



An Inclusive
Learning
Community

Nanjing
International
School

Grade 9 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

For Grades 9 and 10, MYP offers a variety of subject choices. These are discussed and selected during the intake after admission. All courses offered at this grades level are outlined 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

Gr9 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 media, understand their own culture and those of others, gain a deeper nature, and read for enjoyment.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
3-9	<p>Novel Study: <i>Lord of the Flies</i></p> <p>Authors reveal their perspective on human nature via interactions between characters and between characters and their environment.</p>	Perspective	The focus will be on isolation, instinct, survival and authority.	Descriptive writing; oral presentation; response to literature.
10-15	<p>Novella: <i>Animal Farm</i></p> <p>Some truths are truer than others.</p>	Communication	A unit based on politics, idealism, communism and propaganda.	Creative writing; oral presentation; literary essay.
16-21	<p>Propaganda Speeches</p> <p>We all create a version of the truth to get what we want.</p>		This unit grows out of 'Animal Farm'; the students list the techniques and purposes of oral propaganda, and then try it themselves.	Presentation of persuasive speech.
22-28	<p>World War I Poetry Compare and Contrast</p> <p>Poets can have widely divergent perspectives on the same event/idea and reveal these to the audience through their contention and intention.</p>	Perspective	An Interdisciplinary Unit with Humanities. Analysis of World War I poetry, its styles and its attitudes to war. The study of an anti-war novel, and its methods of conveying its opinions.	Poetry analysis; literary essay.
29-38	<p>Drama Study: <i>Macbeth</i></p> <p>Individual ambition and external influences can share and distort one's character and purpose.</p>	Connections	Students will study drama conventions such as soliloquy, rhythm and meter as well as the tragic hero.	Diary entries from different points of view. Summative, analytical essay from choice of topics based on cohort. Interpretation of a scene

Language Arts

Gr9 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 Phases 3-4. 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.
3-13	What's News?	Communication	People learn about and contribute to the world through writing news. This involves actively communicating and contemplating ideas.	Reading comprehension of news articles, spoken interviews and writing of news articles.
14-20	Is conflict inevitable?	Connections	How do leaders of countries affect their citizens when they declare war? Study of novel <i>All Quiet on the Western Front</i> (abridged version)	Writing, speaking assessment, product created with Grade 9 Conflict Inter-Disciplinary Unit
21-32	There are no heroes	Creativity	Heroes are people our societies have placed meaning on. We play a role in the values that are honoured through them.	Graded discussions and debate, survey creation, oral presentation, written report (persuasive)
33-38	More than Skin Deep	Culture	How do our personal thoughts and actions affect other people as well as ourselves?	Dramatic skits, story completion (writing) <i>Beastly</i> novel study

Language Arts

Gr9 English B Phase 6: Grade 9 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 will be kept informed of any changes.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-6	How to write my own life story?	Communication	Reflection on communicative strengths at present; writing like an author.	Write own novel introduction.
7-16	<i>All Quiet on the Western Front.</i>	Connections	An abridged version of Erich Remarque's novel; two film versions.	Oral presentation, essay, screen-shot task.
17-18	James Thurber	Culture	James Thurber's "fables."	Criterion B task (reading and visual interpretation)
19-26	Independent Reading Project	Creativity	An age- and level-appropriate book	One of 11 original-project options
27-28	IDU	Connections	"Conflict"-based prompts	An original, interdisciplinary project (group or solo).
29-38	<i>The Diary of Anne Frank</i>	Culture	Conformity, structure and freedom; risk-taking; writing narratives and literary techniques (foreshadowing, irony, etc.)	Creative writing project.

