



Zhuhai International School

MYP Curriculum Booklet 2024 – 2025

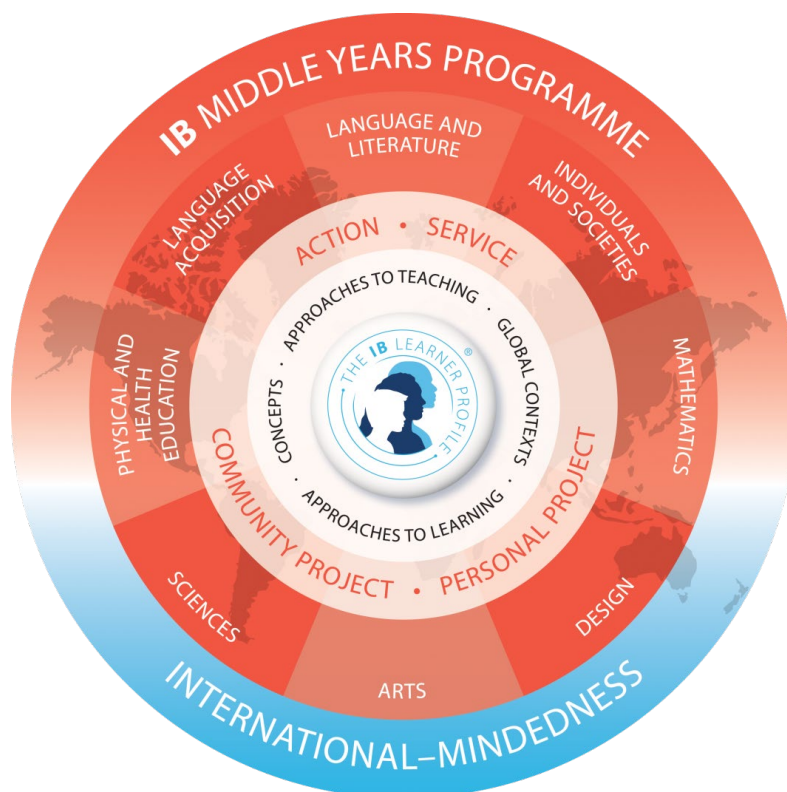


Grade 10

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, Identities and Relationships	<ul style="list-style-type: none"> • What is health? • What is well-being? • Why is health important in order 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

		<p>health challenge.</p> <ul style="list-style-type: none"> • Formative and Summative tasks
<p>2</p>	<p>Can words paint a thousand pictures?</p> <p>Creativity, Voice, Personal and cultural expressions</p>	<ul style="list-style-type: none"> • What different types of genres exist? • Why do writers write and what tools do they use to convey their ideas? • How do writers communicate ideas effectively, efficiently and clearly? • How do writing skills help us contribute to a community? • Obtain basic listening /reading /grammar strategies • Text Analysis: Analyze how a writer uses literary devices (metaphor, simile, personification) to create vivid imagery (e.g., “The Road Not Taken” by Robert Frost). • Creative Writing: Students write their own descriptive piece, focusing on imagery and creativity. • Workshop: Peer review of descriptive writing to refine use of imagery. • Class Debate: Discuss how an author’s personal experiences influence their creative expression. • Analyse the online videos • Formative and Summative tasks
<p>3</p>	<p>Is my identity my brand?</p> <p>Communication, Message, Scientific and technical innovations</p>	<ul style="list-style-type: none"> • What is brand? What is identity? • How much is too much information on social media? • How is social networking redefining identity? • How are online identity different from online actions? • The approaches to learning (ATL) • Listening Activity: Watch a short video or listen to a podcast discussing privacy and oversharing online. • Group Discussion: Discuss 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. • Reflection Writing: Write a short reflection on how social media influences personal identity • Formative and Summative tasks

<p style="text-align: center;">4</p>	<p>Can we sustain the planet?</p> <p>Communication, Argument, Globalization and sustainability</p>	<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
<p style="text-align: center;">5</p>	<p>Why twenty-first century skills?</p> <p>Connection, Context, Scientific and technical innovation</p>	<ul style="list-style-type: none"> • What are twenty-first century skills? • 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.

