



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?	Perspective	Analysis of literary techniques Produce original, creative work Using Language	Novel Study- The Giver Descriptive Writing Personal Narrative: Explode the Moment
8-14	Flip the Script:Subverted fairy tales/How can film be used to subvert stereotypes?	Connections	Thesis statement composition Essay structure and format Stereotype analysis Using Language	Comparative analytical essay
15-22	Short Stories/Why are some stories better than others?	Creativity	Narrative (Plot) Structure (3D) Character Study Genre exploration	Short Story Composition Short Story Analysis
23-33	Might is Right- Shakespeare in Action	Relationships	Conflict as a catalyst for change Theme Setting Purpose	Role play- The Merchant of Venice Analytical Essay
33-38	Rites of Passage/What are the “universals” of growing up? * *In the context of the literature circle	Connections	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>	A literary essay on the theme of conformity in the novel <i>A Wrinkle in Time</i> An oral presentation on <i>A Wrinkle in Time</i>

# 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> What is the protagonist and other characters' creed? which is truly responsible for our actions? one's will or condition?	Perspective	<i>Nine Year Old Life</i> Realize the importance of friendship and love, and the meaning of responsibility.	Have a presentation about ascertain chapter. Analyze two protagonists in the text Rewrite the novel with characters' perspective of the novel.
9-16	<i>Hymn of Life</i> What constitutes a poem and lyric? What techniques are used in poetry and lyric?	Creativity	<i>Analyzing poems</i> Engage in activities to express their own feelings in a special way and appropriate manner.	Produce a presentation focusing on analyzing poems/lyrics students prefer Write lyric based on students' experience.
17-31	<i>Fantasy and reality</i> Can we be united in peace? What do you think human being is?	Connections	<i>Dragon Raja</i> Engage in activities to deeply think about philosophical questions by comparing issues between fantasy and reality.	Analyze a character who is representative of a philosophical question. Find a real individual similar to a character in novel and write a scenario for a fantasy novel.
32-39	<i>Historical backgrounds in stories</i> What happened in the Korean war? What is Colonization? To what extent does environment affect morality and ethical decision making?	Connections	<i>Mong-sil Sister, Potato, and Red flame.</i> Engage in activities to understand historical backgrounds and create a story what if students would be in the Korean war.	Research historical backgrounds Write a creative scenario. Changing a format of the scenario students create.

# 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/Guiding Question	Key Concept/Content	Assessment
1-9	<p><b><u>Family and friends.</u></b></p> <p>How do families and friends differ? What is our role within a family/community?</p> <p><b><u>Statement of inquiry:</u></b></p> <p>The concept of the word "family" can be different in various cultures</p> <p><b><u>Key concepts:</u></b></p> <p>Communication</p> <p>Relationships</p>	<p><b>Identities and relationships</b></p> <p>Extended family.</p> <p>Physical description.</p> <p>Personality traits.</p> <p>Do you get along with...?</p>	<p>Listening comprehension</p> <p>Reading comprehension</p> <p>Oral communication - talk about my family and friends and my relationship with them.</p> <p>Writing- describe my family's appearance and personality.</p>
10-18	<p><b><u>Jobs and personalities</u></b></p> <p>How can interests and personality influence my choices?</p> <p><b><u>Statement of inquiry:</u></b></p> <p>There are many interesting jobs which require specific personal qualities/traits.</p> <p><b><u>Key concepts:</u></b></p> <p>Communities</p> <p>Identity</p>	<p><b>Identity and relationships</b></p> <p>Types of jobs and professions.</p> <p>Interests for the future (What would you like to be?).</p> <p>Matching personalities and jobs requirements.</p> <p>Work places.</p> <p>Comparing jobs (more..than..., less...than)</p>	<p>Listening comprehension</p> <p>Reading comprehension</p> <p>Oral communication- my family's job and my dream/ideal job</p> <p>Writing- poster/email/short story</p>

