



An Inclusive  
Learning  
Community

Nanjing  
International  
School

## Grade 7 Curriculum Overview

### Introduction

The Middle Years Programme focuses on the understanding that students in this age group are developing skills that will help them to succeed in the rest of their academic and social lives. During this time, we recognise that they are particularly aware of social and cultural influences. The MYP strives to make the most of this time of growth to help students develop the capacity to become responsible for their own learning and to make informed decisions.

### Curriculum

NIS has a Pre-K to Grade 12 curriculum that ensures that each subject builds on prior understandings and skills. As life is a complex myriad of relationships and connections, students engage with these understandings and skills through units that allow students to grapple with complex ideas and look at a variety of perspectives. Each unit in the MYP is developed around a Key Concept that provides a framework for learning. These concepts encourage students to make connections between subjects, create personal relevance, and achieve higher levels of critical, creative, and conceptual thinking.

### Organisation of Subjects

From Grades 6 to 8, MYP offers a core set of subjects. These are outlined for this grade level in this overview.

### Languages

Language A is for native/near-native speakers, whereas Language B phases represent a continuum of second language learning. Depending on English proficiency students will be placed in appropriate leveled classes. Students also study one or two additional languages. Languages other than English taught at NIS are Mandarin A and B, French B, Spanish B, Korean A, and German A.

### Assessment

MYP teachers use a variety of means to assess student progress regularly, applying assessment criteria established by the IB. Full academic reports reflecting achievement on the subject area assessment criteria are communicated in two Semester reports in January and June. Semester grades are represented on a 1-7 scale. Nanjing International School provides the opportunity for NIS MYP Certificates at the end of Grade 10.

### Contact

For additional information on any aspect of the Middle Years Programme, please contact the Head of Middle School, Kasson Bratton: [kassonbratton@nanjing-school.com](mailto:kassonbratton@nanjing-school.com)

# Language Arts

**Gr7 English A:** Will provide students with the skills to respond to a variety of texts, develop a critical approach to literature, communicate formally and appropriately in various situations through written and oral forms, understand their own culture and those of others, gain a deeper understanding of human nature and read for enjoyment.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-7	Thinking like an author/ How do authors use language to impact the reader?	Communities	Analysis of literary techniques Produce original, creative work Using Language	Novel Study Descriptive Write Personal Narrative
8-14	Short Stories/Why are some stories better than others?	Creativity	Narrative (Plot) Structure (3D) Character Study Genre exploration	Short Story Composition Short Story Analysis
15-22	Flip the Script:Subverted fairy tales/How can film be used to subvert stereotypes?	Perspective	Thesis statement composition Essay structure and format Stereotype analysis Using Language	Comparative analytical essay
23-30	Persuasion in Action/How can words be more persuasive than money or force?	Communication	Persuasive techniques in different text types Key's of public speaking	Compose and deliver a persuasive speech
31-38	Rites of Passage/What are the "universals" of growing up?*"In the context of the literature circle	Identity	Theme, Conflict, Symbolism Literature Circle Roles (Literary Analysis, Summarizing, Vocabulary in Context)	Mini-Memoir Podcast

**Gr7 English B Phases 3-4:** The focus is on the English skills needed to communicate independently and confidently for academic and social purposes. Formal assessments will take place at the end of each semester and the language status of each student reviewed. Parents will be kept informed of any changes. English for Cognitive and Social Success (ECSS) support is given in place of a second language until students move from English B Standard. The ECSS program develops skills in listening, speaking, reading and writing. This is achieved through active classroom support in Humanities and Science, with consolidation in ECSS classes two lessons a week.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-2	Introduction and Testing	Communication	identifying main and supporting ideas; drawing conclusions; basic essay structure.	Testing of reading comprehension and writing
3-9	Poetry translation	Creativity	Home-language poetry.	English translations of home-language poetry.
10-17	Æsop's Fables	Connections	Audio and print renditions of Æsop's fables.	Criterion A and Criterion B written responses.
18-14	The Birthday Project	Communication	Information about a famous person from history who shares a birthday with the student.	Keynote/Powerpoint; oral presentation
15-22	<i>Legends, Icons and Rebels</i>	Culture	Two chapters from the book <i>Legends, Icons and Rebels</i> (plus accompanying mp3 recordings).	Written responses (Criteria A-D)
23-30	<i>Mirrormask</i>	Connection	The film <i>Mirrormask</i> ; various recordings of the song "(They Long to Be) Close to You."	Screen-shot task; comparison-contrast essay based on versions of the song "(They Long to Be) Close to You."