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

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 4&5 Phase 3-6, Ana de Castro, Zara Kaiserimam

Online resources: Read Theory, IXL, written and visual multi-modal texts,

<https://www.raz-plus.com/>

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

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

3	What determines health?	Culture, <i>Identities and Relationships</i>	<ul style="list-style-type: none"> • What determines health and well-being? • Who dictates the guidelines of what is healthy? • Evaluate resources • Explore informative and persuasive texts • Structure information in summaries and reports • Explore idiomatic expressions • Use Venn diagrams to compare and contrast information • Presentations • Read critically and analyse texts • Conduct interviews • Understanding command terms • Grammar focus
4	Can words paint a thousand pictures?	Creativity <i>Personal and Cultural Expression</i>	<ul style="list-style-type: none"> • What different types of genres exist? • Why do writers write and what tools do they use to convey their ideas? • Think-pair-share activities • Exploring extracts from novels • Researching writing careers • Discussions and presentations • Exploring specific words that create sensory images • Watching film trailers and finding similarities between visual multi-modal and written multi-modal texts • Mnemonics • Developing a plot for a story • Exploring figurative language and poetry slams • Understanding command terms • Grammar focus
5	E-assessment		<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
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
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

D	Writing
i.	use a wide range of vocabulary
ii.	use a wide range of grammatical structures generally accurately
iii.	organize information effectively and

iv. comprehensible manner
communicate almost all the required
information clearly and effectively

coherently in an appropriate format using a
wide range of simple and complex cohesive
devices
iv. communicate all the required information
with a clear sense of audience and purpose
to suit the context

Key Resources:

- MYP by Concept 4&5: English Language Acquisition, Hodder Education
- Grammar workbooks (Reading Explorer/Think)
- <https://www.readtheory.com>
- <https://www.ixl.com>
- <https://www.razplus.com>
- Various written and visual multi-modal texts
- Poetry

Types of Assessments

One-to-one interactive orals
Writing 300-400 word texts
Reading tests (800-1000 words)
Listening/viewing tests

Teacher Tips

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

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

CHINESE

Language Acquisition



PHASES 2 and 3

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

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

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	I'm learning Chinese in school!	Communication <i>Identities and relationships</i>	<ul style="list-style-type: none"> • Chinese dialects and Chinese accents • Vocabulary outlining parts of Chinese • Advantages of learning a language; countries and languages
2	Traditional culture	Connection <i>Orientation in time and space</i>	<ul style="list-style-type: none"> • Expressing opinions is the way of connecting language and our personal experience • Types of texts: Postcard, blog, letters • Comparing different cultures and showing personal opinions through multiple medias
3	E-portfolio	TBA	<ul style="list-style-type: none"> • E-Portfolio Unit topic determined by IBO
4	The influence of Media on our lives	Creativity <i>Fairness and Development</i>	<ul style="list-style-type: none"> • Media vocabulary • Progressive complex sentence • Making an Interview • Writing a small argumentation
5	You are what you eat.	Culture <i>Globalization and sustainability</i>	<ul style="list-style-type: none"> • Food vocabulary • Vocabulary about how to make food; food from different parts of the world, • How food connects people across cultures; • What you can do to support the organic movement.

Assessed Subject Objectives:

A	Comprehending Spoken & Visual Text
<ul style="list-style-type: none">• listen for specific purposes and respond to show understanding• interpret visual text that is presented with spoken text• engage with the text by supporting opinion and personal response with evidence and examples from the text.	

B	Comprehending Written & Visual Text
<ul style="list-style-type: none">• read for specific purposes and respond to show understanding• interpret visual text that is presented with written text• engage with the text by supporting opinion and personal response with evidence and examples from the text.	

C	Communicating in Response
<ul style="list-style-type: none">• interact and communicate in various situations• express thoughts, feelings, ideas, opinions and information in spoken and written form• speak and write for specific purposes.	

D	Using Language
<ul style="list-style-type: none">• organize thoughts, feelings, ideas, opinions and information in spoken and written form• develop accuracy when speaking and writing in the target language.	

Key Resources:

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

Types of Assessments
Tests and Quizzes
Class presentations and Debates
Essays
Dictations
Narrative writing
Posters and Leaflets
Diaries
Delivering a Speech
Projects

Teacher Tips
Adhere to deadlines
Create a principled and open learning environment
When making questions, keep Higher order thinking and lower order thinking in mind, in order to make good questions for students to think more creatively

He who knows no foreign languages knows nothing of his own.