<p><b>19-23</b></p>	<p><b><u>Clothing.</u></b> How does fashion reflect my preferences? <b><u>Statement of inquiry:</u></b> Clothing reflects our interests and taste <b><u>Key concepts:</u></b> Connections Identity</p>	<p><b>Personal and cultural expression</b> 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>
<p><b>24-30</b></p>	<p><b><u>Hobbies/sports/music</u></b> What is the importance of sports and hobbies in my daily life? <b><u>Statement of inquiry:</u></b> our interests and environment influence our choice of hobbies. <b><u>Key concepts:</u></b> Time, place and space Identity</p>	<p><b>Identities and relationships</b> Sports and hobbies. Weekend activities. Music instruments. Likes and dislikes.</p>	<p>Listening comprehension Reading comprehension Oral communication-<i>video opportunities</i> Pie Chart Poster</p>
<p><b>31-38</b></p>	<p><b><u>Health.</u></b> How can I describe common ailments? <b><u>Statement of inquiry:</u></b> We use verbal and body language to communicate how we feel. <b><u>Key concepts:</u></b> Communication</p>	<p><b>Identities and relationships</b> Body parts. Minor illnesses and diseases Basic treatment. At the doctor's. (Possible IDU)</p>	<p>Listening comprehension Reading comprehension Oral communication - at the doctor's/ dialogue. <i>Video opportunities</i> Writing activity- script/dialogue/ excuse letter to the teacher.</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	Where Did the Energy Go?	Change	Students are re-introduced to the laboratory and how to work safely. Students will know about types of energy and energy transformations.	<ul style="list-style-type: none"> <li>•Lab Investigation and Report</li> <li>•Unit Test</li> <li>•Impact of Science Research</li> </ul>
10-15	It's a Small World	Relationships	Students use a compound light microscope to view cells. Prepare and mount cheek and onion cells on glass slide for viewing. Investigate transmission of bacteria using petri dishes and nutrient agar. Identify the common structures that make up all cells. Identify basic characteristics of bacteria, virus. Describe how the immune system responds to a pathogen.	<ul style="list-style-type: none"> <li>•Lab investigation and report</li> <li>•Unit Test</li> </ul>
16-21	Health	Systems	Groups of students choose a pathogen and complete a long-term research investigation about the fairness and development of health systems. This is an interdisciplinary unit (IDU) with Humanities.	<ul style="list-style-type: none"> <li>• IDU: Group presentation.</li> <li>• Scientific knowledge</li> <li>• Impact of Science</li> <li>• IDU Synthesis</li> <li>• IDU Communication</li> <li>• IDU Reflection</li> </ul>
22-30	What's in a Reaction?	Change	Students are introduced to atoms, elements, compounds and the periodic table. Compare the differences between physical and chemical changes. Investigate evidence of a chemical change.	<ul style="list-style-type: none"> <li>•Lab Investigation and Report</li> <li>•Unit Test</li> <li>•Impact of Science</li> </ul>
31-37	Things are Heating Up.	Relationships	Students are introduced to Heat transfer by way of conduction, convection, and radiation. They inquire into heat transfer and investigate heat conductors and insulators.	<ul style="list-style-type: none"> <li>•Lab Investigation and Report</li> <li>•Unit Test</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/Statement of Inquiry	Key Concept	Content	Assessment
1-6	Power to the People: Number properties  Giving number direction opens up a world of new mathematical possibilities.	Form Relationships	<ul style="list-style-type: none"> <li>•The number system</li> <li>•Number operations</li> <li>•Exponents and roots</li> <li>•Divisibility tests</li> <li>•Factors and multiples</li> <li>•Directed numbers</li> </ul>	<ul style="list-style-type: none"> <li>•Knowledge &amp; understanding task (A)</li> </ul>
6-9	Build it Better: Angles, Lines and Parallelism  The measurement of angles dates back more than 2500 years and is still important today.	Relationships Logic Form	<ul style="list-style-type: none"> <li>• Points and lines</li> <li>• Measuring, constructing and classifying angles</li> <li>• Angle properties</li> <li>• Angles in triangles</li> <li>• Parallel lines</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge &amp; understanding task (A)</li> <li>• Communicating mathematically – class book assessment (C)</li> <li>• Applying mathematics investigation (D)</li> </ul>
9-16	Sharing is Caring: Fractions, Decimals, Percentages & Ratios.  Being able to divide whole numbers into parts is essential for sustainable living.	Relationships Form	<ul style="list-style-type: none"> <li>• Operations and conversions using percentages, fractions and decimals.</li> <li>• Finding percentages of amounts</li> <li>• Applications of percentages.</li> <li>• Ratio &amp; proportion</li> </ul>	<ul style="list-style-type: none"> <li>• Pattern Investigation (B)</li> <li>• Knowledge &amp; understanding task (A)</li> <li>• Applying mathematics investigation (C&amp;D)</li> </ul>
16-20	X Marks the Spot: Algebra – Patterns, Models, Expressions & Evaluation.  Being able to manipulate equations opens a world of mathematical possibilities.	Form Logic	<ul style="list-style-type: none"> <li>• Geometric Patterns</li> <li>• Substitution into Formulae</li> <li>• Using Patterns</li> <li>• Building and simplifying expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge &amp; understanding task (A)</li> <li>• Pattern Investigation (B)</li> <li>• Communicating mathematically – class book assessment (C)</li> </ul>
20-26	Shape Up: Geometry  Logic in measurement allows for a greater understanding of form.	Form Logic	<ul style="list-style-type: none"> <li>• Perimeter, area and volume</li> <li>• Properties of circles &amp; polygons.</li> <li>• Angles in polygons</li> <li>• Deductive geometry (extension)</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge &amp; understanding task (A)</li> <li>• Applying mathematics investigation (C&amp;D)</li> </ul>
26-32	The X-Factor: Algebra – Expressions, Evaluation, Line Graphs & Rates  Scientific and technical innovation often begins with an unknown quantity.	Form Relationships	<ul style="list-style-type: none"> <li>• Factorization</li> <li>• Expansion</li> <li>• Inverse operations and solving equations.</li> <li>• Properties of line graphs including conversion and travel graphs</li> <li>• Graphing linear relationships</li> <li>• Rates</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge &amp; understanding task (A)</li> <li>• Pattern investigation (B)</li> <li>• Communicating mathematically – class book assessment (C)</li> </ul>
32-38	Making Sense of Data: Chance, Data & Statistics.  How we collect and interpret data can make a difference in the world.	Relationships Logic	<ul style="list-style-type: none"> <li>• Collecting &amp; organizing data</li> <li>• Interpreting and analyzing data</li> <li>• Describing chance &amp; its applications</li> <li>• Experimental and theoretical probability.</li> <li>• Multiple Event Probability</li> </ul>	<ul style="list-style-type: none"> <li>• Pattern &amp; application investigation (B &amp;D)</li> <li>• Knowledge &amp; understanding task (A)</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 on the Aztec and Inca civilization.	Daily life oral presentation. Analysis of historical sources 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 part of an Inter Disciplinary Unit (IDU).	Ancient medicine and Black Plague – analysis. Health care IDU community presentations.
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 Case Study analysis of Kenya and Uganda tourism Guided Tour presentations – student choice. Economic sectors and key terms test.
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.	Model of an ideal biome space using the characteristic that would lead to a sustainable eco-system.

