Taipei Kuei Shan School

The Middle Years Program

Middle Years Programme

A Curricular Guide for Grades 6-10

IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

2017-2018

Disclaimer

Taipei Kuei Shan School is an authorized IB World School for the International Baccalaureate (IB) Middle Years Programme, the IB Primary Years Programme, and Diploma Programme.

IB World Schools share a common philosophy—a commitment to improving the teaching and learning of a diverse and inclusive community of students by delivering challenging, high-quality programmes of international education that share a powerful vision.**

For further information about the IB and its programmes, visit www.ibo.org

**Mission Statement from the IB
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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Taipei Kuei Shan School Foundations

Mission Statement

Taipei Kuei Shan School is a Christ-centered community where students have opportunities to know God, follow Him and strive to live uprightly in a way He would approve. Our mission is to educate the whole person and develop life-long learners who are equipped to become knowledgeable and critical thinkers, effective communicators, responsible and engaged world citizens, virtuous servant-leaders, and enthusiastic stewards to serve one another, their community, Taiwan, and the world.

Expected Learning Outcomes

1. Scholars

- who are knowledgeable, critical thinkers, and independent learners
- who are skilled questioners: able to define problems, determine what information to seek, and where do find it
- who use technology appropriately to help solve problems

2. Effective Communicators

- who are skilled collaborative workers able to express ideas clearly in the target language
- who understand that communicators have a responsibility to send and receive clear messages
- who are able to use technology to communicate effectively

3. Reflective Thinkers

- who develop attitudes, skills, and habits to succeed as lifelong learners
- who analyze and apply new information
- who are able to reflectively evaluate the strengths and weaknesses of efforts, processes, and results
- who are motivated and goal oriented

4. Virtuous Servant-Leaders

- who display positive ethical and moral behavior
- who are multi-culturally sensitive and accept and respect the worth of each individual

5. Enthusiastic Stewards

- who provide service to others
- who are socially interactive with both the school and community in a meaningful fashion
- who serve one another, their community, Taiwan, and the world

Our Vision is to inspire students to impact the world to reach their greatest promise.

The International Baccalaureate Organization

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The International Baccalaureate® (IB) is a recognized leader in the field of international education. It is a nonprofit, mission-driven foundation that offers three challenging programs for students aged 3 to 19:

- **The Primary Years Program (PYP)** is designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry.

- **The Middle Years Program (MYP)** is for students aged 11 to 16. It provides a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding, and global engagement; qualities that are essential for life in the 21st century.

- **The Diploma Program (DP)** is for students aged 16 to 19. The DP is an academically challenging and balanced programme of education with final examinations that prepares students for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities ("The IB Continuum").

How long has each program been established?

The PYP was developed through the vision and effort, sustained over ten years, of the former International Schools Curriculum Project (ISCP). Its purpose was to produce a common international curriculum and to develop international-mindedness on the part of children. It has been offered by the IB since 1997, and continues to promote inquiry as the leading pedagogical approach.

The MYP began as an initiative of the International Schools Association. The aim was to develop a curriculum encouraging international awareness with emphasis on the skills, attitudes, knowledge and understanding needed to participate in a global society. From 1994 it has been one of the four IB programs and has continued to grow in the same spirit of collaboration with and among schools.

The Diploma Program was established in 1968 to provide students with a balanced education, to facilitate geographic and cultural mobility and to promote international understanding. Since then, innovative and committed teachers and examiners from around the world have played a significant role in the development of the program ("Four Programmes at a Glance").

The IB Learner Profile

As stated in the IB's mission statement, the aim of all IB programs is to develop internationally-minded people who help to create a better and more peaceful world. This aim is reflected through the IB Learner Profile, which is the core of all IB programs.

IB learners strive to be:

Attribute	Description
Inquirers	Students develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	Students explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	Students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.
Communicators	Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	Students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
Caring	Students show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	Students approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	Students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

What is the IB Middle Years Program (MYP)?

The Middle Years Program (MYP) of the International Baccalaureate Organization (IBO) is a course of study designed to meet the educational requirements of students aged between 11 and 16 years. The curriculum may be taught as an entity in itself, but it is flexible enough to allow the demands of national, regional or local legislation to be met.

The MYP has been devised to guide students in their search for a sense of belonging in the world around them. Life in the 21st century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The MYP is designed to help them find a sense of belonging in the ever changing and increasingly interrelated world around them and to foster a positive attitude to learning.

It also aims to help students to develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. This means teaching them to become independent learners who can recognize relationships between school subjects and the world outside, and learn to combine relevant knowledge, experience and critical thinking to solve authentic problems.

The eight subject groups provide a broad, traditional foundation of knowledge, while the pedagogical devices used to transmit this knowledge aim to increase the students' awareness of the relationships between subjects. Students are encouraged to question and evaluate information critically, to seek out and explore the links between subjects, and to develop an awareness of their own place in the world.

The MYP aims to develop in students:

- The disposition and capacity to be lifelong learners
- The capacity to adapt to a rapidly changing reality
- Problem-solving and practical skills and intellectual rigor
- The capacity and self-confidence to act individually and collaboratively
- An awareness of global issues and the willingness to act responsibly
- The ability to engage in effective communication across frontiers
- Respect for others and an appreciation of similarities and differences

The Middle Years Program Model

Figure 1. The program model. "MYP: From Principles into Practice". Cardiff: Peterson House, 2014. Print.

In the program model for the MYP, the first ring around the student at the centre describes the features of the program that help students develop disciplinary (and interdisciplinary) understanding.

- Approaches to learning (ATL)—demonstrating a commitment to approaches to learning as a key component of the MYP for developing skills for learning.
- Approaches to teaching—emphasizing MYP pedagogy, including collaborative learning through inquiry
- Concepts—highlighting a concept-driven curriculum.
- Global contexts—showing how learning best takes place in context.

The second ring describes some important outcomes of the program.

- Inquiry-based learning may result in student-initiated action, which may involve service within the community.
- The MYP culminates in the personal project (for students in MYP year 5

The third ring describes the MYP's broad and balanced curriculum.

- The MYP organizes teaching and learning through eight subject groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design.
- In many cases, discrete or integrated disciplines may be taught and assessed within a subject group: for example, history or geography within the individuals and societies subject group; biology, chemistry or physics within the sciences subject group.
- The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject groups are connected through global contexts and key concepts ("MYP: From Principles" 6).

The Personal Project

All students in grade 10 (MYP Year 5) are required to complete the personal project. The personal project help students to develop the attributes of the IB learner profile. The project allows students to demonstrate the ATL skills they've developed through the MYP and encourages the development of independent, lifelong learners. In addition, the project gives students the opportunity to "practice and strengthen their ATL skills, consolidate prior and subject-specific learning, and develop an area of personal interest" ("MYP: From Principles" 6). Personal projects are based on topics that are challenging and which motivates and interests individual students. (For more information, please consult the "TKSS Personal Project Guide.")

The PYP and MYP Continuum

Currently, Taipei Kuei Shan School is seeking International Baccalaureate (IB) Middle Years Program (MYP) candidacy and authorization. The MYP sits in between the IB Primary Years Program (PYP) and the IB Diploma Program (DP), all of which TKKS will offer as we expand our school to offer a comprehensive and coherent educational framework from ages 5 – 18. Each IB program focuses on the development of the whole child emphasizing intellectual, emotional, social and physical growth, involving the traditions of learning in languages, humanities, science, mathematics and the arts.

Primary Years Program Grades K-5	**Middle Years Program Grade 6-10**
Mission Statement	
Learner Profile Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective	
Inquiry Observe, Infer, Question, Draw Conclusion	
Formative and Summative Assessments	
Reflection	
Lines of Inquiry & Teacher Questions	Statement of Inquiry & Inquiry Questions
Key Concepts Form, Function Causation, Change, Connection, Perspective, Responsibility, Reflection	Key Concepts Related Concepts
Transdisciplinary Themes Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organic ourselves, Sharing the plant	Global Contexts Identities and relationships, Orientation in space and time, Personal and cultural expression, Scientific and technical innovation, Globalization and sustainability, Fairness and development
Exhibition	Personal Project

For more information about the DP program, please refer to the "DP Handbook" or go to www.ibo.com.

MYP Assessment

"The aim of MYP assessment is to support and encourage student learning."

"MYP: From principles into practice" 79.

MYP assessment at KSS has been developed in accordance with the assessment guidelines and policies of the International Baccalaureate Organization (IBO).

Assessing the MYP

All assessments in the KSS MYP are internal (MYP: From principles into practice, p.40); that is, assessment and all of its component parts are developed and delivered by teachers at KSS.

All assessments are either **formative** or **summative**. Assessment is considered **formative** when the teacher and student use the assessment to reflect on what knowledge and skills have been learned and developed and can be applied.

Examples of formative assessments in the MYP classroom may include:

- Checklists
- Class Observations
- Drawings
- Group discussions
- Inventories
- Journal Entries
- Peer Reviews
- Quiz or Test
- Self-evaluations
- Spontaneous Response

Summative assessments take place at the end of the teaching and learning process and allow the student the opportunity to develop and show what has been learned and provide samples of their work to show their understanding. It also helps the teacher judge the level of achievement the student has attained.

Examples of **summative** assessments in the MYP classroom may include:

- Essays
- Exams
- Investigations
- Model Production
- Performances
- Presentations
- Quesitonnaires
- Research Projects

For all summative assessments, students have criteria with which they will be assessed. It provides guidelines on what teachers will be looking for when assessing the students' knowledge and deeper understanding of the unit and unit question. It also helps the students know what is expected of them so that they can prepare and do the best they can.

Middle Years Program Criterion-Related Assessment

KSS implements the IBOs criterion related assessment model. The criterion-related model is based upon pre-determined criteria that all stakeholders (e.g., parents, students, and teachers) have access to throughout the academic school year.

All MYP subjects have four equally weighted assessment criteria each having a maximum score of 8. See example below:

Mathematics

Criteria	Maximum Achievement Level
A: Knowledge and Understanding	8
B: Investigating Patterns	8
C: Communication	8
D: Applying Mathematics in Real-Life Contexts	8

The Criteria contain the descriptors against which the work is judged, for each an appropriate level is given, for example:

(A) Knowledge and Understanding Maximum level: 8

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student is able to: i. select appropriate mathematics when solving simple problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly.
3-4	The student is able to: i. select appropriate mathematics when solving more complex problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly.
5-6	The student is able to: i. select appropriate mathematics when solving challenging problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly.
7-8	The student is able to: i. select appropriate mathematics when solving more complex problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly.

A process of continuous assessment is used whereby the students' performance against the subject specific assessment criteria is measured on multiple occasions during the year. Each individual assessment task will focus on specific criteria.

At the end of the year, the student's current criteria* levels are added together and the sum is used to determine the student's MYP Grade for the subject based on the IB prescribed conversion table.
For example:

A student has achieved the following sustained levels in Math:

A: Knowledge and Understanding	5/8
B: Investigating patterns	6/8
C: Communication	4/8
D: Applying mathematics in real-life contexts	4/8
Total	19
MYP Grade awarded would be:	**5**

MYP Grade Description

A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.

*Current criteria level is not an average of the assessments in a criterion. It is the student's current level of achievement in that criterion at the time of final assessment. The level is determined by the teacher's professional judgment and trends in the student's achievement in the criterion.

MYP 1-7 grades are broad grade descriptors that provide information about the skills and knowledge mastered by a student. They are not specific to any subject group, as shown in the table below:

Grade	Descriptor
Grade 1	**Minimal** achievement in terms of the objectives.
Grade 2	**Very limited** achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is **unable** to apply them fully in normal situations, **even with support**.
Grade 3	**Limited** achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a **limited understanding** of the required knowledge and skills and is **only able to apply** them fully in normal situations **with support**.
Grade 4	A **good general understanding** of the required knowledge and skills, and the ability to apply them effectively in **normal** situations. There is **occasional** evidence of the skills of analysis, synthesis and evaluation.
Grade 5	A **consistent and thorough understanding** of the required knowledge and skills, and the ability to apply them in a **variety** of situations. The student **generally** shows evidence of analysis, synthesis and evaluation where appropriate and **occasionally** demonstrates originality and insight.
Grade 6	A **consistent and thorough understanding** of the required knowledge and skills, and the ability to apply them in a wide **variety** of situations. **Consistent** evidence of analysis, synthesis and evaluation is shown where appropriate. The student **generally** demonstrates originality and insight.

Grade	Descriptor
Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them **almost faultlessly** in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student **consistently** demonstrates originality and insight and **always** produces work **of high quality**.

Reporting in the MYP

Student MYP mid-semester report and semester report will only contain IB criterion referenced grades.

Mid-semester Report

The MYP mid-semester reports for each subject consist of a general description of the students' learning habits in the subject, the current achievement level of the student in each criterion of the subject, and the current MYP grade on a 1-7 scale of the student in the subject.

Semester Report

The MYP semester report for each subject consist of a general description of the students' learning habits in the subject, the current achievement level of the student in each criterion of the subject, the current MYP grade on a 1-7 scale of the student in the subject, and an anecdotal comment of the student's performance in the subject. (For more information on MYP assessment, please consult the "TKSS Assessment Policy.")

TKSS MYP Course Progression and Overview

The Course Selection Process

In the second semester of each year, 7th through 10th-grade students are asked to choose courses for the next school year. Students will meet individually with their academic advisor by grade level to learn about which courses to choose. The academic advisor will advise students which courses are best for individual students, based on ability, achievement, and future plans. Students should read course descriptions and discuss their options with their parents, who will sign the course selection verification before the student submits course requests to the academic advisor.

Add/Drop Procedures

Considering that student, parent and teacher input are taken into account during the course selection process; we expect that students will make suitable choices when selecting courses. Even with careful planning, however, we understand that sometimes a schedule change is warranted. At the beginning of each academic year, there is a 2-week period where students may, with parental approval, drop/add courses for sound educational reasons. Students should request this change by speaking directly to the academic advisor.

Graduation Requirements

High school students in grades 9-12 work towards earning a specific number of graduation credits each year. A passing grade in a course for a year's work generally earns one credit towards high school graduation. A 9th grader begins with no credits. In order for a student to be considered a 10th grader, he/she must have earned at least 5 credits; to become an 11th grader, 10 credits; and a 12th grader, 15 credits. In order to graduate, a student must have earned a total of at least 18.5 credits, distributed across the subject areas as shown in the chart on the next page. Students who follow the recommended courses will be well-prepared for most colleges.

Students missing the required credits due to being a transfer student or failing a course may apply to attain the missing credits through independent study. Students attaining credits through this route can only receive a maximum of an IB score of 3 for grade 9 and 10 and an IB score of 4 for grade 11 and 12. Students that are receiving an IB score of below 2 in a subject will not get credit for the course and may be required to attend pullout classes to improve their performance in the subject.

As stated previously, individual students should choose the courses based on their ability, achievement, and future plans. However, many of the courses have prerequisites. Therefore, it is imperative for students to plan carefully in order to meet the prerequisites of the courses they want to take. Please refer to the table below.

Subject Progression Requirement

	Subject group	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Compulsory	English Studies in Language and Literature (Group 1)	IB MYP Language & Literature: English	IB MYP Language & Literature: English	IB MYP Language & Literature: English	IB MYP Language & Literature: English	IB MYP Language & Literature: English	IB DP English A: Language and Literature SL/HL	
	English Language Acquisition (Group 2)		IB MYP Language Acquisition: English	IB MYP Language Acquisition: English	IB MYP Language Acquisition: English	IB MYP Language Acquisition: English**	IB DP English B SL/HL	
	Chinese Language and Literature (Group 1)	IB MYP Language & Literature: Chinese	IB MYP Language & Literature: Chinese	IB MYP Language & Literature: Chinese	IB MYP Language & Literature: Chinese	IB MYP Language & Literature: Chinese	IB DP Chinese A: Language and Literature SL/HL	
	Chinese Language Acquisition (Group 2)		IB MYP Language Acquisition: Chinese*		IB MYP Language Acquisition: Chinese**		IB DP Chinese B SL/HL	
	Individuals and Societies (Group 3)	IB MYP Individuals & Societies: Foundations	IB MYP Individuals & Societies: World Physical and Human Geography I	IB MYP Individuals & Societies: Ancient World History	IB MYP Individuals & Societies: World Physical and Human Geography II	IB MYP Individuals & Societies: Modern World History	IB DP History SL/HL	
	Natural Science (Group 4)	IB MYP Sciences:	IB MYP Sciences: Life Science	IB MYP Sciences: Physical Science	IB MYP Sciences: Physics	IB MYP Sciences: Biology	IB DP Chemistry SL/HL	
	Mathematics (Group 5)	IB MYP Mathematics	IB MYP Mathematics	IB MYP Mathematics	IB MYP Mathematics Standard/ Extended	IB MYP Mathematics Standard/ Extended	IB DP Mathematics SL/HL	
	Arts (Group 6)	IB MYP Arts: Visual Arts / IB MYP Arts: Music	IB MYP Arts: Visual Arts / IB MYP Arts: Music	IB MYP Arts: Visual Arts / IB MYP Arts: Music	IB MYP Arts: Visual Arts or IB MYP Arts: Music*** or IB MYP Design	IB MYP Arts: Visual Arts or IB MYP Arts: Music*** or IB MYP Design	IB DP Visual Arts SL/HL	
	Design (Group 7)	IB MYP Design	IB MYP Design	IB MYP Design			IB DP Music SL/HL	
	Physical and Health Education (Group 8)	IB MYP Physical and Health Education	IB MYP Physical and Health Education	IB MYP Physical and Health Education	IB MYP Physical and Health Education	IB MYP Physical and Health Education		

**Students with language competence above the Language Acquisition phases will be placed in the Language and Literature class.*
***Students in Language Acquisition Phase 5/6 are encouraged to enroll in Language and Literature.*

	Subject group	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Elective	English Language Support		English Pullout	English Pullout	9Academic Writing	Academic Writing		
	6th DP Subject						DP Group 6 Arts or Pamoja Online Course for DP Group 1 to 5	
	Theory of Knowledge						TOK	
No-Credit Compulsory	Creativity, Activity, Service	Service and Action	Service and Action	Service and Action	Service and Action	Service and Action	CAS	
	Personal Project/ Extended Essay				Personal Project		Extended Essay	
	Christian Education							
	MOE Compulsory Courses							
External Exams		SRI-14	TerraNova 3 TOEFL Jr.	TerraNova 3 TOEFL Jr.	TerraNova 3 TOEFL Jr.	PSAT	PSAT ACT/ SAT	

****Students in G9 and G10 are required to take the same group 6 or 7 course for two consecutive years. Students can then continue to specialize in the chosen group 6 course in DP.*

Please note:

The subject-specific aims, objectives, and assessment criteria listed below are obtained from the IB MYP subject guides. For additional information on each subject, please consult the subject guide of each subject.

Course Overview

What are MYP aims, objectives, and assessment criteria?

The **aims** of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The **objectives** of any MYP subject state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject.

The **assessment criteria** are directly related to the **objectives**. The assessment criteria is the basis by which teachers assess how well the student as achieved in each of the subject's objective.

MYP Language and Literature (English and Chinese)

MYP language and literature is for students with native or near native language proficiency in the language being studied. It is typically but not necessarily the language of instruction in the school, and is clearly fundamental to the curriculum as it crosses the boundaries of the traditional disciplines. The aims and assessment criteria listed below

Aims

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.

MYP Language and Literature: Objectives and Assessment Criteria

The following objectives and assessment criteria have been established by the IB for Language A in the MYP:

Objective/Criterion A	Analysing	Maximum 8
Objective/Criterion B	Organizing	Maximum 8
Objective/Criterion C	Producing text	Maximum 8
Objective/Criterion D	Using Language	Maximum 8

Objective/Criterion A: Analyzing - Maximum: 8
Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analyzing involves demonstrating an understanding of the creator's choices, the relationships between the various components of a text and between texts, and making inferences about how an audience responds to a text (strand i), as well as the creator's purpose for producing text (strand ii). Students should be able to use the text to support their personal responses and ideas (strand iii). Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text (strand iv).

In order to reach the aims of studying language and literature, students should be able to:

i. analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts

ii. analyze 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.

Objective/Criterion B: Organizing - Maximum: 8
Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.

In order to reach the aims of studying language and literature, students should be able to:

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.

Objective/Criterion C: Producing text - Maximum: 8
Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. In exploring and appreciating new and changing perspectives and ideas, students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.

In order to reach the aims of studying language and literature, students should be able to:

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.

Objective/Criterion D: Using language - Maximum: 8
Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include, written, oral and visual text, as appropriate.

In order to reach the aims of studying language and literature, students should be able to:

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.

MYP Language and Literature: Course Information

Language and Literature: English Courses	Language and Literature: Chinese Courses
Grade 6 MYP Language & Literature: English	Grade 6 MYP Language & Literature: Chinese
Grade 7 MYP Language & Literature: English	Grade 7 MYP Language & Literature: Chinese
Grade 8 MYP Language & Literature: English	Grade 8 MYP Language & Literature: Chinese
Grade 9 MYP Language & Literature: English	Grade 9 MYP Language & Literature: Chinese
Grade 10 MYP Language & Literature: English	Grade 10 MYP Language & Literature: Chinese

MYP Language and Literature: English Course Descriptions

MYP Language and Literature: English
Grades: 6, 7, 8, 9, 10
Language of Instruction: English
Prerequisite: A student whose first language is English or has near-native proficiency.

Course Description: This course is an academically rigorous study of both language and literature, which aims to equip students with linguistic, analytical and communicative skills. Students respond to literature through interrelated instruction in the following skill areas: listening, speaking, reading, viewing, presenting, and writing. These processes are integrated into a holistic learning program that emphasizes higher order thinking skills. Students learn to read analytically, listen purposely, write creatively and in various formats, speak fluently, and handle the conventions of standard English. Students are encouraged to develop a lifelong interest in reading and to apply language skills in real-life contexts.

G7 MYP Language and Literature: English*			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1: Poetry & NS: Hunger Games	Students will understand that perspective, style, and point of view play vital roles in understanding conceptual truth(s).	The primary aim of this unit is to introduce students to the world of poetry. The secondary aim is to commence the reading and studying of novel 1 of 3 Suzanne Collin's The Hunger Games. In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, to support their learning.The unit ends with a summative assessment comprising of objectives A,B,C, and D. Students write, recite, and analyse four types of poems.	**Core Textbook(s):** English: An International Approach 2 Rachel Redford Oxford University Press ISBN: 978-0-19-912665-1 English: An International Approach 2 Workbook Mark Saunders Oxford University Press ISBN: 978-0-912724-5 English: An International Approach 2 Teacher's Guide Patricia Mertin Oxford University Press ISBN: 978-0-912670 5 Oxford Dictionary of Literary Terms Chris Baldick Oxford University
Unit 2: Fiction and Nonfiction & NS: Holes	Writers purposefully create theme(s) in their work(s) to connect with their audience(s) and share ideas..	The primary aim of this unit is to introduce students to fiction and nonfiction. The secondary aim is to commence the reading and studying of novel 1 of 3 Suzanne Collin's The Hunger Games. In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, to support their learning.The unit ends with a summative assessment comprising of objectives A,B,C, and D. Students write a critical book review and create a presentation on fiction and nonfiction.	
Unit 3 Drama & NS: Holes / A Tale of Two Cities	Differing types of drama rely on differing connections, theme(s), and character(s) to best tell different stories.	The primary aim of this unit is to introduce students to the world of drama. The secondary aim is to continue the reading and studying of novels 2 (Louis Sachar's Holes) and 3 (Charle's Dicken's A Tale of Two Cities). In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, to support their learning.The unit ends with a summative assessment comprising of objectives A,B,C, and D. Students write, perform, and reflect upon dramatical sketches.	

G7 MYP Language and Literature: English*			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 4: Short Stories & NS: Tale of Two Cities	Characters, settings, and themes pass on the author's purpose in fictional short stories.	The primary aim of this unit is to introduce students to the genre of short stories. The secondary aim is to continue the reading and studying of novel 3 (Charle's Dicken's A Tale of Two Cities). In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, to support their learning.The unit ends with a summative assessment comprising of objectives A,B,C, and D. Students write their own short story and reflect upon the writing process.	Press ISBN: 978-0-19-920827-2 **Novels**: Unit 1-2 The Hunger Games Suzanne Collins ISBN-13:978-0-439-02352-8 **Novels:** Unit 3-4 A Tale of Two Cities Charles Dickens (Retold by Ralph Mowat) Oxford Bookworms Library Level 4 ISBN: 978-0-19-479187-8

G8 MYP Language and Literature: English			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1: Short Stories & NS: Animal Farm	Characters and setting play vital roles in communicating an author's purpose through the theme of a fictional short story.	The primary aim of this unit is to introduce students to Short stories. The secondary aim is to commence the reading and studying of novel Animal Farm by George Orwell. In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, to support their learning. The unit ends with a summative assessment comprising of objectives A,B,C, and D. Students write a short story and create a presentation on story map and sequence.	**Core Textbook(s):** Language & Literature: A practical guide student book East. El Souefi. Maclure. Schwaberow International Baccalaureate Organization ISBN: 978-1-910160-02-2 Language & Literature: A practical guide teacher book East. El Souefi. Maclure. Schwaberow International
Unit 2: Fiction/ Nonfiction & NS: Boy (1)	Creativity, self-expression, and style all feature in the identities and relationships of both a writer's characters and the writers themselves.	The primary aim of this unit is to introduce students to Fiction/ Nonfiction. The secondary aim is to commence the reading and studying of novel Boy by Roald Dahl. In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, to support their learning. The unit ends with a summative assessment comprising of objectives A,B,C, and D. Students write an in-class timed essay on the different characters in Boy and create a presentation on fiction and nonfiction.	