Korean A

Gr9 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	Character analysis and creation using MBTI / Character can be described by MBTI in a more realistic way and it is a useful tool to create a character.	Creativity	<i>GuYeoJaNaeJip</i> , MBTI Character analysis Rewriting a short story with a created character	Group presentation (Character analysis based on MBTI for group presentation.) Creating a character in a short story and rewriting the end of the novel reflecting the characters Response to Literature (Based on MBTI analyze a character and create a letter represent the character)
11-20	Emotion expression in different genres / As an author we use different genres to express our thoughts and emotions effectively.	Connections	<i>YeonEo</i> , My Dream Puberty, Growth, Family	Presentation about how two different genres deliver similar message. (one literary and one nonliterary) Rewriting a part of a novel through a different person's point Writing an essay to compare two different genres with the same theme
21-29	Communication to solve conflicts / Literature is a tool to describe the conflicts in a society	Communication	<i>Coffee milk and Soboro bread</i> Freely chosen extracts about Prejudice, Bias and Stereotype	Essay writing Oral presentation about different ways with freely chosen extracts about Prejudice, Bias and Stereotype
30-38	Open mindedness without fear / Being aware of historic issues in North Eastern Asia will help us explore different perspectives.	Perspective	<i>A Journal from YeolHa:</i> Study the journey of JiWon Park in Chosun dynasty; International relationship between China and Korea.	Group Presentation Speech writing on what we should learn from the practical perspective Park, JiWon

German A

Gr9 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 power of communication!	Communication	Introduction of communication theorie. Read non-fictional texts, like news or current affairs; write statements, arguments, debate, persuasive language, language style and structure of argumentative Essays	Argumentative Essay
10-20	Conflict is essential and inevitable	Communication	Interdisciplinary unit about conflict. Read drama about how conflicts build identity, relationships and society.	Analytical essay: drama
20- 30	Life is like...	Connections	Read, compare and create your own parabels and discover effects of metaphorical language, similies, analogies on the reader.	Analytical essay: parabel
30-39	Love!	Creativity	Read Poems about love and relation ships. Express ideas and emotions through creating poems. Discover genre specific elements and compare poems	Analytical essay: lyric

Spanish

The Grade 9 Language B Spanish course reinforces Spanish language acquired from the previous year. 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.

Phase 2

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-7	Self and Family. What is our role within a family?		Relationship with family members. Traditional family values in the Hispanic world. Chores.	Listening comprehension Oral communication Reading comprehension Writing
8-17	Celebrations. How do I dress for different occasions?		Family celebrations. Types of clothes. Seasons. Weather.	Listening comprehension Oral communication Reading comprehension Writing
18-28	Leisure. What facilities and equipment do we need to play sport?		Sport facilities and equipment. Sports. Likes and dislikes. Schedule.	Listening comprehension Oral communication Reading comprehension Writing
29-34	Work. Where can we work part-time?		Summer jobs. Places of work. Job requirement. Opinion.	Listening comprehension Oral communication Reading comprehension Writing
35-38	Health. How can I describe common injuries and illnesses?		Accident. Body parts. Injuries and illnesses. At the chemist's. At the hospital.	Listening comprehension Oral communication Reading comprehension Writing

Spanish cont.

The Grade 9 Language B Spanish course reinforces language acquisition. It 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><u>Famous places</u> What makes a monument popular with tourists? <u>Statement of inquiry:</u> We visit famous buildings to satisfy our needs and interests.</p>	Communication Identity	<p>Personal and cultural expression Spanish landmarks. Directions to monuments. Opening hours. Description of places Opinions</p>	<p>Listening comprehension Oral communication- presentation of what to do/visit/eat/ in a famous Spanish city. Skit asking directions/ at the information point. Reading comprehension Writing- Holiday Recount/postcard to a friend</p>
10-17	<p><u>Celebrations and festivals</u> How do we celebrate in Spanish-speaking countries? <u>Statement of inquiry:</u> Celebrations unite people in a community Festivals reflect culture, tradition and heritage nationwide.</p>	Culture Time, place and space	<p>Personal and cultural expression Festival dates & practices. Celebration props. A few food specialties. Costumes/weather/ seasons Some history behind Spanish festivals</p>	<p>Listening comprehension Oral communication Reading comprehension Writing-poster describing different festivals in Spain.</p>
18-28	<p><u>Holiday accomodation</u> Why should we choose eco-friendly holiday accommodation and services? <u>Statement of inquiry:</u> Tourism gives us an insight into different cultures and can shape our appreciation of them.</p>	Communication	<p>Identities and relationships Campsite, hotel & youth hostel. Nightmare holiday. Weather. Green tourism.</p>	<p>Listening comprehension Oral communication- skits/ dialogues booking a room. Reading comprehension Writing</p>
29-34	<p><u>Chores and pocket money</u> How can we earn and save money? <u>Statement of inquiry:</u> Our needs are changing as we are growing up</p>	Time, place and space	<p>Identities and relationships Routine. Chores. Pocket money. Opinion. Purchases and savings</p>	<p>Listening comprehension Oral communication Reading comprehension Writing- survey/pie chart sharing chores in different countries.</p>
35-38	<p><u>Movie appreciation</u> How can movies help us understand history? <u>Statement of inquiry:</u> Movies help shape our vision on society, culture and history.</p>	Culture	<p>Movie reviews. Movie genres. Opinions. Actors and actresses.</p>	<p>Listening comprehension Oral communication Reading comprehension Writing</p>