Johann Wolfgang von Goethe

CHINESE

Language Acquisition



PHASES 4 and 5

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

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

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	My IB study Life	Perspective Personal and cultural expression	<ul style="list-style-type: none"> • IB education vocabulary • Using transition words to link ideas • Writing an introduction letter • Presenting IB life in your school
2	The impact of changes and development in the 21 st Century	Development Orientation in space and time	<ul style="list-style-type: none"> • Exploring how life changes • Customs and festivals vocabulary • Technology vocabulary • Writing a blog
3	E-portfolio	TBA	<ul style="list-style-type: none"> • E-Portfolio Unit topic determined by IBO
4	Explore the Online world	Communication Fairness and development	<ul style="list-style-type: none"> • The advantages and disadvantages of the online word • Cyber violence, • Writing a formal article • Conducting an interview

5	Protecting the Environmental	Connections Globalization and sustainability	<ul style="list-style-type: none"> • Environmental concerns and solutions • Persuasive language • Using the comparative and superlative • Introducing the conditional • Reading articles regarding current environmental issues
----------	------------------------------	---	--

Assessed Subject Objectives:

A	Comprehending Spoken & Visual Text
<ul style="list-style-type: none"> • listen for specific purposes and respond to show understanding • interpret visual text that is presented with spoken text • engage with the text by supporting opinion and personal response with evidence and examples from the text. 	

B	Comprehending Written & Visual Text
<ul style="list-style-type: none"> • read for specific purposes and respond to show understanding • interpret visual text that is presented with written text • engage with the text by supporting opinion and personal response with evidence and examples from the text. 	

C	Communicating in Response
<ul style="list-style-type: none"> • interact and communicate in various situations • express thoughts, feelings, ideas, opinions and information in spoken and written form • speak and write for specific purposes. 	

D	Using Language
<ul style="list-style-type: none"> • organize thoughts, feelings, ideas, opinions and information in spoken and written form • develop accuracy when speaking and writing in the target language. 	

Key Resources:

- 《爱汉语》3 和 4
- 《轻松学汉语》5
- 《展望》
- 媒体采访文章以及视频等资料

Types of Assessments
Tests and Quizzes Individual and group presentations Essays Dictations Delivering a Speech

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> <p>Speaking Chinese in class is key in order to earn a good grade for Speaking (Criterion C)</p> <p>Read, read, read as many Chinese things as you can around you and from our library</p>

He who knows no foreign languages knows nothing of his own.
Johann Wolfgang von Goethe

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 & <i>Global Context</i>	Content Overview
1	Towards Equality and Justice	Communication <i>Personal and Cultural Expression</i>	<ul style="list-style-type: none"> • Poetic techniques; poetic commentary • Persuasive techniques • Stylistic devices; literary devices • Emotive expressions and techniques • Exploring issues poets are moved to protest about
2	Advertising and Political Propaganda	Creativity <i>Scientific and Technical Innovation</i>	<ul style="list-style-type: none"> • Media perspectives [bias, subjectivity, objectivity] • Persuasive techniques; audience engagement • Satire • Advertisements; speeches; news articles
3	My Prerogative?	Communication <i>Fairness and Development</i>	<ul style="list-style-type: none"> • Rights and responsibilities; • Impactful communication; • War poetry; • Comparison and contrast
4	Healthy Relationships	Connections <i>Identities and Relationships</i>	<ul style="list-style-type: none"> • Shakespeare • Personal responsibility • Perceptions of healthy relationship • Sonnets • Truth vs. deception; appearance and reality • Research; essay writing
5	World Literature	Communication <i>Orientation in Time and Space</i>	<ul style="list-style-type: none"> • Literary analysis • Theme development • Historical context • Structure of a novel • Point of view • Research and reflection

6	Drama	<i>Aesthetics Personal and Cultural Expression</i>	<ul style="list-style-type: none"> • Dramatic study • Character development • Realism; expressionism • American Dream • Motifs • Symbolism
----------	-------	--	--

Assessed Subject Objectives:

A	Analysing
<ul style="list-style-type: none"> i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. analyse the effects of the creator’s choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. evaluate similarities and differences by connecting features across and within genres and texts. 	