G8 MYP Language and Literature: English			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 3: Poetry & NS: Boy (2)	Point of view and style accomplish, alter, or establish, an author's poetic perspective.	The primary aim of this unit is to introduce students to the world of poetry. The secondary aim is to commence the reading and studying of novel Boy by Roald Dahl. In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, to support their learning.The unit ends with a summative assessment comprising of objectives A,B,C, and D. Students will write and recite an English/Shakespearean sonnet. The oral presentation will be an analysis on an English/ Shakespearean sonnet set by the teacher.	Baccalaureate Organization ISBN: 978-1-910160-03-9 Oxford Dictionary of Literary Terms Chris Baldick Oxford University Press ISBN: 978-0-19-920827-2 **Novels**: Unit 1 Animal Farm George Orwell ISBN: 978-0-451-52634-2 Unit 2-3 Boy Roald Dahl ISBN: 978-0-14-241381-4 Unit 3-4 Jane Eyre Emily Bronte ISBN: 0-553-21140-4 On Bronte's Jane Eyre Cliffnotes @ cliffnotes.com Karin Jacobson Ph.D. ISBN: 978-0-7645-8589-0
Unit 4: Drama & NS: Jane Eyre + Cliff Notes	Differing types of drama rely on differing perspective(s), theme(s), and character(s) to best tell different stories.	The primary aim of this unit is to introduce students to Drama. The secondary aim is to commence the reading and studying of novel Jane Eyre by Emily Bronte . In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, to support their learning.The unit ends with a summative assessment comprising of objectives A,B,C, and D. Students will create a drama and present it to their class.	

G9 MYP Language and Literature: English			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1: Narrative, Characterization, and Setting NS: Oliver Twist	Creativity, purpose, and structure are vital to effectively communicate personal and cultural expression.	The primary aim of this unit is to introduce students to the literary elements of narrative, characterization, and setting. The secondary aim is to commence the reading and studying of novel 1 of 3 Charles Dicken's Oliver Twist. In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, to support their learning.The unit ends with a summative assessment comprising of objectives A,B,C, and D. Students create an oral report and write a 1000 word (Word Count 10%) analysis essay based upon one of the literary works covered in Unit 1.	Unit(s) 1-4: 9780547619613 ELL Adapted Interactive Reader Houghton Mifflin Harcourt;

G9 MYP Language and Literature: English			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 2: Theme, Author's Purpose & NS: Oliver Twist contd.	Author's often create work, with the purpose being, to express or share their view(s) while connecting to a larger audience.	The primary aim of this unit is to introduce students to the literary elements of theme and author's purpose. The secondary aim is to continue the reading and studying of novel 1 of 3 Charles Dicken's Oliver Twist. In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, to support their learning.The unit ends with a summative assessment comprising of objectives A,B,C, and D. Students create an oral report and sit a timed in-class essay on literature—characters, quotes and themes.	Independent Study supporting Unit(s) 1-4 9781107591660 Academic Vocabulary in Use Cambridge Unit(s) 1-2 9780451529718 Charles Dickens - Oliver Twist Signet Classics Unit 3 9780199536405 F. Scott Fitzgerald- The Great Gatsby Oxford Paperbacks Unit 4 9780446310789 Harper Lee - To Kill a Mocking Bird Little Brown Unit(s) 1-4: Oxford Dictionary of Literary Terms Chris Baldick Oxford University Press ISBN: 978-0-19-920827-2
Unit 3: Argument, Language of Poetry & NS: The Great Gatsby	Students will understand that the logic, purpose, and setting of literature can, and does, effectuate profound change in both people and society.	The primary aim of this unit is to introduce students to the literary elements of argument and the language of poetry. The secondary aim is to commence the reading and studying of novel 2 of 3 F. Scott Fitzgerald's The Great Gatsby. In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, to support their learning.The unit ends with a summative assessment comprising of objectives A,B,C, and D. Students present an analyzed structured poem and write an elegy using heroic quatrain.	
Unit 4: Author's Purpose, Style NS: TGG, TKMB NS: To Kill A Mocking Bird	Connections, audience imperatives, and self-expression, when exploring literature, can determine its understanding.	The primary aim of this unit is to introduce students to Shakespearean drama and epic heroes. The secondary aim is to commence the reading and studying of novel 3 of 3 Harper Lee's To Kill A Mocking Bird. In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, to support their learning.The unit ends with a summative assessment comprising of objectives A,B,C, and D. Students create and present a dramatic skit and perform a critical comparative analysis on two plays.	

G10 MYP Language and Literature: English			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1: Blogging, Language Death, & NS: F451	Communication, intertextuality, and audience imperatives help define thoughts which shape reality.	The primary aim of this unit is to introduce students to blogging and language death. The secondary aim is to commence the reading and studying of novel Fahrenheit 451. In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, to support their learning.The unit ends with a summative assessment comprising of objectives A,B,C, and D. Students write a critical analysis on F451 and create a presentation on their analysis.	**Core Textbook(s):** Q: Skills for success: Reading and Writing Caplan and Douglas

G10 MYP Language and Literature: English			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 2: Work vs. Enjoyment, Illustrated Truth & NS: Frankenstein	How much one enjoys work and leisure, in many instances, may be directly affected by perspective, point of view, and self-expression.	The primary aim of this unit is to introduce students to the balance of work and fun as well as illustrated truths. The secondary aim is to commence the reading and studying of novel Frankenstein by Mary Shelly. In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, to support their learning.The unit ends with a summative assessment comprising of objectives A,B,C, and D. Students create a new text type that illustrate the truth of Frankenstein and create a presentation on the apects they have analysed and the product of their text type.	Oxford University Press ISBN: 978-0-19-475642-6 Oxford Dictionary of Literary Terms Chris Baldick Oxford University Press ISBN: 978-0-19-920827-2 **Novels**: Unit 1 Fahrenheit 451 Ray Bradbury ISBN : 978-1-4516-9031-6 Unit 2 Frankenstein Mary Shelley ISBN: 978-88-536-1969-3 Unit 3-4 This Side of Paradise F. Scott Fitzgerald ISBN 13: 978-0-486-28999-1
Unit 3: Lucrative Recycling and Developing Self & NS: TSOP	Working with sensitive context(s) requires creative use of self-expression.	The primary aim of this unit is to introduce students to develop oneself and create a business out of recycling. The secondary aim is to commence the reading and studying of novel This side of paradise by F.S. Fitzgerald. In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, to support their learning.The unit ends with a summative assessment comprising of objectives A,B,C, and D. Students will write an expository essay and a business plan develop a product.	
Unit 4: (Elective) Lucrative Recycling and Developing Self	Creativity fuels an author's purpose and context provides the setting.	The primary aim of this unit is to introduce students to the importance of people and how to energise them. The secondary aim is to commence the reading and studying of novel This side of paradise by F.S. Fitzgerald. In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, to support their learning.The unit ends with a summative assessment comprising of objectives A,B,C, and D. Students write a critical analysis essay and present it.	

MYP Language and Literature: Chinese Course Descriptions

Language and Literature: Chinese Course Descriptions:
Language and Literature: Chinese Classes
Grades: 6, 7, 8, 9, 10
Language of Instruction: Chinese
Prerequisite: A student whose first language is Chinese or has near-native proficiency.
Course Description: This course is an academically rigorous study of the Chinese language and literature. Students learn to use language as a vehicle for thought, creativity, reflection, learning, self-expression, and social interaction. Students develop critical, creative, and personal approaches to studying and analyzing literary and non-literary works.

G7 MYP Language and Literature: Chinese			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
七上 單元一：小說的情節	瞭解小說架構與作者建構情節的目的，組織小說觀點並詮釋其觀點的特殊性。	單元目標： 本單元建構在學生剛接觸IB課程，學習基礎中國小說沿革及「小說的情節」 於課堂中，將藉由閱讀及討論文本〈〈祝福〉、〈畫貓的男孩〉、〈祝福〉、〈翻漿〉、〈珠寶〉、〈項鍊〉來引導學生分析小說的情節，透徹理解作者創作意涵及個人觀點，並藉由指導學生用簡報呈現探究《聊齋誌異》自選篇章的內容來了解小說情節表達方式的影響。 總結性評量： 學生將透過分析小說《不會變形的金剛》的情節架構來展現其學習成果，以符合評估標準Ai、Bii、Aiv。	〈畫貓的男孩〉 〈祝福〉 〈翻漿〉 〈珠寶〉 〈項鍊〉 〈畫貓的男孩〉 《聊齋誌異》
七上 單元二：詩歌的文體特徵	瞭解詩歌文體在時空的演變、定位與藝術形式	單元目標： 本單元建構在學生在小學階段已經接觸的詩歌「古詩」、「唐詩」、「新詩」的基礎上。 於課堂中，將藉由班級閱讀並討論文本〈夏夜〉、〈余光中詩集選〉、鄭愁予〈錯誤〉、〈絕句選〉、〈鄭愁予詩集選〉、〈登鸛雀樓〉、〈黃鶴樓送孟浩然之廣陵〉、〈楓橋夜泊〉來訓練學生判斷並歸納出各類型詩歌的文體特徵，並用多元方式分析詩歌的文體特徵 總結性評量： 學生將透過製作繪本，分析認領詩作的結構與內容特點來展現其學習成果，以符合評估標準 Bi、Biii、Div。	〈夏夜〉 〈絕句選〉 〈余光中詩集選〉 〈鄭愁予詩集選〉 〈登鸛雀樓〉 〈黃鶴樓送孟浩然之廣陵〉 〈楓橋夜泊〉
七上 單元三：散文的文體特徵	瞭解散文的文體特徵與受眾需要，以達到作者與讀者間的交流與認同	單元目標： 本單元建構在學生剛接觸IB課程，學習基礎國文散文及認識「散文的文體特徵」。 於課堂中，將藉由閱讀討論文本〈雅量〉、〈做自己的貴人〉、〈心囚〉、〈紙船印象〉、〈音樂家與職籃巨星〉、〈兒時記趣〉、〈孩子的鐘塔〉、〈背影〉，使學生理解各種文體間的差異及讀者閱讀感受，從而分析並使用各種文體進行有效創作，最終了解文體及表達方式對受眾的影響。 總結性評量： 學生將透過分析散文結構並以MLA格式呈現來展現其學習成果，以符合評估標準 Aiii、Aii、Cii。	〈雅量〉 〈做自己的貴人〉 〈心囚〉 〈紙船印象〉 〈音樂家與職籃巨星〉 〈兒時記趣〉 〈孩子的鐘塔〉 〈背影〉

G7 MYP Language and Literature: Chinese			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
七下 單元四：散文的表現手法	了解散文的表現手法，並運用其分析、創作並回應個人觀察的立場與見解。	單元目標： 本單元建構在學生七年級上學期學過的「散文的文體特徵」的基礎上。 於課堂中，將藉由小組討論及文本分析胡適〈母親的教誨〉、陳之藩〈謝天〉、侯文詠〈蠍子文化〉、曾志朗〈螞蟻雄兵〉、陳幸蕙〈在大地上寫詩〉，討論訓練學生從線索建立邏輯組織，並藉由指導學生分析簡媜〈夏之絕句〉,用文字呈現探究內容來了解散文表達方式對於散文作品的影響。 總結性評量： 學生將透過600字體分析報告，分析簡媜〈夏之絕句〉的表現手法，再以600字散文創作來展現表現手法呈現之表現效果，以符合評估標準Ai 、Bii 、Ci 、Diii、Div	胡適〈母親的教誨〉 陳之藩〈謝天〉 侯文詠〈蠍子文化〉 曾志朗〈螞蟻雄兵〉 陳幸蕙〈在大地上寫詩〉 簡媜〈夏之絕句〉
七下 單元五：詩歌的意象和意境	透過對文學意象與意境的解讀，交流彼此的經驗與想法，進而產生與文本的共鳴。	單元目標： 本單元建構在學生七年級上學期學過的「詩歌的文體特徵」的基礎上。 於課堂中，將藉由學生閱讀討論及文本分析席慕蓉〈一棵開花的樹〉、鄭愁予〈錯誤〉、席慕蓉〈青春〉、席慕蓉〈樓蘭新娘〉、艾青〈跳水〉、白靈〈風箏〉、孟浩然〈過故人莊〉、杜牧〈聞官軍收河南河北〉、杜牧〈江南春〉、蘇軾〈和子由澠池懷舊〉、陳陶〈隴西行〉，討論訓練學生從線索建立邏輯組織，並藉由指導學生分析簡媜〈夏之絕句〉,用文字呈現探究內容來了解散文表達方式對於散文作品的影響。 評估標準： 學生將透過創作詩歌、改編歌詞法，說明創作意圖及運用意象、意境，並演唱出來，以展現其學習成果，以符合評估標準Aiii 、Ci 、Di	席慕蓉〈一棵開花的樹〉 鄭愁予〈錯誤〉 席慕蓉〈青春〉 席慕蓉〈樓蘭新娘〉 艾青〈跳水〉 白靈〈風箏〉 孟浩然〈過故人莊〉 杜牧〈聞官軍收河南河北〉 杜牧〈江南春〉 蘇軾〈和子由澠池懷舊〉 陳陶〈隴西行〉
七下 單元六：小說的環境	了解作者塑造人物的意圖，分析結構與人物相互所要表達的思想意涵。	單元目標： 本單元建構在學生七年級上學期所學過的「小說的情節」基礎上。 於課堂中，將藉由全班閱讀討論文本〈下水道的皮夾〉、〈失明〉、〈藥物〉、〈同卵雙胞胎〉、〈溫柔子彈〉、〈網路安全〉、〈成家〉、張曉惠〈黑心貨〉、歐斯勒〈藍色串珠項鍊〉來訓練學生找出小說架構，以小說環境的視角詮釋小說的生成及其深刻的意涵，並藉由指導學生創作極短篇小說來探究小說環境的描寫對於閱讀者的影響。 總結性評量： 學生將透過創作極短篇小說，描述該極短篇小說的結構及環境人物設定以展現其學習成果，以符合評估標準 Ai、Bii、Aiv 。	〈下水道的皮夾〉 〈失明〉 〈藥物〉 〈同卵雙胞胎〉 〈溫柔子彈〉 〈網路安全〉 〈成家〉 張曉惠〈黑心貨〉 歐斯勒〈藍色串珠項鍊〉

G8 MYP Language and Literature: Chinese			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
第一單元：小說的人物	瞭解時代背景與社會環境在作品中的象徵意義，並探討環境對人物塑造的作用。	單元目標： 本單元建構在學生七年級學過的「小說的情節」、「小說的環境」的基礎上。 於課堂中，將藉由小組討論文本〈世說新語選〉、〈柳毅傳書結奇緣〉來訓練學生與老師和同學商討思想觀點和知識， 並利用各種組織工具完成學術性寫作作業。 總結性評量： 學生將透過分析指定小說、撰寫八百字小論文來呈現來展現其學習成果，以符合評估標準 Aii Bi Cii Di Div。	〈世說新語選〉 〈柳毅傳書結奇緣〉
第二單元：詩歌的類別劃分	探索各類詩歌的體裁，並且瞭解作者創作詩歌的目的性，進而體現詩歌於所處時代的定位。	單元目標： 本單元建構在學生七年級學過的「詩的文體特徵」、「詩歌的意象和意境」的基礎上。 於課堂中，將藉由小組討論文本〈古詩選〉、〈夸父〉來訓練學生與老師和同學商討思想觀點和知識 並根據不同的目的進行寫作。 總結性評量： 學生將透過分析指定新詩、撰寫八百字小論文來呈現來展現其學習成果，以符合評估標準Aiii Bii Biii Ciii Diii	〈古詩選〉 〈夸父〉
第三單元：散文的類別劃分	比較作者與讀者在觀點上的異同，探究散文並且能分析與詮釋。	單元目標： 本單元建構在學生七年級學過的「散文的文體特徵」、「散文的表現手法」的基礎上。 　　於課堂中，藉由小組討論和發表與文本〈田園之秋選〉〈飛魚〉〈賣油翁〉〈愛蓮說〉〈聲音鐘〉〈麥帥為子祈禱文〉〈張釋之執法〉〈鳥〉有關的問題，來訓練學生做出合理的結論和概括並根據不同的目的進行寫作 總結性評量： 學生將透過分析指定散文、撰寫八百字小論文來呈現來展現其學習成果，以符合評估標準Ai Aiv Ci Dii Dv	〈田園之秋選〉 〈飛魚〉 〈賣油翁〉 〈愛蓮說〉 〈聲音鐘〉 〈麥帥為子祈禱文〉 〈張釋之執法〉 〈鳥〉
第四單元：詩歌的形式與結構	結構方式與內容的結合，能體現作者的創作個性和才能。	單元目標： 本單元建構在學生七年級學過的「詩的文體特徵」、「詩歌的意象和意境」的基礎上。 於課堂中，將藉由小組討論文本〈一棵開花的樹〉〈木蘭詩〉〈陋室銘〉來訓練學生與老師和同學商討思想觀點和知識並做出合理的結論和概括 總結性評量： 學生將透過創作情詩並分析之來呈現來展現其學習成果，以符合評估標準Aii Bi Cii Di Div	〈一棵開花的樹〉 〈木蘭詩〉 〈陋室銘〉

G8 MYP Language and Literature: Chinese			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
第五單元：散文的語言和風格	了解不同的散文寫作背景將有助於各種主題間的交流。	單元目標： 本單元建構在學生七年級學過的「散文的文體特徵」、「散文的表現手法」的基礎上。 　　於課堂中，藉由小組討論和發表與文本〈我所知道的康橋〉〈幽夢影選〉〈森林最優美的一天〉〈人生需求愈少，負擔愈輕〉〈為學一首示子姪〉〈來到部落的文明〉來訓練學生積極聽取其它觀點和意見並瞭解媒體展示以及表達方式的影響 總結性評量： 學生將透過分析文本來呈現其學習成果，以符合評估標準Aiii Bii Biii Ciii Diii	〈我所知道的康橋〉 〈幽夢影選〉 〈森林最優美的一天〉 〈人生需求愈少，負擔愈輕〉 〈為學一首示子姪〉 〈來到部落的文明〉
第六單元：小說的敘事觀點	運用不同的敘事觀點，將有助於表達小說中的科普新觀點。	單元目標： 本單元建構在學生七年級學過的「小說的情節」、「小說的環境」的基礎上。 於課堂中，將藉由小組討論文本〈定伯賣鬼〉〈空城計〉〈深藍的憂鬱〉〈替代死刑〉來訓練學生有效地做課堂筆記並練習集中注意力 總結性評量： 學生將透過續寫小說及分析文本來呈現來展現其學習成果，以符合評估標準Ai Aiv Ci Dii Dv	〈定伯賣鬼〉 〈空城計〉 〈深藍的憂鬱〉 〈替代死刑〉

G9 MYP Language and Literature: Chinese			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
第一單元 舊詞新唱：韻文中的意象	連繫古今詩歌間的互文性，從中辨析如何營造風格意境	單元目標： 在七八年級韻文特色與類別的基礎上，透過查詢各種媒體資訊並撰寫學習筆記 透過《詩經．子衿》、樂府〈怨歌行〉、宋詞〈一剪梅〉、〈蝶戀花〉、元曲〈得勝令〉、〈折桂令〉等相同主題的韻文，連繫各種意象、意境的風格表達。 總結性評量： 分析指定韻文，以符合評估標準Ai iii iv 撰寫意象報告，以符合評估標準Biii 將宋詞改寫為流行歌詞，以符合評估標準Ci ii、Dii v	宋詞背後的秘密 《詩經．子衿》 《樂府．怨歌行》 李清照〈一剪梅〉 馬致遠〈折桂令〉

G9 MYP Language and Literature: Chinese			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
第二單元 一沙一世界：微型小說	運用體裁特點，更能凸顯創作的主題	單元目標：在七八年級小說體裁的基礎上，透過課堂討論，學習共同承擔決策責任，並表達合理的結論，藉此運用小說三要素，創作主題明確的極短篇小說。 總結性評量： 依小說三要素分析指定文本，以符合評估標準Ai 創作一篇主題明確的極短篇小說，以符合評估標準Bi、Ci、Div	《世界最佳微型小說．未婚夫》 《世界最佳微型小說．騎桶者》 《世界最佳微型小說．餵鴿者》 《世界最佳微型小說．離家出走》 《永遠的尹雪豔》 《射雕英雄傳》 《神鵰俠侶》 《笑傲江湖》 《世界最佳微型小說．香粉》 《魔戒》 《世界最佳微型小說．外國佬》 《世界最佳微型小說．橋畔的老人》
第三單元 包裝後的真實——新聞寫作	透過甄別大量資訊，有目的性地擷取重點，並分析相異觀點間的關聯性，才能有效促進公平與發展。	單元目標：在七八年級正反面論述的應用基礎上，學習從多重視角思考觀點，積極聆聽他人意見，並了解媒體比達方式所造成的影響 透過分析大量資訊間關聯性，從中有目的性地擷取重點，撰寫具平衡觀點的新聞稿。 總結性評量： 以奎山為主題，撰寫一篇具有標題、圖說、新聞稿的新聞，並發佈於公開的平台上，以符合評估標準Ai、Bii iii、Ciii、Dii iii v	網路新聞
第四單元 大塊假我以文章----散文寫作	了解各種寫作手法在文章結構中的特性，才能針對所設定的目的寫作。	單元目標： 整合七八年級以來的散文認知，分析《散文教室》中，各類別散文的寫作手法與結構安排之特性，透過分組討論，擬定更有效率的學習策略，目的性針對觀點進行分析與創作，以利於自我表達。 總結性評量： 分析指定文本的主旨、結構與寫作手法，並創作一篇1200字以上的散文，以符合評估標準Ai ii、Bi ii、Cii、Di iii iv	〈溫州街到溫州街〉 〈你要做什麼〉 〈夏夜微笑〉 〈墜馬西門〉 〈野獸派丈母娘〉 〈與荒野相遇〉
第五單元 故事背後的秘密--短篇小說	解構象徵符碼與程式化情節，方能了解不同文本中相同的主題。	單元目標： 延續七八年級小說情節與人物的先備知識，透過分析〈媚金豹子子與那羊〉、〈秋思〉、〈春桃〉中，具互文性的象徵符碼（顏色、季節）與程式化情節主題（自我追尋、內在價值、提防危機），有目的性地根據不同觀點，對現有文本進行模仿創作。 總結性評量： 運用別具意義的象徵符碼與程式化情節，改寫童話，以符合評估標準Bi、Ci、Di	美女與野獸 醜小鴨 三隻小豬 小紅帽 綠野仙蹤 小木偶奇遇記 七隻小羊 青鳥 青蛙王子 〈媚金豹子與那羊〉 〈春桃〉 〈秋思〉

G9 MYP Language and Literature: Chinese			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
第六單元 上場應念下場白--戲劇	運用人物角色、場景設計與衝突營造，發展出能與觀眾交流的劇本	單元目標： 在八年級聲情表達的基礎上，透過《收信快樂》、《家家酒》的讀劇呈現，練習降登台焦慮 運用人物角色與場景設計，發展出能與觀眾交流的劇本。 總結性評量： 選擇指定文本（小說）任一段落，將其改寫為能凸顯人物性格與場景設計的劇本，並以獨具的方式呈現之，以符合評估標準Ci iii、Di 揣摩所改寫劇本中，任一角色之性格及心理，模擬改寫段落的潛台詞，以符合評估標準Aiv。 分析指定劇本中的角色性格、場景設定與衝突主題，以符合評估標準Aii iv。	〈圓環物語〉 〈收信快樂〉

G10 MYP Language and Literature: Chinese			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
第一單元 詩歌賞析	透過分析文本的結構識別文學體裁並與創作者交換思想觀點。	本單元建構在學生七到九年級學過的「詩的文體特徵」、「詩歌的意象和意境」、「詩歌的類別劃分」、「詩歌的形式與結構」的基礎上。 　　於課堂中，將藉由小組討論文本〈峨日朵雪峰之側〉、余光中〈鄉愁〉、鄭愁予〈錯誤〉、馬致遠〈天淨沙〉、聞一多〈發現〉、艾青〈我愛這土地〉、曾卓〈懸崖邊的樹〉、戴望舒〈雨巷〉來訓練學生從多重視角考慮思想觀點，並藉由指導學生用簡報呈現探究《青春無敵早點詩》的內容來了解媒體展示及表達方式的影響。	《青春無敵早點詩》 〈峨日朵雪峰之側〉 余光中〈鄉愁〉 鄭愁予〈錯誤〉 馬致遠〈天淨沙〉 聞一多〈發現〉 艾青〈我愛這土地〉 曾卓〈懸崖邊的樹〉 戴望舒〈雨巷〉
第二單元 微型小說創作	創作者為達特定效果而營造的獨特風格能強化其自我表達。	於課堂中，將藉由多元的教學法，使學生能把知識、理解和技能結合起來，更多注重創作的過程，並在總結性評量中通過模仿他人創造擁有自己風格的作品。	弗里蒂克•布朗 〈敲門聲〉 邵寶健 〈永遠的門〉 馬克•吐溫 〈丈夫支出帳本中的一頁〉

G10 MYP Language and Literature: Chinese			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
第三單元 演講稿	文本的互文性使創作者強調創造作品的意圖，並充分與讀者 / 觀眾交流。	於課堂中，將藉由小組合作學習，使學生能積極聽取其它觀點和意見。並在總結性評量中根據教師的要求確定既有挑戰性又切合實際的目標。	〈追求民有、民治、民享〉 〈伸張民權建立共和〉 〈向黑暗勢力宣戰〉 〈保障基本人權〉 〈以非暴力建立自由國家〉 〈建立中美盟國友誼〉 〈奉獻者的明天〉 〈追求理解的熱情〉 〈喚醒人類不朽的榮光〉 〈政治人的人文素養〉 〈主動自律的新教育〉 〈論英雄與英雄崇拜〉 〈諒解別人的見解〉 〈是價值而不只是口號〉 〈為黑暗中的生命而努力〉 〈尊重包容面對全球挑戰〉
第四單元 長篇小說賞析	文學作品中的時空造就了典型人物。	於課堂中，將藉由口頭報告後教師給予的回饋讓學生練習分析和確定失敗的原因。並在探究文本內容後，做出合理的結論和概括。	《活著》
第五單元 外國文學賞析	理解創作者的文化背景有助探索其個人感情及作品的中心思想。	本單元建構在學生已對「小說」這體裁有基本概念，為銜接DP課程中的Part3「文學——作品和背景／語境」而設計。 於課堂中，將藉由帶領學生探究《歐亨利短篇小說選》，助他們實踐同理心。並於最後的總結性評量能根據不同的目的進行創意書面作業的寫作。	《歐亨利短篇小說選》
第六單元 散文賞析	針對受眾需要創造之觀點能有效調和全球經驗。	本單元建構在學生七到九年級學過的「散文的文體特徵」、「散文的表現手法」、「散文的類別劃分」、「散文的語言和風格」的基礎上。 於課堂中，藉由小組討論和發表與老師和同學商討思想觀點和知識。並於最後的總結性評量中利用各種組織工具完成學術性寫作作業。	《天下散文選》

MYP Language Acquisition (English and Chinese)

The primary aim of teaching and learning of MYP language acquisition is to encourage students to gain competence in a modern language other than their mother tongue, with the long-term goal of balanced bilingualism.

