p> <ul style="list-style-type: none"> ii. Create or perform an artwork 	

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

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>

“Logic will get you from A to B. Imagination will take you everywhere”

VISUAL ARTS



Albert Einstein

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	Elements of Art	Aesthetics <i>Expression, presentation and style</i>	<ul style="list-style-type: none"> • Understand 7 elements of art; • Recognize how elements can be used in different artworks; • Apply elements into practice. • Design a sketchbook cover
2	Self-portrait	Identity <i>Personal and cultural expression</i>	<ul style="list-style-type: none"> • Observe how other artists create artworks defining individuals; • Mind map. • Draw thumbnails with 3 different compositions; • Create an art piece.
3	Textured Art	Aesthetics <i>Personal and cultural expression</i>	<ul style="list-style-type: none"> • Learn and summarize Liv Lee's style; • Understand how to balance positive and negative space; • Learn paper-mache technique; • Research her painting; • Create your artwork.

Assessed Subject Objectives:

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

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

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

Key Resources:

- ARTWISE_ 9-10, Glenis Israel 2013, PHOTOGRAPHY APPRECIATION, Sandra Jane 2009.

- Your imagination, your environment, your teacher, your classmates and internet.

Types of Assessments	Teacher Tips
Research Process Journal Critique Presentation Studio Work Commentaries	Show your thinking and show your work, at every opportunity You don't have to be strong technically in art, to do well in art Experiment with different media

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:

- enjoy the design process, develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	Principles of Design	Aesthetics <i>Personal and cultural expression</i>	<ul style="list-style-type: none"> • Understand 9 principles of design; • Recognize how elements can be used in different artworks; • Apply principles into collage practice (magazines).
2	Personal business card	Identity <i>Identities and relationships</i>	<ul style="list-style-type: none"> • Understand the definition and visual language of business card; • Understand the structure, category, and visual language of FONT; • Create fonts in FontStruct; • Learn Adobe Illustrator and create own business card.
3	Peking Opera headdress	Communication <i>Personal and cultural expression</i>	<ul style="list-style-type: none"> • Learn the culture of Peking Opera; • Observe the visual language of Peking Opera headdress; • Research more information; • Create a Peking Opera headdress with Twist Sticks.

Assessed Subject Objectives:

A	Inquiring and Analysing
i.	explains and justifies the need for a solution to a problem
ii.	states and prioritizes the main points of research needed to develop a solution to the problem, with minimal guidance
iii.	describes the main features of an existing product that inspires a solution to the problem
iv.	presents the main findings of relevant research.

B	Developing Ideas
i.	develops a list of success criteria for the solution
ii.	presents feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others
iii.	presents the chosen design describing the key features
iv.	creates a planning drawing/diagram, which outlines the main details for making the chosen solution.

C	Creating the Solution
i.	outlines a plan, which considers the use of resources and time, 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, which functions as intended and is presented appropriately
iv.	lists the changes made to the chosen design and plan when making the solution.

D	Evaluating
i.	outlines simple, relevant testing methods, which generate data, to measure the success of the solution
ii.	outlines the success of the solution against the design specification based on authentic product testing
iii.	outlines how the solution could be improved
iv.	outlines 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

Teacher Tips
Show your thinking, show your work, at every opportunity
You learn just as much from an unsuccessful design or product as from a successful one.
The process of design teaches you more than the final product.

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

Maya Angelou

Physical Health Education



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 <i>Identities & Relationships</i>	<ul style="list-style-type: none"> • Intro to Fitness Concepts • Fitness exercises and benchmarks • Creating a personal Fitness Plan • Analysis & reflecting on performance
2	Volleyball	Communication, <i>Personal & Cultural expression</i>	<ul style="list-style-type: none"> • Intro to rules of Volleyball • Practice of Skills • Competition and participation • Performance of Skills • Analysis & reflecting on performance
3	Badminton	Development, <i>Identities & Relationships</i>	<ul style="list-style-type: none"> • Intro rules of Badminton • Skills and techniques • Competition and participation • Performance of Skills • Reflections
4	Basketball	Relationships <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

Assessed Subject Objectives:

A	Knowing and Understanding
<ul style="list-style-type: none"> i. outline physical and health education-related factual, procedural and conceptual knowledge ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology to communicate understanding. 	

