



An Inclusive
Learning
Community

Nanjing
International
School

Grade 8 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

Language Arts

Gr8 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
1-10	Film as text: <i>A Raisin in the Sun</i> , directed by Daniel Petrie, screenplay by Lorraine Hansberry. Where does the duty owed to one's family end and one's duty to himself begin?	Communication.	This unit will explore components of film and acting; U.S. race relations during the 1950s and 1960s; and friendship, family, and identity, and dignity as well as the broader concerns of prejudice and tradition.	Research. Creative writing (adding a scene). Expository essays.
11- 14	The novel: <i>Z for Zachariah</i> by Robert C. O'Brien. To what extent can people trust their own perceptions to reflect reality accurately?	Perspective	Students will consider O'Brien's novel as a comment on maturity, on the "battle of the sexes," and on Chapters Two and Three of the Book of Genesis.	1. Debate on the choices made 2. Summative essay on several topics. 3. Original fiction (creative, based on Ray Bradbury's "There Will Come Soft Rains").
19-22	The Mini-PPP: Changing the World for 100RMB or less. Can we create a financially sustainable product that will meet a social need?	Connections Development	Students will research and develop a prototype of a financially sustainable product that will positively affect the world. They will not spend more than 100RMB.	Group presentation (exhibit). Formal process report.
23-30	Poetry: Excerpts from <i>Sleeping on the Wing</i> by Kenneth Koch and Kate Farrell. How do poets use language to create universal meaning?	Creativity	Students will study selected works by five major poets and learn the analytical terminology necessary to discuss the poems intelligently.	Creation of original poetry Analysis of poem (oral presentation; shared group teaching)
31-39	Drama: <i>Romeo and Juliet</i> by William Shakespeare. What can be learned from <i>Romeo and Juliet</i> that applies to our lives today?	Relationships	Students will read along to a professional audio production and watch a Broadway production. Themes: love, prejudice, fate, family feuds, adolescence, influence, impulse, and revenge.	Research assignment. Literary essay. Dramatic interpretation of scene of choice

Gr8 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 ² achieved through active classroom support in Humanities and Science, with consolidation in ECSS classes two lessons a week.

Language Arts

Gr8 English B Phases 3-4

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
2-15	Change occurs when people make choices that push them out of their comfort zone; perspective colours the way individuals judge any change.	Change	Students will consider how changes they have initiated have impacted their lives and contemplate further changes they would like to make. Students will read and analyse changes in 20th Century China from different perspectives.	Comprehension exercises, oral presentations, Creative writing, analytical writing and role play.
16-21	Involvement in actions of sustainability and change includes attention to message and context.	Connections Change	The writing of a formal essay will be inspired after students have designed a product or service that benefits society.	Interviews, surveys, note taking, research, extended academic writing project.
22-34	Communication in a documentary is a form of personal expression in which the author's point of view shapes the purpose and message.	Communication	This unit is related to the Humanities unit: Urbanisation. Students will create a documentary based on Nanjing, exploring one of the world development indicators.	Interviews, surveys, note taking, research, documentary creation, oral presentations.
34-38	Poetry can be a powerful communication tool, where creativity is used to impart a message.	Creativity Communication	Students will examine how figurative language, vocabulary extension and rhyme patterns can enhance creativity.	Creative writing, speaking and oral presentations.

Gr8 English B Phase 6: Grade 8 develops and enhances 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 are kept informed of any changes.

Week	Unit/Statement of Inquiry	Content	Assessment
1-9	Short Stories. How are stories told?	Culture	Short stories and audience. Looking at language. Feature of narratives. Creating a class short story compilation. Sharing fairytales from different cultures.
10-23	The Impact of War. What is the Impact of War?	Connections	Novel: <i>Parvana</i> Debating, Essay writing. Looking at different types of newspapers and the purposes they achieve.
23-28	Sustainable Social Entrepreneurship	Creativity	What impact do people have on the area of Nanjing? How does it effect our lives? In what ways can we change and benefit ourselves and others.
29-38	Debating Unit. How do we persuade?	Communication	Debating. Students are involved in a series of debates to enhance their speaking skills.