# Language Arts

**Gr7 English B Phase 6:** Grade 7 students develop and enhance the four skills of speaking, listening, writing, and reading. Assessment throughout the year will be based on task-specific rubrics. Formal assessments will take place at the end of each semester and the language status of each student will be reviewed. Parents will be kept informed of any changes.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-6	What makes an effective story? What makes an effective story teller?	Communication	<i>The Giving Tree</i> <ul style="list-style-type: none"> <li>• Theme and plot revision</li> <li>• An introduction to essay writing</li> </ul>	<ul style="list-style-type: none"> <li>• An oral presentation of a story to PYP students</li> <li>• A literary essay analysing a children's story</li> </ul>
7-16	How do journeys challenge and change our understanding of the world?	Identity	<i>The Little Prince</i> <ul style="list-style-type: none"> <li>• Setting</li> <li>• Developing an opinion</li> <li>• Writing effective paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• A literary essay, addressing the question "The journey or the destination?"</li> <li>• <i>Planet Nanjing</i>, a play outlining what you have learnt about life since arriving in Nanjing</li> </ul>
17-29	To what extent is my education preparing me to make informed choices?	Connections	<i>Mrs Frisby and the Rats of NIMH</i> <ul style="list-style-type: none"> <li>• Debating procedures, terminology and skills</li> <li>• Public speaking</li> <li>• An formal open letter expressing an opinion</li> <li>• Characterisation</li> </ul>	<ul style="list-style-type: none"> <li>• Class debate: Motion - Animal testing should be banned</li> <li>• A literary essay on the theme of civilisation as discussed in the novel <i>Mrs Frisby and the Rats of NIMH</i></li> </ul>
30-38	To what extent should we conform?	Culture	<i>A Wrinkle in Time</i> <ul style="list-style-type: none"> <li>• Plot review</li> <li>• An introduction to foreshadowing</li> </ul>	<p>A literary essay on the theme of conformity in the novel <i>A Wrinkle in Time</i></p> <p>An oral presentation on <i>A Wrinkle in Time</i></p>

# Korean A

**Gr7 Korean A:** will provide students with the skills to respond to a variety of texts, develop a critical approach to literature, communicate formally and appropriately in various situations through written and oral media, understand their own culture and those of others, gain a deeper understanding of human nature and read for enjoyment.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-8	<i>Eyes of a Child</i> Is happiness relative or absolute? How much influence do we have on society? and vice versa?	Connections	<i>Nine Year Old Life</i> An engage in activities to understand many social, economical and political factors in life during the 1960's. Realize the importance of friendship and love, and the meaning of responsibility.	Create Character Analysis poster. Write short essay on relative and absolute happiness. Letter to a character in the novel.
9-16	<i>Hymn of Life</i> Is an understanding of a poem based on perspective or personal intellectual level? How can our thoughts be expressed in a concise manner?	Creativity	<i>Analyzing poems</i> Engage in activities to develop their abilities in comprehending a piece of poem/lyrics. Produce a piece of poetry to express their own feelings.	Produce a presentation focusing on analyzing poems/ lyrics which reflect social issues. Write a creative poem and go through processes to transfer it into a poem.
17-3 1	<i>Responding a novel through different genres</i> How did the Korean War effect the lives of Korean civilians? Can sacrifice for one's family be the same as happiness?	Perspective	<i>MongShilUnNi</i> Engage in activities to understand the importance of perspective and historical context in literature.	Write a scenario for "MongShilUnNi" and this piece of creative writing focuses on the adaptation of factors of a scenario into a class material. Compare a part of the Mongsil with that of a drama called the Eye of upheaval
32-3 9	<i>Backgrounds in stories written before independence</i>  To what extent does environment affect morality and ethical decision making?	Communities; Culture	<i>"GamJa", "DuPaSan" and "Red Flame"</i> Engage in activities to understand the importance of environment on one's morality and ethical decision making abilities.	Write a creative piece, a small yet significant event will be changed and students are to carry the story on. Discussion concerning the factors affecting human behavior