Science

Biology: Grade 9 students experience a rigorous approach to communication, application and analysis of scientific principles. The course begins with the joint construction of an exemplar investigation report to enhance their scientific inquiry, data processing and evaluation skills. The topics provide large and small contexts for the understanding of the interdependence within systems, as well as the human impact on the balance of these systems.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-19	Understanding the interactions among systems in plants and animals facilitate scientific innovations in agriculture and medicine.	Systems	<p>Animals: circulatory, respiratory, immune, reproductive, digestive, excretory</p> <p>Plants: dermal, ground, vascular and reproductive</p> <p>Photosynthesis and cellular respiration</p>	<p>Experimental Report.</p> <p>Written tests.</p> <p>Impacts of Science Research Activity.</p>
20-38	Sustainability depends on a system's ability to resist change and maintain balance.	Change	<p>Ecosystems, Abiotic and Biotic Factors, Relationships in Ecosystems.</p> <p>Human Impact on Ecosystems.</p> <p>Nerves, hormones and homeostasis.</p>	<p>Experimental Report.</p> <p>Written tests.</p> <p>Impacts of Science Research Activity.</p>

Science

Chemistry: Grade 9 Chemistry is part of a two year program where students learn the fundamentals of chemistry within the assessment structure of the MYP. An emphasis is placed on lab skills, lab design and the relationship of chemistry to the global environment and daily lives.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-10	Atomic structure: How does the atomic structure of an element effect its reactivity?	Relationships	Big Bang. History of the atomic model. Atomic structure, periodic table, ions and chemical compounds. Groups (Alkali metals, alkaline Earth Metals, Halogens & Noble Gases). This includes an introduction to chemical equations and ions.	Lab Report Unit test Multimedia element presentation
11-22	Ionic compounds and their uses: Why is limestone so important in our lives?	Change	Ionic compounds - how do they form and how do we name them. Uses of limestone especially in making concrete and cement. Properties of ionic compounds. Ionic Bonding. The Limestone Cycle	Semester exam Lab - Solubility Lab - Strength of Concrete Impacts of Science - Limestone
23-29	Rates of reaction: How does the collision theory help us to explain rates of reaction?	Change, Relationships	Factors affecting rates of reaction. How we make use of rates of reaction knowledge. Potential energy diagrams, catalysts , and enzymes. Techniques for measuring rates of reaction.	Unit test Design Lab - Rates of Reaction
30-36	Energetics: How do humans make use of the energy in chemical reactions?	Systems	Energy in a chemical reaction. Exothermic and Endothermic reactions. Bond energies. Climate change. Fuels, fossil fuels and alternatives to fossil fuels.	Impacts of Science - Alternative Energy Semester Exam Lab - Energy Content
37-39	Acids and Alkalis: Is water really neutral? Are acids more dangerous than alkalis?	Change	What is water? pH scale. Acids and Bases (alkali). Indicators. Neutralisation reactions. Strong and weak acids.	Design lab - investigating properties of acids and alkalis Topic Test

Science

Physics: in Grade 9 focuses on the MYP approach to learning new concepts and skills that will also prepare students for the Diploma Programme.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-18	Mechanics. Our understanding of the relationships of Forces and Motion can reduce the impacts of collisions.	Relationships	Forces, work, energy, power, velocity, acceleration and momentum.	Topic test. Data processing labs. Impact of science essay. Design Lab.
19-30	Thermal Physics. Understanding Thermal Energy can help us survive the collapse of Conventional Energy Sources in a post apocalyptic world.	Change	Heat, conduction, convection, radiation, phase changes, specific and latent heat.	Topic test. Lab report. Impact of science essay.
30-38	Nuclear Physics. Technical innovations take advantage of the change of atoms as they transform and give off energy.	Form	Atomic structure, alpha, beta and gamma radiation, half life and nuclear energy.	Topic test. Lab report.