Aims

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 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.

MYP Language Acquisition: Objectives and Assessment Criteria

The following objectives and assessment criteria have been established by the IB for Language A in the MYP:

Objective/Criterion A	Comprehending spoken and visual text	Maximum 8
Objective/Criterion B	Comprehending written and visual text	Maximum 8
Objective/Criterion C	Communicating in response to spoken, written, and visual text	Maximum 8
Objective/Criterion D	Using Language in spoken and written form	Maximum 8

Objective/Criterion A: Comprehending spoken and visual text - Maximum: 8
Comprehending spoken and visual text encompasses aspects of listening and viewing, and involves the student in interpreting and constructing meaning from spoken and visual text to understand how images presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

As appropriate to the phase, the student is expected to be able to:

i. listen for specific purposes and respond to show understanding

ii. interpret visual text that is presented with spoken text

iii. engage with the text by supporting opinion and personal response with evidence and examples from the text.

Objective/Criterion B: Comprehending written and visual text - Maximum: 8
Comprehending written and visual text encompasses aspects of reading and viewing, and involves the student in constructing meaning and interpreting written and visual text to understand how images presented with written text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written and/or visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

As appropriate to the phase, the student is expected to be able to:

i. read for specific purposes and respond to show understanding

ii. interpret visual text that is presented with written text

iii. engage with the text by supporting opinion and personal response with evidence and examples from the text.

Objective/Criterion C: Communicating in response to spoken, written, and visual text - Maximum: 8
In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, and responding to spoken, written and visual text in the target language.

As appropriate to the phase, the student is expected to be able to:

i. interact and communicate in various situations

ii. express thoughts, feelings, ideas, opinions and information in spoken and written form

iii. speak and write for specific purposes.

Objective/Criterion D: Using language in spoken and written form - Maximum: 8

This objective relates to the correct and appropriate use of the spoken and written target language. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, social and academic language. When speaking and writing in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies (spelling, grammar, plot, character, punctuation, voice) and techniques with increasing skill and effectiveness.

As appropriate to the phase, the student is expected to be able to:

i. organize thoughts, feelings, ideas, opinions and information in spoken and written form

ii. develop accuracy when speaking and writing in the target language.

MYP Language Acquisition: Course Information

Language Acquisition: English Courses*	Chinese Language Acquisition Courses*
Grade 7 MYP Language Acquisition: English	MYP Language Acquisition: Chinese Phase 2/3/4
Grade 8 MYP Language Acquisition: English	
Grade 9 MYP Language Acquisition: English	MYP Language Acquisition: Chinese Phase 4/5
Grade 10 MYP Language Acquisition: English**	

*Students with language competence above the Language Acquisition phases will be placed in the Language and Literature class.
**Students in Language Acquisition Phase 5/6 are encouraged to enroll in Language and Literature.

MYP Language Acquisition: English Course Descriptions

We have selected to use the Pearson Longman Keystone text series which is a structured 8-level English program for English second –language learners (ESL). It is designed to accelerate vocabulary acquisition, develop transferable language & subject skills, providing an easy to use roadmap to academic success and language acquisition.

Leveled ESL curriculum and Lexile range:

Keys to Learning 310L to 650L	*Building Bridges* 390L to 710L	*Keystone A* 570L to 940L	*Keystone B* 710L to 970L
Keystone C 600L to 1070L	*Keys to Learning* 800L to 1110L	*Keystone E* 800L to 1110L	*Keystone F* 800L to 1180L

MYP Language Acquisition: English
Grades: 7, 8, 9, 10
Language of Instruction: English
Prerequisite: A student whose English proficiency is at the intermediate level.

Course Description: This course is intended for intermediate level students. In this course, students will develop their grammatical accuracy in their oral and written discourse, as well as expand their reading and writing vocabulary. Students will also develop an appreciation of a variety of literary and nonliterary texts as well as creative techniques for comprehension and construction of meaning.

G7 MYP Language Acquisition: English			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1 Journeys	Our concepts of identity and community are formed through the particular cultural conventions of a time and space.	The primary aim of this unit is to use practical English to introduce students to different cultures. The secondary aim is reading the novel, “Robinson Crusoe” to get students familiar with classic stories, . In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, quizzes and discussions, to support their learning.The unit ends with a summative assessment comprising of objectives A,,C, and D. Students will view a video and reading material on Bedouins and will answer questions while creating an official travel itinerary.	
Unit 2 Hidden Forces	Creativity allows us to see and understand the hidden purposes of the forces of our world.	The primary aim of this unit is to use prepare students for professional presentations, using practical English and research skills. The secondary aim is to create a game to challenge creative skills while learning terms related to rules and regulations, . In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, quizzes and discussions, to support their learning. The unit ends with a summative assessment comprising of objectives B,,C, and D. Students will create a fully functioning game and present it to the class as if to a possible employer.	Unit 1 Ramona Quimby, Age 8 Beverly Cleary (9780380709564); Independant Reading (Unit2-3) The Hobbit JRR Tolkien (9780345445605); Unit 1-4 The Wish Giver Bill Brittain (9780064401685)
Unit 3 Play Ball!	Games are culturally meaningful.	The primary aim is to introduce students to the different family types and aspects of family. The secondary aim is to finish the novel “Brat Farrar” as a look into the different family lifestyles. In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, quizzes and discussions, to support their learning. The unit ends with a summative assessment comprising of objectives B, C, and D. Students will be writing a short story, related to the skills adopted during the course.	
Unit 4 Family Ties	Language plays an important role in forming an identity through family connections and empathy.	The primary aim is to introduce students to the power of words and writing. The secondary aim is to get students using language skills and apply them to change real societal issues. In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, quizzes and discussions, to support their learning. The unit ends with a summative assessment comprising of objectives A, C, and D. Students will be writing a short story, related to the skills adopted during the course.	

G8 MYP Language Acquisition: English			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1 Can all Mysteries be Solved?	A mystery is an unsolved puzzle (a hidden meaning) that requires the right mindset and the right logic to be solved.	The primary aim is to introduce students to mysteries around the world and why they remain unsolvable. The secondary aim is to read the classic novel “Frankenstein.” In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, quizzes and discussions, to support their learning. The unit ends with a summative assessment comprising of objectives A, C, and D. Students will answer questions related to a video prompt and respond with facts and critical thinking.	Unit 1 A Wrinkle In Time Madeleine L'Engle (9780312367541); Independent Reading (Unit 2-3) Do Androids Dream of Electric Sheep Philip K. Dick (:9780345404473); Unit 1-4 King Matt the First Janusz Korczak (1-56512-442-1
Unit 2 How does helping others help us all?	Helping others forges connections that develop character and provide individuals with a stronger sense of purpose.	The primary aim is to discuss the many challenges we face in "growing up" and the changes that come with it. The secondary aim is to create a blog and learn how to express ideas via social media.” In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, quizzes and discussions, to support their learning. The unit ends with a summative assessment comprising of objectives B,,C, and D. Students will utilize their created blog to respond to relevant issues through their own personal perspective.	
Unit 3 What do we learn from winning and losing?	It is through communication that we understand the value of winning and losing, its message, and its meaning in relation to who we are.	The primary aim is to introduce students to the gains of both achievement and failure. The secondary aim is for students to create a poem, rap or spoken word based on acquired skills.” In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, quizzes and discussions, to support their learning. The unit ends with a summative assessment comprising of objectives A,,C, and D.	

G8 MYP Language Acquisition: English			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 4 How are courage and imagination linked?	Courage and imagination have a relationship that is both personal and cultural.	The primary aim is to introduce students to the benefits of helping others. The secondary aim is to let students understand popular western media and the context behind entertainment." In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, quizzes and discussions, to support their learning. The unit ends with a summative assessment comprising of objectives B,,C, and D.	

G9 MYP Language Acquisition: English			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1 How does the natural world affect us?	Human beings ought to reexamine their connections with the natural world in order to better understand how to build mutually sustainable empathetic relationships.	The aim of this unit is to have students explore the symbiotic relationships that exist in a variety of ecosystems. We will debate the issues of the day with respect to consumerism and the absurdity of continued economic growth versus the hard facts of limited natural resources.	KEYSTONE --- ISBN-13: 978-1-4284-3498-1 Unit 1 Novel: Project Mulberry by Linda Sue Park pgs 8-11 Short documentaries covering topics such as overfishing, deforestation, climate change with supplemental material from selected infographics. ~http://www.rain-tree.com/facts.htm#.WNPYa2997IV -- The Disappearing Rainforests ~http://listdose.co/top-10-things-we-can-learn-from-nature/ -- Things we learn from nature ~ BBC 6 Minute English (text & audio): 'Gardening' https://www.youtube.com/watch?v=EgevhV9pMzs

G9 MYP Language Acquisition: English			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 2 Where can a journey take you?	A journey is a creative convention and a measure of change helping us to know who we were, who we are, and who we might become.	The aim of this unit is to expand students' concept of a journey. We make journeys out of choice because we are inquisitive; some journeys are required in order to better ourselves and some are forced upon us because of war, persecution etc.	KEYSTONE unit 2 pg 80 ... MYTH: 'Tales from the Odyssey' pg 98 ... SOCIAL STUDIES: 'Early Explorers' pg 108 NOVEL: 'The Journey of Wong Ming-chung' ~TED TALK - 'Hero's Journey' ~Maps showing journeys taken by refugees from Syria & East Africa ~ Movie clips illustrating the first steps of a spiritual journey ~ News videos of migrants being picked out of the Mediterranean Sea + the long walk to Germany. ~ My First Errand (video of Japanese TV program that highlites the journey to independence) ~ Traveling the World Will Help Your Career - Magazine article
Unit 3 Can we see change as it happens?	Being aware of changes going on -- in us and around us -- helps us to gain a proper perspective on our role in society.	The aim of this unit is to generate reflective thinking and to see the relationships between past, present & future.	News article: '6 People Under 20 Who Have Already Helped to Change the World' .. http://metro.co.uk/2015/11/20/six-people-under-20-whove-already-helped-change-the-world-5510687/ Video .. A Briefer History of Time: How technology changes us in unexpected ways https://www.youtube.com/watch?v=fD58Bt2gj78 Hayes Carll sings "I Don't Wanna Grow Up" https://www.youtube.com/watch?v=TUA6VFKV0jk (song) Article "When You Change the World and No One Notices" http://www.collaborativefund.com/blog/when-you-change-the-world-and-no-one-notices/

G9 MYP Language Acquisition: English			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 4 How do we know what is true?	The way in which we interpret the information gathered by our 5 senses is determined by our varied character traits and our culture.	The main purpose of this unit is to raise student's awareness of how we discern what is true and what is falsehood and how we decide who to trust. To question what are the dangers in rejecting truth. To be open-minded towards those who believe in things that are inconsistent with our view of reality. To understand the limits of our 5 senses and to be articulate in how we express our views.	KEYSTONE (unit 6) pg 392 - 399 SOCIAL STUDIES: 'Early Astronomers' Read News article - "Which is more Important- Happiness or the Truth?" Watch scene from movie 'The Matrix' -- "blue pill (continue dreaming) or red pill (face the Truth) https://www.youtube.com/watch?v=zE7PKRjrid4 How do we discern 'fake news'? https://ww2.kqed.org/learning/2017/03/14/real-news-fake-news-or-opinion-teaching-our-students-to-discern-the-difference/ Radio play "War of the Worlds" with Orson Wells https://www.youtube.com/watch?v=Xs0K4ApWl4g . A 'conspiracy theory' with some elements of truth ... https://www.youtube.com/watch?v=8T5k7s_GiLc

G10 MYP Language Acquisition: English			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1 How Can Change Help Improve People's Lives?	As the global community continues to develop, issues of fairness bring change to ideas of purpose and message in every culture.	The primary aim is to introduce students inventions of the past, present and future and how they impact our lives. The secondary aim is for students to take a look at the positives and negatives of modern technology and social media in regards of privacy.” In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, quizzes and discussions, to support their learning. The unit ends with a summative assessment comprising of objectives A, C, and D.	

G10 MYP Language Acquisition: English			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 2 What are the benefits of facing challenges?	Effective communication is key to empathizing and understanding others so we can better strengthen our relationships and grasp a clearer idea of our own identity.	The primary aim is to introduce students to the benefits of facing challenges. The secondary aim is for students to have comprehension of news articles and reports." In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, quizzes and discussions, to support their learning. The unit ends with a summative assessment comprising of objectives B,,C, and D.	Unit 1 Harry Potter and the Sorcerer's Stone by J.K Rowling (9780545582889); Independent Reading (Unit 2-3) Fahrenheit 451 by Ray Bradbury (9781451690316); Unit 1-4 The Oxford Book of Short Stories (Oxford Books of Prose) (9780199583133)
Unit 3 What does home mean?	Courage and imagination have a relationship that is both personal and cultural.	The primary aim is to introduce students to the different types of homes as well as the meaning of the term in depth. The secondary aim is for students to finish the novel Harry Potter to get in touch with modern literature." In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, quizzes and discussions, to support their learning. The unit ends with a summative assessment comprising of objectives B,,C, and D.	
Unit 4 What is the Human Spirit?	The future will be a time of change, change that can be imagined through a combination of creativity and attention to where we are right now in history (context).	The primary aim is to introduce students to the human spirit. The secondary aim is for students to design a service for the community utilize the skills they've adopted throughout the year." In addition, outside of class, students will continue their formative independent self-studying of related supportive content. Inside of class, students will be presented with different forms of formative assessment, including note-taking, quizzes and discussions, to support their learning. The unit ends with a summative assessment comprising of objectives A,,C, and D.	

Language Acquisition: Chinese Course Descriptions

Language Acquisition: Chinese Classes
Grades: 7, 8, 9, 10
Language of Instruction: Chinese
Prerequisite: A student whose Chinese proficiency is at the beginner level.

Course Description: This course is intended for beginner level students who have had no previous or very little experience learning Chinese. This course is an introduction to speaking, listening comprehension, reading, and writing in Chinese with the goal to acquire basic oral and written communication skills.

MYP Chinese Language Acquisition Phase 3/4			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
國家 Country	語言反應國家/地域的時空現況，也反映個人與群體的文化經驗。藉由遣詞我們傳遞不同的訊息並掌握語言不同的功能。	單元目標： 本單元旨在建構學生對於語言及語言使用區域的概念，經由了解國家/地域的時空現況，體認語言與文化僅密不可分的關係。 課堂中將訓練學生發展基礎的簡報能力，並藉由書面/視覺/口語材料的討論了解世界重要國家的地理概況和文化。經過本單元的學習期望學生能以口頭發表介紹自己居住過的國家，並以當地風土民情為基礎設計一個具備細節的遊學規劃方案。 總結性評量： 學生將透過回應城市介紹文章及國外遊學影片展示其對書面/口語材料的理解，並以書面及口頭報告形式呈現運用目標語及交流的能力，以符合評估標準A、B、C、D所有評量向度。	班級公約、課程要求、評分標準 《輕鬆學漢語-4_課本》 中國的地理環境(補充課文) 漢語(U2L5 課文2) 中國美食(U3L7) 《輕鬆學漢語-4_練習冊》
旅行 Journey	人們可藉由旅行了解不同地域的規範、特徵並進行文化交流，建立自我認同和差異理解	單元目標： 本單元在前一單元的基礎上，以旅行為主軸深入探討各地食、衣、住、行的差異。在旅行的過程中，個人需要做出很多選擇，並與當地文化進行交流，這是培養個人表達和理解文化表達的最佳時機。 課堂中將除了旅行相關議題的討論，同時也培養學生賞析相關主題唐詩及閱讀簡易中文讀本的能力，學習以閱讀素材為本生發個人的創意表達——從書中人物的角度書寫旅行中需要顧及的各個面向。經過本單元的學習期望學生能對旅行方式及旅行意義提出個人的看法，培養對世界的好奇心和開闊的胸襟。 總結性評量： 學生將透過回應介紹旅行方式的網路文章及旅遊主題相關影片展示其對書面/口語材料的理解，並以書面及口頭報告形式呈現運用目標語及交流的能力，以符合評估標準A、B、C、D所有評量向度。	《輕鬆學漢語-4_課本》 旅遊(U2L4) 節日飲食(U3L9) 《輕鬆學漢語-4_練習冊》
家庭 Family	家庭是人際聯繫的基礎，人們在此培養相互理解和接納認同	單元目標： 本單元旨在建構學生對於家庭的概念，經由了解家庭組織與成員，進而了解對自己有影響的人，最終體認個人與家庭密不可分的關係。 課堂中藉由書面/視覺/口語材料的討論了解家庭對個人的影響與重要。經過本單元的學習期望學生能以口頭發表介紹自己的家人，並以自己為例說明家庭的重要。 總結性評量： 學生將透過影片展示其對書面/口語材料的理解，並以書面及口頭報告形式呈現運用目標語及交流的能力，以符合評估標準A、B、C、D所有評量向度。”	《輕鬆學漢語-4_課本》 我的家庭(U1L1) 對我有影響的人(U1L2) 我的理想(U1L3) 《輕鬆學漢語-4_練習冊》

MYP Chinese Language Acquisition Phase 3/4			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
社群 Community	社群媒體的發展提供一個發揮創造力的新場域，並擴大全球參與範圍，使不同的觀點在此獲得持續發展的機會。	單元目標： 本單元旨在與學生共同討論社群媒體的面向與意義，培養學生關愛社會的人文省思。 於課堂中，將藉由書面/視覺/口語材料的討論訓練學生從多重視角考慮社群媒體的利與弊，經過本單元的學習期望學生以口頭發表呈現對社群媒體的省思以及面對未來世界應有的學習者特質和態度。 總結性評量： 學生將透過相關影片展示其對書面/口語材料的理解，並以書面及口頭報告形式呈現運用目標語及交流的能力，以符合評估標準 A、B、C、D所有評量向度。”	《輕鬆學漢語-4_課本》 現代科技(U4L1) 休閒娛樂(U4L2) 關愛社會(U4L3) 《輕鬆學漢語-4_練習冊》

MYP Chinese Language Acquisition Phase 4/5			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
節日與慶典 Festivals & Celebrations	節日與慶典反映不同時空的文化意義並促成形形色色的成語。	單元目標： 本單元旨在與學生共同探討中西的節日與慶典，藉由社交用語和禮儀等等不同面向，進一步和生活經驗相結合，在傳統與現代中找到平衡點 於課堂中，將藉由書面/視覺/口語材料的討論訓練學生從多重視角來看中西的節日與慶典，探討需要面對的課題及因應之道。經過本單元的學習期望學生以書面及口頭發表對中西的節日與慶典的了解。 總結性評量： 學生將透過節日與慶典的相關影片展示其對書面/口語材料的理解，並以書面及口頭報告形式呈現運用目標語及交流的能力，以符合評估標準 A、B、C、D所有評量向度。	《輕鬆學漢語_課本》P. 1-25 中國的傳統節日 西方的傳統節日 社交用語及禮儀 閱讀:梁山伯與祝英台 牛郎織女 《輕鬆學漢語_練習冊》P.1~44
通訊與娛樂 Communications & Entertainments	通訊與娛樂促進並改變人與人之間的交流以及訊息傳達。	單元目標： 本單元旨在與學生共同探討通訊與娛樂的各種面向，將新科技的創意思考、人文省思及衝突置入。 於課堂中，將藉由書面/視覺/口語材料的討論訓練學生從多重視角考慮通訊與娛樂的關聯性，經過本單元的學習期望學生以口頭發表呈現對通訊與娛樂的省思以及面對未來的不可知應有的學習者特質和態度。 總結性評量： 學生將透過相關影片展示其對書面/口語材料的理解，並以書面及口頭報告形式呈現運用目標語及交流的能力，以符合評估標準 A、B、C、D所有評量向度。	班級公約、課程要求、評分標準。 《輕鬆學漢語_課本》P. 26-49 通訊與媒體 娛樂與休閒 社會名流 閱讀:孔子 老子 玄奘 《輕鬆學漢語_練習冊》P.45~88

MYP Chinese Language Acquisition Phase 4/5			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
青年一代 **The Young Generation**	青年一代藉由閱讀不同觀點與背景的文章可以聯繫到生活，進而了解自己而成為更好的人。	單元目標： 本單元旨在與學生共同探討青少年時期常見的各種煩惱，包含自我認同、人生觀、升學、感情等不同面向，藉由讓青年一代藉由閱讀及團體討論了解看到事情的不同觀點，進一步聯繫到生活，從了解、接納自己到成長為更好的青年。 於課堂中，將藉由書面/視覺/口語材料的討論訓練學生從多重視角考慮青年一代的苦與樂，探討青少年階段需要面對的課題及因應之道。經過本單元的學習期望學生以書面發表對〈青年的四個大夢〉的個人省思，並透過口頭發表呈現個人的自我定位和價值判斷。 總結性評量： 學生將透過新科技的相關影片展示其對書面/口語材料的理解，並以書面及口頭報告形式呈現運用目標語及交流的能力，以符合評估標準 A、B、C、D所有評量向度。	《輕鬆學漢語_課本》P. 50-73 青少年的煩惱 不良言行與犯罪 升學與就業 閱讀:秦始皇 末代皇帝 孫中山 小野散文 《輕鬆學漢語_練習冊》P.89~132
未來世界 **The Future World**	創造力和同理心是讓人類在未來世界生生不息的必備能力。	單元目標： 本單元旨在與學生共同探討未來世界的創新科技和環境隱憂，培養學生在科技發展上的創意思考和人文省思。 於課堂中，將藉由書面/視覺/口語材料的討論訓練學生從多重視角考慮科技的利與弊，設想科技世代人工智慧與人類的協作關係及需要面對的課題。經過本單元的學習期望學生以口頭發表呈現對科技發現、環境保護的省思以及面對未來世界應有的學習者特質和態度。 總結性評量： 學生將透過新科技的相關影片展示其對書面/口語材料的理解，並以書面及口頭報告形式呈現運用目標語及交流的能力，以符合評估標準 A、B、C、D所有評量向度。	《輕鬆學漢語_課本》P. 74-99 環境汙染 新科技 健康之道 閱讀:女媧補天 盤古開天地 李時珍 《輕鬆學漢語_練習冊》P.133~176 https://news.tvbs.com.tw/world/674901

MYP Individuals and Societies

MYP individuals and societies courses help specifically to prepare students for the study of DP courses in the individuals and societies group. Furthermore, MYP students are required to undertake rigorous investigations that constitute an important foundation for DP internal assessments.

Aims

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.