# German A

Grade 7 German A will provide students with the skills to respond to a variety of texts, develop a critical approach to literature, communicate formally and appropriately in various situations through written and oral forms, understand their own culture and those of others, gain a deeper understanding of human nature and read for enjoyment.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-10	Explore the world!	Perspective	Reading, writing and watching texts of the literary genre travel report. When I'm traveling or exploring Nanjing, China or other countries, how can I describe what I see, know, feel and think?	Descriptive writing: Travel Report
10-20	You can not escape the influence of media!	Communication	Media is all around us. How is media persuading us? What do I really think? Can I use the same tricks to persuade someone?	Argumentative Essay
20-30	Are we all the same - or different?	Connections	An intro into inclusion - how do we treat people different? What assumptions do we have? How do I want to be treated? How do characters in books represent stereotypes?	Characterisation
30-39	Stories tell us what the authors think is right or wrong	Creativity	Discover the moral and message of different short stories, fables, sagas or legends.	Summary Creative writing

# Spanish

The Grade 7 Language B Spanish course reinforces basics of the Spanish language to beginner learners. It encourages students to use Spanish as a means of communication and offers insight into the cultural characteristics of the Hispanic world while fostering curiosity, lifelong interest, and enjoyment in language learning.

## Phases 1-2

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-9	<p>Family and friends. How do families and friends differ? What is our role within a family/ community? Statement of inquiry: The concept of the word "family" can be different in various cultures</p>	<p>Communication Relationships</p>	<p>Identities and relationships Extended family. Physical description. Personality traits. Do you get along with...?</p>	<p>Listening comprehension Reading comprehension Oral communication - talk about my family and friends and my relationship with them. Writing- describe my family's appearance and personality.</p>
10-18	<p>Jobs and personalities How can interests and personality influence my choices? Statement of inquiry: There are many interesting jobs which require specific personal qualities/traits.</p>	<p>Communities Identity</p>	<p>Identity and relationships Types of jobs and professions. Interests for the future (What would you like to be?). Matching personalities and jobs requirements.  Work places.  Comparing jobs (more..than..., less... than)</p>	<p>Listening comprehension Reading comprehension Oral communication- my family's job and my dream/ideal job Writing- poster/email/short story</p>
19-23	<p>Clothing. How does fashion reflect my preferences? Statement of inquiry: Clothing reflects our interests and taste</p>	<p>Connections Identity</p>	<p>Personal and cultural expression Describing types of clothes.  Likes and dislikes.  Fashion related to weather, seasons and different occasions.</p>	<p>Listening comprehension Reading comprehension Oral presentation - clothes and seasons Writing-posters, emails, letters</p>