Korean A

Gr8 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
1-10	AD creating and criticizing / <i>Advertisement movie makers can use codes and conventions to communicate a narrative and position an audience.</i>	Creativity	Literature as Mass media: Study the process of making advertisements; examine samples, analyse language, use and create originals.	Analysis of advertisement, Be an AD buster (creative writing), Critical essay writing on advertisement.
11-20	Responsibility facing with fears / <i>When we suffer from fears in a society we can overcome the difficulties by taking a responsibility as a member of society who empowered the powers.</i>	Connections	<i>For My Younger Brother, A Lucky Day,</i> Coping with fear and anger	Reflective writing (Rewriting the ending of a short story), Essay writing, Describing a novel from different point of view, Creating a movie clip stressing personal responsibility for people in need
21-29	How to deal with conflicts-NVC / <i>We can understand human nature and develop relationship by learning Nonviolent Communication (NVC).</i>	Communication	<i>Neodohaneulmalnariya, For what on earth am I working as a middle school student?</i> growth, family, emotional intelligent conversation	Analysis of characters, Creative Writing: Interview parents (their life when they were teenagers), Non violent communication
30-38	Dualism - Eastern Vice vs. Human Nature / <i>Understanding the nature of dual personality helps us understand conflicts between characters.</i>	Perspective	<i>Two faces of human (Honne and Datemae) Coffee milk and Bread by Carloline phillips</i> <i>"Mirror" by Yoon, Dongjoo</i> Accepting different values avoiding prejudice	Essay Writing: Why do we need to realize different values exist in our society? Analytical essay on a poem "Mirror" focusing on dualism. Speech Writing-speech on dualism reflecting on what they have learned and shared during this unit.

German A

Gr8 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	What is your opinion?	Communication	Read news and identify facts and opinion of the author. What is your own opinion?	Argumentative essay
10-20	How are stories created?	Creativity	Read short fictional texts and analyse content, structure and language. Learn how to create your own story.	Analytical Essay: short fictional texts Creative writing: short fictional text
20-30	Characters are not unique!	Connections	Comparison of characters in different novel. What do they have in common? What makes them special? How are they connected to real life?	Analytical Essay: Characterisation in a novel
30-38	Megacities!	Perspective	Read and create poems with different perspectives on cities/ megacities.	Analytical essay: Lyric

Spanish

The Grade 8 Language B Spanish course reinforces language acquisition. It encourages students to use Spanish effectively 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
1-7	School. How can we keep a balanced school life?	Communication	After school clubs and activities. School subjects & opinion. Schedule.	Listening comprehension Oral communication Reading comprehension Writing
8-17	Town. How does climate affect our activities?	Communities	Invitations and excuses. Places in town. Asking for directions. TV shows. Weather.	Listening comprehension Oral communication Reading comprehension Writing
18-20	Self and family. How do our family house and routine differ from others'?	Identity	House. Rooms and furniture. Daily routine.	Listening comprehension Oral communication Reading comprehension Writing
21-28	Food and Drinks. What is a healthy diet?	Connection	Food categories. Healthy menus. Buying food in markets and supermarkets.	Listening comprehension Reading comprehension Oral communication Writing
29-38	Travel. How does traveling help me discover the Hispanic world?	Time, place and space Culture	Geographical areas. Traveling by train, boat and plane. Names of Spanish-speaking countries.	Listening comprehension Reading comprehension Oral communication Writing

Spanish cont.

The Grade 8 Language B French course encourages students to use Spanish effectively as a means of reasonable communication and offers insight into the cultural characteristics of the Spanish speaking world whilst fostering curiosity, lifelong interest, and enjoyment in language learning.

