



Zhuhai International School

MYP Curriculum Booklet 2024 – 2025

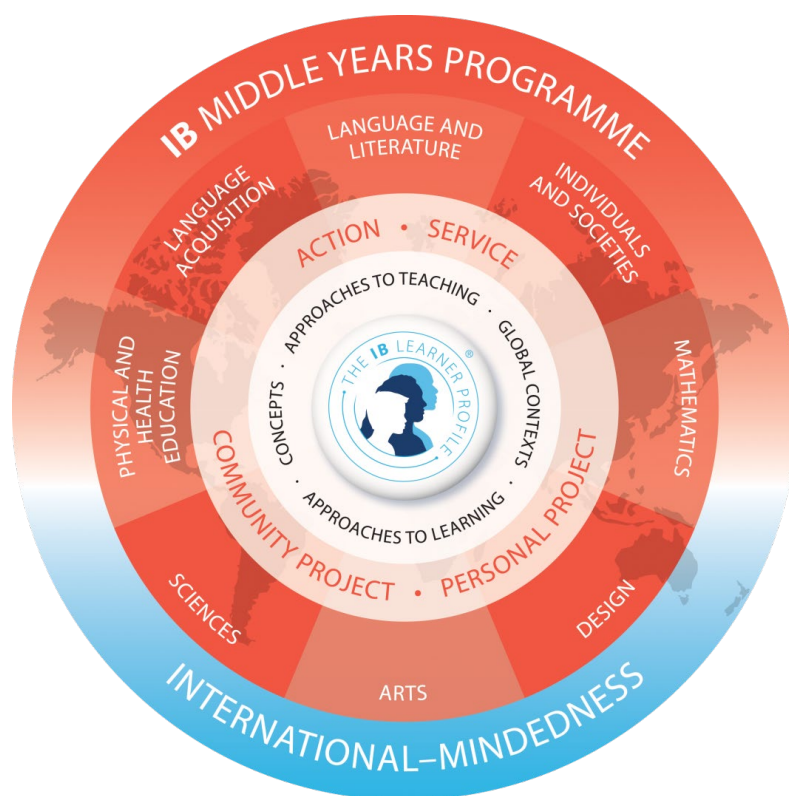


Grade 7

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	Is my identity my brand?	Communication, Message, Scientific and technical innovations	<ul style="list-style-type: none"> • What is brand? What is identity? • How much is too much information on social media? • How is social networking redefining identity? • How are online identity different from online actions? • The approaches to learning (ATL) • Listening Activity: Watch a short video or listen to a podcast discussing privacy and oversharing online. • Group Discussion: Discuss the pros and cons of sharing personal information on social media. • Vocabulary in Context: Learn language structures related to giving advice and expressing caution. • Class Survey: Conduct a survey on students' social media use and how it affects their self-perception.

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

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

			<p>to live happily and discuss how these needs impact the environment.</p> <ul style="list-style-type: none"> • 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
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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 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"> 1. use a wide range of vocabulary 2. use a wide range of grammatical structures generally accurately 3. use clear pronunciation and intonation in a comprehensible manner 4. 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 4&5 Phases 3-6, Hodder Education

English: MYP by Concept 2 Phases 1-6, Ana de Castro, Zara Kaiserimam

<https://www.raz-plus.com/>
<https://www.ixl.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 in order to earn a good grade for Speaking (Criterion C)

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

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

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

Assessed Subject Objectives:

A	Listening
	<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

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

Types of Assessments
<p>One-to-one interactive orals</p> <p>Writing 250-400 word texts</p>

Teacher Tips
<p>All summative tasks are done in class without dictionaries or computers –study the words, phrases, formats and grammar</p>

Reading tests (800-1000 words)

Listening/viewing tests

taught.

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

Enhance your learning by keeping organised notes.

Speak and read English at every opportunity.