# Science

This is a general science course that caters for all learning styles and makes relevant links between science and the student's life. There is a combination of practical laboratory classes, research and various writing tasks. Computer technology is embedded in the curriculum to facilitate a deeper understanding of the content.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-9	Density: Density is an important property of matter.		Students are re-introduced to the laboratory and how to work safely. Students will review the particulate nature of matter, mass and volume and apply this knowledge to density.	<ul style="list-style-type: none"> <li>•Lab Report</li> <li>•Unit test.</li> </ul>
9-17	Heat: How does it affect our lives both now and into the future?		Students will use their knowledge of density to learn about heat and temperature, conduction, convection and radiation as methods of transferring heat and uses of (conductors and insulators). Students finish with a major research project on energy efficient housing.	<ul style="list-style-type: none"> <li>•Lab report</li> <li>•Impact of Science Project</li> <li>•Semester exam</li> </ul>
18-27	Disease: How should people choose between prevention or cure?		Students are introduced to infectious and non-infectious disease. They then focus on the different pathogens, spread of infection, details about bacteria and viruses and the principles of vaccination and immunity. Students investigate examples of prevention vs cure. Finally, students complete a major investigation on a disease in groups as part of the interdisciplinary unit (IDU) with Humanities.	<ul style="list-style-type: none"> <li>• Impact of Science Project</li> <li>• IDU: Group exhibition</li> <li>• Topic test</li> <li>• Lab Report</li> </ul>
28-33	Chemistry: How do the chemical properties of substances affect their behaviour? What are the roles of acids and bases in our lives?		Students are introduced to the concept of matter, learning about atoms, compounds, mixtures, and the differences between physical and chemical reactions. Students learn the structure of atoms and their position on the periodic table. Students learn how to separate mixtures using mechanical means.	<ul style="list-style-type: none"> <li>•Lab Report</li> <li>•Semester Exam</li> </ul>
34-39	Rock Cycle: Over time things change and repeat.		Students are introduced to the different types of rocks (igneous, metamorphic, sedimentary rock). The students learn about how these rocks are linked in the rock cycle.	<ul style="list-style-type: none"> <li>•Lab Reports</li> </ul>

# Mathematics

The Grade 7 Mathematics course is taught in homeroom groups. It has been devised to help students to continue fully mastering the basic skills in all areas of Mathematics, whilst introducing them to new concepts and ideas.

Between the listed units there are also investigations developing skills from multiple units in a practical application of mathematics.

Week	Unit question	Key Concept	Content	Assessment
1-7	Properties of Numbers: An understanding of how numbers in different representations relate to each other and their context allows for us to choose the best representation for solving a particular problems.	Form	<ul style="list-style-type: none"> <li>• Number talks</li> <li>• The Number System</li> <li>• Number Operations</li> <li>• Fractions: Equivalence, simplifying, adding, subtracting, multiplying and dividing</li> <li>• Directed Numbers</li> <li>• Review: Factors and Multiples</li> </ul>	<ul style="list-style-type: none"> <li>• Fraction pattern investigation <b>(B,C)</b></li> <li>• Summative Test <b>(A)</b></li> </ul>
8-16	Statistics: Tracking data and using logic can help make decisions.	Logic	<ul style="list-style-type: none"> <li>• Mean, median, mode</li> <li>• Range, interquartile range</li> <li>• Box plots</li> <li>• Collecting and organizing data</li> <li>• Statistical inquiry process</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Interdisciplinary Unit with P.E. <b>(D)</b></li> <li>• Summative Test <b>(A)</b></li> </ul>
18-22	Algebra: Patterns Patterns are all around if you look close enough.	Relationships	<ul style="list-style-type: none"> <li>• Linear and quadratic Patterns</li> <li>• Substitution into Formulae</li> <li>• Plotting patterns on graphs</li> <li>• Create rules for patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Pattern Talk <b>(B,C)</b></li> <li>• Summative Test <b>(A)</b></li> </ul>
23-27	Number: Fractions, Decimals, Percentages Numbers can be written in various forms to solve particular problems.	Form	<ul style="list-style-type: none"> <li>• Operations and Conversions using Percentages, Fractions and Decimals.</li> <li>• Finding Percentages and Fractions of Amounts</li> <li>• Applications of Percentages.</li> </ul>	<ul style="list-style-type: none"> <li>• Big Math and Fries <b>(D)</b></li> <li>• Summative Test <b>(A)</b></li> </ul>
28-32	Algebra: Expansion, Factorization and Equations Problems can be solved by understanding opposing relationships.	Relationships	<ul style="list-style-type: none"> <li>• Simplification and Factorization</li> <li>• Expansion</li> <li>• Inverse Operations and Solving Equations.</li> </ul>	<ul style="list-style-type: none"> <li>• Algebraic Patterns <b>(B,C)</b></li> <li>• Summative Test <b>(A)</b></li> </ul>
34-38	Angles, Lines and Parallelism Modeling activities through relationships and form.	Form	<ul style="list-style-type: none"> <li>• Points and Lines</li> <li>• Measuring and Classifying Angles</li> <li>• Angle Properties</li> <li>• Parallel Lines</li> </ul>	<ul style="list-style-type: none"> <li>• Golf course <b>(D)</b></li> <li>• Summative Test <b>(A)</b></li> </ul>