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

C	Producing Texts
<ul style="list-style-type: none"> i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas. 	

D	Using Language
<ul style="list-style-type: none"> i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in a register and style that serve the context and intention iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques. 	

Key Resources:

- Protest Poetry
- *Animal Farm*
- War Poetry; *All Quiet on the Western Front*
- *Much Ado About Nothing*
- *One Day in the Life of Ivan Denisovitch*
- *Death of a Salesman*

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

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	Chinese poet: Sushi	Culture <i>Identities and relationships</i>	<ul style="list-style-type: none"> • Poetic analysis • Poetic images and emotive expressions • Graphic elements and literary devices • Poetic form and structure • Exploring different aspects of a poem
2	Liberty safe and Security Freedom	Perspective <i>Fairness and development</i>	<ul style="list-style-type: none"> • Literary analysis • Finding and evaluating the significance of similarities and connections between texts • Exploring cross-cultural differences
3	Speak for the Earth	Communication <i>Globalization and sustainability</i>	<ul style="list-style-type: none"> • Narrative essays, lyrical essays • Literary nonfiction • Exploring author's purpose and perspectives and audience engagements
4	Exploring the new world	Creativity <i>Scientific and technical innovation</i>	<ul style="list-style-type: none"> • Media persuasion • Non-literary text types, writing styles and techniques • Stylistic choices, non-literary features, linguistic devices, literary devices and visual devices
5	Living an aesthetic life	Creativity <i>Personal and cultural expression</i>	<ul style="list-style-type: none"> • Shakespeare • Theme Structure • Analyzing characters • Discovering Theme • Drama scene • Writing Essay

Assessed Subject Objectives:

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

Key Resources:

- 宋词
- 语言与文学 Textbook Year 1 & Year 2
- 生态散文作品
- 鲁迅作品
- 《双城记》、《局外人》、《台北人》等文学作品

Types of Assessments	Teacher Tips
Individual and group Presentations Individual speaking assessments Essays Projects	Be on time and prepared for every session Show your thinking and show your work at every opportunity Develop research skills Making sure to take notes during every unit Read every day

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

INDIVIDUALS & SOCIETIES



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

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

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	How can developing countries successfully increase standards of living?	Change, Fairness & Development	<ul style="list-style-type: none"> • Find out about the characteristics of developing countries. • Explore the challenges faced by different developing countries and what solutions might work. • Take action by investigating how difficult it can be to live below the poverty line.
2	How does population change affect individuals & societies?	Change, Orientation in time & space	<ul style="list-style-type: none"> • Find out how population varies within and between countries and what the impacts are on individuals and societies. • Explore the contemporary case studies of countries where populations are affected by migration, natural increase and rapid growth. • Take action by looking at issues of internally displaced people and refugees.
3	Can urban systems and environments be managed sustainably?	Systems, Sustainability, innovation, & revolution	<ul style="list-style-type: none"> • Find out how cities can be viewed as systems and how some cities are taking steps to become more sustainable. • Explore the concept of sustainability and how scientific and technological innovation are impacting on this. • Take action by trying to raise awareness of the Sustainable Development Goals.

4	Can we make a fairer world through trade?	Global interactions <i>Fairness and development</i>	<ul style="list-style-type: none"> Find out about how countries trade goods, services and currencies with each other, and what agreements they form to do so. Explore different countries' trade balances, and trade agreements that are formed between countries. Take action by conducting an audit of your family's shopping habits.
5	How has our perspective changed now?	Time, place & space <i>Orientation in space and time</i>	<ul style="list-style-type: none"> Find out how much you've learned and where you need to revise or refresh pre E-Assessment. Explore the most appropriate course in Individuals and Societies for you moving forward. Take action by considering ethical, moral and social implications of Individuals and Societies.