Mathematics

Grade 9 Mathematics at NIS has two levels - Mathematics and Extended Mathematics. Student placement in these groups is dependant on performance. There is flexibility between the groups and students are able to move throughout the year if it is deemed in their best interests.

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

Standard

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-7	Linear Functions Discovering how properties change over time can lead to a better understanding of mathematical relationships.	Relationships	<ul style="list-style-type: none"> Graphing Equations Determining Equations from Graphs Simultaneous Equations Linear Inequalities Applications 	Criterion A Test Criterion B and C task
8-13	Statistics Useful information can be extracted from data if it is processed appropriately. Information is susceptible to the bias of both the presenter and reader.	Relationships	<ul style="list-style-type: none"> Types of Data Measures of Central Tendency Measures of Spread Uni-variate and Bi-variate Analysis Use of Plots Linear Regression and Correlation Evaluating and Drawing Inferences 	Criterion B and C task Criterion C and D task
14-17	Indices Number properties can be expressed in a generalised form whose rules are used to problem solve.	Logic	<ul style="list-style-type: none"> Scientific Notation Laws of Indices Radicals 	Criterion A Test Semester Exam
18-22	Trigonometry Spatial relationships are both a means of understanding the physical and abstract world.	Form	<ul style="list-style-type: none"> Pythagoras' Theorem Trigonometric Ratios Triangle Applications including Bearings and 3D situations 	Criterion A Test
23-28	Quadratic Functions Decision making can be improved by using a model to represent relationships	Relationships	<ul style="list-style-type: none"> Expanding Factorising Sketching Quadratic Functions Solving Quadratic Equations Applications including Optimisation 	Criterion B and C task Criterion A Test Semester Exam
29-33	Finance The properties of number are key to making sense of the world, both real and abstract.	Logic/Relationships	<ul style="list-style-type: none"> Budgets Taxes Compound Interest Applications Investments, Loans and Credit Cards 	Criterion C and D task

Mathematics cont.

Extended

The Extended Mathematics Course covers all of the material in the Mathematics Course with additional material for students who plan on taking IB Higher Level Mathematics in Grades 11 and 12.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-6	Algebra - Linear Functions The relationship between two locations in space and the understanding of how to represent this relationship is key to many fields of study.	Relationships	<ul style="list-style-type: none"> • Graphing Equations • Determining Equations from Graphs • Simultaneous Equations • Linear Inequalities • Applications 	Criterion A Test Criterion B and C task
8-13	Statistics We can use measurement to collect data and create a logical pattern to inform us on the development of people, countries and other items.	Logic	<ul style="list-style-type: none"> • Uni-variate and Bi-variate • Measures of Central Tendency and Spread • Use of Plots • Linear Regression • Correlation and Causation • Evaluating and Drawing Inferences • Standard Deviation • Evaluating and Drawing Inferences 	Criterion B and C task Criterion C and D task
14-17	Indices The ability to simplify expressions and determine relationships through equivalence makes technical innovation easier.	Relationships	<ul style="list-style-type: none"> • Scientific Notation • Laws of Indices • Radicals 	Semester Exam Criterion B task
19-21	Geometry Our cultural background influences the form of representation we use in our orientation of space, particularly in maps.	Form	<ul style="list-style-type: none"> • Circle Theorems • Similarity • Geometric Constructions • Chords, Arc lengths and Sector Areas • Triangle Applications including 3D 	Criterion A Test
22-24	Trigonometry Our understanding of triangular representation and relationships allow for modern communication.	Relationships	<ul style="list-style-type: none"> • Trigonometric Ratios • Sine and Cosine Law • Area non-right triangles 	Criterion A Test
25-32	Algebra - Non-linear Functions The the change in the use of natural resources over time can be modeled using non-linear functions.	Relationships	<ul style="list-style-type: none"> • Distributive Law • Factoring • Algebraic Fractions • Sketching Quadratic Functions • Binomial Expansion • Completing the Square • Non-linear Inequalities • Quadratic Transformations • Applications including optimization • Exponential growth and decay • Applications in Exponential population growth • Sequences 	Criterion B and C task Criterion A Test Semester Exam
33-38	Finance Through logical processes we can create a generalized personal monthly budget model.	Logic	<ul style="list-style-type: none"> • Budgets • Taxes • Compound Interest Applications • Investments, Loans and Credit Cards 	Criterion C and D task