# Humanities

This grade level's theme is: Responsibility. Students learn the need to be responsible in a global world and understand the impact that a person can have on another or their environment. Students are taught to be reflective about their actions and how they can be a positive influence in their world today.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-12	Conquest: Power can be used by one civilization to change the culture and identity of another.	Change	This course examines the impact of the Spanish conquest of the Aztec and Inca civilization.	Daily life oral presentation. Source Analysis. Spanish conquest research project.
13-21	Healthcare: Systems are not always developed upon fairness and choice.	Systems	History of medicine focusing on ancient civilizations and the Black Death. Examine the healthcare initiative the United Nations and other NGO in combating disease on global scale. We focus on the transmission of disease with Science as a part of an IDU.	Ancient medicine Comic Book. Health and Medicine IDU exhibition.
22-33	Tourism: Responsible interactions with people and places involve making sustainable choices	Global Interactions	Study of the positive and negative impact of tourism; how to make sustainable choices when travelling. Examining sustainable economic activities - primary, secondary, tertiary and quaternary; the formal and informal economic sectors.	Test on Traveler's Code. Study analysis. Tour website. Economic sectors report.
34-39	Biomes: Appreciating natural places and spaces can raise awareness about sustainable living (time).	Time, Place, Space	What is physical geography? What is an ecosystem? Deserts: Characteristics, locations, formation, plant and animal adaptations, desertification. Rain forests: Characteristics, uses, deforestation, preservation.	Map work Case study

# Chinese

Mandarin A will provide students with the skills to respond to a variety of texts, develop a critical approach to literature, communicate formally and appropriately in various situations through written and oral media, understand their own culture and those of others, gain a deeper understanding of human nature, and read for enjoyment.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-8	<p>Novel:</p> <p>The definition of a hero, depends on one's perspective.</p>	Perspective	<p>Texts:</p> <p><i>Journey to the West</i></p> <p>Adventure, imaginative writing, characterizations, Human nature</p>	<p>Creative Writing &amp; Character analyzing</p>
9-18	<p>Fables and Idioms:</p> <p>Language is a tool for personal growth, social interaction and for developing relationships within the community.</p>	Connections	<p>Texts:</p> <p><i>Yu Yan Si Ze</i></p> <p><i>Zheng Ren Mai Lu</i></p> <p><i>Ke Zhou Qiu Jian</i></p> <p>Chinese sayings, history, moral, personality</p>	<p>Debate</p> <p>Rewrite from classical language to modern language</p>
19-27	<p>Prose: Culture and tradition</p> <p>Reading a diverse variety of texts gives insight into Chinese culture and traditions, and a deeper understanding of the style of Chinese literature.</p>	Culture	<p>Selected texts from the textbook <i>Yu Wen</i>:</p> <p><i>Duan wu Ri</i></p> <p><i>Ben Ming Nian de Hui Xiang</i></p> <p><i>Zhong Qiu Yong Yue Shi Ci San Shou</i></p> <p>Traditions, values, feelings; narrative, describing, expressing etc.</p>	<p>Descriptive writing</p> <p>Analytical writing</p>
28-33	<p>Short stories: Growing pain</p> <p>Short stories are a reflection of us as people, what we do and how we are changed and shaped through experience.</p>	Change	<p>Texts:</p> <p><i>Wei Ren Xi Bao</i></p> <p><i>Dang hai dao qu</i></p> <p><i>Ba Ba de Hua er Luo le</i></p> <p>Family, relationship, society, personality, life skills, characterizations; writing process.</p>	<p>Creative writing</p> <p>Literal analysis</p> <p>Oral presentation</p>
34-39	<p>Poetry: What is poetry?</p> <p>Language is a vehicle for thought creativity, learning, reflection, and self-reflection.</p>	Creativity	<p>Texts:</p> <p><i>Shao Nian Ge</i></p> <p><i>Sheng Huo Shi Duo Me Guang Kuo</i></p> <p>Poetic devices, differences between classic poems and modern poems.</p>	<p>Oral presentation</p> <p>Creative writing</p>

# Chinese

**Gr7 Mandarin B** will develop the students' ability to communicate information, ideas and opinions, provide access to varied sources of information and enable the student to develop an appreciation of host country culture.