Phase 3

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-9	<p>Green actions How can we help protect our environment? Statement of inquiry: Exchanging ideas about global and individual actions can help us adopt a greener routine at home.</p>	<p>Communication Global interaction</p>	<p>Global sustainability House. Objects and furniture. Daily routine. Green actions at home. How to be eco-friendly at school</p>	<p>Listening comprehension Oral communication- video opportunities (green actions at school or home) Reading comprehension Writing</p>
10-17	<p>Food around the world How do recipes reflect regional environments? Statement of inquiry: Our environment affects the food we eat.</p>	<p>Culture Identity</p>	<p>Personal and cultural expression Spanish recipes. Geographical areas. Where the food come from. Food tastes and habits. Nutrients and their role. Advice on healthy eating/ living</p>	<p>Listening comprehension Oral communication Reading comprehension Writing- Poster/food blog</p>
18-24	<p>Shopping around town How can we be better consumers? Statement of inquiry: Living space affects our daily life</p>	<p>Communication</p>	<p>Shops and departments. Shopping habits. Shopping for clothes, food and presents. At the market Finding the way around town</p>	<p>Listening comprehension Oral communication- dialogues/conversations/ asking for directions Reading comprehension Writing</p>
25-31	<p>Digital school/Technology. How is technology changing education? Statement of inquiry: Technology is essential to develop personal knowledge and interest at school</p>	<p>Communication</p>	<p>Scientific and technical innovation New ways of learning. Technology tools & objects. Compare past, present & future schools. Advantages and disadvantages of the internet.</p>	<p>Listening comprehension Oral communication Reading comprehension Writing-poster/blog</p>
32-38	<p>Sport holidays How do we keep busy and healthy at a holiday camp? Statement of inquiry: Environment and climate affect our choice of holiday sports.</p>	<p>Culture Place, time and space</p>	<p>Summer & winter sports. Weather. Holiday camp. Review Gr8 vocabulary: house, food, shopping.</p>	<p>Listening comprehension Oral communication Reading comprehension Writing</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
1-11	The Chemistry of Digestion - How do we fuel our bodies?		Comparing plant and animal cells. Photosynthesis and cellular respiration. Tissues, organs and systems. The digestive system structure and function. Food groups and how to read food labels. Chemical changes including Acid & Base reactions and testing. Microscopes & their parts.	<ul style="list-style-type: none"> • Lab Report • Unit test • Data Processing - Food Labels
12-20	Space Technology: How has the use of technology allowed us to understand our place in the Universe?		Introduction to Big Bang Theory. Mass vs. Weight. Gravity. The solar system and its parts. Phases of the moon. Tides. Satellites and Space Missions. Life cycle of a star.	<ul style="list-style-type: none"> • Semester exam • Data processing - Diameter of the Sun • Impacts of Science - NASA
21-33	Forces & Motion: What forces are acting on me?		Types of forces. Calculating speed, acceleration, distance and time. Understanding distance vs. time graphs. Friction and it's effects. Introduction to Newtons Laws of Motion.	<ul style="list-style-type: none"> • Unit test • Design Lab on Motion • Impacts of Science - Friction
34-38	Reproduction: How is Biology responsible for passing on life?		Asexual vs. sexual reproduction in plants and animals. Human reproduction. Human sex organs.	<ul style="list-style-type: none"> • Semester Exam

Mathematics

The Grade 8 Mathematics course seeks to review and consolidate skills learned in the previous two years, before introducing new areas of Mathematics that require a higher level of thinking and provide even greater challenges. It has been designed to prepare all students for the relevant course they will undertake in Grade 9.

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

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-6	Number Properties The properties of number are key to making sense of the world, both real and abstract.	Form	<ul style="list-style-type: none"> • Order of Operations • Fractions, Decimals, Percentages, • Exponents • Ratios and Rates • Scientific Notation 	Criterion A Test Criterion B and C task
8-12	Algebra - Linear Functions Discovering how properties change over time can lead to a better understanding of mathematical relationships.	Relationships	<ul style="list-style-type: none"> • Solving Linear Equations • Linear Inequalities • Numerical Sequences • Modelling using Linear Functions 	Criterion A Test Criterion C and D task
14-17	Coordinate Geometry Discovering how properties change over time can lead to a better understanding of mathematical relationships.	Relationships	<ul style="list-style-type: none"> • Graphing Lines • Transformations • Gradient • Equations of Lines 	Criterion B and C task Semester Exam
19-25	Geometry Spatial relationships are both a means of understanding the physical and abstract world.	Form	<ul style="list-style-type: none"> • Angle Geometry • Pythagorean Theorem • Surface Area and Volume 	Criterion A Test Criterion C and D task
27-32	Algebra - Equations Number properties can be expressed in a generalised form whose rules are used to problem solve.	Logic	<ul style="list-style-type: none"> • Expansion and Factoring • Non-linear Relationships • Simplifying Algebraic Expressions 	Criterion A Test Criterion B and C task
34-38	Probability Probability allows us to predict long-term trends with a considerable degree of accuracy.	Logic	<ul style="list-style-type: none"> • Theoretical Probability • Experimental Probability • Analyse Games of Chance and Other Applications • Random Sampling to Make Predictions 	Criterion B and C task Semester Exam