MYP Individuals and Societies: Objectives and Assessment Criteria

The following objectives and assessment criteria have been established by the IB for MYP individuals and societies in the MYP:

Objective/Criterion A	Knowing and understanding	Maximum 8
Objective/Criterion B	Investigating	Maximum 8
Objective/Criterion C	Communicating	Maximum 8
Objective/Criterion D	Thinking Critically	Maximum 8

Objective/Criterion A: Knowing and understanding- Maximum: 8
Students develop factual and conceptual knowledge about individuals and societies.

In order to reach the aims of individuals and societies, students should be able to:

i. use terminology in context

ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.

Objective/Criterion B: Investigating - Maximum: 8
Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

In order to reach the aims of individuals and societies, students should be able to:

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.

Objective/Criterion C: Communicating - Maximum: 8
Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.

In order to reach the aims of individuals and societies, students should be able to:

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.

Objective/Criterion D: Thinking critically - Maximum: 8
Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

In order to reach the aims of individuals and societies, students should be able to:

i. discuss concepts, issues, models, visual representation and theories

ii. synthesize information to make valid arguments

iii. analyze and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations

iv. interpret different perspectives and their implications.

MYP Individuals and Societies: Course Information

Individuals and Societies Courses
Grade 6 MYP Individuals & Societies: Foundations
Grade 7 MYP Individuals & Societies: Human and Physical World Geography I
Grade 8 MYP Individuals & Societies: Ancient World History
Grade 9 MYP Individuals & Societies: Human and Physical World Geography II
Grade 10 MYP Individuals & Societies: Modern World History

MYP Individuals and Societies Course Descriptions

MYP Individuals & Societies: Human and Physical World Geography I
Grades: 7
Language of Instruction: English
Prerequisite: A student whose first language is English or has near-native proficiency.

Course Description: This course is an academically rigorous study of human and physical world geography. Throughout this course, students are encouraged to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills. This course aims to encourage students to respect and understand the world around them and to provide essential skills for independent study.

G7 MYP Individuals & Societies: Human and Physical World Geography I			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1 North Africa & South West Asia	A fast-growing population puts a strain on the sustainability of natural resources like water, which can have regional and global consequences for stability.	This unit focuses on how scarcity of resources like water and stressors like a fast growing population combine to create poverty. The basic food and sanitation needs of their respective populations, and the sustainability of the water resources held by that country are then shown to be among the reasons for conflict in the region. Alternative sources of water used to cater for the growing population are also explored and discussed. The Arab Spring research paper allows students to focus on the wave of popular revolts in the countries of this region, and to consider alternative ways that societies like Israel manage the situation and create sustainable development in a region that lacks many basic resources.	Philips Atlas - biome maps, weather maps, population density maps etc. Internet resources - BBC website / FAO UN website / You tube info-mations for physical geography explanations.

G7 MYP Individuals & Societies: Human and Physical World Geography I			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 2 Africa South of the Sahara	The culture of Sub-Saharan Africa was changed irrevocably by Colonialism; the systems left behind still shape politics and economics today.	In this unit, the colonial case study is designed to get students to draw comparisons between Taiwan under the Japanese and a colonial history of atrocities and exploitation in Sub-Saharan Africa. Learning how African resources were used to establish thriving European economies in the 19th and 20th century and how they left a shell of a country with an infrastructure that was only designed for removing resources, is an important realization. Students are asked to create a resources map to see the wealth of primary resources in the region and understand how that wealth was channelled out of Africa and why what was left behind were arbitrary countries full of tribal divisions and conflict.The Post-Colonial Analysis is designed to allow students to give their opinions as to whether they think exploitation in the Colonial era still affects the economy of that country today?	Teacher created materials Projector with PowerPoint presentations, internet (youtube) materials, and historical TV documentaries showing the impact of European colonialism on African life. Africa: States of independence - the scramble for Africa - Al Jazeera TV A Brief History Of European Colonization in Africa Philips Middle School Atlas, published in 2012 Holt Mc Dougal Worksheets
Unit 3 Southern Asia	The unique geography causes physical processes that support a large population, which also relates to economic growth, but the excesses of the monsoon are now being 'tamed' to help maintain that growth.	The unit is designed to let the students discover the relationship between the unique physical features of the region, the recurring weather patterns it generates, and the high population density created by the agriculture of the region. The scale of the population and the growth of the economy in recent years is also explored through the tasks. The 2 diagrams they need to make will explore the relationships that the physical world and climate has with the creation of large human populations. The 3 mini Megadam essays are designed to get students to assess the different viewpoints that exist when societies try to "tame" and harness the huge amounts of potential energy and water that exist in this region. They need to try and rationalize why countries invest in such huge projects when the costs are so enormous.	Libre Office draw program Libre Office Writer program Microsoft Excel Program for charts and graphs. Discovery TV Documentary on the Making of Mt Everest and an associated Video worksheet.

G7 MYP Individuals & Societies: Human and Physical World Geography I			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 4 East Asia, Japan, South Korea, and China	The dramatic change, post World War II, from rural based economies to "Tiger Economies" can be seen in an analysis of the experiences of three different countries in the East Asia region, Japan, South Korea and China.	This unit focuses on the varied levels of development experienced in the three largest economies of the East Asian region Japan, China and South Korea. Three parallel timelines are used to illustrate to students how three countries in the same region, and all at the same level of destruction in 1945, can then develop at different rates due to various political, social and economic reasons. It is intended to show them the way that Governments can make good and bad choices for its people. The purpose of adding case studies of 3 global companies to the timeline, one from each of South Korea, Japan and China, is to give the students an awareness of the kinds of products exported from those three countries presently and also see how they were affected by government policies in the last 70 years. Typically, companies chosen were businesses such as Sony, Samsung and Lenovo. The purpose of this parallel research becomes apparent when students are asked to answer the reflective essay question:	TV Documentaries revealing the key moments in the Post-war history of Japan, Korea and China. People's Century - Asia Rising Japan & Korea's economic miracles. History Channel - Japan under US Occupation Pt. 1 - History Channel - Japan under US Occupation Pt. 2 History Channel - Japan under US Occupation Pt. 3 Mao's Great Famine - Co-Production Arturo Mio and France Televisions & La Chaine Histoire

G7 MYP Individuals & Societies: Human and Physical World Geography I			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 5 Taiwan Case Study	Global Interactions in human geography reveal a unique range of Choices, Perspectives and Identity issues, related to the development of Taiwan as a nation, and its place in the International community.	Semester One: The poster campaign, promoting family values in Taiwan or a positive action for change in Taiwanese society, gives students a chance to promote what they like about Taiwan society in relation to the concept of the family or campaign actively to change something they dislike about their society. It is a critique of where they see their cultural and social identity taking them in the near future. It also encourages them to assess what their National identity is like in relation to the world community and the current demographics of Taiwan. Semester Two: The oral presentation task on a range of Taiwanese Physical / Human Geography topics is the last task in the Grade 7 course, it is an opportunity for them to showcase the skills and knowledge they have learned on the course so far. The topics will be allocated at random and it will be an opportunity for them to share their specialized knowledge of Taiwan (for the benefit of everyone in the group) and they will have to employ research skills to build upon the kind of basic knowledge they learn about in Bu-Xi bans and cram schools, and present that in an authoritative way to the rest of their group as a recognized expert in that field. In their presentations, they will refer to the SOI in their concluding statements and say what is unique or different about Taiwan in relation to their allocated topics.	Exemplar Powerpoint / Prezi presentations and all reading materials and exemplar materials will be made available via Managebac.

MYP Individuals & Societies: Ancient World History
Grades: 8
Language of Instruction: English
Prerequisite: A student whose first language is English or has near-native proficiency.

Course Description: This course is an academically rigorous study of ancient world history to the Renaissance period. Throughout this course, students are encouraged to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills. This course aims to encourage students to respect and understand the world around them and to provide essential skills for independent study.

G8 MYP Individuals & Societies: Ancient World History			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1 Beginnings	Early Humans innovated in their use of resources from necessity; these improvements changed them to become more efficient and self-sustaining.	The “Four Innovations To Advance Humanity” task was designed to get students to think of innovations as a causality chain and how one important innovation can inspire a whole host of other related innovations in the history of mankind. To do this they were asked to produce a guidebook as a group effort and explain why each innovation was important, the resources needed to create it, how to make / achieve it and the advantages it gave you. The issue of whether the advancements brought by the change to a farming lifestyle was deliberate or accidental is highly debatable, and builds on the work done in the Guidebook in the essay task. It reflects on the theories of Jared Diamond in "Guns, Germs and Steel" and whether Geographic luck rather than human ingenuity was more responsible for this.	History Documentaries, animations, experiential archaeology tasks,
Unit 2 Mesopotamia, Egypt, and Kush	Early river valley city states innovated, and developed regions that created powerful civilizations with a shared identity and culture.	The unit follows the themes described in the statement of inquiry. It encourages students to answer written response question to focus on how valuable the farmland on major river valleys is to the success and failure of ancient civilizations. In short, "surplus" was a necessary precursor to the creation of "systems" that made civilizations more powerful and gave them an advantage over rivals. The innovations of the three cultures covered by this unit are also a central part of the unit and students are encouraged to identify their significance for the development of the respective civilizations and for humanity as a whole.	History Documentaries, animations, experiential archaeology tasks, building geometric models and using construction drawings.
Unit 3 Civilizations in India & China	The cultural identity of powerful civilizations can be traced back to the way they have been governed in the past.	This unit focuses on the “Principles of Government” and where different types of governmental systems originate from, so we are focusing on the influence of religion and philosophy. The presentation task is designed to get the students to think about the "competitive" nature of the 3 main organized religions in India and the 3 main philosophies of China by becoming more familiar with the essence of each ideology and the similarities and differences between them. Consequently, we will try to determine where the modern concept of secularism in China and India originates from in their ancient past.	Historical Documentaries, presentation software, Secondary and Primary source analysis, academic journal articles. Summative presentations

G8 MYP Individuals & Societies: Ancient World History			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 4 The Classical World & Ancient Greece	The Democratic system of government was first established in the chaos of the Ancient Greek world, through the determination of citizens to pursue fairness and justice in a corrupt and self-serving oligarchy.	In this unit, students are encouraged to relate to the principle of “freedom of expression” as defined by the Citizens of Athens circa 500 -200 BC to express a critique of that society. The Greek Arts festival task using the theme of “Satire & Propaganda” is designed to let students demonstrate their understanding of the Greek society of that period and how to manipulate that ancient Greek audience using intertextual references to express the social, economic and political conflicts of that time.	Holt McDougal "Ancient Civilizations Through the Renaissance Unit 4 (Chapters 7-9). Teacher created materials. Projector with PowerPoint presentations, internet (youtube) materials, videos/DVDs Worksheets & Mind maps. Historical documentaries,
Unit 5: The Roman World	The legacy of the Roman World was in the global interactions they established to control a vast Empire, and in how that infrastructure was used to exert power during a chaotic period of history.	This unit looks at generally at Roman society (the latest of the ancient civilizations dealt with on the course) as a consolidation of all of the knowledge and practices of the ancient world and one that came to dominate most of Europe and the Levant region as a huge Empire. The Research Project task is intended to be a piece of personal research in a topic that interests the student, and serves as a practice for the personal project to come in Grade 9 and 10. However, the central idea behind every one of their projects remains as the "legacy" of the Roman Empire and how its infrastructure and organizational practices still define much of the modern world today. It, therefore, guides students towards the organizational aspects of the Roman work ethos, and it is a part of their culture that any decent analysis of any of the given topics will find hard to ignore.	Holt McDougal "Ancient Civilizations Through the Renaissance" textbook. Projector with PowerPoint presentations, internet materials, and videos/ DVDs, TV documentaries Worksheets, timelines and revision guides.

MYP Individuals & Societies: Human and Physical World Geography II
Grades: 9
Language of Instruction: English
Prerequisite: A student whose first language is English or has near-native proficiency.

Course Description: This course is a continuation of the human and physical world geography course in grade 7. Throughout this course, students are encouraged to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills. This course aims to encourage students to respect and understand the world around them and to provide essential skills for independent study.

G9 MYP Individuals & Societies: Human and Physical World Geography II			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1: Nation Building	Identity changes and evolves through the experience of migration which often causes conflict.	This unit explores how nations grow from migration. Doing formatives that focus on specific migrant groups and making timelines to show the different waves of migration. The USA is used as a case study from its inception to current laws about immigration. By doing research and constructing a migration map, the students will learn about change through exploring how their chosen ethnic group moved and adapted to their N. American environment. They will explore the causes of this change, the power struggle for change and how change caused a new identity with immigrants while changing the face of the country.	Human and Physical World Geography Text-McGraw-Hill 2014
Unit 2: Development in Latin America	Globalization has impacted Latin American countries in positive and negative ways.	In this unit, students will explore Latin American geography and learn about issues with development in the region. We will go into the history of the region establishing its importance to trade and how it was integrated into the global economy through the Panama Canal. By focusing on primary, secondary, and tertiary trade sectors students will research different countries strengths and weaknesses in economy. In the end, we will introduce Fair Trade and how it is trying to alleviate some of the issues with development in the agricultural sector. Students will choose a country to explore further and create a tri-fold board to present their country's economic potential at a Latin American Trade Fair.	http://www.fairtrade.net/ Individuals and Societies: A Practical Guide by Sally Hirsch and Thomas Triller, Chapter 12-Trade Online textbook through McGraw-Hill, Boehm, Richard. Geography: The human and physical world. Boehm, Richard.
Unit 3: Migration Crisis	Instability in Africa and the Middle East has caused migration into Europe which has created change and caused friction in many states.	This unit explores the causes and injustices of the European Migration Crisis which started in 2011. Students will discover the root of the migration crisis and the controversy around it as people flow from N. Africa and the Middle East into European countries. Students will learn about the conventions that dictate how these issues should be handled, from the 1951 Geneva Conventions, the 1967 Protocol, to the Schengen and Dublin Conventions. They will need to know what constitutes the status of refugee versus that of an asylum seeker. In the end, students will take the part of an immigration officer conducting and interview and doing research on whether the person they have assigned to them is qualified to be a refugee in a country they represent.	McGraw-Hill Online Textbook Human and physical geography by Broehm, Richard

G9 MYP Individuals & Societies: Human and Physical World Geography II			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 4: Russian Demographic Challenge	A systemic change in government has caused a demographic challenge in Russia that its culture is contributing to.	This unit will address the ongoing population challenge in Russia. Students will learn about Russian geography and how it has lost population historically. They will learn about how to calculate population growth and what goes into predicting future population for a nation. After they understand the causes of population decline and have done research on specific times in history which may have contributed to this problem, they will suggest solutions based on valid sources.	IB Skills book-Individuals and Societies Geography: The Human and Physical World Textbook and OnlineTextbook-Richard Boehm Geography: The Human and Physical World Chapter tests and lesson quizzes EBSCO JSTOR Project Muse
Unit 5: Environmental Issues in China and Taiwan (SA)	Rapid increase in energy demands has lead to serious environmental changes and pollution in China and Taiwan that impact its people in various ways.	In this unit, students will discover the current environmental issues in Taiwan and China and their implications for Asia and the world. Learn about the effects that pollution is having on different areas of the environment, economy, and health. They will apply what they learn to create a poster campaign on energy policy for Taiwan or China.	Geography: The Human and Physical World, 2015 By Richard G. Boehm The Other Taiwan: 1945 to the Present By Murray A. Rubinstein

MYP Individuals & Societies: Modern World History
Grades: 10
Language of Instruction: English
Prerequisite: A student whose first language is English or has near-native proficiency.

Course Description: This course is an academically rigorous study of modern world history to the World Wars. Throughout this course, students are encouraged to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills. This course aims to encourage students to respect and understand the world around them and to provide essential skills for independent study.

G10 MYP Individuals & Societies: Modern World History			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1: The Rise of Democratic Ideas (SA)	The democracy of today came about through global interactions of ideology and governance over thousands of years.	In this unit, we will trace the history of democratic thought through the lens of ideology and governance. We will discuss the start of democracy in Greece, Roman democracy, Judeo-Christian democracy, the Enlightenment, and democracy through revolution.	Modern World History-Patterns of Interaction, Beck et. al. Modern World History-Holt McDougal

G10 MYP Individuals & Societies: Modern World History			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 2: New Ideas in Europe	New ideas from the study of classical Rome and Greece as well as changes in values led to the Renaissance and Reformation.	In this unit, we will explore the causes of the Renaissance and Reformation and how they influence innovation as well as thought in the Western world. We will learn about what started and spread the Renaissance and Reformation. We will also do research on individual Renaissance individuals. This will lead to writing a CV for the student and one for a Renaissance or Reformation person. The Reformation will give students an opportunity to learn about the beginning of Protestantism, the Peace of Augsburg, the 30 Years War, and the Treaty of Westphalia.	Modern World History-Patterns of Interaction, Beck, et. al Modern World History: Patterns of Interaction, Houghton-Mifflin-Harcourt, Beck et. al
Unit 3: Ming, Qing, and Tokugawa Isolation	The isolationism of East Asia during the Age of Exploration implies the global interaction of economics was the driving force behind this period rather than any cultural exchange.	In this unit, we will learn about how Europeans were prompted by the Renaissance (and technological innovation) to explore the east. Recent changes in the east brought on new dynasties and emperors that limited the amount of interaction they had with Europeans because of differences in thought and religion. We will write poems and create songs to summarize information and your summative will be to use a choice board to demonstrate understanding of one area of study within the unit.	Modern World History-Patterns of Interaction, Beck, et. al
Unit 4: Revolution (American and French)	Emboldened by Enlightenment ideas, the Americans and French led powerful revolutions that had different results.	Fueled by democratic and Enlightenment ideas, the Americans and French fight abuses by those in power to start a revolution which leads to new governments. We will discuss how both revolutions came about and the struggle for power in both. Students will be able describe why both revolutions began and events that led to different results for each. This will be done through a compare and contrast essay on the two revolutions.	Modern World History: Patterns of Interaction, Beck, et. al
Unit 5: Industrial Revolution	The Industrial Revolution was driven by inventors and investors' choices as well as a desire for wealth in a rapidly developing global market with increasing interaction.	Students will learn about the causes and effects of the Industrial Revolution and how it relates to their lives today. We will explore this through the inventions of the time and what they contributed both positively and negatively to the Industrial Revolution. Students will learn about the choices that were made and the impact they had on other inventors/inventions as well as the environment. The unit will culminate in a presentation about an invention and inventor not discussed as well as an OP+CVL on the sources used.	Modern World history: Patterns of Interaction, Beck, et al

MYP Sciences

The main approach to teaching and learning sciences is through structured inquiry in the context of interdisciplinary units. Students are encouraged to investigate science by formulating their own questions and finding answers to those questions, including through research and experimentation. Scientific inquiry enables students to develop a way of thinking and a set of skills and processes that they can use to confidently tackle the internal assessment component of DP subjects in biology, chemistry and physics. Moreover, the MYP sciences objectives and assessment criteria A–D are aligned with the DP sciences objectives and internal assessment criteria, supporting the smooth transition from the MYP to the DP.

Aims

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

- understand and appreciate science and its implications
- consider science as a human endeavor 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.

MYP Sciences: Objectives and Assessment Criteria

The following objectives and assessment criteria have been established by the IB for MYP Sciences in the MYP:

Objective/Criterion A	Knowing and understanding	Maximum 8
Objective/Criterion B	Inquiring and designing	Maximum 8
Objective/Criterion C	Processing and evaluating	Maximum 8
Objective/Criterion D	Reflecting on the impact of science	Maximum 8

Objective/Criterion A: Knowing and understanding- Maximum: 8
Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.
Assessment of this objective must be done using tests or exams. To reach the highest level students must make scientifically supported judgments about the validity and/or quality of the information presented to them. Assessment tasks could include questions dealing with “scientific claims” presented in media articles, or the results and conclusions from experiments carried out by others, or any question that challenges

students to analyse and examine the information. Allows them to outline arguments about its validity and/or quality using their knowledge and understanding of science.

In order to reach the aims of sciences, students should be able to:

i. explain scientific knowledge

ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations

iii. analyze and evaluate information to make scientifically supported judgments.

Objective/Criterion B: Inquiring and designing- Maximum: 8
Intellectual and practical skills are developed through designing, analysing and performing scientific investigations. Although the scientific method involves a wide variety of approaches, the MYP emphasizes experimental work and scientific inquiry. When students design a scientific investigation they should develop a method that will allow them to collect sufficient data so that the problem or question can be answered. To enable students to design scientific investigations independently, teachers must provide an open-ended problem to investigate. An open-ended problem is one that has several independent variables appropriate for the investigation and has sufficient scope to identify both independent and controlled variables. In order to achieve the highest level for the strand in which students are asked to design a logical, complete and safe method. The student would include only the relevant information, correctly sequenced.

In order to reach the aims of sciences, students should be able to:

i. explain a problem or question to be tested by a scientific investigation

ii. formulate a testable hypothesis and explain it using scientific reasoning

iii. explain how to manipulate the variables, and explain how data will be collected

iv. design scientific investigations.

Objective/Criterion C: Processing and evaluating - Maximum: 8
Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached. MYP sciences helps students to develop analytical thinking skills, which they can use to evaluate the method and discuss possible improvements or extensions.

In order to reach the aims of sciences, students should be able to:

i. present collected and transformed data

ii. interpret data and explain results using scientific reasoning

iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation

iv. evaluate the validity of the method

v. explain improvements or extensions to the method.

Objective/Criterion D:Reflecting on the impacts of science- Maximum: 8
Students gain global understanding of science by evaluating the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language will be applied in order to demonstrate understanding. Students are expected to become aware of the importance of documenting the work of others when communicating in science.
Students must reflect on the implications of using science, interacting with one of the following factors: moral, ethical, social, economic, political, cultural or environmental, as appropriate to the task. The student's chosen factor may be interrelated with other factors.

In order to reach the aims of sciences, students should be able to:

i. explain the ways in which science is applied and used to address a specific problem or issue

ii. discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue

iii. apply scientific language effectively

iv. document the work of others and sources of information used.

MYP Sciences: Course Information

MYP Sciences Courses
Grade 6 MYP Sciences
Grade 7 MYP Sciences: Life Science
Grade 8 MYP Sciences: Physical Science
Grade 9 MYP Sciences: Physics
Grade 10 MYP Sciences: Biology

Science Course Descriptions

MYP Sciences
Grades: 6, 7, 8, 9, 10
Language of Instruction: English
Prerequisite: A student whose English proficiency is at intermediate or above.

Course Description: The English science courses are designed to develop students' love of science and to equip them with the ability to apply their scientific knowledge and skills through the process of inquiry, exploration, and application. In addition, these courses utilizes various multimedia such as YouTube, Wikispaces, Keynote presentations, videos, and songs to foster mastery of the content and create a lively and engaging learning environment. Furthermore, much emphasis is put on lab work. Throughout the course, students will be engaged in designing and executing experiments of inquiry to learn about various scientific principles. Finally, the course content of each grade covers all the material taught in the Taiwan National Science Textbooks. Students taking these courses will also have a sound foundation for further studies in the IB Diploma Program.

G7 MYP Sciences: Life Science			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Pre-Unit Is it really true?	From the evidence and transformation, we study the scientific system to demonstrate the relationship between the local and global society.	In this unit, the students will learn the basic foundation of all science work. Students will learn the tools of the Scientific Method. This will serve as foundation of all future science work at Kuei Shan School. Primary content is through PPT and relevent videos. There is one homework assignment. One formative quiz. There will be a student poster presentation about the connection of Paster's experiment to the Scientific Method. Students will take a summative A test covering the material at the end.	Textbook preunit, Online picture of Pasteur and his experimental setup
Unit 1 Is it alive?	The changes and transformations in our bodies are the direct consequences of the nutrients we consume.	In this unit, the students will learn the basic characteristics and properties of being alive. We will cover the essential nutrients also for all life. Primary content is through lecture PPT and relevant videos. There are 2 homework assignments, 2 quizzes, 1 introduction to microscope lab, 1 criterion D research paper on nutrients, and 1 criterion A exam.	Textbook Unit 1, Various onlne Youtube videos and online articles about food and nutrition.
Unit 2 What's keeping you alive?	Various organ systems in the body interact with one another to balance the resources in the body to keep us alive and doing well.	In this unit, Students will learn the various organ systems in the body and how they interact with one another to balance the resources in the body to keep us alive and doing well. Primary content is through lecture PPT and relevent videos. There are 17 homework assignments, 15 class quizzes, 2 Criterion C labs, 2 criterion B, C labs on osmosis and reaction time, one essay on hormones and 3 criterion A exams.	Textbook Unit 2, Various online youtube videos on single cell organism, Various online articles about plants, animals and humans.
Unit 3 Why are you such a unique person?	Organisms' reproductive functions allow the organisms' characteristics to change over time in response to environmental factors.	In this unit, Students will learn organisms' reproductive functions and how it allow them to response to different environmental factors. Primary content is through lecture PPT and relevant videos. There are 12 homework assignments, 11 class quizzes, 2 criterion A exams, 2 criterion C labs, 1 criterion B and C lab on chicken egg analysis, and one research paper on genetically modified food.	Textbook Unit 3, Different viewpoint of Creationism from internet sources. Genesis 1,2.
Unit 4 How are we connected to the world?	Scientists use models and systems to describe the relationships between the forms and patterns observed in nature.	In this unit, Students will learn how scientists use models and systems to describe the forms and identities observed in nature. Primary content is through lecture PPT and relevant videos. There are 8 homework assignments, 7 class quizzes, there is one criterion A exam, one criterion C lab, one criterion B and C lab on mold growth, one criterion D research paper after visiting a local mangrove forest.	Textbook unit 4, Classification of life on earth, Youtube videos on main ecosystems of the earth.