## Phase 1-2

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-9	<b>Family</b> Family members can be identified according to their appearance.	Culture	Immediate and extended family members and relationships.	Presentation; reading comprehension; writing test
10-17	<b>Clothes</b> Clothing reflects our interests and tastes.	Identity	Seasons, weather, clothing and different occasions	Magazine article writing, reading comprehension.
18-25	<b>Sports and Hobbies</b> Our interest and environments influence our choices of hobbies.	Change	Sports and hobbies, the advantages of exercising	Reading comprehension, presentation.
26-32	<b>Jobs</b> Our jobs influence our lives.	Connections	Jobs and activities, work places	Role play, letter writing.
33-38	<b>Health</b> How do we keep healthy?	Communication	Body parts, minor illness, basic treatment.	Reading comprehension, retell stories, rearrange the story.

**Phase 3-4**

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-9	<b><u>Food and Culture</u></b>  Different countries have different food cultures.	Culture	Food names, nutrient facts, food pyramid, a variety of factors affect the type of foods people eat.	Poster making, reading comprehension, presentation.
10-17	<b><u>Celebrations</u></b>  Students will understand that the more famous they are, the more responsibilities they have to shoulder.	Communication Identity	The nature of celebrity.	Magazine article writing, reading comprehension.
18-25	<b><u>Traditional Costume</u></b>  Natural environment shapes culture and ways of life.	Change Culture	Terminology for traditional clothes: factors affecting the style of clothing including geographical location, climate/ weather, religion, natural resources	Reading comprehension, presentation.
26-32	<b><u>Animal Protection</u></b>  Animal habitats impact on human survival.	Connections	Different types of animals in their habitats, food chains, animal protection.	Role play, letter writing.
33-38	<b><u>Fable Stories</u></b>  Fable stories delineate different morals.	Creativity	Idioms through stories. The cultural background behind stories.	Reading comprehension, retell stories, rearrange the story.

# Chinese

## Phases 4-5 (use the Phase 4 curriculum)

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-9	<b><u>Food and Culture</u></b>  Different countries have different food cultures.	Culture	Food names, nutrient facts, food pyramid, a variety of factors affect the type of foods people eat.	Poster making, reading comprehension, presentation.
10-17	<b><u>Celebrations</u></b>  Students will understand that the more famous they are, the more responsibilities they have to shoulder.	Communication Identity	The nature of celebrity.	Magazine article writing, reading comprehension.
18-25	<b><u>Traditional Costume</u></b>  Natural environment shapes culture and ways of life.	Change Culture	Terminology for traditional clothes: factors affecting the style of clothing including geographical location, climate/weather, religion, natural resources	Reading comprehension, presentation.
26-32	<b><u>Animal Protection</u></b>  Animal habitats impact on human survival.	Connections	Different types of animals in their habitats, food chains, animal protection.	Role play, letter writing.
33-38	<b><u>Fable Stories</u></b>  Fable stories delineate different morals.	Creativity	Idioms through stories. The cultural background behind stories.	Reading comprehension, retell stories, rearrange the story.

# French

The Grade 7 Language B French course encourages students to use French effectively as a means of reasonable communication and offers insight into the cultural characteristics of the Francophone world whilst fostering curiosity, lifelong interest, and enjoyment in language learning.