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

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

D	Reflecting and Improving Performance
<ul style="list-style-type: none"> i. identify and demonstrate strategies to enhance interpersonal skills ii. describe the effectiveness of a plan based on the outcome iii. describe and summarize performance. 	

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

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

*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***

English as an Additional Language

LEVEL 1 and 2



EAL classes in Grade 6 and 7 take place while the remainder of the year-group is in I&S.

The aims of the teaching and learning of EAL are to:

- To learn how interact with others in familiar and some unfamiliar situations in English
- To make oneself understood in order to meet daily needs
- To decode written and spoken English in all familiar and some unfamiliar situations
- To begin to feel confident in an English environment
- To continue to learn about the cultural context of the language

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	Diary of a ZIS Kid <i>(School routines, day-to-day activities)</i>	Communities <i>Identities and Relationships</i>	<ul style="list-style-type: none"> • Vocabulary: school campus, subjects, routines, getting ready, time, daily actions • Grammar: basic sentence structure, prepositions, adjectives, present tense • Skills: basic dialogues, reading short texts, basic spelling rules, decoding and paraphrasing words, roleplay and presentations
2	Home Sweet Home <i>(Design reflects us)</i>	Aesthetics <i>Personal and Cultural Expression</i>	<ul style="list-style-type: none"> • Vocabulary: rooms and basic furniture, colours, home activities, homes from around the world. • Grammar: present tense, future tense, basic conjunctions, comparatives, prepositions • Skills: answering and asking questions, writing short texts, giving an opinion, presenting, decoding and paraphrasing words, more complex spelling rules, decoding and paraphrasing words, roleplay and presentations
3	How much? <i>(Buying and selling)</i>	Communication <i>Globalization and sustainability</i>	<ul style="list-style-type: none"> • Vocabulary: cost, need/want • Grammar: past tense, progressive present, more conjunctions • Skills: reading different text types, asking and answering questions, writing longer texts, spontaneous responses, roleplay and presentations

4	Our World (<i>Learning about the world around us in English</i>)	Time, Place and Space <i>Orientation in Space and Time</i>	<ul style="list-style-type: none"> • Vocabulary: basic geography, modes of transportation, city vs countryside • Grammar: review of all tenses • Skills: giving and following directions, reading a map, refining presentation skills, connecting visuals to text, roleplay and presentations
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Assessed Subject Objectives:

A	Listening & Viewing
<ul style="list-style-type: none"> i. identify the basic facts, messages, main ideas and supporting details ii. draw conclusions from the prompt iii. understand basic audio-visual techniques iv. engage with the text by making a personal response 	

B	Reading Comprehension
<ul style="list-style-type: none"> i. read high frequency sight words and decode new words in a text ii. understand the basic facts, messages, main ideas and supporting details iii. understand basic elements of format and style iv. engage with the text by making a personal response 	

C	Speaking
<ul style="list-style-type: none"> i. understand and respond to a range of familiar and some unfamiliar prompts ii. communicate information about everyday situations iii. use basic grammar, vocabulary and pronunciation appropriately iv. have an understanding of register and context 	

D	Writing
<ul style="list-style-type: none"> i. communicate information about a range of everyday situations ii. use a basic range of vocabulary, grammatical structures and conventions iii. organize/structure information clearly iv. use the correct language and register to suit the context 	

Key Resources:

- Online multi-modal English texts and videos
- <https://www.readtheory.com>
- <https://www.ixl.com>
- <https://www.kidsa-z.com>
- Grammar workbooks
- Developmental reading assessments

Types of Assessments
<p>In-class communication and spontaneous speaking tasks</p> <p>Writing 150-200 words without resources in a specific time</p>

Teacher Tips
<p>All summative tasks are done in class without dictionaries or computers – make sure you study the words, phrases and grammar taught during the unit.</p>

Reading tests (200-350 words)

Listening/viewing tests

Speak and read English at every opportunity.

One language sets you in a corridor for life. Two languages open every door along the way. - Frank Smith