Assessed Subject Objectives:

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

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

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

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

Key Resources:

- MYP by Concept 4&5 Individuals and Societies by Andy Dailey et al
- Infobase and Encyclopaedia Britannica databases: School Library

Types of Assessments
<p>Research skills and referencing of sources</p> <p>E-Assessments – paper and electronic</p> <p>Real-life Investigations</p>

Teacher Tips
<p>Focus on the task and follow instructions.</p> <p>Turn in work on time.</p> <p>Remember to cite your resources - always.</p> <p>Be proactive and ask questions.</p>

SCIENCES



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

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

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	Lab Skills	Systems <i>Orientation in space and time</i>	<ul style="list-style-type: none">• Planning an investigation• Analysing and evaluating
2	Biology	Relationships <i>Identities and relationships</i>	<ul style="list-style-type: none">• Cells: tissues, organs & systems, cell division, reproduction• Metabolism: gas exchange, digestion• Systems: Photosynthesis, respiration
3	Chemistry	Change <i>Identities and relationships</i>	<ul style="list-style-type: none">• Bonding: word and chemical reactions and formulas• Acids, bases and pH• Matter: states of matter and Kinetic theory• Periodic Table: trends, periods, groups• Fuels: combustion
4	Physics	Relationships <i>Scientific and technical innovation</i>	<ul style="list-style-type: none">• Forces & Energy: motion, motion graphs, Newton's laws, energy transfer and transformation• Electromagnetism, magnetism, magnetic fields• Electric circuits
5	Environmental Systems	Relationships <i>Globalization and Sustainability</i>	<ul style="list-style-type: none">• Interactions between organisms (food chains and webs)

Assessed Subject Objectives:

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

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

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

D	Reflecting on the Impacts of Science
<ol style="list-style-type: none">i. explain the ways in which science is applied and used to address a specific problem or issueii. discuss and evaluate the various implications of the use of 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:

- Nelson textbooks – Science for the International student
- Online simulations – <https://phet.colorado.edu/>
- Khan Academy resources

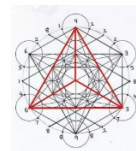
Types of Assessments
Summative <ul style="list-style-type: none">• Pen and Paper Test• Design experiments• Individual/Group Presentation• Investigation/Projects
Formative <ul style="list-style-type: none">• Quizzes,• Reflection on learning

Teacher Tips
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

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

Claude Lévi-Strauss

MATH



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

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

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	Sequences and Formulae	Systems & <i>Scientific and technical innovation</i>	<ul style="list-style-type: none"> • Algebraic fractions • Arithmetic and geometric sequences • Compound interest, depreciation
2	Problems with Sets	Connections & <i>Globalization and sustainability</i>	<ul style="list-style-type: none"> • Problem solving with Venn diagrams • Set algebra • Probability
3	Coordinate Geometry	Change & <i>Scientific and technical innovation</i>	<ul style="list-style-type: none"> • Coordinate geometry • 3D coordinate geometry • Transformation geometry
4	Functions and Graphs	Global interaction & <i>Fairness and development</i>	<ul style="list-style-type: none"> • Quadratics • Functions • Graphs of functions • Function transformations
5	Geometry and Trigonometry	Communication & <i>Orientation in space and time</i>	<ul style="list-style-type: none"> • Properties of lines • Angles and polygons • Congruence and similarity • Deductive geometry • Advanced trigonometry
6	Bivariate Statistics	Relationships & <i>Fairness and development</i>	<ul style="list-style-type: none"> • Two variable statistics • Variation • Inequalities

Assessed Subject Objectives:

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

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

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

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

Key Resources:

- Textbook: *Mathematics for the International Student 10E MYP 5 (Extended)* for use with the IB Middle Years Programme (Haese, Haese, Humphries, Kemp, & Vollmar). Electronic copy provided for each student
- TI-34 calculator or comparable scientific calculator

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

Teacher Tips
Show your thinking and show your work, at every opportunity
Use the back of the book to check your work
Use sample problems to complete more complex questions
Complete your homework in order to gain enough practice and automaticity

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

Roger Bacon

MUSIC



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

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

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	What's that Jazz?	Identity and Form	<ul style="list-style-type: none"> • Understanding and analyzing music genres like Pop, Jazz, Rock, Blues and classical. • Developing active listening, performing and composing skills to analyze each genre through the elements of music. • Compositional devices and their applications in the real world. • Developing writing skills and music vocabulary to be able to describe music. • Study master artists and their contribution to development of music genres.
2	The Return of the Film Score	Communication and Audience	<ul style="list-style-type: none"> • The study of Film Scores and how movies implement Music with visuals • Sound Design / Recording / Editing • Learning music making apps like Bandlabs, Soundtrap, Garageband, music notation software Musescore • Creating a Movie Short with original music composition
3	Produce like a Pro	Change	<ul style="list-style-type: none"> • Original Song Writing / Composition • The creation of a Single or Album • Music Production and use of music technology to create music • Being in a Band & or as a Solo Artist • Performance / Recording / Music Studio Rehearsal