# 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> 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> <i>Zheng Ren Mai Lu</i> <i>Ke Zhou Qiu Jian</i></p> <p>Chinese sayings, history, moral, personality</p>	<p>Debate 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> <i>Ben Ming Nian de Hui Xiang</i> <i>Zhong Qiu Yong Yue Shi Ci San Shou</i> Traditions, values, feelings; narrative, describing, expressing etc.</p>	<p>Descriptive writing 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> Dang hai dao qu <i>Ba Ba de Hua er Luo le</i></p> <p>Family, relationship, society, personality, life skills, characterizations; writing process.</p>	<p>Creative writing Literal analysis 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> <i>Sheng Huo Shi Duo Me Guang Kuo</i></p> <p>Poetic devices, differences between classic poems and modern poems.</p>	<p>Oral presentation 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	Family members can be defined according to their family roles and life experiences.	Culture	Immediate and extended family members and relationships.	presentation-oral reading comprehension; writing
10-17	Clothing reflects our personal style, living environment and life occasion.	Connection	Seasons, weather, clothing and different occasions.	Presentation; reading comprehension; writing t.
18-25	Our interests and environments influence our choices of hobbies.	Communities	Sports and hobbies, the advantages of exercising.	Presentation; reading comprehension; writing t.
26-32	Our jobs influence our lives.	Identity	Jobs and activities, work places.	Presentation; reading comprehension; writing .
33-38	Proper communication help us keep health when we feel sick.	Communication	Body parts, minor illness, basic treatment.	Presentation; reading comprehension; writing .