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

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

Key Resources:

- 《轻松学汉语》 *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
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 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 & Global Context	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 Mar	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

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

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

Assessed Subject Objectives:

A	Analysing
i.	identify and 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
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
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
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 2, Language and Literature-Zara Kaiserimam-Hodder 2018*
- *Macbeth-William Shakespeare*
- Lord of the Flies
- IXL.com

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

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

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

F. Scott Fitzgerald

CHINESE

Language and Literature



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

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

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	The art of persuasive expression	<i>Communication</i> Personal and cultural expression	This unit will mainly discuss how to successfully express in persuasive communication and be accepted by the audience. Students will appreciate various styles of text or video about advertisements and speeches, analyze the reasons for the success or failure of persuasive expressions from the three perspectives of reading, reading and audio-visual, cultivate the thinking and ability of visual analysis, learn the terms and sentence patterns related to analysis and evaluation, and write analysis of visual texts. At the same time, students will also learn how to choose a suitable expression style according to the audience, and creatively combine image, language and audio-visual elements to achieve the purpose of personal expression.
2	The pros and cons of living in technology	<i>Perspective</i> Scientific and Technical innovation	This unit will mainly discuss the impact of technological development on people's lives and the conflict between people's lives and technology. Students will discuss the pros and cons of living with technology, and learn how to express their views, how to select arguments to support their views, and how to write a well-structured argumentative essay.

3	Ethnic conflict and peace	<i>Communication</i> Fairness and development	This unit will mainly discuss a long translated children's novel related to German concentration camps in the context of World War II. And through the eyes of children of the same age, inspire empathy, discuss the relationship between different cultural groups, reflect on power and equity, and learn to resolve conflict and peace. Students understand the genre characteristics of novels, especially novels, and the language characteristics of translated works, and learn to analyze characters according to the method of character description, and write character analysis
4	Travel all over China	<i>Creativity</i> Orientation in space and time	This unit will mainly discuss Travel notes. Travel journals record the author's travel experiences and feelings at a specific time and place. In this unit, students will read travel notes from various places, understand the subject matter of travel notes and prose, learn how to describe scenery, and how to use scenery to express their emotions or discussions, and create travel notes based on their travel experiences.

Assessed Subject Objectives:

A	Analysing
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
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 Text
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 support 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:

- 国际文凭中学项目语言与文学 Textbook Year 1 & Year 2

- MYP 教学参考资料
- 人教版、苏教版八、九年级上下册

Types of Assessments	Teacher Tips
<p>Tests and Quizzes</p> <p>Individual and group Presentations</p> <p>Writing a visual text analysis</p> <p>Writing an argumentative essay.</p> <p>Writing a travel note</p> <p>Creating an ad</p> <p>Delivering a Speech</p>	<p>Be on time and prepared for every session</p> <p>Show your thinking and show your work at every opportunity</p> <p>Develop cooperative skills</p> <p>Make sure to take notes every for unit</p> <p>Read every day</p>

*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	How has globalization shaped the world?	Change <i>Globalization and sustainability</i>	<ul style="list-style-type: none"> • Find out about the causes and consequences of globalization. • Explore examples of globalization in language, business, sport and entertainment. • Take action by looking at the ways that globalization can promote positive change.
2	Why are natural environments important to I&S?	Systems <i>Identities and relationships</i>	<ul style="list-style-type: none"> • Find out about different environments in the world and how they can be seen as a system. • Explore examples of the human impact on environments with case studies of grassland and rainforest biomes. • Take action by promoting sustainable development both in local and global contexts.
3	What was life like in the Middle Ages?	Time, place & space <i>Fairness and development</i>	<ul style="list-style-type: none"> • Find out about some of the major global developments that occurred during The Middle Ages. • Explore different aspects of people's lives during the Middle Ages. • Take action by finding opportunities to engage in the skills of historical research and interpretation.
4	How does exploration affect global interactions?	Global interactions <i>Orientation in space and time</i>	<ul style="list-style-type: none"> • Find out about exploration at different times in history as well as its importance in the 21st century. • Explore the reasons why people explore and the different consequences of exploration. • Take action by considering the ways that exploration can bring positive consequences to people's lives.
5	How can energy be produced sustainably?	Time, place & space <i>Scientific and technical innovation</i>	<ul style="list-style-type: none"> • Find out about the use of resources around the world. • Explore how energy is produced by different resources and the opportunities and challenges associated with this. • Take action by looking at sustainable approaches

to energy usage in our local communities.