Humanities

In Grade 8 the focus of student study in Humanities is on China. Students will study units on Geography, History and Religion. They will develop skills in essay writing, data collection and the interpretation and analysis of sources. The units are designed to assist students in their understanding of the world in which they live.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-10	What is history? History is a reconstruction of the past (time) using a systematic process of gathering chronological evidence.	Systems	Examining types of evidence used to build history - sources. Using timelines (chronology) to explore how history is reconstructed from ancient to the present.	Terminology Test Présentation on bias & propaganda Reading and building timelines
11-25	Rise of Modern China: The actions of a few can cause a change in social identity.	Change	Fall of the Qing Dynasty. Who was Sun Yat-sen? What was the Warlord Era? The invasion of China by Japan and the Nanjing Massacre.	Fall of the Qing Dynasty essay. Presentations on main events in the Republic of China (Sources) - Semester Exam Nanjing Massacre - CSI OPVL - on RoC sources
25-35	Urbanization: Place and space is shaped by the development of resources over time.	Time, place & space	Why do people live in settlements? Students use urban case studies to investigate the benefits and challenges of settlements. Examine the development of resource to create sustainable cities.	Poster on urban terminology Push and Pull factors that affect urbanization Student selected presentation about benefits and challenges of urbanization. Semester 2 Exam.
35-39	World Religions: Global belief systems are important in understanding humans and cultures.	Global Interactions	What is the impact of belief on our way of life? Research on various global belief systems to understand commonality and differences. Using the perspectives of religious figures and guest speakers to better understand the need for religious beliefs.	Spiritual biography Round table discussion on elements of world religions. Debate: 'Is religion still relevant today?'

Chinese

Grade 8 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
1-10	Expository Writing Human activities and nature are interconnected, and the way this is expressed has influence on readers.	Connections	Texts: <i>Luo Bu Po, Xiao Shi De Xian Hu</i> <i>A xi Mo Fu Duan Wen Liang Pian</i> <i>Wan Li Chang Cheng de Gou Zao</i>	1. Expository essay writing.
11-18	Biographical Study: Human beings are interdependent.	Identity	Students will study a number of biographical or autobiographical texts, focusing on narration, bias and perspective.	1. Biographical/Autobiographical writing 2. Text specific reading comprehension
19-26	Modern Prose (Festivals and Traditions) The culture of our community has influence on our behaviors, beliefs and values.	Communities	Texts: <i>Chun Jiu Ji</i> <i>Su Shi Qi Ren</i> <i>Duan Wu de Ya Dan Chun</i> Customs, morals, folk art, human nature	2. Analytical writing
27-32	Poems Writers express themselves in a creative way based on their values, perceptions, relationships and cultural background.	Creativity	Texts: <i>Bing Xin Shi Si Shou</i> <i>xiang chou</i> <i>Mu Lan Shi</i> Dream, belief, Imaginary, repetition, symbolic codes, inferences and sound patterning	2. Creative Writing – poem, and an accompanying commentary
33-38	Classic prose There are similarities and differences between literary works from different period and place.	Communication	Texts: <i>Ai Lian Shuo</i> <i>Lou Shi Ming</i> <i>Ma Shuo</i> Values, Point of view and perspective	2. Analytical writing

Chinese

Grade 8 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	What is our role within a family?	Communication	Self and family members, relationships to each other.	Presentation; reading comprehension, writing test.
10-17	How much do time and climate dictate our choices in behavior and activities?	Perspective	Seasons, date & time, weather, the activities in different seasons and weather.	Presentation; reading comprehension, writing test.
18-25	How do modes of transportation affect my life?	Communication	Transportation, names of cities, traveling from one city to another city.	Presentation, reading comprehension, writing test.
26-32	How can we keep a balanced school life?	Communication	School life, stationary, timetable, subjects in school.	Presentation, reading comprehension, writing test.
33-38	What is a healthy diet?	Culture	Healthy food & drinks, food pyramid, nutrients, balanced diet.	Presentation, reading comprehension, writing test.

Phase 3-4

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-9	<u>Leisure Lifestyle</u> A good plan helps to maintain a balanced life.	Identity Communication	Leisure activities, life plan.	Oral presentation, listening & visual interpretation.
10-17	<u>Shopping</u> It is wise to be a rational consumer.	Communication Purpose	Shopping places, money, different shopping styles.	Reading comprehension, Writing.
18-25	<u>Human Geography</u> Geography plays an important role on globalization and people's personal lives.	Time, place and space Message	Geographical areas, climate, clothes, food, housing, transportation.	Oral presentation, listening & visual comprehension.
26-32	<u>Living Environment</u> A good environment is a balance of human creation and natural environment.	Communities Function	Environmental issues, practical ways of protecting the environment.	Speech, reading comprehension, writing.
33-38	<u>Modern technology</u> makes a more convenient life.	Connection Word choice	Scientific and technical innovations, modern communication media	Debate, presentation, writing.