Humanities

Humanities in Grade 9 is divided into 5 units of study. The grade level focus is 'Forces of Change'. Students are presented with ideas and concepts to develop their understanding of Human behaviour. The focus on change enables students to consider the factors which drive change. The Conflict Unit is an Inter-disciplinary unit.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1 - 10	Population Population growth accelerates the pace of change	Change	Population terminology and factors. World population change, distribution, pyramids and policies. What are the effects of population growth?	Population graphing Population Distribution - mapping One Child Policy - written task and multi media presentation
11-14	Change All change is good	Change	What are the causes and effects of change? What factors drive change?	Invention convention: presentation exhibition
15-24	Conflict Conflict is essential and inevitable.	Time, place and space	What were the causes of the first world war? Was Germany to blame for the outbreak of the First World War? How was World War One fought? What was the treaty of Versailles?	Debate about the causes of the First World War. Source evaluation of documents from the Western Front. Essay about the Treaty of Versailles.
25-32	Revolution Societies can adapt, adopt or reject significant ideas	Change	Students work in groups to investigate one historical revolution using Design Thinking.	Semester 2 exam Design Cycle Project
33-39	Processes of Erosion Natural processes cause change.	Change	Create a model to demonstrate the different processes of erosion and make a movie to explain them. Fluvial erosion Aeolian erosion Glacial erosion	Group work: Erosion Lab Film

Chinese

Grade 9 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	Short stories in translation: Texts give readers insight into both their own culture and that of others.	Culture	Short stories in translation: Bai Wan Ying Bang Jin Xuan Zhou Zhang Bian Se Long Irony, social class, money, risk taker	Research presentation Response to literature Creative writing
9-18	Speech and essay writing: Argument is a specific type of communication unto itself.	Communication	Argumentative Essay: <i>Cheng Gong</i> <i>Duo Yi Xie Kuan Rong</i> <i>Zhe Yi Miao Bu Shi Wng</i> <i>Zi Bei Zi Fu Zi Qiang</i> Success, failure, essay structure	Response to texts specific questions, Speech writing Oral Presentation
19-27	Drama IDU conflict: Conflict is central to relationships; the way in which we respond to them is both personally and culturally specific.	Connections	Drama study <i>Zao er</i> <i>Bian Lian</i> <i>Wei Ni Si Shang Ren</i> Tradition, urbanization, change, religion, conflict, love	Response to literature Creative writing: Skit/Play Conflict debate
28-32	Classic Prose: The study of Classic literature gives perspectives of life from different historical eras.	Perspective	Classic prose: <i>Chen She Shi Jia</i> <i>Tao Hua Yuan Ji</i> The meaning and use of frequent used classic vocabulary, grammar and structure of classic sentence.	Translation from classic language to modern language, response to the texts, write an argumentative essay based on the texts.
33-39	Poetry: Language is dynamic. Its application and use reflects the creativity of the individual, as well as society's evolution.	Creativity	Poetry: <i>Shi Jing Liang Shou</i> <i>Wai Guo Shi Er Shou</i> <i>Xing Xing Bian Zou Qu</i> Dream, belief, Imaginary, repetition, symbolic codes, inferences and sound patterning	Oral presentation- Creative writing-write a poem. Written commentary on the poem

Chinese

Grade 9 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.

Phases 1-2

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-9	Family Family members can be identified according to their appearance.	Communication	Immediate and extended family members and relationships.	Presentation; reading comprehension; writing test.
10-17	Clothing Clothing reflects our interests and tastes.	Change	Seasons, weather, clothing and different occasions.	Presentation; reading comprehension; writing test.
18-25	Hobbies Our interest and environments influence our choices of hobbies.	Identity	Sports and hobbies, the advantages of exercising.	Presentation; reading comprehension; writing test.
26-32	Jobs Our jobs influence our lives.	Communities	Jobs and activities, work places.	Presentation; reading comprehension; writing test.
33-38	Body and Health We use our body or verbal language to communicate how we feel.	Communication	Body parts, minor illness, basic treatment.	Presentation; reading comprehension; writing test.