## Phase 1-2

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-7	Family and friends.  Family members can be identified according to their different size and appearance.	Communication  Connections	Extended family Height and weight Physical description Zodiac signs Comparison	Listening comprehension Oral communication Reading comprehension Writing
8-18	Work.  Our jobs influence our lives.	Communities Identity	Jobs Places of work Opinion Personality	Listening comprehension Oral communication Reading comprehension Writing
19-22	Shopping.  Clothing reflects our interests and tastes.	Connections Identity	Clothes and accessories Likes and dislikes Shops	Listening comprehension Oral communication Reading comprehension Writing
23-28	Health.  We can use body or verbal language to communicate how we feel.	Communication  Systems	Body parts Minor illnesses At the doctor's Basic treatment	Listening comprehension Oral communication Reading comprehension Writing
29-38	Leisure.  Our interests and environment influence our choice of hobbies.	Identity Time, place and space	Sports and hobbies Weekend activity schedule Music instruments Likes and dislikes	Listening comprehension Oral communication Reading comprehension Writing

# Design

This year students will enjoy two semesters of Design provided in three focussed environments. Students are challenged to solve problems during one semester in Product Design (PD), Systems (SD) and Digital Design (DD) and one semester in an integration of the 2 strands of design not covered in the other semester. Grade 7 students are reinforcing their knowledge of the Design Cycle throughout these units.

Design (two semesters)

Semester	Unit/Statement of Inquiry	Key Concept	Content	Assessment
Product	Express yourself Time		Introduction to die casting metal, finishing metal and designing in a style.	Inquiring and Analysing Developing Ideas Creating a Solution Evaluating
System	FLL Competition and Task		First Lego League (FLL) Robotic skills	Inquiring and Analysing Developing Ideas Creating a Solution Evaluating
Digital	Dressing it up		Digital manipulation (Photoshop)	Inquiring and Analysing Developing Ideas Creating a Solution Evaluating
Product/ Digital	Express yourself safely		Introduction to die casting metal, finishing metal and .	Inquiring and Analysing Developing Ideas Creating a Solution Evaluating
Product/ System	Express yourself in 3D		Introduction to die casting metal, finishing metal. Design own part to print on 3D printer	Inquiring and Analysing Developing Ideas Creating a Solution Evaluating
Digital/ System	Lego Movie		Animation Robotics Systems	Inquiring and Analysing Developing Ideas Creating a Solution Evaluating

# The Arts

Students in Grades 6-8 choose 2 Arts subjects from Drama, Music and Visual Arts. They have 1 semester of each of their 2 choices.

## Music

Students in grade 7 study tourism within their Humanities course. As part of this interdisciplinary unit, music students will study how locations around the world have provided musical inspiration for compositions and performances. This will result in the student creating their own piece of popular music. Students will have both theoretical and practical work, in both individual and group settings, that allow them to grow as musicians, while helping to solidify their foundational knowledge for the upcoming years in MYP. This will be done through process work in the Process Journal.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
3 - 8	<p><b>Tourism:</b> Music helps us to immortalise our traveling experiences.</p> <p>This unit is linked to the Grade 7 Tourism Humanities unit.</p>	<p>Communication / Personal and Cultural Expression</p>	<p><b>Performance:</b> Using their skills and their knowledge of the Elements of Music, students will perform the music related to specific locations.</p>	<p>This unit will have a strong focus on the creative cycle and how their process journals show their development as musicians over time.</p>
9 - 18			<p><b>Composition:</b> Students will study compositional techniques, including chord maps, aleatoric, rhyming schemes, song structures, and country studies.</p>	<p>Mini-tasks relating to different location-inspired music will be used and recorded into iMovie. Short quizzes and a process journal will highlight knowledge gained. A summative song compositional task.</p>

## **Drama**

Drama students in Grade 7 are exposed to a range of dramatic styles and techniques. The first unit of study focuses on developing improvisation skills and allows them to think quickly and creatively. The second unit enables them to explore the techniques used in oral storytelling, particularly focusing on voice and physical expression. Through a range of activities they develop confidence to perform in front of others. They document their progress through the use of the developmental workbook. They use this to reflect on their work and record ideas.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-8	<b>Improvisation - the art of quick thinking!</b>  Life is an improvisation!	<b>CONNECTIONS</b>	Comedy Improvisation through a range of activities and Theatre Sports Games	Reflecting and recording ideas using the Developmental workbook. Taking part in a Theatre Sports Competition
9-13	<b>The art of storytelling</b>  <b>We are all storytellers</b>	<b>COMMUNICATION</b>	Learning the art of storytelling focusing on vocal and physical expression.	Reflecting and recording ideas using the Developmental workbook. Performing a story to a Public audience.