Chinese

Phase 5-6

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-9	To what extent do role models change the world?	Communication Identity	Role models, relationships, influence.	Key-note presentation, essay writing.
10-17	To what extent does Nanjing change?	Connection Communities	The history of Nanjing, Yadong and NIS. Areas and function.	Posters, presentation.
18-25	To what extent does what we eat define who we are?	Identity Systems	Food, nutrients, nutrition analysis.	Presentation, reading comprehension.
26-32	To what extent have inventions made our lives easier?	Communication Creativity	The great inventions in the world, the function of the invention.	Essay writing, presentation.
33-38	What does mythology tell us?	Culture Creativity	Different types of mythology, the allusion between mythology and the truth.	Role play, rewrite the myth.

French

The Grade 8 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	School. School is essential to help us share and develop our personal knowledge and interest with others.	Communication Communities	After school activities School subjects Opinion Telling the time School schedule	Listening comprehension Oral communication Reading comprehension Writing
8-18	Leisure. Inviting friends for different purposes can be communicated through various media.	Communication Time, place and space	Invitations and excuses Places in town Asking for directions TV shows Weather	Listening comprehension Oral communication Reading comprehension Writing
19-22	Environment. Houses reflect people's lives and interests.	Communication Time, place and space	House rooms Objects and furniture Daily routine	Listening comprehension Oral communication Reading comprehension Writing
23-28	Shopping. Eating healthy food is important as we are growing up.	Time, place and space	Food categories Food stores Healthy food and drinks Quantities	Listening comprehension Oral communication Reading comprehension Writing
29-38	Travels. People make personal choices of transportation depending on different purposes.	Communication Time, place and space Culture	Traveling by plane and train Names of countries Geographical areas French-speaking islands	Listening comprehension Oral communication Reading comprehension Writing

French cont.

Phase 3

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-7	Environment. We visit famous buildings to satisfy our interests and tastes.	Communication Identity	French landmarks Town description Directions to monuments Visiting landmarks	Listening comprehension Oral communication Reading comprehension Writing
8-18	Celebrations. Celebrations reflect culture and heritage, in the family and nationwide.	Time, place and space Culture	Festival practices Celebration props A few food specialties	Listening comprehension Oral communication Reading comprehension Writing
19-22	Travels. Our choice of accommodation on holiday reflects our lifestyle and interests.	Communication Time, place and space	Holiday accommodation Nightmare holiday Weather Green tourism	Listening comprehension Oral communication Reading comprehension Writing
23-28	Work. Chores we do to earn pocket money vary depending on time and purpose.	Time, place and space	Chores. Pocket money. Routine Opinion on chores Purchases and savings	Listening comprehension Oral communication Reading comprehension Writing
29-38	Media. Our choice of movies reflects our personality.	Communication Identity	Movie genres Movie preference and personality Actors' identity cards Movie trailer reviews	Listening comprehension Oral communication Reading comprehension Writing

Design

This year students will enjoy two semesters of Design in two focussed environments. Students are challenged to solve problems in two of three areas of Design: Product, Systems and Digital. Grade 8 students are reinforcing their knowledge of the Design Cycle throughout these units.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-18 or 19-38	Get Over It!		Materials, Structures, Engineering	Inquiring and analysing - Developing ideas - Creating the solution - Evaluating
1-18 or 19-38	Robot-Action		A sequence of task focussing on engineering and programming	Inquiring and analysing - Developing ideas - Creating the solution - Evaluating
1-18 or 19-38	“And the Oscar goes to...” Submitting a film to a film festival		Video pre-production, production and post-production	Inquiring and analysing - Developing ideas - Creating the 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

Music students in grader 8 will be studying original soundtrack music (OST)s within GarageBand and Logic Pro. 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.

	Unit/Statement of Inquiry	Key Concept	Content	Assessment
3 - 8	Movie Soundtracks Music technology is allowing composers to communicate movie environments in new and exciting ways.	Communication / Science & Technical Innovations	Students will study both the philosophical and practical foundations of movie soundtracks, including the use of silences, leitmotifs, choirs, unusual orchestrations, etc.	In ensembles, students will perform in a Symphonic Movie Concert. This unit will have a strong focus on the creative cycle and how their process journals show their development as musicians over time.
9 - 18			Students will gain valuable skills in music production, including live vs. MIDI tracks, scratch tracks, plug-ins, vocoders, metronomes, loops, etc to produce a movie soundtrack for a provided video clip.	Teacher observations, process journal, screen captures and progress audio files. Final exported video containing film and original soundtrack music.