G8 MYP Sciences: Physical Science			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1 What's the Matter?	Matter can be transformed into other states or forms by changing how the particles in the matter interact with each other.	This unit will introduce the basic properties of matter to students which is separated into three parts: states of matter, aqueous solutions, and the composition of air. The primary presentation of the content is through PowerPoint slides and relevant videos. There are 3 homework assignments (one for each part) focused on the vocabulary and main concepts of this unit which will help students organize and learn the content.There are two labs in this unit: 1. Formative Lab on the states of matter 2: Summative Lab Criteria B, C on solubility. Students will also take a summative Criterion A written exam and a summative Criterion D essay on molecular food.	Textbook Unit 1 Pages 1 to 56 南一書局二上自然與生活科技 Videos from YouTube about substances and matters
Unit 2 Is that a Wave?	Our current information technology depends on the movement of energy in the form of waves to transfer information.	This unit will introduce the physical properties to the students which has 6 parts: wave, sound wave, light reflection, light refraction, optics/optical instruments and colors of light. The primary presentation of the content is through PowerPoint slides and relevant videos. There are 6 homework assignments (one for each part) focused on the vocabulary and main concepts of this unit which will help students organize and learn the content. There are four labs in this unit: 1. formative lab on mechanical waves, 2. formative lab on sound wave resonance, 3. formative lab on pinhole camera, and 4. formative lab on light refraction and images. The students will also take one summative Criterion A exam.	Textbook Unit 2 Pages 57 to 160 南一書局二上自然與生活科技 Videos from YouTube about wave, sound, light, and colors
Unit 3 You're so hot!	Scientists' understanding of relationships in the thermal energy transformations aids the building of sustainability to ensure survival on Earth.	This unit will introduce the physical properties to students which is separated into four parts: temperature and scales, heat, thermal energy, and Transmittal of heat. The primary presentation of the conent is through PowerPoint slides and relevant videos. There are 4 homework assignments (one for each part) focused on the vocabulary and main concepts of this unit which will help students organize and learn the content.There will be two labs in this unit: 1. formative lab on specific heat for oil, and 2. formative lab on exothermic & endothermic reaction of copper Sulfate. The students will also take one summative Criterion A exam, and a summative Criterion B & C lab on heating various liquids.	Textbook Unit 3 Pages 161 to 226 南一書局二上自然與生活科技 Videos from YouTube about heat and specific heat

G8 MYP Sciences: Physical Science			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 4 Changes in Matter: Elements and Compounds	Our understanding of atoms and molecules and their interactions has evolved over time resulting in an ever changing atomic model that represents the culmination of knowledge from chemists over the ages.	This unit will introduce Chemical properties of elements to students which is separated into 5 parts: elements and compounds, elements, periodic table, atoms and molecules, and changes in matters. The primary presentation of the content is through PowerPoint slides and relevant videos. There are 5 homework assignments focused on the vocabulary and main concepts of this unit which will help students organize and learn the content. There are three labs in this unit: 1. Formative lab on the chemical properties of heating sodium bicarbonate, 2. Formative lab on chemical reactions when zinc plus hydrochloric acid, and 3. Formative lab on chemical reactions when calcium chloride plus sodium carbonate. The students will also take one summative Criterion A exam, and one summative Criterion D essay on heavy metal poisoning.	Textbook Unit 4 Pages 227 to 306 南一書局二上自然與生活科技 Videos from YouTube about elements and compounds
Unit 5 Chemical Nomenclature: Moles and Molarity	Scientists observe patterns in chemical reactions and use them to develop common systems of expression of these patterns to explain how chemical reactions work.	This unit will introduce basic Chemistry to students which will be separated into three parts: law of conservation of mass, Avogadro's number, and Chemical equations. The primary presentation of the content is through PowerPoint slides and relevant videos.There are 3 homework assignments (one for each part) focused on the vocabulary and main concepts of this unit which will help students organize and learn the content. There is one lab in this unit: Formative lab on electricity conductivity. The students will also take one summative Criterion A test.	Textbook Volume 2 Pages 1 to 26 南一書局二下自然與生活科技 Videos from YouTube about molar mass and molarity
Unit 6 Acids and Bases	Understanding a molecule's molecular structure allows scientists to determine how and under what conditions would a molecule interact with other molecules. This understanding is crucial in the production of many products we use daily.	This unit will introduce chemical properties and reactions to students which will be separated into four parts: Electrolytes, Solutions and Ions, Properties of Acids and Bases, and Reactions of acids and bases. The primary presentation of the content is through PowerPoint slides and relevant videos. There are 4 homework assignments (one for each part) focused on the vocabulary and main concepts of this unit which will help students organize and learn the content. The students will take one summative Criterion B & C lab on acid & base neutralization, and one summative Criterion A exam.	Textbook Volume 2 Pages 27 to 87 南一書局二下自然與生活科技 Videos from YouTube about acid, base, pH value, and salt

G8 MYP Sciences: Physical Science			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 7 Chemical Reactions	In order to manipulate chemical reactions to produce useful products, scientists need to know how to manipulate the way chemical reactions change in energy state, transfer electrons, and establish a balance between the reactions and products.	This unit will introduce chemical reaction and equilibrium to students which will be separated into 8 parts: Oxidation, Redox Reactions, Reaction Rates, Reversible Reactions and Equilibrium, Organic Compounds I, Organic Compounds II, Organic Polymers, and Food Science. The primary presentation of the content is through PowerPoint slides and relevant videos. There are 8 homework assignments (one for each part) focused on the vocabulary and main concepts of this unit which will help students organize and learn the content. There are two lab in this unit: 1. Formative lab on rate of reaction, and 2. Formative lab on oxidation & reduction. The students will also take one summative Criterion A exam.	Textbook Volume 2 Pages 88 to 193 南一書局二下自然與生活科技 Videos from YouTube about chemical reactions, chemical formula, and rate of changes

G9 MYP Sciences: Physics			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1 How big is everything	We understand our own relationship to the Universe when we identify patterns at different scales.	The unit introduces the overall size of objects on the Universe from the very big to the very small and how those objects are related to one another. The primary presentation is the textbook and notes that the teacher adds to the pages of the textbook as they are viewed on the large screen in front of the classroom. There are formative tasks for each lesson in the chapter and then at the end of the chapter there are a set of questions designed to challenge students' understanding and prepare them for the chapter exam. This unit includes Criterion A & D Summative Tasks.	Physics for the IB MYP 4&5; Hodder Education ISBN: 9781471839337 Powers of 10 video, BBC Documentary - How big is the Universe, video - The scale of the Universe
Unit 2 How do Forces and Matter Interact?	By identifying relationships of similarity and difference we understand how force and matter interact.	In this unit the focus is on the four fundamental forces of nature. Each force is examined is some detail and two kinds of forces are discussed, inverse-square law forces and other forces. Gravity and Electromagnetism are inverse square forces and act in much the same manner, except that Electromagnetism has both attractive and repulsive elements, while gravity is only attractive. The other forces are the Strong and Weak nuclear forces that act only over very short distances and in the case of the Strong force is very powerful. The primary presentation is the textbook and notes that the teacher adds to the pages of the textbook as they are viewed on the large screen in front of the classroom. There are formative tasks for each lesson in the chapter and then at the end of the chapter there are a set of questions designed to challenge students' understanding and prepare them for the chapter exam. This unit includes a Criterion A Summative Task.	Physics for the IB MYP 4&5; Hodder Education ISBN: 9781471839337 The Beginning of Everything, video - the Four Forces, video - Gravitation, video - Electromagnetism, Video - Strong Interaction

G9 MYP Sciences: Physics			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 3 Amazing Structures: How have we learned to use force?	Nature's forms have inspired us to use systems of force and to create innovative structures.	In this unit, the interaction between forces and how they affect the structure of our world is the focus. Another area of focus is how humans have used their understanding of these forces to create structures that benefit our daily lives and our society. The primary presentation is the textbook and notes that the teacher adds to the pages of the textbook as they are viewed on the large screen in front of the classroom. There are formative tasks for each lesson in the chapter and then at the end of the chapter there are a set of questions designed to challenge students' understanding and prepare them for the chapter exam. This unit includes a Criterion A, B & C Summative tasks.	Physics for the IB MYP 4&5; Hodder Education ISBN: 9781471839337 Video - 12 most amazing bridges ever built, video - Tacoma Narrows bridge disaster, video - Arch Bridge, video - Beam Bridge, video - Suspension Bridge, video - Cantilever Bridge
Unit 4 How far, how fast, how much faster?	To know where we are and where we are moving to we need to describe the relationship between space and time.	In this unit, the focus is motion and change in motion. Can humans beat cars in accelerating? What is the difference between distance and displacement. How does displacement relate to velocity? How does acceleration relate to velocity? Can acceleration occur when speed does not change? How have ideas about motion changed over time? The primary presentation is the textbook and notes that the teacher adds to the pages of the textbook as they are viewed on the large screen in front of the classroom. There are formative tasks for each lesson in the chapter and then at the end of the chapter there are a set of questions designed to challenge students' understanding and prepare them for the chapter exam. This unit includes a Criterion A Summative task.	Physics for the IB MYP 4&5; Hodder Education ISBN: 9781471839337 Globe, world maps, graph paper.
Unit 5 Free to Move	Movement is change, and our world has been changed by freedom of movement.	In this unit the focus is on what causes of motion, what changes motion, and what affects the motion of falling objects. The primary presentation is the textbook and notes that the teacher adds to the pages of the textbook as they are viewed on the large screen in front of the classroom. There are formative tasks for each lesson in the chapter and then at the end of the chapter there are a set of questions designed to challenge students' understanding and prepare them for the chapter exam. This unit includes a Criterion A, B, C & D Summative tasks.	Physics for the IB MYP 4&5; Hodder Education ISBN: 9781471839337 Apollo 15 video of Falcon and Hammer drop, video of Felix Baumgartner balloon jump, and PPT slides.

G9 MYP Sciences: Physics			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 6 Are all our Futures Electric?	The development of electrical systems has defined the modern world and made new futures possible.	This unit focuses on how electricity works, how we gain energy from electricity, how we control electricity, how we measure electricity, and how much energy costs. We will also consider how electrical systems help us to develop new ways of living, how we can use energy safely, what is the balance between the benefits and costs of electricity, and how realistic it is to think we can reduce the cost of electricity. The primary presentation is the textbook and notes that the teacher adds to the pages of the textbook as they are viewed on the large screen in front of the classroom. There are formative tasks for each lesson in the chapter and then at the end of the chapter there are a set of questions designed to challenge student s'understanding and prepare them for the chapter exam. This unit includes a Criterion A & D Summative tasks.	Physics for the IB MYP 4&5; Hodder Education ISBN: 9781471839337

G10 MYP Sciences: Biology			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1 The Nature of Life	Science is a way of knowing through the use of models and through the observation of patterns and interactions in nature.	In this unit, the students will learn Biology as a Science discipline. Students will find that science is a way of knowing through the use of models and through the observation of patterns and interactions in nature. The primary mode of presentation is through PPT lecture and reverent videos. There will be 7 homework assignments, 1 quiz, one microscope lab on size estimation, one criterion D research paper on funding of product safety, one criterion B and C lab on efficacy of the enzyme catalase and one criterion A written exam.	Biology Pearson Education ISBN: 978-0133669510 Chapter 1-2., Various online articles and Youtube videos.
Unit 2 Cells	A cell is the basic unit of life. By studying the processes and interactions that provide energy and structure for the cell, scientists can apply the knowledge to treat human diseases.	In this unit, the students will learn that a cell is the basic unit of life. By studying the processes and interactions that provide energy and structure for the cell, scientists can apply the knowledge to treat human diseases. The primary mode of instruction will be PPT presentations followed by relevant videos. There are 14 homework assignments, 3 criterion A exams, 2 criterion B and C labs on osmosis and photosynthesis, 1 research paper on the ethics of using stem cell research.	Biology Pearson Education ISBN: 978-0133669510 7-10, Online images of molecular models, cellular organelles, cellular processes. Youtube videos.

G10 MYP Sciences: Biology			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 3 Ecology	Our own continued existence on Earth depends on protecting the interactions among the various organisms and between these organisms and their environment.	In this unit, the students will learn that our own continued existence on Earth depends on protecting the interactions among the various organisms and between these organisms and their environment. The primary mode of instruction will be by PPT presentations with related videos. Students will have 16 homework assignments, 3 criterion A exams, 1 criterion B and C lab on yeast population growth and 1 criterion D paper on the cause of global warming.	Biology Pearson Education ISBN: 978-0133669510 Chapters 3-6, Youtube videos about Ecology, Various websites that promote the environment like: Earthday.org Greenpeace.org Panda.org UNEP.org NWF.org
Unit 4 Genetics	DNA is the universal code for life; it enables an organism to transmit hereditary information and change over time. The DNA, along with the environment, determines an organism's characteristics and identity.	In this unit, the students will learn how DNA is the universal code for life; it enables an organism to transmit hereditary information and change over time. The DNA, along with the environment, determines an organism's characteristics and identity. The primary fashion of instruction will be PPT presentations followed by relevant videos. There will be 18 homework assignments, one unit criterion A exam, one criterion B and C lab on extracting DNA and one research paper on the genetic disclosure debate.	Biology Pearson Education ISBN: 978-0133669510 Chapters 11-14, Various online articles and Youtube videos on Genetics and diseases. Bible verses pertaining to genetics. Bible dictionary of terminology and words: seeds, decendent, offspring, life, everlasting life, blood...

MYP Mathematics

MYP mathematics courses help specifically to prepare students for the study of group 5 courses in the IB Diploma Program (DP). As students progress from the MYP to the DP, the emphasis on understanding increases as students work towards developing a strong mathematical knowledge base that will allow them to study a wide range of topics. Through this process they also work on communicating their ideas in ways that allow others to understand their thinking.

Aims

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.

MYP Mathematics: Objectives and Assessment Criteria

The following objectives and assessment criteria have been established by the IB for MYP mathematics in the MYP:

Objective/Criterion A	Knowing and understanding	Maximum 8
Objective/Criterion B	Investigating patterns	Maximum 8
Objective/Criterion C	Communicating	Maximum 8
Objective/Criterion D	Applying mathematics in real-life contexts	Maximum 8

Objective/Criterion A: Knowing and understanding- Maximum: 8
Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This objective assesses the extent to which students can select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts.

In order to reach the aims of mathematics, students should be able to:

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.

Objective/Criterion B: Investigating patterns - Maximum: 8
Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery. Working through investigations encourages students to become risk-takers, inquirers and critical thinkers. The ability to inquire is invaluable in the MYP and contributes to lifelong learning.

In order to reach the aims of mathematics, students should be able to:

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.

Objective/Criterion C: Communicating - Maximum: 8
Mathematics provides a powerful and universal language. Students are expected to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

In order to reach the aims of mathematics, students should be able to:

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.

Objective/Criterion D: Applying mathematics in real-life contexts- Maximum: 8
MYP mathematics encourages students to see mathematics as a tool for solving problems in an authentic real-life context. Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

In order to reach the aims of mathematics, students should be able to:

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.

MYP Mathematics: Course Information
MYP Mathematics Courses
Grade 6 MYP Mathematics
Grade 7 MYP Mathematics
Grade 8 MYP Mathematics
Grade 9 MYP Mathematics Standard/Extended
Grade 10 MYP Mathematics Standard/Extended

MYP Mathematics Course Descriptions

MYP Mathematics
Grades: 6,7, 8
Language of Instruction: Chinese
Prerequisite: No prerequisite

Course Description: This course is an academically rigorous and in-depth study of various mathematical concepts and formulas. Students are challenged to not only understand and use the various math formulas and concepts but also to apply their understanding to solve challenging real-life problems. Furthermore, students will be engaged in various math projects to learn to work as a team and to present complicated math principles to an audience. Students are also encouraged to think creatively and deeper as they apply their math knowledge in class and in the real world.

G7 MYP Mathematics			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1 整數的運算	了解數的形式有助於更完整地歸納生活中各事物間的量是怎樣演變的。	本章節主要是銜接小學與中學，並讓學生能夠更進一步對數學總綱有初步了解，藉由整體的數系(正整數、負整數、中間數、有理數、無理數、實數、虛數、超越數)，到之後章節的科學記號表示法(宇宙觀)以及指數律等先熟悉整體數學觀點，另外總結性評量部份有向度A記憶與理解的紙筆測驗、向度B模式調研、向度C交流與溝通與向度D生活情境，在這裡我們透過兩個主要概念：交換律以及單位元素，將之拓展到矩陣的運算給予學生總結性評量。	康軒文教事業-國中數學一上教師手冊 負數與數線 p.6~13 數的大小 p.14~17 相反數與絕對值 p.18~25 整數的加減法運算 p. 26~41 兩點距離 p.42~46 整數的乘除法運算 p. 47~55 整數的綜合運算 p.56~57 分配律 p.58~62 指數律 p.63~74 科學記號 p.75~90
Unit 2 分數的運算	發覺用整數與分數在生活中的運用，彼此的互補更能真實理解大自然運作的演變。	承接第一章的部分，這個章節亦為數學重要的一章，性質較偏向工具層面，分數的運算在生活中處處可見，等於是其他章節的基礎，同時衍伸到因數、倍數、合數、質數，最大公因數、最小公倍數等等概念，並將之運用在生活中的種種情形，本章節的總結性評量為：向度為：向度A記憶與理解的紙筆測驗、向度B模式調研、向度C交流與溝通與向度D生活情境，主要目的是希望小朋友能在本章節除了概念上的理解之外，更重要的是熟練度的練習。	康軒文教事業-國中數學一上教師手冊 因數與倍數 p.92~94 倍數判別法 p.95~102 質數與合數 p.103~111 公因數、公倍數、gcd、lcm p.112~124 最簡分數 p.132~136 分數的加減 p.137~144 分數的乘除 p.145~149 分數綜合運算 p.150~164
Unit 3 一元一次方程式	通過運用模型表達各種關係，可以改進對人群、社會以至於大自然關係之判斷。	在本章節，學生觀念上面臨最大的轉變是：並非所有資訊都能夠一步到位，有些資訊是經過層層處理才能得到的結果，對照到數學上即未知數的運算，本章節的概念主軸先從認識方程式與多項式、了解元與次的相關名詞，並從練習列式到判斷是否為方程式的解，拓展到表格資訊處理能力，以及化簡(包含同類項合併、分式以及去括號法則)，最後才是將方程式獨立解出來的能力。本章節測驗的項度有向度A記憶與理解的紙筆測驗、向度B模式調研、向度C交流與溝通與向度D生活情境，並要求學生連結該章節與生活中的各種情境並製成繪本。	康軒文教事業-國中數學一上教師手冊 一元一次的列式 p. 166~171 求代數式的值 p.172~173 代數式的化簡 p.174~187 一元一次方程式 p. 188~192 等量公理 p.193~197 移項法則 p.198~203 一元一次應用問題 p. 204~214

G7 MYP Mathematics			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 4 二元一次聯立方程式&直角坐標與二元一次方程式的圖形	在自然界中建立模式，有助於理解空間中點、線、面的各種關係。	本章節的教材地位在一元一次不等式之後，在本章節前，學生們已對元、次等相關名詞已有深入理解，因此本章節的目的為將之延伸由一元一次到二元一次，並會在國二延伸到一元二次，二元一次能夠處理的理所當然比一元一次更加廣泛，相對難度也提到許多，因此能將一元一次的概念類化並延伸到本章節，會是學生的一大挑戰，本章節總結性評量測驗的向度有：向度A記憶與理解的紙筆測驗、向度B模式調研、向度C交流與溝通與向度D生活情境，本章節在國中數學佔有相當重要的地位，除了接續國一上學期之外，更是延伸到國二甚至高中課程的範疇，其概念更是沿用到大學相關課程。	康軒文教事業-國中數學一下教師手冊 二元一次式p.6~19 二元一次聯立方程式p.20~21 代入法解二元一次聯立方程式p.22~27 加減消去解二元一次方程式p.28~41 二元一次應用問題p.42~53 直角坐標平面p.54~63 座標平面上的象限p.64~74 二元一次方程式的圖形p.75~82 二元一次聯立方程圖形p.83~95 函數概念p.144~149 函數值p.150~155 函數圖形p.156~163 函數應用問題p.164~171
Unit 5 比例	比例對這社會的空間及美感極為重要。	本章節為本學期倒數第二個章節，觀念上較為獨立，但依舊佔有相當重要地位的一個章節，先備知識為未知數的理解，在本章節，透過生活情境的引入，讓學生清楚知道比例、比值、百分比當相關的概念，並能將之運用在生活中，因此本章節的總結性評量，較為著重在向度D：生活情境的部分，本章節的總結性評量向度為：向度A記憶與理解的紙筆測驗、向度B模式調研、向度C交流與溝通與向度D生活情境，並且學校會安排相關課外活動在比與比例這個章節，藉由生活中的實踐，能夠對概念有更深入的理解。	康軒文教事業-國中數學一下教師手冊 比與比值p.96~101 比例式p.102~105 比例式應用問題106~113 連比例p.114~121 連比例應用問題p.122~128 正比反比p.129~142
Unit 6 一元一次不等式	任何事物都能利用邏輯判別及比較，並表示他們之間的關係．	本章節的教材地位在上學期一元一次方程式之後，在本章節前，學生們已對元、次等相關名詞已有相當程度的理解，本章節主要挑戰為由方程式跨越到不等式範疇，並用三種的表達方式來表達解的情況，另外本章節也會介紹學生們相關數學軟體例如：geogebra以及mathway等，讓學生能夠更為多元的學習；本章節的學習主軸，與方程式類似皆為：列式->判斷是否為解->表格資訊處理->化簡->解不等式到應用問題，在本章節除了跨越方程式到不等式的概念之外，更重要的是透過更多元的列式以及解題方法，能夠更為廣泛的運用到生活上，本章節的總結性評量向度為：向度A記憶與理解的紙筆測驗、向度B模式調研、向度C交流與溝通與向度D生活情境	康軒文教事業-國中數學一下教師手冊 一元一次不等式列式p.172~176 判斷一元一次不等式解p.177~178 解一元一次不等式p.179~187 等量公理解不等式p.188~189 移項法則解不等式p.190~196 不等式應用問題p.197~203

G8 MYP Mathematics			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1 乘法公式與多項式	從實際的生活情境中，我們可以找到與乘法公式相關的模式，選擇和應用適當的乘法公式的形式有助於計算上的簡化。	本單元主要介紹「因式分解及解一元二次方程式」，課程內容分為利用提出公因式、乘法公式、十字交乘法做因式分解、因式分解解一元二次方程式、配方法與公式解及應用問題四部分。教學方法主要是由生活情境導入課程，透過ppt教學、相關影片介紹、合作學習的方式讓學生學習到利用提出公因式、分組分解、乘法公式、十字交乘法因式分解多項式及利用因式分解、配方法、公式解解一元二次方程式。形成性評量以習作練習為主，補充講義探討為輔。總結性評量分為1.單元考(標準A)，2.個人生活探究報告(標準B、D)及3.個人報告錄製影片上傳(標準C)三部分，讓學生理解一元二次方程式在生活上的應用，並運用數學的語言來表達及有邏輯性的結構組織資訊。	康軒版課本第三冊第4~53頁
Unit 2 平方根與畢氏定理	建造一個建築物需要精確的空間測量與計算方式。	本單元主要介紹「平方根與畢氏定理」，課程內容分為平方根與近似值、根式的運算及畢氏定理三部分。教學方法主要是由生活情境導入課程，透過ppt教學、相關影片介紹、合作學習的方式讓學生學習到理解平方根的意義、熟練根式的四則運算、證明畢氏定理及生活上的應用。形成性評量以習作練習為主，補充講義探討為輔。總結性評量分為1.單元考(標準A) ，2.個人生活探究報告(標準B、D)及3.個人報告錄製影片上傳(標準C) 三部分，讓學生理解畢氏定理在生活上的應用，並運用數學的語言來表達及有邏輯性的結構組織資訊。	康軒版課本第三冊第54~109頁
Unit 3 因式分解及解一元二次方程式	透過運用代數形式、模式來表達各種關係， 並且可以改進決策。	本單元主要介紹「因式分解及解一元二次方程式」，課程內容分為利用提出公因式、乘法公式、十字交乘法做因式分解、因式分解解一元二次方程式、配方法與公式解及應用問題四部分。教學方法主要是由生活情境導入課程，透過ppt教學、相關影片介紹、合作學習的方式讓學生學習到利用提出公因式、分組分解、乘法公式、十字交乘法因式分解多項式及利用因式分解、配方法、公式解解一元二次方程式。形成性評量以習作練習為主，補充講義探討為輔。總結性評量分為1.單元考(標準A)，2.個人生活探究報告(標準B、D)及3.個人報告錄製影片上傳(標準C)三部分，讓學生理解乘法公式與多項式在生活上的應用，並運用數學的語言來表達及有邏輯性的結構組織資訊。	康軒版課本第三冊第110~197頁

G8 MYP Mathematics			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 4 等差數列與等差級數	透過運用生活中圖形、符號及數的規律關係所形成的數列及美感，去理解系統文化的演變。	本單元主要介紹「等差數列與等差級數」，課程內容分為等差數列及等差級數兩部分。教學方法主要是由生活情境導入課程，透過魔術表演、ppt教學、相關影片介紹、合作學習的方式讓學生學習到能在日常生活中觀察數列的規則性，理解等差級數求和的公式，並能解決生活中相關的問題。形成性評量以習作練習為主，補充講義探討為輔。總結性評量分為1.單元考(標準A) ，2.個人生活探究報告(標準B、D)及3.個人報告錄製影片上傳(標準C) 三部分，讓學生理解等差數列在生活上的應用，並運用數學的語言來表達及有邏輯性的結構組織資訊。	康軒版課本第四冊第4~41頁
Unit 5 幾何圖形與尺規作圖	理解形式與圖形模式可提高創造力。	本單元主要介紹「幾何圖形與尺規作圖」，課程內容分為生活中的平面圖形、垂直平分與線對稱圖形及尺規作圖三部分。教學方法主要是由生活情境導入課程，透過ppt教學、相關影片介紹、合作學習的方式讓學生學習透過觀察生活中的圖形，理解各種圖形的性質及對稱性，並學會尺規作圖。形成性評量以習作練習為主，補充講義探討為輔。總結性評量分為1.單元考(標準A) ，2.個人生活探究報告(標準B、D)及3.個人報告錄製影片上傳(標準C) 三部分，讓學生理解幾何圖形在生活上的應用，並運用數學的語言來表達及有邏輯性的結構組織資訊。	康軒版課本第四冊第44~95頁
Unit 6 三角形與平行四邊形	邏輯推理是我們觀察或測量所發現的事物進行論證的強大工具。	本單元主要介紹「三角形與平行四邊形」，課程內容分為三角形的基本性質及平行四邊形兩部分。教學方法主要是由生活情境導入課程，透過ppt教學、相關影片介紹、合作學習的方式讓學生學習透過觀察生活中的圖形，理解各種圖形的基本性質。形成性評量以習作練習為主，補充講義探討為輔。總結性評量分為1.單元考(標準A)，2.個人生活探究報告(標準B、D)及3.個人報告錄製影片上傳(標準C) 三部分，讓學生發現建築之美，理解幾何圖形在生活上的應用，並運用數學的語言來表達及有邏輯性的結構組織資訊。	康軒版課本第四冊第96~211頁

MYP Mathematics Standard/Extended
Grades: 9
Language of Instruction: English
Prerequisite: No prerequisite

Course Description: This course is an academically rigorous and in-depth study of geometrical concepts and formulas. Students are challenged to not only understand and use the various math formulas and concepts but also to apply their understanding to solve challenging real-life problems. Furthermore, students will be engaged in various math projects to learn teamwork and to present complicated math principles to an audience. Students are also encouraged to think creatively and deeper as they apply their math knowledge in class and in the real world.