**Phase 3-4**

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-9	<b>Traditional Food</b> The environment, customs and religions have shaped our food habits.	Culture	Chinese recipes. Geographical areas. Where the food come from. Food tastes and habits. Nutrients and their role. Advice on healthy eating/living	Listening comprehension Oral communication Reading comprehension Writing
10-17	<b>Celebrity</b> The more famous they are, the more responsibilities they have to shoulder.	Identity	Facts of some famous people Do you want to be a famous person or not? Why? Write biography in Chinese	Listening comprehension Oral communication Reading comprehension Writing.
18-25	<b>Traditional Costume</b> Each country has a meaningful traditional costume and there is a connection between the style and environment they live in.	Culture; Change	Terminology for traditional clothes: factors affecting the style of clothing including geographical location, climate/weather, religion, natural resources	Listening comprehension Oral communication Reading comprehension Writing
26-32	<b>Animal Protection</b> Our impact on the animal habitats has an impact on us.	Connections	Facts about some endangered animals Animal protection proposal writing	Listening comprehension Oral communication Reading comprehension Writing
33-38	<b>Fable Story</b> What makes an effective story? What makes an effective story teller?	Creativity	Idioms through stories. The cultural background behind stories. Create Shadow Play story	Listening comprehension Oral communication Reading comprehension Writing

# Chinese

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

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-9	The environment, customs and religions have shaped our food habits.	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	The more famous they are, the more responsibilities they have to shoulder.	Identity	The nature of celebrity.	Magazine article writing, reading comprehension.
18-25	Each country has a meaningful traditional costume and there is a connection between the style and environment they live in.	Culture; Change	Terminology for traditional clothes: factors affecting the style of clothing including geographical location, climate/weather, religion, natural resources	Reading comprehension, presentation.
26-32	Our impact on the animal habitats has an impact on us.	Connections	Different types of animals in their habitats, food chains, animal protection.	Role play, letter writing.
33-38	What makes an effective story? What makes an effective story teller?	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 theme Statement of Inquiry	Key Concepts	Content	Assessments
1-8	Family and friends.  Family members can be identified according to their different size and appearance.	Communication  Connections	Extended family Height and weight Facial appearance Physical description Chinese Zodiac signs Comparison	Listening comprehension Oral communication Reading comprehension Writing
9-18	Work.  Our jobs influence our lives.	Communities  Identity	Jobs Likes and dislikes Opinion Personality Western Zodiac signs	Listening comprehension Oral communication Reading comprehension Writing
19-21	Shopping.  Clothing reflects our interests and tastes.	Connections  Identity	Clothes and accessories Likes and dislikes Description Shopping  Culture: French malls (Galeries Lafayette) French fashion	Listening comprehension Oral communication Reading comprehension Writing
22-28	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 activities Music instruments Likes and dislikes  Culture: French songs, music and DJs	Listening comprehension Oral communication Reading comprehension Writing

# Design

This year students will enjoy three trimesters of Design provided in three focussed environments. Students are challenged to solve problems during trimesters in Product Design (PD), Systems (SD) and Digital Design (DD). Grade 7 students are reinforcing their knowledge of the Design Cycle throughout these units.