# The Arts

## Visual Arts

Visual Arts in Grade 7 introduces students to new and more complex art making processes. Students will learn a variety of practices and skills including various drawing and collage techniques, large 3D model making and painting. Students will use the Process Journal to explore and express their own ideas and to develop new media skills and art techniques. They are also used to document research and to make preparatory work.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-9	<p>Unit 1 Bacteria IDU</p> <p>Multiple disciplines can influence and complement one another.</p>	Scientific & Technical Innovation	<p>Working independently to design and create a 3D model of a bacteria.</p> <p>Creative drawing and constructing a 3D model using clay.</p> <p>Painting or glazing their completed model bacteria.</p>	<p>Submission of a completed 3D model of a bacteria and related information about it.</p> <p>Process Journal detailing working process including ongoing reflection and evaluation.</p>
10-19	<p>Unit 2 Repeat Pattern Print</p> <p>Pattern can be created by studying the natural world.</p>	Personal & Cultural Expression	Research Observational drawing, enlarging an image, creative drawing & use of Photoshop	<p>Submission of a completed piece.</p> <p>Process Journal detailing working process including ongoing reflection and evaluation.</p>

# Physical Education

PE in Gr 7 focuses on the development and application of specific locomotor, non locomotor, and manipulative skills. In 1st semester this is achieved through participation in health-related activities, net games and composition. In 2nd semester, through aquatic activities, composition, games and track & field. The emphasis is making choices leading to a healthy lifestyle.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-8	<b>Net Games</b> - Choices made by players lead to constantly changing movement within court systems.		Volleyball focus - Scoring, rotation, dig, set, serve, spike, introduction to pass/set/attack concept.	Observation, assessment of specific skills. Assessment of the effort, and progress made.
7 & 20-26	<b>Health Related Activities</b> - How can I improve my health & fitness? How can I develop healthy habits?		This unit is divided up into smaller focus units throughout the year and covers; Skeletal & Muscular Systems, Fitness and Nutrition	Observation, assessment of specific skills. Projects or quiz for each topic.
8-14	<b>Movement Composition</b> - Adding props to a movement routine increases the level of energy, coordination and concentration needed to achieve an aesthetic balance.		Incorporation of gymnastic and creative movement in a routine that expresses the given theme. Props are used for this task (gymnastic ribbons, hoops)	Observation, assessment of specific skills and creative compositions of movements.
15-19	<b>Swimming and Water Safety</b> - Refining skills, knowledge and awareness about the changing conditions of aquatic environments can increase the safety of ourselves and others whilst participating in a range of water-based activities.		Water safety techniques and stroke development. (course is adapted to the ability of the students)	Observation, assessment of specific skills. Emphasis on active participation and progress
27-32	<b>Athletics</b> - Refining movement techniques lead to an improvement in performance in athletic events.		Track and field events (throwing and jumping) using 5* Athletics Award	Observation, assessment of specific skills related to Athletic events.
33-38	<b>Invasion Games</b> - Movement choices determine how space is created.		Touch Rugby or Flag Football focus - Introduction to the rules and main concepts of the game. Practice of basic skills and tactics. Application of skills in a game setting.	Students will be observed and assessed on practical skills, strategies, tactics and game play according to the criteria and descriptors set out for the unit.

## The Curriculum - Grade 6, 7 & 8

To ensure a strong knowledge base in all subjects the following are offered: Language A, Language B, Mathematics, Mandarin, Sciences (6,7,8), Design, Performing and Visual Arts, Physical Education.

Interdisciplinary Units provide the focus for developing the connections between the disciplines, so that students will learn to see knowledge as an interrelated, coherent whole.

Subject	Periods	%
English	5	12.5
Mandarin	4	10
Languages (French/ECSS)	4	10
Humanities	5	12.5
Sciences	4	12.5
Math	5	12.5
Design	4	10
Drama/VA/Music	4	10
Life skills	HR	2.5
PE	3	7.5
<b>TOTAL</b>	<b>40</b>	<b>100</b>

## Contact Details

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