G9 MYP Mathematics Standard/Extended			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1: Expressing Geometric Properties with Equations	Different forms in Geometry can be justified or measurable based on a mathematical language and linguistic system of facts, basic terms and definitions.	The students will use tools—from the basic, such as straight edges, compasses, and protractors, to the sophisticated, such as the geometer's sketchpad and graphing calculators—to help us solve problems and learn. The students will explore how lines, planes, polygons, circles, as well as spheres and other three-dimensional figures can be used to represent and solve a variety of abstract and real-world problems. I. Summative Assessment Test- Criterion A Students are assessed on their understanding and knowledge on the basic block of geometry: physical shaped as well as the foundation of the use of reasoning and proof Conditional Statement Project - Criteria C, D Working in groups, Students are assessed on the logical reasoning of applying conditional statements.	Geometry Common Core by Pearson; pg. 1-134 All Things Geometry by Gina Wilson (Notes/Examples/ Homework) www.ixl.com (extra practice) www.explorelearning .com www.geogebra.org
Unit 2: Parallel and Perpendicula r lines	Natural and human landscapes are formed and measured by parallel and perpendicular lines in the space that we live in.	Students will Learn the properties of parallel and perpendicular lines. Summative Assessment Test- Criterion A Students are assessed on their understanding and knowledge on parallel and perpendicular lines and the theorem formed by their relationship House construction - Criteria B, C. Working in groups, Students are assessed on their technical skills on using compass to draw parallel and perpendicular lines to construct a house.	Geometry Common Core by Pearson; pg. 137-212 All Things Geometry by Gina Wilson (Notes/Examples/ Homework) www.ixl.com (extra practice) www.explorelearning .com www.geogebra.org

G9 MYP Mathematics Standard/Extended			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 3: Congruence	There is a form (shape and underlying structure) existing in the congruence of triangles.	Students will learn the essential criteria of congruence. Summative Assessment Test- Criterion A: Students are assessed on their understanding and knowledge on proving congruence and relationships within triangles. Triangle Congruence in Real Life - Criteria C, D. Working in groups, Students are assessed on observance of congruent triangles in their environment and to do application of their proofs.	Geometry Common Core by Pearson; pg. 215-278 All Things Geometry by Gina Wilson (Notes/Examples/ Homework) www.ixl.com (extra practice) www.explorelearning .com www.geogebra.org
Unit 4: Similarity and Right Triangles	There is a logical way to prove and justify the equivalence and inequality of figures in our physical world.	Students will understand similarity in terms of similarity transformations, learn how to prove and apply. Summative Assessment Circumcenter, Incenter, Medians and Altitudes of a Triangle - Criteria B, C Working in groups, Students are assessed on their understanding of the differences among circumcenter, incenter, medians and altitudes of a triangle. Inequalities in 2 Triangles Assignment (Criteria C, D) Working in groups, Students are assessed on their application of inequalities in 2 triangles theorem in real life scenario.	Geometry Common Core by Pearson; pg. 281-346 All Things Geometry by Gina Wilson (Notes/Examples/ Homework) www.ixl.com (extra practice) www.explorelearning .com www.geogebra.org
Unit 5: Polygons and Quadrilateral s	Urban planning and infrastructure use many generalized forms such as polygons and quadrilaterals in their architectural design pattern.	Students will Learn the properties of different types of polygons and quadrilaterals. Summative Assessment Test- Criterion A Students are assessed on their understanding and knowledge on relationships within triangles. Proof - Criterion B Students are assessed on their skills in proving properties in a parallelogram.	Geometry Common Core by Pearson; pg. 349-426 All Things Geometry by Gina Wilson (Notes/Examples/ Homework) www.ixl.com (extra practice) www.explorelearning .com www.geogebra.org

G9 MYP Mathematics Standard/Extended			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 6: Similarities, Right Angles, and Trigonometry	Many applications such as frequency and duration of wavelengths in music, astronomy, geography use generalized patterns in the relationships among similar triangles, right triangles and trigonometry.	Students will understand similarity in terms of similarity transformations, learn how to prove and apply. Summative Assessment Test- Criterion A Students are assessed on their understanding and knowledge on the properties of polygons and quadrilaterals. Coordinate plane assignment Students are assessed on their understanding and application of drawing polygons on polar coordinate plane.	Geometry Common Core by Pearson; pg. 429-538 All Things Geometry by Gina Wilson (Notes/Examples/ Homework) www.ixl.com (extra practice) www.explorelearning .com www.geogebra.org

MYP Mathematics Standard/Extended
Grades: 10
Language of Instruction: English
Prerequisite: No prerequisite

Course Description: This course is an academically rigorous and in-depth study of concepts and formulas found in algebra. Students are challenged to not only understand and use the various math formulas and concepts but also to apply their understanding to solve challenging real-life problems. Furthermore, students will be engaged in various math projects to learn to work as a team and to present complicated math principles to an audience. Students are also encouraged to think creatively and deeper as they apply their math knowledge in class and in the real world.

G10 MYP Mathematics Standard/Extended			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1 Ch 1-2 Foundations for Functions: Linear&Quadratic	Identities and relationships can be represented through the use of mathematical model or pattern called function	The student will demonstrate the ability to use the language of functions to describe, interpret, and analyze graphs to model real-world data. Summative Assessments Criteria A: Knowledge and understanding Exam Criteria B: Students show that there are patterns in the transformation of lines and parabolas. Criteria C&D: Students observe and find parabolas in the real world to analyze.	Algebra 2 by Holt McDougal (Reference); pg. 7-134 All Things Algebra by Gina Wilson (Notes/ Examples/ Homework) www.ixl.com (extra practice) www.explorelearning. com www.desmos.com

G10 MYP Mathematics Standard/Extended			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 2 Ch 3 Polynomial Functions	The processes and solutions of a real life application can be represented from the form in polynomial mathematical model.	The student will demonstrate the ability to investigate the concept of polynomial functions, and use technology to model real-world data. Summative Assessments Criteria A: Knowledge and understanding Criteria B: Students investigate transformation patterns of functions Criteria C&D: Students work in groups of three to create graph and transformation dance video.	Algebra 2 by Holt McDougal (Reference); pg. 150-217 All Things Algebra by Gina Wilson (Notes/ Examples/ Homework) www.ixl.com (extra practice) www.explorelearning.com www.desmos.com
Unit 3 Ch 4 Exponential and Logarithmic Functions	Growth and Decay in population and demography can be modelled as exponential or logarithmic relationship of changes through time.	The student will demonstrate the ability to describe, interpret, and analyze exponential and logarithmic functions to model real-world data. Summative Assessments Criteria D: Students research how exponential functions are used in the real world. They show how it is being used by writing about it. Criteria C&D: Students create a pictorial drawing using functions they have learned.	Algebra 2 by Holt McDougal (Reference); pg. 234-296 All Things Algebra by Gina Wilson (Notes/ Examples/ Homework) www.ixl.com (extra practice) www.explorelearning.com www.desmos.com Inthinking
Unit 4 Ch 5 Rational and Radical Functions	Many scientific and technical quantitative data can be modelled using rational and radical relationships.	The student will demonstrate the ability to describe, interpret, and analyze rational & radical functions to model real-world data. Summative Assessments Criteria B: Graphing Rational Functions Assignment. This assignment assesses the students' investigation skills of graphing rational function based on attributes and properties of rational equation.	Algebra 2 by Holt McDougal (Reference); pg. 313-389 All Things Algebra by Gina Wilson (Notes/ Examples/ Homework) www.ixl.com (extra practice) www.explorelearning.com www.desmos.com

G10 MYP Mathematics Standard/Extended			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 5 Ch 6 Properties and Attributes of Functions	Modeling real-word data of a relationship between two sets of data can be represented in a mathematical pattern.	The students will demonstrate the ability to use algebraic properties of functions to describe, interpret, and analyze graphs to model real-world data. Summative Assessments Criteria B,C: Piecewise Functions Assignment This assignment assesses the students' investigation and communication skills of discovering the attributes and properties of piecewise function.	Algebra 2 by Holt McDougal (Reference) All Things Algebra by Gina Wilson (Notes/ Examples/ Homework) www.ixl.com (extra practice) www.explorelearning.com www.desmos.com
Unit 6 Ch 7 - 8 Probability and Statistics	Using statistics and probability, there is a logical method for explaining the validity of their conclusions behind all justification and measurement in demography and population.	The student will demonstrate the ability to collect and analyze data, determine the equation of the curve of best fit, make predictions, and solve real-world problems, using mathematical models. Mathematical models will include polynomial, exponential, and logarithmic functions. Summative Assessments Criteria B, C: Binomial Theorem using Pascal's Triangle.This assignment assesses the students' investigation and communication skills of discovering the relationships between the Binomial Theorem and Pascal's Triangle.	Algebra 2 by Holt McDougal (Reference); pg. 313-389 All Things Algebra by Gina Wilson (Notes/ Examples/ Homework) www.ixl.com (extra practice) www.explorelearning.com www.desmos.com

MYP Arts - Visual and Performing Arts

MYP arts furthers an inquiry-based approach through similar objectives that encourage students to continue their artistic development and learning. There are no prior formal learning requirements.
MYP arts courses help specifically to prepare students for the study of visual arts, music, theatre, dance, film and literature and performance in the IB Diploma Program (DP) at either higher or standard levels.

Aims

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.

MYP Arts: Objectives and Assessment Criteria

The following objectives and assessment criteria have been established by the IB for MYP mathematics in the MYP:

Objective/Criterion A	Knowing and understanding	Maximum 8
Objective/Criterion B	Developing skills	Maximum 8
Objective/Criterion C	Thinking creatively	Maximum 8
Objective/Criterion D	Responding	Maximum 8

Objective/Criterion A: Knowing and understanding- Maximum: 8
Through the study of theorists and practitioners of the arts, students discover the aesthetics of art forms and are able to analyze and communicate in specialized language. Using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context, students inform their work and artistic perspectives.

In order to reach the aims of arts, students should be able to:

i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology

ii. demonstrate an understanding of the role of the art form in original or displaced contexts

iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Objective/Criterion B: Developing skills- Maximum: 8
The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. The point of realization could take many forms. However, it is recognized as the moment when the student makes a final commitment to his or her artwork by presenting it to an audience. Skills are evident in both process and product.

In order to reach the aims of arts, students should be able to:

i. demonstrate the acquisition and development of the skills and techniques of the art form studied

ii. demonstrate the application of skills and techniques to create, perform and/or present art.

Objective/Criterion C: Thinking creatively- Maximum: 8
The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. Thinking creatively enables students to discover their personal signature and realize their artistic identity.

In order to reach the aims of arts, students should be able to:
i. develop a feasible, clear, imaginative and coherent artistic intention
ii. demonstrate a range and depth of creative-thinking behaviors

iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

Objective/Criterion D:Responding- Maximum: 8
Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate change as well as being a response to change.

In order to reach the aims of arts, students should be able to:

i. construct meaning and transfer learning to new settings

ii. create an artistic response that intends to reflect or impact on the world around them

iii. critique the artwork of self and others.

MYP Arts: Course Information

MYP Arts Courses
Grade 6 MYP Arts: Visual Arts Grade 6 MYP Arts: Performing Arts
Grade 7 MYP Arts: Visual Arts Grade 7 MYP Arts: Performing Arts
Grade 8 MYP Arts: Visual Arts Grade 8 MYP Arts: Performing Arts
Grade 9 MYP Arts: Visual Arts Grade 9 MYP Arts: Music
Grade 10 MYP Arts: Visual Arts Grade 10 MYP Arts: Music

Performing Arts Course Descriptions

MYP Arts: Performing Arts
Grades: 6, 7, 8, 9, 10
Language of Instruction: English
Prerequisite: No prerequisite

Course Description: This course is designed to teach students to play a variety of instruments from beginner through intermediate level. Students are given instruction in the areas of performance, music literacy, composition, listening, analysis, and music history. Students will also learn about the basics of drama performance. Ensemble development, acting, aspects of technical theatre, and the production process will be explored. (Grade10 Performing Arts course is still being developed)

G7 MYP Arts: Performing Arts			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
U1 Understanding music and the human voice認識音樂與人聲	Music is a training tool for self-expression through which we communicate ourselves to the world.	透過人聲的發展認識音樂三大元素的重要性。 1. 能找出自己唱歌的音域 Summative Assessment Criteria A, B: U1 (S) 一展歌喉	音樂欣賞教學http://ananedu.com/a/7/20/teachmusic.htm

G7 MYP Arts: Performing Arts			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
U2 Basic music theory and development U2 音樂基本知識與開發	Music is a type of communication. Through increasing communication skills, logical thinking and the development and understanding of culture background, one can increase their connection with the audience causing better analysis and development of artistic work.	音樂基本知識與開發 1.能了解音樂是一種可以被表述的語言。 2.透過溝通能力的提升、邏輯思考的建立。 3.文化背景的理解。 4.能夠增加觀眾與表演者的連結。 5.學習進而分析、評論與開發藝術作品。 Summative Assessment Criteria A, B, C, D: U2 (S) 總結性評量：音樂與我	國民中學藝術與人文第二冊;教學原論

G8 MYP Arts: Performing Arts			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
U1認識戲劇與劇場 Drama and Theater	Drama is a logical form of communication, allowing audiences and actors to engage with the drama and reflect on their own identity and real life situations.	認識戲劇和劇場 1.了解戲劇的基本元素:人物 ；情節 ;主題 ；對話 . 2. 知道什麼是劇場： 基本劇場術語; 劇場歷史; 劇場元素; 劇場類型; 戲劇與劇場的區別. Summative Assessment Criteria A, B, D: U1 (S) 文章寫作：演員的修養＆如何演出好的默劇	教育戲劇 http://www.hyes.tyc.edu.tw/~sk5/drama_in_education.htm
U2 劇本創作與劇場展現 Script writing and performance	Script writing is a personal creative process that requires an understanding on role setting, actor expression, about how communication occurs between the audience and the play.	創作劇本與劇場展現 1.如何創作劇本：戲劇的結構 ;劇本的形式 ;讀劇 2.劇場工作與展現：劇團工作事項 Summative Assessments 1.U2 (S) 劇本創作：Criterion A, B, C, & D 2.U2 (S) 短劇拍攝：劇本創作與劇場展現 B, C, & D	劇本創作相關課程及教學 https://sites.google.com/site/chineseccu/mu-qian-zhi-xing-cheng-guo

G9 MYP Arts: Music			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
U1研究和音樂作品的分析。（貝多芬的“月光奏鳴曲”） **Research and analysis of musical works. (Beethoven's "Moonlight Sonata")**	音樂作品具有獨特性。透過音樂元素、架構、術語及環境的仔細鑽研和透徹比較，能以敘述的方法說明貝多芬《月光曲》及其作品的特質。	研究和音樂作品的分析。 1.學生學會讀譜。 2.透過音樂欣賞做樂曲分析。 3.透過演奏逐步將片段分析發展為完整思緒。 4.培養學生有具備足以回答探究題的能力。 Summative Assessment Criteria A, B, C, D: U1 (S) Listening Paper: 節錄月光曲分析寫作	Moonlight Sonata https://www.youtube.com/watch?v=4Tr0otuiQuU Moonlight Sonata Score https://www.8notes.com/scores/1754.asp
U2 世界音樂與音樂文化綜合分析-臺灣原住民與中國少數民族音樂比較 **International Music and Music Culture Analysis: The music of Taiwan aborigines and China aborigines**	音樂風格具有恆變性。透過時間的推移和時空的改變，音樂風格將因文化的遞移及轉變而有多元發展；經由世界音樂與音樂文化的綜合分析，能體現音樂體裁的延展性無邊無界。	世界音樂與音樂文化綜合分析。 1.能了解音樂風格具有恆變性。 2.能了解文化會透過時間的推移和時空而改變 3.音樂風格將因文化的遞移及轉變而有多元發展 4.經由世界音樂與音樂文化的綜合分析 5.能體現音樂體裁的延展性無邊無界。 Summative Assessment Criteira A, D: U2 (S) 世界音樂與音樂文化綜合分析：十五分鐘口頭報告	Music of Taiwan Aboriginals: https://www.youtube.com/watch?v=mi5AciGw2RY Information: https://en.wikipedia.org/wiki/Music_of_Taiwan
U3 創造與演繹-音樂創作及即興演奏 **Music creation and improvisation：Writing the Graduation Song**	音樂創作與即興演奏是兩種透過歌詞及旋律寫作傳達意念的交流方式，個人與文化的表達會影響創造的過程及演繹的成果。	音樂創作及即興演奏 1.能了解音樂創作的方法。 2.能了解即興演奏是如何產生的。 3.透過歌詞及旋律寫作傳達意念的交流方式。 4.個人與文化的表達會影響創造的過程。 5.演繹的成果。 Summative Assessment: Criteria A, B, C, D: U3 (S) 樂評寫作：原創歌曲分析（指定作品）	How to improvise (tips for improvising) http://makingmusicmag.com/12-improvisation-tips/ Software for music production: http://ccm.net/download/creating-music-79

G9 MYP Arts: Music			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
U4 音樂演繹-分組與個人演奏 Interpreting the music of others :group performances	音樂演繹是集合美感表述和表現的呈現：在個人表現中學習獨立製作及設計；在分組表現中學習團體合作及統合。	音樂演繹-分組與個人演奏 1.能了解音樂演繹是集合美感表述和表現的呈現。 2.學會獨立製作及設計。 3.學會在分組表現中學習團體合作及統合。 Summative Assessments Criteria A, B, C, D: U4 (S) 分組或個人演奏 Group Performing or Solo Performing (GP or SP)	Essential Skills in interpreting music: http://musiciansway.com/blog/2012/02/7-essentials-of-artistic-interpretation/ How we process music: http://www.musicworksforyou.com/news-and-charts/news/177-how-our-brains-process-music

G10 MYP Arts: Music			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
U5 基礎分析-樂理與分析元素與應用	樂理是音樂分析的重要元素被視為音樂中的語言和交流工具；在個人與文化的表達中，體裁與組織為樂理延伸出的精要。	基礎分析-樂理與分析元素應用 1.瞭解音樂創作是美學的產物。 2.瞭解音樂創作也是綜合個人與文化背景的表述。 3.音樂創作作品也會影響聽眾的喜好與接受程度。 Summatives Assessment Criteria A, B, C, D: 此次總結性評量為九十分鐘的現場測試，測驗內容包含：樂理、分析元素、解釋及選段。	Elements of music analysis: https://paulcarr.org/2012/01/27/the-elements-of-music-a-good-start-to-basic-analysis/ Analyzing music in advertising (ebook excerpt)
U6 深度分析--流行作品與世界音樂比較分析	世界音樂的風格眾多；流行作品與世界音樂的特質與關係在呈現上有許多相似及相異處，有地域性、風格、形式等可分析的元素。	深度分析-流行作品與世界比較分析 1.認識世界民族音樂的風格。 2.能辨別流行音樂作品與世界音樂的特質與關係。 3.能辨別流行作品與世界音樂的呈現上有許多相似及相異處。 4.能瞭解流行音樂作品與世界音樂的地域性、風格、形式可分析的元素。 Summative Assessment Critiera A, B, C, D: 試比較巴哈作品《卡農》與披頭四作品《Let It Be》或 試假想巴哈遇到披頭四兩人的交集為何（必須選擇兩部作品做相同的比較）。	Comparing World Music: http://www.bbc.co.uk/schools/gcsebitesize/music/world_music/ https://musiceducationworks.wordpress.com/2015/05/24/music-education-compared-in-countries-around-the-world/
U7 基礎創作-創作元素與基本作詞、作曲、編曲入門	音樂創作是美學的產物；除了綜合個人與文化背景的表述，也必須考慮受眾的喜好與接受程度。	深度創作--即興創作與編曲軟體應用 1. 瞭解音樂創作概念及相關音樂術語所組成的編曲概念說明。 2. 學會設計並製作編曲成品。 Summative Assessment Criteria A, B, C, D: 1.繳交一份利用本單元所學之概念及相關音樂術語所組成的編曲概念說明。 2.繳交將於第八單元深度創作中進行編曲之作品雛形；務必上傳完整（一）音檔、（二）歌詞與（三）吉他譜（六線或和弦/簡譜）。	Songwriting : http://www.songwriting.net/blog/bid/56567/Songwriting-Tip-You-Can-Write-Better-Lyrics Art of Composing: https://www.artofcomposing.com/how-to-compose-music-101

G10 MYP Arts: Music			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
U8 深度創作-即興創作與編曲軟體應用	編曲軟體是流行音樂作品產生過程裡必備的素材；編曲過程中的即興創作及軟體應用綜合樂理及音樂分析的技巧與科技和配件使用的技術。	即興創作與編曲軟體應用 1.學會應用編曲軟體寫音樂作品 2.能寫出學習過程裡必備的素材； 3.能編曲和即興創作 4.透過軟體應用綜合樂理及 5.能瞭解音樂分析的技巧 6.學會應用科技和配件使用的技術。 Summative Assessment Criterion A: U8 (S) 編曲雛形--設計 Criterion B, C, & D: U8 (S) 編曲成品及發表	Software: http://hiphopmakers.com/free-music-production-software Improvising: https://www.musical-u.com/learn/improvising-music-the-basics/https://www.musical-u.com/learn/improvising-music-the-basics/

MYP Arts: Visual Arts
Grades: 6, 7, 8, 9, 10
Language of Instruction: Chinese
Prerequisite: No prerequisite

Course Description: Visual Arts are a form of human expression allowing us to convey our thoughts, emotions, ideas, and opinions to a wide variety of audiences. Through the meaningful production and study of art, students are provided with the opportunity for personal, socio-cultural, and aesthetic experiences. Students also develop sensitivity to the ideas and feelings expressed and communicated through the art of different cultures and civilizations as well as an understanding on how art influenced society.