Semester	Unit/Statement of Inquiry	Key Concept	Content	Assessment
Product	Express yourself	Creativity	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	Logic	First Lego League (FLL) Robotic skills	Inquiring and Analysing Developing Ideas Creating a Solution Evaluating
Digital	Dressing it up	Aesthetics	Digital manipulation (Photoshop) Narrative Camera-Craft	Inquiring and Analysing Developing Ideas Creating a Solution Evaluating
Product/ Digital	Express yourself safely	Systems	Introduction to die casting metal, finishing metal and .	Inquiring and Analysing Developing Ideas Creating a Solution Evaluating
Product/ System	Express yourself in 3D	Form	Introduction to die casting metal, finishing metal. Design own part to print on 3D printer	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
1 - 2	Introduction: A successful ensemble performance is the result of hard work and collaboration.	Communication	The students will use private instruments or school provided recorders to learn essential performance skills.	Playing tests, teacher observations, small quizzes, recorded iMovies, and a process journal will be used as assessment tools.
3 - 8	Performances  Tourism: Music helps us to immortalise our traveling experiences.	Communication	Using their skills and their knowledge of the Elements of Music, combined with their compositional skills, students perform the music related to specific time periods. They will complete a song analysis and research project related to their performance piece.	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.
9 - 18	Compositions:	Connections	Students will study compositional techniques, including chord maps, aleatoric, rhyming schemes, song structures, and country studies.	A summative song compositional task. This unit will have a strong focus on the creative cycle and how their process journals show their development as musicians over time.

## **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
1-4	Improvisation: The art of quick thinking	Communication	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
4-10	Melodrama: Humanity consists of archetypes	Culture	In this unit, you will explore the world of heroes, villains, heroines and fools. These stereotypes will require exaggerated gestures and voice. You will consider how archetypes are reflected in society and how Melodrama is still present in many forms of TV, film and theatre.	Reflecting and recording ideas using the Developmental workbook. Performing
10-16	The Art of Comedy: we are all comedians	Identity	In this unit you will encounter a range of comedic styles and contemplate what it is that makes us laugh.	Reflecting and recording ideas using the Developmental workbook. Performing

# 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.

<b>Week</b>	<b>Unit/Statement of Inquiry</b>	<b>Global Context</b>	<b>Content</b>	<b>Assessment</b>
1-9	Unit 1 Bacteria  Creation facilitates the expression of ideas, thoughts and emotions about new discoveries.	Scientific & Technical Innovation	Artist study, research on health issues in 21st century, creating a 3D model of a bacteria that could benefit the health of people in 21st century, clay techniques (pinch pot and coiling), acrylic painting or glazing	Submission of a completed 3D model of a bacteria  Process Journal detailing working process including ongoing reflection and evaluation
10-19	Unit 2 Repeat Pattern Print  Nature inspires artists to create patterns, which represent cultural beliefs and values.	Personal & Cultural Expression (Belief and value)	Research on patterns from different cultures, observational drawing, enlarging an image, and creative drawing & use of Photoshop	Submission of a completed digital image  Process Journal detailing working process including ongoing reflection and evaluation

# 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.	Connections	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?	Identity	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.	Aesthetics	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.	Systems	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.	Form	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.	Interactions	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.

# xBlock

We are excited to introduce “xBlock” this school year as our daily student-directed inquiry time in Grades 6 and 7. The goal of this block is to give students the autonomy to discover and explore their areas of interest and the support to pursue them effectively, while building (ATL) skills and mastering various learning outcomes (SLO’s). During xBlock Grade 6 and Grade 7 students are mixed into groups of 10-12 pupils and paired with an Advisor that supports each student through their personal journey of inquiry. Out of eight blocks per cycle, five are dedicated to this work, while three others integrate a social and emotional learning component through Advisory sessions and our “Life 101” wellness curriculum, supported by our Middle School Counsellor. The sum of these blocks represent exactly 20% of our 6<sup>th</sup> & 7<sup>th</sup> grade students’ formal school life.

Our purpose in building this learning structure is to best equip our students for the complex world in which we live by putting student voice and choice at the center of learning; inspiring international mindedness, personal excellence, and creative thinking. This connects directly with the NIS Mission and Strategy and is supported by best-practice within our Region and around the world. Please contact your child’s Advisor for details and stay tuned for opportunities to get involved!

## 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	4	10
Mandarin	4	10
Languages (French/Spanish/ ECSS)	4	10
Sciences	4	10
Math	4	10
Humanities	3	7.5
Design	3	7.5
Drama/VA/Music	3	7.5
PE	3	7.5
xBlock	7	20
<b>TOTAL</b>	<b>40</b>	<b>100</b>

## Contact Details

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