Phases 3-4

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-9	Responsible Tourist Tourism gives us an insight into different culture and can shape our appreciation of them.	Culture Function	Transportation, travel words, public services.	Oral presentation, survey conducting, listening & visual comprehension.
10-17	Finance Management Finance management plays an important role in our life.	Connection Point of view	Currencies, banking procedures, effective expense plan and reflection	Percussive letter writing, bank forms filling, reading comprehension.
18-25	Festivals and Celebrations Different celebrations represent different cultures.	Culture Context	Festivals, practices of celebrating the specific festivals.	Oral presentation, reading comprehension, descriptive essay writing.
26-32	Buildings and Designs People meet their needs through different construction design.	Form Function	Types and purposes of buildings.	Informative pamphlet writing, reading comprehension.
33-38	Movie Appreciation Movies can reflect different cultures.	Connection Context	Genres of movies, movie reviews.	Movie review writing.

Chinese

Phases 5-6

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-9	<p><u>Entertainment</u></p> <p>Entertainment is a powerful mean to release pressure and ease tension.</p>	<p>Identity</p> <p>Point of view</p> <p>Voice</p>	Different ways to entertain ourselves.	Oral presentation, speech writing, reading comprehension.
10-17	<p><u>Host Country</u></p> <p>Knowledge of culture is intrinsic to language learning.</p>	<p>Culture</p> <p>Idiom</p> <p>Point of view</p>	Geography, food, ethnicities, festivals of target countries.	Reading comprehension, descriptive essays writing, presentation.
18-25	<p><u>Environment</u></p> <p>Individuals play an important role in protecting the environment.</p>	<p>Global interaction</p> <p>Empathy</p> <p>Theme</p>	Problems of the environment and our responsibilities.	Listening & visual comprehension, report writing and presentation.
26-32	<p><u>Health</u></p> <p>Life style defines our health.</p>	<p>Systems</p> <p>Argument</p>	Health food and nutrients, physical activities, psychological balance.	Reading comprehension, write in-depth description, presentation.
33-38	<p><u>Arts</u></p> <p>Arts is the expression of people's feeling.</p>	<p>Form</p> <p>Context</p> <p>Theme</p>	A variety of arts, interpretation of arts.	Oral presentation, descriptive writing.

French

The Grade 9 Language B French course reinforces language acquisition. It 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 2-3

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-7	Environment. We visit famous buildings to satisfy our interests and tastes.	Communicati on 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.	Communicati on 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.	Communicati on Identity	Movie genres Movie preference and personality Actors' identity cards Movie trailer reviews	Listening comprehension Oral communication Reading comprehension Writing

French cont.

Phase 3-4

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-7	Environment. Exchanging ideas about global and individual actions can have a large impact on the protection of the environment.	Communication Global interaction	Environmental issues Air and water pollution Responsible citizenship Endangered species	Listening comprehension Oral communication Reading comprehension Writing
8-18	Technology. The Internet and mobile phones have the power to affect communication and social skills.	Communication Global interaction	Mobile phone Internet Social networks Blog	Listening comprehension Oral communication Reading comprehension Writing
19-22	Work. When applying for a job we must consider our skills or interests, and use the proper conventions.	Communication Identity	Job requirements Job interview Letter of application Résumé Work Week experience	Listening comprehension Oral communication Reading comprehension Writing
23-28	Health. Information and advice can help young people fight addictions.	Communication Identity	Tobacco Alcohol Drugs Advertising	Listening comprehension Oral communication Reading comprehension Writing
29-38	Leisure. Feelings can be expressed through different types of music and communicated through varied media.	Culture Identity	Music festivals Music devices Music and emotions Influence of music Review vocabulary and grammar through songs	Listening comprehension Oral communication Reading comprehension Writing

Design Master Class

In Grade 9 Design, students will Inquire, Develop, Create and Evaluate. The course will function as a collaborative master class with three co-teachers. Each semester will begin with a Design Brief, a task outlined by the teachers with parameters and a set deadline. For their major project, students will be given a theme, asked to identify a problem related to that theme, come up with solutions to that problem, and realise and share a final product.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-18	We are parasites on this planet		Construction and Communication	Quality of design folio assignments. Follows Design Department Criteria: Inquire, Develop, Create, Evaluate
19-38	Work like a pro		Technologies and innovations at the service of others	Quality of design folio assignments. Follows Design Department Criteria: Inquire, Develop, Create, Evaluate