Assessed Subject Objectives:

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

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

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

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

Key Resources:

- Individuals and Societies for the IB MYP – Paul Grace – Hodder 2019
- Cambridge IGCSE Modern World History
- Environmental Systems & Societies – A. Davis and G. Nagle – 2nd Ed. - Pearson 2015

Types of Assessments
Tests and Quizzes
Newspaper production
Individual and group Presentations
Real-life Investigations

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

SCIENCES



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

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

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	Lab Skills	Relationships <i>Scientific and technical innovation</i>	<ul style="list-style-type: none"> • Planning an investigation • Analysing and evaluating
2	Biology	Systems <i>Identities and relationships</i>	<ul style="list-style-type: none"> • Health & Nutrition • Organ Systems • Ecosystems
3	Chemistry	Change <i>Orientation in time and space</i>	<ul style="list-style-type: none"> • Density • Acid & Bases • Atoms, Elements & Compounds
4	Physics	Relationships <i>Fairness and development</i>	<ul style="list-style-type: none"> • Energy • Electric circuits
5	Environmental Systems	Systems <i>Globalization and sustainability</i>	<ul style="list-style-type: none"> • Cycles in Nature • Earth in space •

Assessed Subject Objectives:

A	Knowing and Understanding
i.	describe scientific knowledge
ii.	apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
iii.	analyse information to make scientifically supported judgments

B	Inquiring and Designing
i.	describe a problem or question to be tested by a scientific investigation
ii.	outline and explain a testable hypothesis using correct scientific reasoning
iii.	describe how to manipulate the variables, and describe how relevant data will be collected
iv.	design a safe method of investigation

C	Processing and Evaluating
<ul style="list-style-type: none"> i. correctly collect, organize and present data in numerical and/or visual forms ii. accurately interpret data and describe results using scientific reasoning iii. discuss the validity of a hypothesis based on the outcome of a scientific investigation iv. discuss the validity of the method based on the outcome of a scientific investigation v. discuss improvements or extensions to the method that would benefit the scientific investigation 	

D	Reflecting on the Impacts of Science
<ul style="list-style-type: none"> i. describe the ways in which science is applied and used to address a specific problem or issue ii. discuss and analyse the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. consistently apply scientific language to communicate understanding clearly and precisely iv. document sources completely 	

Key Resources:

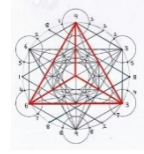
- Books- Science Quest 7, 8 & MYP Science Book 1 , 2

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

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

Claude Lévi-Straus



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 G7 Math
1	Numbers	Form & <i>Personal and cultural expression</i>	<ul style="list-style-type: none"> • The number system • Number operations • Order of operations • Number properties
2	Patterns and Modeling	Logic & <i>Scientific and Technical Innovation</i>	<ul style="list-style-type: none"> • Patterns • Algebra Modeling • Algebraic expressions
3	Expressions and Equations	Form <i>Personal and cultural expression</i>	<ul style="list-style-type: none"> • Algebraic expansion • Solving linear equations
4	Deductive Geometry	Logic <i>Identities and relationships</i>	<ul style="list-style-type: none"> • Angles and lines • Deductive geometry • Circle properties
5	Ratio and Rates	Relationships & <i>Identities and Relationships</i>	<ul style="list-style-type: none"> • Ratio and proportion • Scale diagrams • Rates • Linear graphs

6	Probability	Logic & <i>Fairness and Development</i>	<ul style="list-style-type: none"> • Chance and probability • Data • Statistics • Venn diagrams
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Assessed Subject Objectives:

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

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

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

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

Key Resources:

- Haese and Harris, “MYP for the international student” Year 8 MYP 2

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

Teacher Tips
<p>Show your thinking and show your work, at every opportunity</p> <p>Use the answers in the back of the textbook to check your work</p> <p>Sample problems completed in class and in the textbook can assist with more challenging questions</p>

But in my opinion, all things in nature occur mathematically.