Drama

Drama students in Grade 8 develop a greater awareness of Genre and style. They focus on developing an awareness of Theatre from a historical and cultural perspective. This allows them to gain an understanding of a range of styles and techniques. The focus is on Comedy but through this they learn about conventions used in European and Asian theatre traditions. 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	World Theatre: Commedia dell'Arte Comedy is reliant upon stereotypes	FORM	Look into the rise of Commedia dell'Arte and investigate its significance in today's theatre. Explore the stock characters. Learn mask-work skills.	Group performance using researched stock characters. Research project
9-13	World Theatre: A study of Commedia Dell'Arte and Beijing Opera Theatre represents culture	CULTURE	Exploration of the conventions used in Commedia Dell'Arte and Beijing Opera with a focus on Comic characters and techniques	Reflecting and recording ideas using the Developmental workbook. A performance using the stock characters of Commedia Dell'Arte An end of unit test

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.

Visual Arts

Visual Arts in Grade 8 focuses on improving and enhancing art skills learnt from the previous years in the MYP whilst continuing to expose them to new medias and techniques. The students will focus on developing their clay working, drawing and collage skills. The students focus in greater depth on the role of the creative cycle in their creative work. Students work in their Process Journal to explore and express their own ideas and to develop new art skills and techniques. They are also used to document research, reflective writing and to record all preparatory work.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-9	<p>Unit 1 Inside/outside exploring line through negative space</p> <p>Studying the work of others can help us develop our own understanding of the creative cycle.</p>	Personal & Cultural Expression	<p>Research, observational drawing, mixed media and or painting.</p> <p>Developing a deeper understanding of the creative cycle in order to create original work in a medium of their choosing.</p>	<p>Creation of an artist inspired piece</p> <p>Process Journal detailing working process including ongoing reflection and evaluation.</p>
10-19	<p>Unit 2 Blockbusters</p> <p>Working collaboratively can enhance our own creative process.</p>	Identities and Relationships	<p>Research, observational drawing, mixed media and or painting.</p> <p>Developing a deeper understanding of the creative cycle in order to create original work in a medium of their choosing.</p>	<p>Submission of a completed piece</p> <p>Process Journal detailing working process including ongoing reflection and evaluation.</p>

Physical Education

PE in Gr 8 focuses on training specific locomotor, non locomotor, manipulative skills & the introduction of planning & strategising skills. In 1st semester this is achieved through health-related activities, composition & adventure challenge; in 2nd semester through aquatic activities, games, movement & athletics. There is an emphasis on leading and maintaining healthy lifestyle.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-6	Invasion Games - The effective functioning of a team requires all team members to understand and apply appropriate communication system.		Basketball focus - Rules and main concepts of the game. Introduction and practice of more complex tactical skills. Sport Education focus.	Observation, assessment of specific skills.
7. 12-14, 20-26	Health Related Activities What activities target which components of fitness? How are healthy body image and nutritional habits influenced by the media? How does our cardiorespiratory system work, how does exercise affect it?		This unit is divided up into smaller focus units throughout the year and covers; Nutrition, Eating Disorders, Cardiorespiratory System and Fitness	Observation, assessment of specific skills. Projects or quiz for each topic.
8-11	Jump Rope Composition - Adaptation of skills and techniques are required to create a system of changes within a jump rope composition.		Focus on developing from standard jump rope skills into more complex movements and routines.	Observation, assessment of specific skills. Emphasis on active participation and progress
15-19	Swimming and Water Safety - 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	Athletics - The choice to conserve or exert energy depends on nature of the event.		Track and field events (throwing and jumping) using 5* Athletics Award	Observation, assessment of specific skills related to Athletic events.
33-35	Striking/Fielding Games - The quality of communication determines the effectiveness of technique refinements.		Cricket or Softball/Baseball focus that looks at skills and the games at an introductory level. Batting, throwing, catching, bowling, pitching, basic game play and strategies.	Observation, participation, assessment of specific skills. effort, and progress made.
36-38	Adventure Challenge - Navigation is possible through a variety of tools, methods and equipment.		Orienteering focus - developing map and compass skills. Using different group skills and being risk takers to solve a variety of challenges.	Observation of group skills and involvement. Assessment of the effort and progress.

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
TOTAL	40	100

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