Assessed Subject Objectives:

A	Investigating	B	Developing
i. Investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry ii. Critique an artwork or performance from chosen movement or genre		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	D	Evaluating
i. Create or perform an artwork		i. Appraise their own artwork or performance ii. Reflect on their development as an artist	

Key Resources:

- Textbook: "MYP Music by Concept" – Samuel Wright
- Textbook: "Investigating Musical Styles" - Roy Bennett
- Online Videos
- Bandlabs, musictheory.net, Musescore

Types of Assessments	Teacher Tips
A range of assessments will be utilized: Tests and Quizzes Individual and group Presentations and Performances Real Life Investigations Arts Process Journal (APJ)	Students are encouraged to be open to different musical experiences. Trust in the process of developing their own authentic journey as an artist. Development of musical knowledge will lead to fluency and creative freedom in a meaningful way.

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

DRAMA



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

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

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	Bringing a Script to Life	Personal and Cultural Expression	<ul style="list-style-type: none"> • This unit is an Interdisciplinary unit with Language and Literature and focuses on the ways a script can be interpreted to create a performance. Skills: <ul style="list-style-type: none"> • Research • Design skills • I movie
2	Empathy	Identities and Relationships	<ul style="list-style-type: none"> • This unit introduces students to a different form of creating live performance/creative theatre. They will learn how to interpret an image/text in various ways and understand how it works in script writing and performance. Skills: <ul style="list-style-type: none"> • Stanislavski • Monologue Writing • Actor Performance

Assessed Subject Objectives:

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

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

chosen arts discipline, related to the statement of inquiry
iv. Describe an artwork or performance from chosen movement or genre

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

C Creating/Performing

The student:
ii. Create or perform an artwork

D Evaluating

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

Key Resources:

- TBA
- Online Videos

Types of Assessments

Tests and Quizzes
Individual and group Presentations
Real Life Investigations
Performance

Teacher Tips

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

VISUAL ARTS



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

- Develop your aesthetics and artistic taste
- Explore art in nature and around us
- Research artists, their lives and artistic journeys
- Self-explore and reflect
- Create and self-express without fear
- enjoy the process of making art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of yourself and the world.

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	Exploring Patterns through Linocut Printmaking (Process Journal Entries)	KC: Identity RC: Expression, Composition GC: Personal and Cultural Expression	<p>In this unit, students will explore the art of linocut printmaking, focusing on the creation and use of patterns to express personal identity and cultural narratives. They will learn the history and technique of linocut, a relief printing method where designs are carved into a linoleum block and then printed onto paper or fabric. Students will investigate how different cultures use patterns in their art and craft traditions, from textiles and ceramics to architecture and graphic design. They will experiment with carving tools and ink application techniques to create their own original linocut prints, reflecting personal themes or cultural influences. The unit encourages both technical skill development and creative exploration of how patterns can communicate complex meanings.</p> <p>Possible Project Ideas:</p> <ol style="list-style-type: none">1. Personal Symbolic Pattern: Create a linocut print that incorporates patterns representing personal symbols or elements that reflect the student's own identity, such as hobbies, family

	<p>heritage, or significant experiences.</p> <ol style="list-style-type: none"> 2. Cultural Pattern Exploration: Research a specific culture's traditional use of patterns (e.g., Indigenous Australian, Japanese, Moroccan) and design a linocut print inspired by those patterns, blending them with contemporary themes or personal elements. 3. Nature-Inspired Print: Develop a linocut design based on patterns found in nature, such as the textures of leaves, animal skins, or ocean waves, to explore the relationship between natural forms and human expression. 4. Pattern Collage Print: Combine multiple carved linoleum blocks to create a layered print that juxtaposes different patterns, textures, and colors to explore themes of contrast and harmony.
<p>2</p>	<p>The future through art (Mock E-Portfolio)</p> <p>KC: Change</p> <p>RC: Innovation</p> <p>GC: Scientific and technical innovation</p> <p>Under the supervision of the teacher, the student performs and/or creates an artwork which imagines a possible future. The work will be submitted in an ePortfolio in response to the four summative assessment tasks.</p> <p>Please note:</p> <ul style="list-style-type: none"> • Schools must be respectful of sensitive personal and/or cultural issues. • Evidence must be submitted against each respective task. • Evidence for each task can be visual, written and/or recorded but must be within the maximum time and/or page limits set out within the Arts guide (for use from September 2022/January 2023). Work beyond the maximum 30 pages or equivalent minutes (1 minute = 2 pages) will not be considered in assessment. • Inquiry questions are designed as a starting point to guide student learning.