The Arts: Performing Arts

Music

Having gained strong foundational knowledge in lower MYP, students in grade 9 will choose to specialise on a specific instrument. This instrument may be one provided through private lessons or may be a concert band instrument provided by the school. Students will study performance techniques on their instruments, and theory, in both individual and group settings. Once proficient, the students will transfer their skills to a study of Persuasive Music, within the Grade 9 War interdisciplinary unit. This will be done through process work in the Process Journal.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1 - 18	Beginner Band: A successful ensemble performance is the result of hard work and collaboration.	Change / Identities and Relationships	The students will gain valuable skills on a variety of different concert band instruments. This unit will run throughout the year, though its particular focus will be in semester 1.	Playing tests, teacher observations, SmartMusic assessments, small quizzes, recorded iMovies, and a process journal will be used as assessment tools.
18- 25 - 39	Grade 9 Conflict Interdisciplinary Unit: War can be a catalyst for culture.	Perspective / Personal and Cultural Expression	<p>Composing: Students will research songs relating to war, including narratives, protests, and supporting songs, as well as tattoos. They will compose war-related music for different genres and orchestrations.</p> <p>Performance: Using their skills and their knowledge of war music, students will perform music related to conflict.</p>	<p>Teacher observations, process journal, and a completed composition of a piece of music.</p> <p>This unit will have a strong focus on the creative cycle and how their process journals show their development as performing musicians over time.</p>

The Arts: Performing Arts

Drama

Drama students in Grade 9 experiment with different styles and techniques. It allows them to develop an understanding of the creative process and encourages them to gain an awareness of all elements of Theatre. Through a range of activities they develop performance skills which helps them to gain confidence to perform effectively in front of others. They document their progress through the use of the developmental workbook. This a portfolio which includes brainstorm, illustrations, research and personal reflection. It forms an integral part of the course as it allows students to track the creative process.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-6	Dramatic Genres. Theatre styles affect audience impact	Aesthetics Orientation in space and time	A study of Dramatic Genres with a focus on Realistic, Abstract and Epic Theatre.	Journal work- reflection, research and recording ideas. Applying techniques studied from each style in a performance task. An end of unit test
7-15	Theatre for change - Devised Performance Theatre can change the way you think	Perspective Personal and cultural expression	Group devising based on a chosen style and a chosen social, historical or environmental issue	Journal work - reflection, research and recording ideas. A 10-15 min devised performance employing a range of techniques based on a chosen issue. This assessment is filmed
16- 20	Physical Theatre/ Masks All Theatre is Physical	Form Orientation in space and time	A detailed study of the genre of Physical Theatre which covers a range of techniques, these include; Levels of Tension,Choreographed Movement, Use of movement and space and music, Physical interpretation of text and Masks	An end of unit test/Written assignment -Performance proposal based on a chosen stimulus
21-25	IDU based on the issue of Conflict (taught in conjunction with Humanities/Music/ Languages) Conflict helps build positive relationships	Perspective Identities and relationships	Students study conflict in relationships through the medium of duologues	Using the IDU assessment procedures Criteria A is assessed in class through a duologue written and performed by the students Criteria B-D is assessed through a separate task with all other subjects involved.
26-32	Shakespeare- Past and Present. Shakespeare plays are relevant and meaningful for a modern audience.	Connection Orientation in place and time	A study of 'Production Concept' in relation to the directors interpretation of a text.	Journal work -reflection, research and recording ideas. A presentation that demonstrates a chosen' Production Concept' for 'Romeo and Juliet'. This also includes a short performance of an extract from the chosen play