G7 MYP Arts: Visual Arts			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
U1 奇妙的色彩	透過色彩的應用,表達其個人風格並與觀眾進行無聲的交流。	單元簡介： 1. 從自然界的觀察中,體會色彩的美感 2. 認識光與色彩的關係 3. 認識色相環與色彩三要素 4. 認識光的三原色與色料三原色 5. 藉由色光.色料的混合方式理解色彩的混色方法 6. 認識視覺原理與色彩之感受,擴展色彩的認知 總結性評量：Criteria A, B, C, D 1. 面具設計 2. 影片拍攝 3. 藝術日誌	http://vr.theatre.ntu.edu.tw/fineart/index.html

G7 MYP Arts: Visual Arts			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
U2 舞動點線面	作者透過點線面的構成顛覆傳統視覺文化的形式,觀眾透過作品發覺藝術表現在時代中的轉變	單元簡介： 1. 瞭解造型的基本元素 2. 運用這些元素構成不同的視覺效果 3. 從名畫中體會線條的特質 4. 透過作品的鑑賞,認識線條的型態與形式 總結評量：Criteria A, B, C, D 1. 捕夢網製作 2. 藝術日誌	http://vr.theatre.ntu.edu.tw/fineart/index.html https://www.youtube.com/watch?v=4iDG4nRbgnI https://www.youtube.com/watch?v=S-rPC2tM1oA

G8 MYP Arts: Visual Arts			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
U1 建築的千奇百態	作者透過不同時空的建築表現風格與觀眾進行交流	單元簡介： 1. 認識的建築的起源與發展 2. 能區分建築風格的不同 3. 理解建築與生活的關係 4. 能創新建築外觀的思維 5. 了解綠建築的概念與環境的關係 總結評量：Criteria A, B, C, D 1. 時代建築的不同-報告 2. 藝術日誌 3. 建築模型製造	https://www.youtube.com/watch?v=ox1-MmN9gF0 https://www.youtube.com/watch?v=TvL4CmVKy8E
U2 眼見不為憑	作者透過“錯視”圖像，改變傳統視覺文化形式的界線，其強烈的構成特徵，顛覆了常人對於圖像空間概念的認同關係	單元簡介： 1. 了解傳統構圖形式與錯視構圖形式的不同 2. 能改變傳統思維 3. 創造新的視覺畫面 4. 了解錯視的起源發展 總結評量：Criteria A, B, C, D 1. 錯覺的空間 2. 藝術日誌	https://www.youtube.com/watch?v=VkgJMyPidH8 https://www.youtube.com/watch?v=2RWoKWbJtJM https://www.youtube.com/watch?v=tBNHPk-Lnkk&list=PLA23FF9B62B6B6A64

G9 MYP Arts: Visual Arts			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
U1 畫說印象	觀眾透過藝術品可以發現藝術流派的特徵,並辨別不同作者的風格	單元簡介： 1. 認識印象派與新印象派的特徵 2. 辨別印象派與新印象派的差別 3. 認識流派產生與演變 總結評量：Criteria A, B, C, D 1. 調查藝術流派-報告 2. 藝術日誌 3. 仿作	http://vr.theatre.ntu.edu.tw/fineart/painter.htm
U2 圖像動起來	透過創新的動畫手法，向觀眾敘述關於全球議題發展的概念	單元簡介： 1. 認識動畫的起源發展概念 2. 認識動畫的創作模式 3. 認識動畫與漫畫的不同 4. 能讓文字故事圖片化 總結評量：Criteria A, B 1. 故事手翻書 2. 藝術日誌	http://vr.theatre.ntu.edu.tw/fineart/painter.htm https://www.youtube.com/watch?v=7lIYiVASmvk https://www.youtube.com/watch?v=5gXGIYbWL2E
U3 版畫好好玩	依據審美觀觀察作品隨著時空轉移的表現方式,進而了解作者敘述的事件與呈現的意涵	單元簡介： 1. 認識版畫的用途 2. 辨別版畫的種類 3. 認識版畫的歷史 總結評量：Criteria A, B, C, D 1. 版畫實作 2. 藝術日誌	http://vr.theatre.ntu.edu.tw/fineart/painter.htm https://www.youtube.com/watch?v=YcWwt8Tx1Mg https://www.youtube.com/watch?v=Bf5SRzy-b2U https://www.youtube.com/watch?v=ZhfAU3fN7Nc https://www.youtube.com/watch?v=2NIUfyHFnwI
U4 圖像裡的空間	利用真實的空間了解近景遠景的分界,再改變傳統構成圖畫的形式,最終用以表達作者的思想觀點	單元簡介： 1. 辨別實際空間位置的遠近 2. 知道東西方營造空間的不同 總結評量：Criteria A, B, C, D 1. 實作 2. 藝術日誌	http://vr.theatre.ntu.edu.tw/fineart/painter.htm

G10 MYP Arts: Visual Arts			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
U1 悠遊水墨趣味多	透過不同風格之水墨作品，讓觀眾藉由其審美觀思索作者想表達的意涵	單元簡介： 1. 認識水墨的起源 2. 理解水與墨比較表現度的不同 3. 認識墨色的區別 4. 認識水墨用具 5. 認識東方繪畫視點與西方繪畫的不同 6. 有能力自己完成一幅水墨小品 總結評量：Criteria A, B, C, D 1. 水墨作品 2. 藝術日誌	http://vr.theatre.ntu.edu.tw/fineart/painter.htm https://www.youtube.com/watch?v=_7hopvX4rz8
U2 雕塑	透過創新的創作方式表達自己的特徵並展現其個人的風格	單元簡介： 1. 鑑賞生活空間中的雕塑藝術 2. 理解雕塑和環境的互動關係 3. 認識傳統與現代雕塑,建立雕塑風格的基本發展 4. 設計自己的人像,培養雕塑創作的能力興趣 總結評量：Criteria B, C 1. 膠帶雕塑作品 2. 藝術日誌	http://vr.theatre.ntu.edu.tw/fineart/painter.htm https://www.youtube.com/watch?v=jWJmL9Wj9i0
U3 “達文西密碼” 鑑賞	透過個人的審美觀,觀察藝術作品表達的意涵與繪畫的風格,並且理解其藝術流派的核心	單元簡介： 1. 認識達文西在西方藝術史中的地位 2. 認識文藝復興時期產生的源由與藝術作品風格 3. 認識文藝復興三傑與其傑出之處 總結評量：Criteria B, C 1. 文藝復興圖像藝術師 2. 改造文藝復興時期畫家的繪畫 3. 藝術日誌	http://vr.theatre.ntu.edu.tw/fineart/painter.htm https://www.youtube.com/watch?v=KT7QAKuRoXQ
U4 圖像設計	利用視覺文化的圖像構成,表達其設計特徵與認同的理念	單元簡介： 1. 認識圖像設計的概念 2. 理解生活中圖像表達的意涵 3. 懂得如何簡化圖像的過程 總結評量：Criteria A, B, C, D 1. LOGO設計與報告 2. 藝術日誌	http://vr.theatre.ntu.edu.tw/fineart/painter.htm

MYP Design

MYP design courses help students to specifically prepare for the study of computer science, design technology, and information technology in a global society (ITGS) in the Diploma Program (DP).

Computer science requires an understanding of the fundamental concepts of computational thinking, as well as knowledge of how computers and other digital devices operate.

Design technology aims to develop a high level of design literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context.

ITGS is the study and evaluation of the impacts of information technology (IT) on individuals and society.

MYP design also helps to prepare students for overall success in the DP, and connects directly with their participation in creativity, action, service (CAS) and the extended essay. In CAS, students continue to develop skills in design and evaluation that they use to undertake new challenges, design and plan activities, and solve problems in a creative way.

The knowledge, skills and attitudes that students develop in design courses provide a meaningful foundation for further study and help to prepare students for:

- careers in fashion, food, graphic, industrial, instructional, multimedia, product, publications, video game and web design
- architecture
- education
- roles in engineering, manufacturing, advertising and media industries
- project management

Technology Design Cycle Model

MYP design uses the design cycle as the model (see below) of thinking and the strategy to help students investigate problems and design, plan, create and evaluate the products/solutions that they generate. A product/solution can be defined as a model, prototype, product or system that students have generated independently. This means that MYP design expects students to become actively involved in, and to focus on, the whole design process rather than on the final products/solutions.

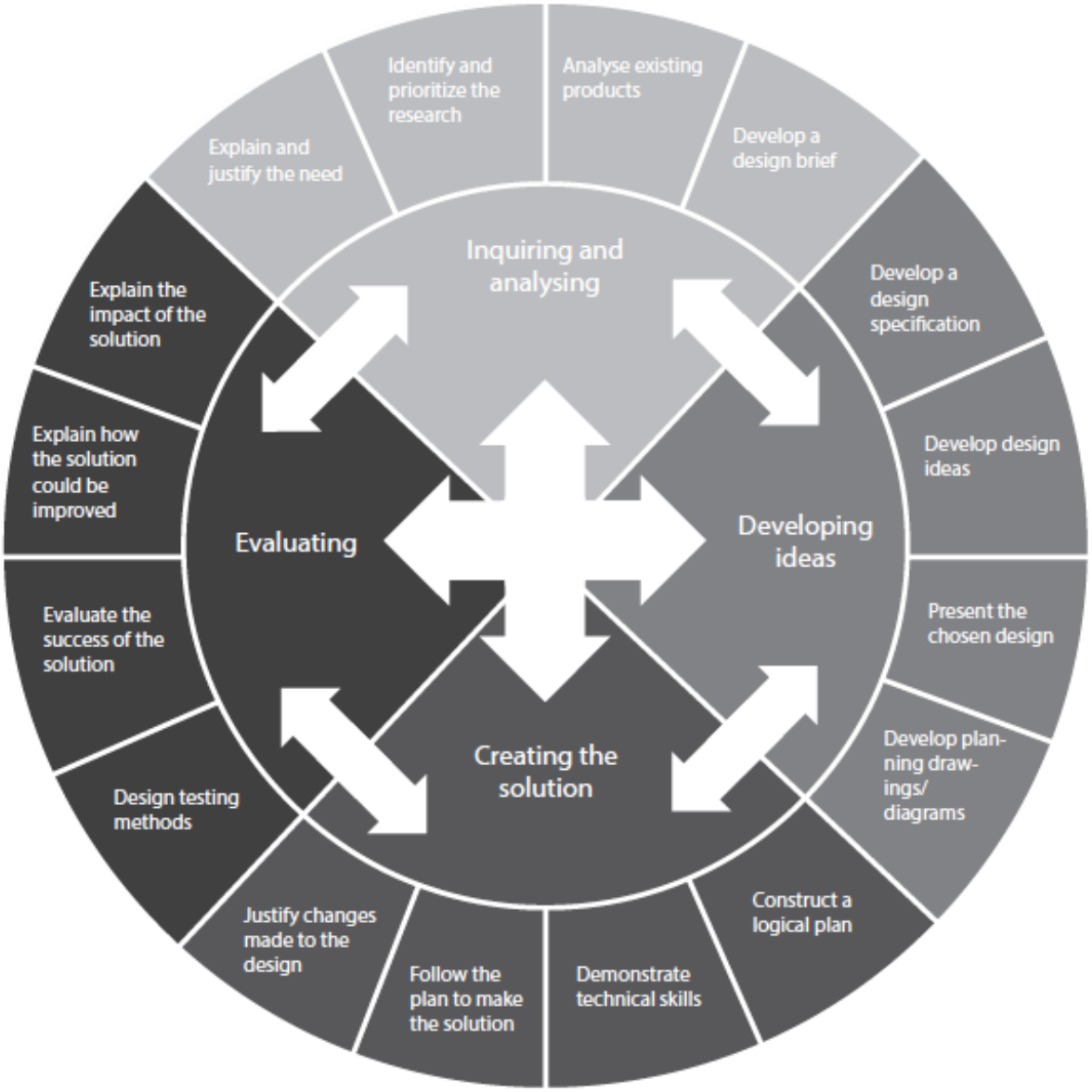

Figure 2. The design model. "MYP Design Guide". Cardiff: Peterson House, 2014. Print.

Aims

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

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

MYP Design: Objectives and Assessment Criteria

The following objectives and assessment criteria have been established by the IB for MYP mathematics in the MYP:

Objective/Criterion A	Inquiring and analyzing	Maximum 8
Objective/Criterion B	Developing ideas	Maximum 8
Objective/Criterion C	Creating the solution	Maximum 8
Objective/Criterion D	Evaluating	Maximum 8

Objective/Criterion A: Knowing and understanding- Maximum: 8
Students are presented with a design situation from which they identify a problem that needs to be solved. They analyze the need for a solution and conduct an inquiry into the nature of the problem.

In order to reach the aims of design, students should be able to:

i. explain and justify the need for a solution to a problem for a specified client/target audience

ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem

iii. analyze a range of existing products that inspire a solution to the problem

iv. develop a detailed design brief which summarizes the analysis of relevant research.

Objective/Criterion B: Developing ideas- Maximum: 8
Students write a detailed specification, which drives the development of a solution. They present the solution.

In order to reach the aims of design, students should be able to:

i. develop a design specification which clearly states the success criteria for the design of a solution

ii. develop a range of feasible design ideas which can be correctly interpreted by others

iii. present the final chosen design and justify its selection

iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

Objective/Criterion C: Creating the solution- Maximum: 8
Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.

In order to reach the aims of design, students should be able to:

i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
ii. demonstrate excellent technical skills when making the solution
iii. follow the plan to create the solution, which functions as intended
iv. fully justify changes made to the chosen design and plan when making the solution
v. present the solution as a whole, either:
   a. in electronic form, or
   b. through photographs of the solution from different angles, showing details.

Objective/Criterion D: Evaluating - Maximum: 8
Students design tests to evaluate the solution, carry out the tests, and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.

In order to reach the aims of design, students should be able to:

i. design detailed and relevant testing methods, which generate data, to measure the success of the solution

ii. critically evaluate the success of the solution against the design specification

iii. explain how the solution could be improved

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

MYP Design: Course Information

MYP Design Courses
Grade 6 MYP Design
Grade 7 MYP Design
Grade 8 MYP Design
Grade 9 MYP Design
Grade 10 MYP Design

MYP Design Course Descriptions

MYP Design
Grades: 6, 7, 8, 9, 10
Language of Instruction: English and Chinese
Prerequisite: No prerequisite

Course Description: This course introduces students to design and information technology. Students will learn about the design cycle and how to use it to solve problems through the use of tools, materials, and computer systems. Students will utilize a range of computer software and applications as well as various materials to produce products or solutions that can solve design challenges pertaining to real-life needs. Students will also learn to appreciate the role of technology in everyday life and society and become skillful problem solvers who can respond critically and resourcefully to real-life challenges.

Grade 7 MYP Design			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1: Acoustic Art Speaker Design Project	Basic designs require constant development and adaption in order to improve overall function.	Introduction to the unit: This is a material design unit with an emphasis on understanding the "design process." Before engaging in the making of the project, students need to develop research and ideating skills. The students will learn how to manipulate materials to produce a set of working speakers for a unique client. Learning Experiences: 1) Design a currency (model for research, developing design brief) 2) Design chocolate packaging (model for planning, sketching feasible design) Summative Assessment: Criterion A,B,C,D (all strands) submitted as a complete report Students in groups of 2 will be required to produce a working set of speakers that takes aesthetics into consideration. Final submission: Finished product & Design Report (A,B,C,D)	Websites: http://www.instructables.com/id/How-to-Build-Custom-Speakers/ http://www.popularmechanics.com/technology/audio/how-to/a3485/build-your-own-speakers/ TED: https://www.ted.com/talks/paul_bennett_finds_design_in_the_details https://www.ted.com/playlists/design_of_useful_things Currency mini-project: https://99designs.com/blog/creative-inspiration/20-examples-worlds-best-currency-design/ http://www.designer-daily.com/10-cool-currency-redesign-concepts-54081 Sketching Designs: http://www.hongkiat.com/blog/basic-guidelines-to-product-sketching/ https://design.tutsplus.com/tutorials/the-role-of-sketching-in-the-design-process--psd-153

Grade 7 MYP Design			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 2: Producing a Stop-Motion Animated Film	A public advertising campaign has the power to communicate global issues and change global perspectives which in turn can lead to new concepts of sustainability.	Introduction to the Unit: This unit aims to engage students individually in issues of global significance and link those issues with the production of a stop-motion animated film. Students will research a major UN issue and produce a product that will raise public awareness. Learning Experiences: 1) Draft research essay on one of the following issues: global warming, education, water, human rights 2) Draft multiple storyboards of prospective film 3) Visit a film studio specializing in stop-motion animation Summative Assessment: Criterion A,B,C,D Students will produce a stop-motion animation public advertisement that increases awareness of the global issue of their choice.	Global Issues websites: http://www.un.org/en/sections/issues-depth/global-issues-overview/ Stop-motion Animation Software: http://www.stopmotioncentral.com/ http://www.clayanimator.com/english/stop_motion_animator.html Youtube Videos that teach stop-motion animation https://www.youtube.com/watch?v=t0KMSfiizdY https://www.youtube.com/watch?v=Yw81zfwvXjc https://www.youtube.com/watch?v=96Ma_lZtpEs https://www.youtube.com/watch?v=qNwi9ZBJBFM https://www.youtube.com/watch?v=J1pxoiYbS9M Online process journals: Penzu - https://penzu.com/ Design Brief/Design Problem: http://www.technologystudent.com/designpro/problem1.htm
Unit 3: Computer Music Production Project	Computer programs that help us to make music (music design systems) have changed the way we think about the form of music, and the way we innovate new music (expression).	This unit introduces students to digital music production using the open-source LMMS software. Students will gain a basic understanding of how to produce digital music and distribute that music via the Internet. Learning Experiences: 1) Students will demonstrate basic understanding of digital music editing 2) Students will produce a unique digital ringtone Summative Assessment: Criteria A, B, C, D Students will produce a piece of mood music using music editing software.	Software: https://lmms.io/ Tutorial: https://lmms.io/documentation/ http://howtomakeelectronicmusic.com/how-to-make-electronic-music-with-computer-where-to-start Ted: https://www.ted.com/talks/mark_applebaum_the_mad_scientist_of_music

Grade 8 MYP Design			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
U1 桌遊設計擂台賽	透過創新的形式，設計一套有系統的桌上遊戲，可藉由不同文化的表達模式吸引不同的客群	單元簡介： 研究桌遊設計流程，理解正確設計概念是什麼與如何設計出符合不同年齡層的桌上遊戲 1. 研究桌遊的形式與風格 2. 能比較桌遊與其他形式遊戲的差異 3. 了解桌遊設計的流程步驟 4. 實際設計桌遊樣品 5. 改善後的正式作品製作 6. 周邊商品設計 總結評量: Criteria A, B, C, D 1. 報告 2. 設計實體桌遊	https://www.youtube.com/watch?v=Ap3qEVzYElk https://www.youtube.com/watch?v=z-TgxeqaAfU
U2 廣告夢不落	透過全球化市場趨勢的觀察，了解群體發展之觀點，進而創造令人印象深刻的廣告	單元簡介： 研究廣告的設計流程，理解產品如何利用不同的拍攝題材吸引消費者購買 1. 認識生活中的廣告類型與功能特色 2. 了解智慧財產權的無價與重要性 3. 了解以人為本的中心概念 4. 觀察生活中的廣告，刺激自己發揮更新穎的點子 5. 以賞析為前提，實際參與構思與拍攝完成的創作 總結性評量：Criteria A, B, C, D 1.報告 2. 拍攝一部自己設計的桌遊宣傳廣告	https://www.youtube.com/watch?v=drYhDjsUcRM https://www.youtube.com/watch?v=rHjRNSnkeCk
U3 主題公仔設計	關懷不同的社會議題，有系統的發明與設計不同的公仔，和不同群體表達自己的觀點	單元簡介： 藉由公仔設計，讓社會議題理念可以透過產品傳達更加深遠 1. 認識生活中的公仔類型與功能特色 2. 了解智慧財產權的無價與重要性 3. 探究社會有哪些問題 4. 觀察生活中的公仔產品，刺激自己發揮更新穎的點子 5. 以探究為前提，實際參與構思與發明完成的創作 總結性評量：Criteria A, B, C, D 1.報告 2. 公仔實作	https://www.youtube.com/watch?v=Ovj4hFxko7c https://www.youtube.com/watch?v=uDH3uyDA6Mc https://www.youtube.com/watch?v=ph9G-UMn4OU

G9 MYP Design			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1:Watch & Pray	Recent trends showing a dramatic decline in the demand for wearable timepieces has spurred the development of fresh ideas for this personal form of cultural expression.	Since the advent of Smart Phones, wristwatches have somewhat fallen out of favor. Students will conduct market research to identify needs and trends and examine their own needs and preferences, with a view to designing a wearable timepiece that will inspire a new generation of watch-wearers. Summative Assessment: Criterion A, B Students will be required to produce a technical drawing of a watch, showing it by itself + a drawing showing who will wear it (little kid, busy nurse etc.) and in what circumstances it is designed to be most effective.	The rising popularity of watch collecting (BBC News) https://www.watches.com/best-watches/ (a chance to look at some thought-provoking designs) (Weird & Wonderful watch designs) https://www.youtube.com/watch?v=uRV2myef87Q (Look at how watch designers are inspired) https://www.youtube.com/watch?v=Mi1qbKs1uZg (7 Reasons to wear a watch)
Unit 2:Public Trash Can	In a modern, consumer society, it has become essential to provide safe and convenient ways for residents, workers, tourists, etc., while they are walking around town, to dispose of their trash in a responsible manner that poses no health or environmental threats.	In the city of Taipei it is often quite difficult for pedestrians to dispose of trash. Compared to other modern cities, there seems to be very few public trash cans located on the sidewalks or in public parks. Students are asked to consider all sides of this issue and design a suitable solution, taking into account the need to separate trash as well as making it easy for garbage collectors to do their job. Summative Assessment Criterion A, B, C, D Create a feasible solution to the 'Trash Can shortage' -- think in terms of location, practical needs, and aesthetics,	http://www.chinapost.com.tw/commentary/eye-on-tw/2016/05/06/465345/Here-are.htm "Things no one told you about living in Taiwan" Images of Trash Cans from around the world

G9 MYP Design			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 3: A Roof with a View	In many urban environments, residential areas are built with little or no consideration for safety, aesthetics or what it takes to cultivate a vibrant community spirit.	Because of the proliferation of illegal rooftop structures in metropolitan areas - many of which are built with no respect for aesthetics or safety - we see the need for a new generation of secure, visually-pleasing rooftop areas that accommodate practical and cultural needs.This unit will focus on creating a 3-D environment that compels students to think beyond personal likes and dislikes, but rather takes into account such aspects as culture, health & safety, best use of space, creating and strengthening the community. Summative Assessment Criteria A, B, C, D Design situation: The goal being to design and build a scale model of a roof space that can act as a garden, recreation area, workspace - whatever they believe individual families or the community needs.	Vertical gardening https://www.youtube.com/watch?v=gsmunuWv8SE Dangers of illegal structures https://www.youtube.com/watch?v=8Tnp5id-kVA People not happy with new laws against illegal structures. http://www.taipeitimes.com/News/front/archives/2015/09/10/2003627351 Ideas for rooftop gardens https://www.youtube.com/watch?v=6aE7vlrgsCk Using Foamcore to build a model house https://www.youtube.com/watch?v=ssxCQuv3KzE Foam Board model making https://www.youtube.com/watch?v=nbfi_1_3MI8

G10 MYP Design			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1: The Visual Community	By adapting existing practices with respect to ergonomics can benefit a community.	This is a digital design unit with a focus on adaptation for a community. The students will learn how to analyze market trends and produce digital graphic designs for use on a social-media cell phone app. Summative Assessment Criterion A,B,C,D (all strands) submitted as a complete report. Design situation: Students will be asked individually to generate a complete set of Line stickers that reflect life as a high school student in Taiwan. Students think about their experiences as Kuei Shan students. The set should have wide appeal, but should try to target ideas that other students can easily relate to.	Software: Sketchbook (mac) Gimp - (windows/mac) https://www.gimp.org/ Libredraw (windows) AZ Painter (windows) Websites: Creator's Market link: https://creator.line.me/en/ Guidelines: https://creator.line.me/en/guideline/sticker/ Videos: Line Sticker Tutorial 1: https://www.youtube.com/watch?v=5pza68zXnUY Line Sticker Tutorial 2: https://www.youtube.com/watch?v=pBjnyH-WgkQ How to make an animated sticker: https://www.youtube.com/watch?v=AYiMbLId6s4

G10 MYP Design			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 2: Individual Project	Educational toys function to develop foundational systems of learning.	This is a material/digital design unit in which students will produce a children's toy with educational value. Summative: Criterion A,B,C,D (all strands) submitted as a complete report. Design situation: Students will be asked individually to design a toy that has educational value. The toy should be unique and can address a range of developmental processes. The toy should be marketable and functional. The toy may employ digital elements, but must be materially based. The criteria for success will be measured in terms of functionality, market interest, and measurable educational value.	Logo Design: Logo tutorials: https://www.youtube.com/watch?v=eill5G4LKrU https://www.youtube.com/watch?v=7XuoKGoRVco Websites: http://www.creativebloq.com/graphic-design/pro-guide-logo-design-21221 http://www.huffingtonpost.com/gabriel-shaoolian/5-tips-for-creating-an-ef_b_11802528.html TED: https://www.ted.com/participate/organize-a-local-tedx-event/tedx-organizer-guide/branding-promotions/logo-and-design Educational Toy Design: Websites: https://www.fastcodesign.com/1669691/3-ways-to-design-toys-that-boost-kids-creativity http://www.huffingtonpost.com/alicia-chang/how-to-design-smart-toys-_b_6464838.html?ncid=engmodushpmg00000006 TED Talks: https://www.ted.com/talks/arvind_gupta_turning_trash_into_toys_for_learning https://www.ted.com/talks/tim_brown_on_creativity_and_play https://www.ted.com/playlists/talks_to_inspire_projects_with_1

MYP Physical Health and Education

MYP physical and health education courses, in combination with MYP sciences, help specifically to prepare students for the study of sports, exercise and health science in the IB Diploma Program (DP). This rigorous course enables students to inquire into systems of the human body and explore how and why these systems work together. In their study of sports, exercise and health science, students learn how to apply their knowledge and understanding by critically analyzing human performance and through planning and conducting laboratory investigations.