Rene Decartes

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	Unlocking Musical Landscapes	Development	<ul style="list-style-type: none"> • Introduction to chord progressions and their applications in contemporary music. • Basic major and minor chords • Circle of Fifths • Basic inversions • Music theory (Trinity Grade 1 level) Basics of harmony through Musescape compositions
2	Melody Masters	Connections	<ul style="list-style-type: none"> • Intermediate music theory, notes, note values on treble clef and bass clef • Interactive games and quiz on music theory • Musescape tools and tricks • Writing your favorite melody on Musescape • Writing your original melody on Musescape(4 bars)
3	The Blue notes	Form, Structure	<ul style="list-style-type: none"> • Understanding Blues music • Introduction to song structure and connecting structures with musical ideas. • Introduction to music analysis of Blues masters. • Identifying master artists and their work. • Understanding rhythm through basic drum programming for Blues 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, alternate inversions 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
<ol style="list-style-type: none">i. Investigate a movement or genre in their chosen arts discipline, related to the statement of inquiryii. Describe 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 performanceii. 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 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	I like to move it move it	Space and Time	<ul style="list-style-type: none"> • This unit ask students to look into a form of World Theatre and its performance techniques <p>Skills:</p> <ul style="list-style-type: none"> • 7 levels of tension • An introduction of Physical Theatre. • Commedia Dell Arte genre
2	Growing Pains	Connections	<ul style="list-style-type: none"> • This unit looks at the social emotional learning of the students through a Drama context. It uses Dweck’s Growth Mindset strategies and character strengths. <p>Skills:</p> <ul style="list-style-type: none"> • Forum Theatre • Thought Tracking • Tableaux • Devised Drama • Script writing
3	It’s Complicated	Identities and Relationships	<ul style="list-style-type: none"> • This unit will develop student’s interest on why how you can transform a play script ‘Romeo and Juliet’ into a ‘live performance’ <p>Skills</p> <ul style="list-style-type: none"> • From page to stage

			<ul style="list-style-type: none"> • analysis • how to interpret stage direction • the role of the director • the role of the actor age
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Assessed Subject Objectives:

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

D	Evaluating
The student: <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
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.

VISUAL ARTS



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

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

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	Composition – Sketchbook Cover	Creativity <i>Personal and cultural expression</i>	<ul style="list-style-type: none">• Understand and identify 10 compositions;• Recognize compositions in different artworks;• Be able to take photos with specific compositions;• Create an artwork with multiple compositions.
2	Classroom Renovation	Aesthetics <i>Personal and cultural expression</i>	<ul style="list-style-type: none">• Integrate with design classes;• Renovate the classroom through painting;• Determine the overall color scheme of the classroom;• Establish a theme for the classroom;• Individuals or teams collaborate to submit suitable sketch proposals;• Complete the creation
3	Materials & Techniques – Oil Pastel	Aesthetics <i>Personal and cultural expression</i>	<ul style="list-style-type: none">• Understand oil pastel with artworks;• Observe and learn techniques: color blending, light and shadow, different surface, etc.;• Study reference material;• Practice and experience.

Assessed Subject Objectives:

A	Investigating
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
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
i.	Create or perform an artwork

D	Evaluating
iii.	Apprise their own artwork or performance
iv.	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
Research
Process Journal
Critique Presentation
Studio Work
Commentaries

Teacher Tips
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:

- Understand the simple stages of creation, using the design thinking cycle.
- Reflect on the UN SDG goals.
- Enjoy the design process aligning it with SDG goals or self-expression.
- Develop art and design appreciation
- Be able to create mindmaps and visual narratives
- Develop knowledge, understanding and skills from different disciplines, being able to connect them 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 that solves 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.
- Work in teams and be a good team member.