Assessed Subject Objectives:

A Investigating	B Developing
<ul style="list-style-type: none">i. Investigate a movement or genre in their chosen arts discipline, related to the statement of inquiryii. Critique an artwork or performance from chosen movement or genre	<ul 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	D Evaluating
<ul style="list-style-type: none">i. Create or perform an artwork	<ul style="list-style-type: none">i. Apprise their own artwork or performanceii. Reflect on their development as an artist

Key Resources:

- The Secret Language of Color (Eckstut & Eckstut – 2013)
- ART, A Brief History (Stokstad & Cothren – 2016)
- DP VISUAL ARTS (Oxford IB Diploma Programme, Course Companion, Paterson, Poppy, Vaughan, 2017.)
- Senior Artwise Visual Arts 11-12 (Israel, 2010)
- How I take photographs, Joel Meyerowitz (Laurence King publishing 2019)

Types of Assessments	Teacher Tips
Research Written work Process Journal Critique Studio Work Oral Presentation	<ul style="list-style-type: none">• Demonstrate Your Thinking and Work: Share your thought process and work at every step of the way.• Embrace Every Outcome: Remember, there's valuable learning in both successful and unsuccessful art.• Value the Journey: The art process itself offers deeper insights and learning experiences than the final product.

Ever tried. Ever failed. No matter. Try Again. Fail again. Fail better.

- Samuel Beckett

DESIGN



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

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

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	Paper Mechanical Toys: Engineering Creativity	<p>KC: Development</p> <p>RC: Function, Form</p> <p>GC: Scientific and Technical Innovation</p>	<p>In this unit, students will delve into the world of paper engineering, focusing on the creation of mechanical toys that use simple mechanisms to create movement and interaction. They will learn about the principles of mechanical design, such as levers, gears, pulleys, and linkages, and explore how these can be applied using paper and other lightweight materials. Through hands-on activities, students will design and build their own paper mechanical toys, considering both the functionality of the mechanisms and the aesthetic appeal of their designs. The unit encourages creative problem-solving and innovative thinking, providing a foundation in both design and engineering concepts.</p> <p>Possible Project Ideas:</p> <ol style="list-style-type: none"> 1. Automata Toy Design: Create a paper automaton that uses cams and levers to produce a series of movements, such as a waving hand or a nodding head. 2. Pop-Up Book Mechanism: Design a

	<p>pop-up book with interactive paper mechanisms that tell a story or demonstrate a scientific concept.</p> <ol style="list-style-type: none"> 3. Paper Circuit Toy: Combine paper engineering with simple electronics to create a toy that incorporates light or sound when a mechanism is activated. 4. Gear-Driven Paper Toy: Construct a paper toy that utilizes gears to produce different types of motion, such as rotation or oscillation.
<p>2</p>	<p>Design and Redesign Modern Classrooms</p> <p>KC: Systems</p> <p>RC: Design, Mathematics</p> <p>GC: Orientation in Time and Space</p> <p>This interdisciplinary unit combines Mathematics and Design to challenge students to think critically about how modern classrooms can be optimized to enhance learning, engagement, and well-being. Students will investigate the impact of physical space on learning outcomes, considering factors such as lighting, acoustics, ergonomics, layout, and materials. They will use mathematical principles, including geometry for spatial planning, algebra for budgeting, and statistics for analyzing user needs and feedback. Students will collaborate to design and create innovative classroom models or prototypes that reflect their understanding of effective space use and incorporate sustainable and ergonomic design principles.</p> <ul style="list-style-type: none"> • Possible Project Ideas: • Classroom Layout Redesign: Use geometric principles to redesign an existing classroom layout, focusing on optimizing space for movement, collaboration, and varied learning activities. • Furniture Design for Flexible Learning: Create furniture designs that accommodate flexible learning styles, such as modular desks or adaptable seating, and use mathematical calculations to determine material usage and cost efficiency. • Lighting and Acoustics