The Arts: Visual Arts

Visual Arts in Grade 9 focuses on developing and extending art skills learnt from the previous years in the MYP. Within the 3 units, students will focus on printmaking, digital illustration and sculpture. The students will also focus in greater depth on the role of the creative cycle in their work and are encouraged to explore more independently the visual qualities of a diverse variety of media. Students will record their working process and progress in their Process Journal. Within this, they will explore and express their own ideas and document both their creative research, reflective writing and record all their preparatory work.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-13	<p>Unit 1 Art and Activism</p> <p>Art has the power to raise awareness and understanding of political issues.</p>	Identity/ Personal & Cultural Expression	<p>Introduction to printmaking techniques</p> <p>Create an image which represents a global issue.</p>	<p>Submission of a completed print(s).</p> <p>The Process Journal detailing the working process and progress in depth and detail. On going reflection and evaluation.</p>
14-28	<p>Unit 2 Natural forms</p> <p>Science & Art share many similar approaches & systems.</p>	Scientific & Technical Innovation	Observational drawing, introduction to various 3-dimensional sculpting techniques.	<p>Submission of a piece(s) in either clay or polystyrene which has been inspired by a natural form shape or texture.</p> <p>The Process Journal detailing the working process and progress in depth and detail. On going reflection and evaluation.</p>
29-38	<p>Unit 3 Illustrating Jieqi Stories</p> <p>Literature & the Visual Arts are directly related.</p>	Personal & Cultural Expression	<p>Observational drawing, developing PhotoShop skills, sourcing resources/materials and understanding principals of composition and design.</p> <p>Digitally create a diptych which creatively illustrates a portion of a Jieqi Story.</p>	<p>Two digitally created collages which illustrates part of a Jieqi story.</p> <p>The Process Journal detailing the working process and progress in depth and detail. On going reflection and evaluation.</p>

Physical Education

PE in Gr 9 focuses on training intermediate locomotor, non locomotor and manipulative skills also developing planning and strategising skills. In 1st semester this is achieved through health-related activities, composition and net games; in the 2nd semester through aquatic activities, martial arts and track & field. The emphasis is on making decisions for a healthy lifestyle.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-6	Creative Martial Arts - Martial Arts movements can be adapted to demonstrate the connection between our inner and outer energy.		Choreographing a martial arts routine applying and connecting choreographic concepts with martial arts movements safely.	Observation, assessment of specific skills, the routine. Assessment of the effort, and progress made.
7, 14-16 & 22-27	Health Related Activities - How can physical fitness help in a critical situation? How can physical fitness and health help in a critical situation? How is "prevention better than cure"?		This unit is divided up into smaller focus units throughout the year and covers; Digestion & Healthy Diets, Sports Injuries and Fitness	Observation, assessment of specific skills. Projects or quiz for each topic.
8-13	Invasion Games - Creating space requires effective offensive and defensive movement patterns.		Soccer/Football focus - Introduction of basic formations and tactics. Fundamentals of team offense. Taking a closer look at the rules of the games	Observation, assessment of specific skills, the aerobic routine. Assessment of the effort, and progress made.
17-21	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
28-32	Athletics - Results can be used as a tool to motivate and change movement techniques for improved performance.		Track and field events (throwing and jumping) using 5* Athletics Award	Observation, assessment of specific skills related to Athletic events.
33-38	Net Games - Developing key relationships between organising bodies is essential for making choices and refining systems to effectively structure a sporting tournament or season.		Badminton focus - Practice forehand and backhand shots (drive, drop, net shot, serves). Basic strategies: making opponent move, and returning to centre. Application of rules and skills in game play. Sport education focus.	Observation of a game, assessment of specific skills, effort, and progress made. Students organise and run a sports season for this topic.

The Curriculum - Grade 9 & 10

To ensure a strong knowledge base in all subjects the following are offered: Language A, Language B, Mathematics, Mandarin, Sciences, 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/ EAP)	4	10
Humanities	5	12.5
Sciences	4 or 8	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

Contact Details

	Nanjing International School	
<p>Xue Heng Lu 8 Xian Lin College and University Town Qi Xia District Nanjing 210023 P.R.China</p> <p>Phone: +86 25 85899111 Fax: +86 25 85899222 http://www.nanjing-school.com</p>		

Director:

Mr Laurie McLellan

lauriemclellan@nanjing-school.com

Head of Primary:

Mrs Marina Gijzen

marinagijzen@nanjing-school.com

Deputy Director - Learning:

Mrs Arden Tyoschin

ardentyoschin@nanjing-school.com

Head of Middle School:

Mr Kasson Bratton

kassonbratton@nanjing-school.com

Deputy Director - Operations and Finance:

Mr Arek Owczarek

arekowczareck@nanjing-school.com

Head of Upper School:

Dr Juan Saavedra

juansaavedra@nanjing-school.com

Admissions Director:

Mrs Sue Northcott

suenorthcott@nanjing-school.com

Counsellors:

Ms Kris Bezzerides (K-G8)

krisbezzarides@nanjing-school.com

Mr Scott Langston (G9-G12)

scottlangston@nanjing-school.com