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	Design Your Sketchbook Cover	Communication Form	<p>Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common “language” (which may be written, spoken or non-verbal).</p> <ul style="list-style-type: none"> • Design your sketchbook cover.
2	Classroom Renovation	Communication Collaboration & Form	<p>Students develop an awareness and understanding of how, why, and when we need to ensure that clear messages are given and received throughout the design process. It ensures that ideas can be communicated clearly, and each person involved in the development of an idea from conception to use has a common and consistent understanding of the solution.</p> <ul style="list-style-type: none"> • Integrate with visual art classes; <p>Renovate the classroom through painting;</p> <ul style="list-style-type: none"> • Determine the overall color scheme of the classroom; • Establish a theme for the classroom; • Individuals or teams collaborate to

			submit suitable sketch proposals; <ul style="list-style-type: none"> • Complete the creation
3	Carton Design	Communications <i>Function & Form</i>	<ul style="list-style-type: none"> • Research the packaging of different drink cartons on the market; • Determine your target audience; • Conduct surveys or gather secondary resources to understand their purchasing preferences; • Learn how to use cardboard to fold a carton; • Understand the image and text elements included on the packaging; • Prioritize the information and provide two different design proposals; • Design a physical product.

Assessed Subject Objectives:

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

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

C	Creating the Solution
<ul style="list-style-type: none"> i. constructs a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrates excellent technical skills when making the solution iii. follows the plan to create the solution, which functions as intended and is presented appropriately iv. explains changes made to the chosen design and plan when making the solution. 	

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

Key Resources:

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

Types of Assessments

Research
Individual and group Presentations
Real Life Investigations

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	Movement <i>Orientation in Space & Time</i>	<ul style="list-style-type: none"> • Intro to fitness principles • Fitness related benchmark tests • Skills related to Health • Fitness Plan • Performance of Plan • Reflection
2	Field Sport: Ultimate Frisbee	Development, Communication, Identities and relationships – human relationships and <i>Orientation in Space and Time</i>	<ul style="list-style-type: none"> • Knowledge check/Glossary • Rules – game area, scoring, penalties • Communication – techniques, verbal cues, non-verbal signals, when each of these techniques should be used depending on the team environment • Skills and techniques to be taught – short throw, long throw, two-handed catch, one-handed catch, catching on the run • Analysis & reflecting on Performance
3	Badminton	Adaptation, <i>Identities & Relationships</i>	<ul style="list-style-type: none"> • Intro to rules of Badminton • Skills Practice • Competition and Participation • Planning for improvement • Reflections

4	Basketball	Change, Movement, <i>Orientation in Space & Time</i>	<ul style="list-style-type: none"> • Knowledge check/Glossary • Dribbling with control • Set shot & Lay-up • Jump shot for 3 points, shooting • Analysis & reflecting on performance
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Assessed Subject Objectives:

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

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

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

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

Types of Assessments
<p>Tests: Physical testing of specific skills</p> <p>Individual and group Presentations: 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 Year 7 and 8 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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A	Listening & Viewing
<ol 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
<ol 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
<ol 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
<ol 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 multimodal English texts and videos
- <https://www.readtheory.com>
- <https://www.ixl.com>
- <https://www.kidsa-z.com>
- Grammar workbooks
- DRA's

Types of Assessments
In-class communication and spontaneous speaking tasks

Teacher Tips
All summative tasks are done in class without dictionaries or computers – make sure you study the

Writing 150-200 words without resources in a specific time

Reading tests (200-350 words)

Listening/viewing tests

words, phrases and grammar taught during the unit.

Speak and read English at every opportunity.

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

Frank Smith