MYP physical and health education also helps to prepare students for overall success in the DP, and connects directly with their participation in creativity, action, service (CAS). CAS complements students' demanding academic preparation with a requirement for physical exertion that can contribute to a healthy lifestyle.In CAS, students continue to develop skills in reflection that they use to undertake new challenges and plan activities—including competitive sports, personal athletic programs, endurance events, and physically active service learning projects.

The knowledge, skills and attitudes that students develop in physical and health education courses provide a meaningful foundation for further study and help to prepare students for careers in education, recreation and leisure industries, health sciences, sports and exercise science, performance, coaching, and fitness and community health management.

Aims

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.

MYP Physical and Health Education: Objectives and Assessment Criteria

The following objectives and assessment criteria have been established by the IB for MYP mathematics in the MYP:

Objective/Criterion A	Knowing and understanding	Maximum 8
Objective/Criterion B	Planning for performance	Maximum 8

Objective/Criterion C	Applying and performing	Maximum 8
Objective/Criterion D	Reflecting and improving performance	Maximum 8

Objective/Criterion A: Knowing and understanding- Maximum: 8
Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

In order to reach the aims of physical and health education, students should be able to:

i. explain physical health education factual, procedural and conceptual knowledge

ii. apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations

iii. apply physical and health terminology effectively to communicate understanding.

Objective/Criterion B: Planning for performance- Maximum: 8
Students through inquiry design, analyze, evaluate and perform a plan in order to improve performance in physical and health education.

In order to reach the aims of physical and health education, students should be able to:

i. design, explain and justify plans to improve physical performance and health

ii. analyze and evaluate the effectiveness of a plan based on the outcome.

Objective/Criterion C: Applying and performing- Maximum: 8
Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

In order to reach the aims of physical and health education, students should be able to:

i. demonstrate and apply a range of skills and techniques effectively

ii. demonstrate and apply a range of strategies and movement concepts

iii. analyze and apply information to perform effectively.

Objective/Criterion D: Reflecting and improving performance- Maximum: 8
Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

In order to reach the aims of physical and health education, students should be able to:

i. explain and demonstrate strategies that enhance interpersonal skills

ii. develop goals and apply strategies to enhance performance

iii. analyse and evaluate performance.

MYP Physical and Health Education: Course Information

MYP Physical and Health Education Courses
Grade 6 MYP Physical and Health Education
Grade 7 MYP Physical and Health Education
Grade 8 MYP Physical and Health Education
Grade 9 MYP Physical and Health Education
Grade 10 MYP Physical and Health Education

Physical and Health Education Course Descriptions

MYP Physical Education and Health
Grades: 6, 7, 8, 9, 10
Language of Instruction: English
Prerequisite: No prerequisite

Course Description: This course is designed to contribute to the holistic development of the student helping students to become mature physically, intellectually, emotionally, and socially. This course's goal is to help students cultivate a healthy lifestyle through participating in physical activities which are not only enjoyable but also contribute to healthy living. Physical education is one of many ways in society we can explore cultural identity and the global nature of sport and exercise.

G7 MYP Physical and Health Education			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1 Fitness	Change is a necessary process to create a balanced healthy lifestyle.	During this unit, students will work individually, with a partner, and in a group. Each different learning experience will provide students with both challenging and encouraging environments to learn the central idea. Students will review the 4 fitness tests and discuss in small groups the importance of these tests. Additionally, students will discuss the difference between each four of the tests and which component of fitness they correspond to. Summative Task: Criterion A Goal: Your goal is to show the general public how a change in their behavior will result in a balanced healthy lifestyle flexibility, body composition)	Classroom Jump Ropes Sit and reach device Track and Field Stopwatch Cones Pull up bars Dip Bars Whiteboard

G7 MYP Physical and Health Education			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 2 Softball (skills and technique)	Clear communication between all team members is vital for a team to exchange and interact effectively.	Students have learned basic softball skills and technique in the PYP program.This unit will focus on teaching students how to refine the skills and technique they learned in the primary grades. In addition, students will learn how to apply these skills in gameplay. Summative Assessment: Criterion C and D will be evaluated in this summative task. The criterion C summative is the performance summative which will evaluate student's execution of skills and strategies taught in the unit. Criterion D summative consists of a 300 word reflection in which students will reflect on their performance during the performance summative and how "Clear communication between all team members is vital for a team to exchange and interact effectively."	Softball drills for infielders https://www.youtube.com/watch?v=XDwFdR4gluQ Hitting basics https://www.youtube.com/watch?v=_F2ldM4zFLo Softball drills for outfielders https://www.youtube.com/watch?v=9ZNz_f3rCgs
Unit 3 Health: Communicable Diseases	Our lifestyle choices not only affect ourselves but also affect our interactions with others and society.	During this unit, students will learn about the different types of communicable diseases. Students will learn how their lifestyle choices not only affect themselves, but also affect their interaction with others and society. The goal of this unit is for students to learn to be more responsible in taking care of themselves when they are sick to avoid spreading their germs to others. Summative Assessment: Criterion A will be used to assess student learning. Within their group, students will create a 5 minute powerpoint presentation in which they will discuss the common cold and an other communicable disease.	This unit will require: use of homeroom classroom/library projector students BYOD on classroom days and presentation days Videos: What are Germs ? - Major Types , Diseases, Infections ,Animation Video https://www.youtube.com/watch?v=3phZfvOFcHE TED: How do germs spread (and why do they make us sick)? - Yannay Khaikin and Nicole Mideo https://www.youtube.com/watch?v=yxonJTWhBJQ

G7 MYP Physical and Health Education			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 4 Just Dance	Performers analyze their movement patterns in order to change and refine technique to create the most artistic and beautiful routine.	This unit meets the planning an aesthetic routine requirement by the IB. In this unit, students will learn the basic elements of dance and how to modify an existing dance with their own creative dance moves. Additionally, they will learn how to analyze their movement patterns in order to change and refine their technique in order to create the most artistic and beautiful routine. Summative Assessment Students will be assigned the same dance routine to learn. They will then need to change at least six different moves and combine it into the dance routine. Students will write out descriptions for each six different movements (Criterion B: i). Lastly, students will video-record their dance and watch the video to analyze their performance. Based on their analysis, they will write a reflection on the planning process (Criterion B: ii).	Videos: The Sid Shuffle https://www.youtube.com/watch?v=uMuJxd2Gpxo Can't hold us https://www.youtube.com/watch?v=97KdxaRBf0M

G7 MYP Physical and Health Education			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 5 (Creating an instructional video) Ultimate Frisbee	The advances in information communication technology (ICT) function as a new method in which one can learn a sport or skill.	In this unit, students will learn how to play the game of Ultimate Frisbee. While some students may know how to play the sport, the majority are unfamiliar with the game. In order to help them better learn and understand the game, they will make an instructional video about how to Frisbee for their summative task. Summative Assessment: Criteria A, D For the summative task, students will create an instructional video in which they explain different passes, catches and how to play Ultimate. By doing so they are demonstrating how "the advances in information communication technology (ICT) function as a new method in which one can learn a sport or skill."	Videos: AUDL Ultimate Highlights https://www.youtube.com/watch?v=HdrfEUIGsZw&list=PLoGvR6mMW-H0k5s5Zmh7n8uokAy_0Hbyg&index=1 Ultimate in 10 simple rules https://www.youtube.com/watch?v=FT4BqsMLrmA&list=PLoGvR6mMW-H0k5s5Zmh7n8uokAy_0Hbyg&index=2 USA vs Great Britain https://www.youtube.com/watch?v=Dk633dMatP4&index=4&list=PLoGvR6mMW-H0k5s5Zmh7n8uokAy_0Hbyg Sample instructional video https://www.youtube.com/watch?v=YH4RbNLTZZM&index=3&list=PLoGvR6mMW-H0k5s5Zmh7n8uokAy_0Hbyg
Unit 6 Three is a charm (Net games)	In order to execute a system of plays effectively, the players involved must interact with each other through appropriate forms of communication.	In this unit, students will learn the fundamentals of volleyball. The emphasis of this unit will be for students to learn to cooperate with each other and develop healthy relationships. Additionally, students will be taught fundamental skills that build off what they have learned in elementary PE. Summative Task: Criterion C, applying and performing, will be used to evaluate this summative task. In this task, students will focus on the development and execution of the bump, set, hit during volleyball gameplay. The teacher will evaluate their application and execution of skills learned in class during the mini tournament.	Youtube: China vs. Japan (women's volleyball match): https://www.youtube.com/watch?list=PLoGvR6mMW-H3DKnd6qdFF5QrUGKEyN4iX&v=pRHzRX2Jq9Q Italy vs. USA (men's volleyball match): https://www.youtube.com/watch?list=PLoGvR6mMW-H3DKnd6qdFF5QrUGKEyN4iX&v=SKq9IUO8J2E

G8 MYP Physical and Health Education			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1 Fit Choices	Through an understanding of your own personal values, you are able to make choices to create balance in your lifestyle and make positive changes in your level of fitness.	During this unit, students will work individually, with a partner, and in a group. Each different learning experience will provide students with both challenging and encouraging environments to learn the central idea. Students will review the 4 fitness tests and discuss in small groups the importance of these tests. Additionally, students will discuss the difference between each four of the tests and which component of fitness they correspond to. Summative Assessment: Criteria A, B For the summative task, students will create a weekly workout plan that incorporates the five main components of fitness.	Classroom Jump Ropes Sit and reach device Track and Field Stopwatch Cones Pull up bars Dip Bars Whiteboard Name of major muscles poster
Unit 2 Softball (gameplay strategies)	An athlete's ability to compete and cooperate is directly related to their ability to adapt to various environments.	This unit picks up where the unit left off last year. Skill and techniques will be reinforced, but the main emphasis will be on gameplay strategy. Students will learn the importance of reading the game and how to cooperate better as a team. Summative Assessment: Criterion C will be used to evaluate this summative task. The criterion C summative is the performance summative which will evaluate student's execution of skills and strategies taught in the unit. More importantly, students will be evaluated on their ability to analyze complex gameplay situation.	Equipment: Bats Gloves Softballs Safety Net Cones Bases
Unit 3 Health and Nutrition Health, nutrition, and overeating	Creating a plan can help people make balanced choices to improve (change) their health and well-being.	Overeating and poor food choices has become a major issue in today's modern world. In this unit, students will explore the consequences of poor food choices and overeating. They will monitor their own daily food intake and compare with national averages. At the end, they will create a basic diet plan to help improve their daily food choices. Summative Assessment: Criteria A will be used to evaluate this summative task. First, students will research and learn about different types of diet plans. Second, students will record their food intake for a week and compare and contrast data with another member in class, and with a standard healthy diet. Finally, based on their food intake, they will create their own diet plan.	Myplate: https://www.choosemyplate.gov/ Five Best Food and Nutirition Tracking Tools http://lifehacker.com/five-best-food-and-nutrition-tracking-tools-1084103754

G8 MYP Physical and Health Education			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 4 Cardio Boxing	Correct movement and spacing should be considered when creating and demonstrating a high energy routine.	This is an aesthetic design design unit. Last year, students learned basic dance skills. This year, they will be learning how to follow and create their own cardio boxing routine. Contrary to popular belief, boxing is not only about fighting. Students will learn how boxing can be a great workout without hitting any people or objects. Summative Assessment: Criteria B and D will be assessed in this summative task. Students will create a cardio boxing routine including basic moves taught in class, as well as a few self-taught moves. In addition, students will need to incorporate a variety of fitness exercises to help enhance the cardio aspect of the routine. Finally, students will video record their routine and upload to YouTube.	Videos: Cardio boxing challenge - 30 minute HIIT workout 15-Minute Boxing Workout You Can Do At Home I Class FitSugar How to throw a Jab and Right Straight Punch Ultimate 20 Minute In Home Boxing Workout Boxing. 20 Minute In Home Boxing Workout Round 2 DRIP10 Hip Hop Boxing 10 x 10
Unit 5 Ultimate Frisbee Strategy and Gameplay	In order for a team to function productively during competition, athletes must effectively communicate and interact with each other both on and off the field.	Students will build upon their knowledge of Ultimate Frisbee by competing in an in-class Frisbee tournament. In the last unit, students focused on developing general Frisbee skills. This year, they will focus on gameplay strategies and incorporating advanced techniques. Summative Assessment: Criteria C will be used to evaluate students in this summative task. This summative will evaluate student's execution of Frisbee skills during gameplay. More importantly, the summative will evaluate student's ability to make critical in-game decisions under pressure due to the nature of a competitive tournament.	Equipment: Firsbees Cones Jerseys Example strategy guides

G8 MYP Physical and Health Education			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 6 Movement and spacing (Net games)	If order to be an effective athlete, one must interact with the changing gameplay environment, making appropriate movement and spacing choices.	In this unit, students will create an instructional video about the different volleyball or badminton skills. This unit will challenge students to refine the volleyball skills and techniques they learned last year. Furthermore, this unit gives students a chance to focus on their strengths by allowing them to choose weather to make a video on badminton or volleyball. Summative Assessment: Criterion A will be used to evaluate this summative. Student will demonstrate their knowledge and understanding of volleyball and/or badminton by creating an instructional video.	Various volleyball and badminton equipment

G9 MYP Physical and Health Education			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1 Sport specific fitness	Athletes with a sport specific training plan are able to better adapt to changing game environments and preserve their health and well-being.	This unit will teach students how fitness routines and plans for athletes vary depending on the type of sport they compete in. Students will learn how to identify the different types of muscles primarily used in their sport and learn how to create a fitness plan specific to that sport. Summative Assessment: Criterion B and D will be used for this summative task. Students will choose a specific sport that they want to develop a training plan for. Next, they will research exercises that apply to that certain sport. From those exercises, they will design an 8 week training program to improve one aspect of performance.	Classroom Jump Ropes Sit and reach device Track and Field Stopwatch Cones Pull up bars Dip Bars Whiteboard

G9 MYP Physical and Health Education			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 2 Basketball	A balanced team requires all members to understand the function of their position on the court in relation to each other.	In this unit, students will learn how to properly position themselves during gameplay. Students have learned basic skills in previous years and will focus more on offensive and defensive strategies in this unit. Summative Assessment: Criterion C will be used to evaluate this summative task. In the summative task, the teacher will evaluate students positional understanding during gameplay. For students to perform effectively, they must understand the function of their position and demonstrate correct skills and offensive concepts.	Equipment: Basketballs Cones Jerseys Whiteboard Printed diagrams
Unit 3 Health: Substance abuse	Effectively communicating health information to others helps people make balanced lifestyle choices.	Substance abuse is a major topic among youth, and due to its increased popularity thanks to movies and media, students are more exposed to substance abuse than ever before. In this unit, students will research a variety of substance abuse topics and create a PSA warning others about the consequences of substance abuse. Summative Assessment: Criteria A will be used for this summative task. In groups, students will be assigned a specific form of substance abuse to research. Topics include: alcohol abuse, prescription drug abuse, marijuana, smoking, betel nut, CNS depressants, CNS stimulants, and inhalants.	Videos: Anti Smoking PSA https://www.youtube.com/watch?v=7QwnSmBK7Bc&index=1&list=PLoGvR6mMW-H1iSzi1TUXs8CsNq04RRCUm Techno Music Video https://www.youtube.com/watch?v=K5mqUxCouCc&index=2&list=PLoGvR6mMW-H1iSzi1TUXs8CsNq04RRCUm Empty Seat PSA https://www.youtube.com/watch?v=OT8lw1RI-WM&index=3&list=PLoGvR6mMW-H1iSzi1TUXs8CsNq04RRCUm Drunk Driving PSA https://www.youtube.com/watch?v=LigPLJP6x3U&index=4&list=PLoGvR6mMW-H1iSzi1TUXs8CsNq04RRCUm

G9 MYP Physical and Health Education			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 4 Yoga	Based on scientific research, balanced body movement routines function as a method to improve flexibility, strength, and well being.	For many students, this is their very first time doing yoga. This unit helps students to be open-minded since many of them have certain preconceived ideas about yoga. Students will come to learn that in addition to improving flexibility and strength, yoga is a great stress reducer and can help them improve their energy and focus in school. Additionally, they will learn this through reading research articles on the benefits of yoga. Summative Assessment: Criteria A Students will work in small groups of 2-3 students to design, explain, and justify an aesthetic yoga routine that demonstrates balanced body movements.	Yoga Videos Yoga Mats
Unit 5 Rugby	Positive interactions and relationships between players help promote peace and conflict management.	This is the first time students will be learning the game of rugby. As such, much time will be spent on teaching students the basics and rules of the game. Summative Assessment: Criterion A and C will be used in this unit. Criterion A will be used to assess student's overall understanding of the rules and concepts of touch rugby. Criterion C will be used to evaluate their performance during gameplay.	Videos: Sevens Uncovered: Training for the perfect pass World Rugby https://www.youtube.com/watch?v=CNDjdYkHRmg&list=PLoGvR6mMW-H08nEEX40lQyfDef4i7bA1p&index=1 2015 World Cup Men's Open Grand Final - Australia v New Zealand https://www.youtube.com/watch?v=ZtRfm46vgZU&list=PLoGvR6mMW-H08nEEX40lQyfDef4i7bA1p&index=2 2015 Harvey Norman All Stars Touch Football game https://www.youtube.com/watch?v=1IjXL059gVM&list=PLoGvR6mMW-H08nEEX40lQyfDef4i7bA1p&index=3

G9 MYP Physical and Health Education			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 6 Good vibes (Volleyball)	Effective gameplay involves choosing the correct strategy in relation to varying moves made by the opponent.	In this unit, students will focus on strategy in volleyball gameplay. In grades 7 and 8, students focused on skill development. This year, students will learn to apply those skills in various gameplay situations. They will learn to anticipate moves from the opposing team and how to properly position themselves in response. Summative: Criterion D will be used for the summative task. Students will complete a written reflection on their performance for the Criterion D summative.	Videos: How to serve a volleyball https://www.youtube.com/watch?v=Qv1mA1s8p9Y How to bump a volleyball https://www.youtube.com/watch?v=O9mQNIUMpIY How to set a volleyball https://www.youtube.com/watch?v=d6FYi2TVm1I

G10 MYP Physical and Health Education			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 1 Fitness Technology	Through the exploration of the evolution and innovation of exercise, we can refine our daily routines and better develop our fitness and overall health.	In this day and age, people are relying more and more on technology in every aspect of their life. The use of technology in fitness continues to rise every day. In this unit, students will explore how technology has helped improve people's overall fitness. They will then choose a fitness technology (app) and create a workout plan incorporating that technology/app. Summative Assessment: Criteria B and D will be used to evaluate this summative task. Students will choose a specific piece of technology equipment that they want to incorporate into their training plan. Next, they will research exercises that apply to that piece of technology. From those exercises, they will design an 8 week training program to improve one component of fitness.	How to measure heart rate https://www.youtube.com/watch?v=XSULO-EXDIc 3 mobile apps to measure heart rate https://www.youtube.com/watch?v=XYzPl2Kqetc

G10 MYP Physical and Health Education			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 2 Basketball: Defensive movement	A team player is able to effectively communicate, interact with others, and is always aware of their defensive space.	In this unit students will focus on learning defensive strategies in basketball. These include man to man, zone, and press defenses. Summative Assessment: Criterion C will be used to evaluate this summative task. Students will need to demonstrate their ability to use man to man, zone, and press defenses during gameplay.	Videos: Zone defense https://www.youtube.com/watch?v=Cs2vk3GRU-o 2-3 Zone Def - Protecting the Middle https://www.youtube.com/watch?v=eiOEERMlTP8 Duke Basketball: Tactics, Techniques and Drills for Man Defense https://www.youtube.com/watch?v=CV7W0juN1ss
Unit 3 Environmental health	The way humans interact in their relationships with one another has an impact on the environment they live in.	Environmental health is a hot topic in the world today, especially in South East Asia where pollution is becoming an international crisis. In this unit, students will learn how to identify various environmental health problems and propose solutions to those problems. Summative Assessment: Criteria A will be used for this summative task. In groups, students will be assigned a specific form of environmental health. Topics include: Outdoor air pollution, indoor air pollution, visual pollution, deforestation, water pollution, recycling, etc. They will then research their assigned topic and its impacts in Taiwan as well as in another country of their choice.	Videos: Dear Future Generations: Sorry https://www.youtube.com/watch?v=eRLJscAlk1M&index=1&list=PLoGvR6mMW-H3GOE_bQqFgzlZTAEB2Op8r Human Affect On The Environment Wake Up call https://www.youtube.com/watch?v=pZ9jsQadfoU&index=2&list=PLoGvR6mMW-H3GOE_bQqFgzlZTAEB2Op8r Human Impacts on the Environment https://www.youtube.com/watch?v=IKZMGBA_0Ik&index=3&list=PLoGvR6mMW-H3GOE_bQqFgzlZTAEB2Op8r China's Ionic Smog-Sucking Vacuum: Upgrade https://www.youtube.com/watch?v=vcH0TAdR8FE&index=4&list=PLoGvR6mMW-H3GOE_bQqFgzlZTAEB2Op8r

G10 MYP Physical and Health Education			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 4 Pilates	A balanced state of mind and body creates energy for interaction between breath and body movements.	In this unit, students will build off of their knowledge of yoga that they learned in Grade 9. Pilates is slightly different than yoga as it primarily focuses on developing the core through a series of exercises rather than holding static poses like yoga. Summative Assessment: Criterion B and D will be used to evaluate this summative. For criterion B, students will need to create a personalized Pilates routine using a serious a core exercises learned in class. As for criterion D, students will reflect on the routine they created.	Website: PilatesAnytime.com Videos: 15-minute core workout https://www.youtube.com/watch?v=Q4eaqKDL0Lc&list=PLoGvR6mMW-H0bh4HNSNPWAKWsKLrUbdhI&index=1 Pilates for Athletes https://www.youtube.com/watch?v=NNkAWtUN0xY&index=2&list=PLoGvR6mMW-H0bh4HNSNPWAKWsKLrUbdhI
Unit 5 Rugby	Positive interactions and relationships between players help promote peace and conflict management.	This is the first time students will be learning the game of rugby. As such, much time will be spent on teaching students the basics and rules of the game. Summative Assessment: Criterion A and C will be used in this unit. Criterion A will be used to assess student's overall understanding of the rules and concepts of touch rugby. Criterion C will be used to evaluate their performance during gameplay.	Videos: Sevens Uncovered: Training for the perfect pass World Rugby https://www.youtube.com/watch?v=CNDjdYkHRmg&list=PLoGvR6mMW-H08nEEX40lQyfDef4i7bA1p&index=1 2015 World Cup Men's Open Grand Final - Australia v New Zealand https://www.youtube.com/watch?v=ZtRfm46vgZU&list=PLoGvR6mMW-H08nEEX40lQyfDef4i7bA1p&index=2 2015 Harvey Norman All Stars Touch Football game https://www.youtube.com/watch?v=1IjXL059gVM&list=PLoGvR6mMW-H08nEEX40lQyfDef4i7bA1p&index=3

G10 MYP Physical and Health Education			
Unit Name	**Statement of Inquiry**	**Unit Overview**	**Main Resources**
Unit 6 Applying Appropriate Strategies (Volleyball)	A balanced team needs to designate roles to their players and decide how these roles interact with each other during gameplay.	In this unit, students will learn about the role of various positions on a volleyball team. Additionally, they will learn how to perform at each of those positions. This is the final unit of volleyball over four years and students are excepted to have refined their volleyball skills in order to focus on gameplay and strategy. Summative Assessment: Criteria A and C will be used to evaluate this summative. Criterion A will consist of students creating a video to demonstrate the role of each position. Criterion C will evaluate student's ability to perform at each position during gameplay.	Videos: AVCA Video Tip of the Week: Libero Rules you Need to Know https://www.youtube.com/watch?v=H7okoMO20Hs The best volleyball libero in the world - Jenia Grebennikov https://www.youtube.com/watch?v=XTRTrLgxd98 Volleyball: What is a Libero? https://www.youtube.com/watch?v=hCtVXjcSY1M How To Be A Libero https://www.youtube.com/watch?v=3J736C5ZW94

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