	<p>Optimization Project: Analyze and redesign the lighting and acoustic properties of a classroom to reduce distractions and improve concentration, using mathematical models to calculate optimal placements and materials.</p> <ul style="list-style-type: none"> • Virtual Classroom Prototype: Develop a digital model of a modern classroom using design software, incorporating elements like color theory, sustainable materials, and ergonomic layouts, with a focus on user experience and comfort. • User-Centered Design Study: Conduct surveys and interviews to gather data on students' and teachers' preferences for classroom environments, using statistical analysis to identify trends and inform redesign proposals.
--	---

Assessed Subject Objectives:

A	Inquiring and Analysing
<p>explains and justifies the need for a solution to a problem</p> <p>constructs a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem independently</p> <p>analyses a group of similar products that inspire a solution to the problem</p> <p>develops a design brief, which presents the analysis of relevant research.</p>	

B	Developing Ideas
<p>develops a design specification which outlines the success criteria for the design of a solution based on the data collected</p> <p>presents a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be correctly interpreted by others</p> <p>presents the chosen design and outlines the reasons for its selection with reference to the design specification</p> <p>develops accurate planning drawings/diagrams and outlines requirements for the creation of the chosen solution.</p>	

C	Creating the Solution
<p>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</p> <p>demonstrates excellent technical skills when</p>	

D	Evaluating
<p>describes detailed and relevant testing methods, which generate accurate data, to measure the success of the solution</p> <p>explains the success of the solution against the design specification based on authentic product</p>	

making the solution

follows the plan to create the solution, which functions as intended and is presented appropriately

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

testing

describes how the solution could be improved

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

Key Resources:

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

Types of Assessments

Research

Individual and group Presentations

Real Life Investigations, Designing and Creation, Display and Exhibition

Teacher Tips

- **Demonstrate Your Thinking and Work:** Share your thought process and work at every step of the way.
- **Embrace Every Outcome:** Remember, there's valuable learning in both successful and unsuccessful designs or products.
- **Value the Journey:** The design process itself offers deeper insights and learning experiences than the final product.

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

PHE



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

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

Unit	Unit Title	Key Concept & Global Context	Content Overview
1	Physical Fitness	Relationships, Interaction, Scientific & Technical Innovation	<ul style="list-style-type: none"> • Fitness Testing • Goal Setting • Create Fitness Plan • Perform Fitness Plan • Analysis of Performance
2	Volleyball	Change, Balance, Personal & Cultural Expression	<ul style="list-style-type: none"> • 1. Rules of Volleyball • 2. Skills of Volleyball • 3. Participation in Competition • 4. Goal Setting and Performance • 5. Analysis of Performance
3	Softball	Communication Personal and cultural expression – The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values	<ul style="list-style-type: none"> • Skills and techniques to be explicitly taught – hitting, pitching, catching, fielding, short throws, long throws, relay throws, base running • Rules – strikes, balls, base running, tagging, scoring • Communication – verbal and non-verbal cues • Designing and executing plays – what goes into a play, how to communicate a play to a teammate, how to use nonverbal and verbal cues effectively, when certain plays should be used, how to understand what is being asked of you.
4	Badminton	Development, Adaptation, Identities & Relationships	<ol style="list-style-type: none"> 1. Intro to Rules and Skills 2. Skill Development 3. Planning and Performance 4. Competition and Tournament 5. Reflections

Assessed Subject Objectives:

A	Knowing and Understanding
i.	explain physical and health education factual, procedural and conceptual knowledge
ii.	apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
iii.	apply physical and health terminology effectively to communicate understanding.

B	Planning for Performance
i.	develop goals to enhance performance
ii.	design, explain and justify a plan to improve physical performance and health.

C	Applying and Performing
i.	demonstrate and apply a range of skills and techniques effectively
ii.	demonstrate and apply a range of strategies and movement concepts effectively
iii.	analyse and apply information to perform effectively.

D	Reflecting and Improving Performance
i.	explain and demonstrate strategies to enhance interpersonal skills
ii.	analyse and evaluate the effectiveness of a plan based on the outcome
iii.	analyse and evaluate performance.

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

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

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