



杭州漢基
Hangzhou CIS

Hangzhou CIS Curriculum Handbook

Autonomy



Better
Being



Collaboration



Defined Discipline



CONTENTS

4	CIS Mission
6	Growth at Hangzhou CIS
7	Hangzhou CIS four pillars
9	Hangzhou CIS four pathways to learning
13	Our Hangzhou CIS curriculum
16	Autonomy
17	Discovery U
19	Beyond
22	Better Being
31	Collaboration
50	Disciplines
79	MYP Community Project

CIS Mission

CIS MISSION

漢基國際學校辦校宗旨



Chinese International School is committed to the achievement of
漢基國際學校以教授中英雙語課程為旗幟，
academic excellence and is characterized and enriched by its
並竭力據此達致最高學術水平。漢基的辦校
dual-language programme in Chinese and English. The mission of
宗旨是激勵學生終生愛好學習，追求知識。
Chinese International School is to inspire students to a life-long love of
我們啟發學生的求知慾，培養其獨立性與具批判性、
learning. The school encourages intellectual curiosity and independent,
有創見的思考能力，並藉此激發學生的潛力，促長
critical and creative thinking which will maximize students' potential
其完美人格。我們致力於培訓學生成為富悲憫心，
and promote the growth of the whole person. The school prepares
具高尚情操，有責任感的人，期許他們對國家及
its students to be compassionate, ethical and responsible individuals,
世界作出貢獻，尊重別人的意見、信仰與文化，
contributing to local and global communities, respectful of other views,
且勇於創新。
beliefs and cultures, and concerned to make a difference in the world.

Growth at Hangzhou CIS

Growth at Hangzhou CIS

Our Hangzhou CIS programme is a very special and unique programme. At its heart is to achieve the very best for our students as we live and learn alongside each other, during which will most certainly be one of their most marvellous and memorable years in their school story.

Our programme is distinctive and offers a distinguishing centre piece in our students school story. We wholeheartedly believe that the Hangzhou experience adds the greatest value to our students, encouraging them to their best as part of an experience that will richly impact on them for the rest of their young lives.



The central aim of our Hangzhou CIS programme is to encourage growth. This growth will manifest through the various dimensions of our programme, in remarkable and varied ways.

Hangzhou CIS four pillars



Hangzhou CIS four pillars

The four pillars of our programme are; Community, Character, Challenge and China.

Community

Our Hangzhou CIS programme focuses on the growth of our students as part of a small community. This is a very special and unique facet of our programme and throughout the year the students enjoy the incredible benefits of this environment as they grow, living and learning together in our close knit ,and inclusive community.

Character

Our Hangzhou CIS programme focuses on the growth of the whole person and their character. In our community, our students are encouraged to become more confident as young people as they build an increasing commitment to the wellbeing of their self and others when living and learning together and relationship building.



Challenge

Our Hangzhou CIS programme focuses on the growth in students as they seek and respond to challenge. In many areas of our programme the students will be exposed to challenge as they live and learn in a new environment. Each moment of challenge is an opportunity for us to foster a growth mindset in our students, building their ability to embrace challenge, build resilience and keep an open mind.

China

Our Hangzhou CIS programme focuses on the growth in students within China as they get to know their new home. Our Hangzhou CIS programme creates rich opportunities for our students to grow in their ability to develop and apply their dual language gift in our authentic Chinese context, both inside and outside the classroom. Throughout the year we provide a range of experiential learning experiences within our Chinese context. All experiential experiences are designed to enable students to grow further in their understanding and appreciation of our rich Chinese language and culture.

Hangzhou CIS four Pathways to Learning



At Hangzhou CIS, to achieve growth across these four pillars of our curriculum: Community, Character, Challenge and China, we offer students four multiple pathways to learning to achieve their very best.

These pathways to learning can be experienced in isolation or interwoven were applicable. These multiple pathways compliment our living and learning environment in Hangzhou. These multiple pathways, include one or a combination of; experiential learning, interdisciplinary learning, personalised learning and learning in depth.

At the centre of our design is our desire to encourage the celebration of academic accomplishment and a lifelong love of learning.

Hangzhou CIS four Pathways to Learning

Experiential

At Hangzhou CIS, to achieve growth within our students we offer learning experiences that are experiential. China as our classroom is a key feature of what we do here in Hangzhou and our students are provided with rich opportunities to explore our local context and other parts of China.



We value the process of learning through experience with the Chinese culture and language at our core.

**I hear and I forget, I see and I remember, I do and I understand'
Confucius**

Personalised

At Hangzhou CIS, to achieve growth within our students, we explore ways to encourage students to personalise their learning.

Through personalisation they are able to engage with their interests and passions, become more curious in their learning, and drive learning with rich purpose and meaning.

All of these conditions are provided to enable students to increase their success in their learning, a success we hope will connect them with a love of lifelong learning far beyond Hangzhou CIS.

**'What we learn with pleasure we never forget.'
Alfred Mercier**

Interdisciplinary

At Hangzhou CIS, to achieve growth within our students we place interdisciplinary learning at the heart of our teaching and learning pedagogy, in particular within Autonomy and Collaboration.



1 + 1 = 3 is our interdisciplinary learning model

The Autonomy and Collaboration model is our 1 discipline + 1 discipline = 3 interdisciplinary learning model. As part of the students learning experience, the interaction of disciplines and conceptual ideas produce a combined effect far greater than the sum of their separate parts, with synergistic thinking is at its heart. The MYP's inquiry based and concept based learning are key to aid synergistic thinking.

Synergistic thinking engages the student's personal intellect and conceptual mind. As students are asked to consider skills and factual knowledge through a conceptual lens and to arrive at a generalization statement (transferable conceptual understanding) that represents the skills and factual examples presented, they are thinking synergistically.

Synergistic thinking is far beyond the attributes of ordinary thinking. Synergistic thinking requires one to stand back, examine problems more critically and broadly, and to thoughtfully reach a conceptual understanding or generalization that can be defended with evidence.

"Every truth has four corners: as a teacher I give you one corner, and it is for you to find the other three."

Confucius

Hangzhou CIS four Pathways to Learning

Learning in depth

At Hangzhou CIS, to achieve growth within our students, we explore ways to encourage students to learn in depth.

Through learning in depth they are able to engage with their learning, become more curious in their learning, and drive learning with rich purpose and meaning.

All of these conditions are provided to enable students to increase their success in their learning, a success we hope will connect them with a love of lifelong learning far beyond Hangzhou CIS.



“The important thing is not to stop questioning.

Curiosity has its own reason for existing’

Albert Einstein



Hangzhou CIS Curriculum

Curriculum Overview

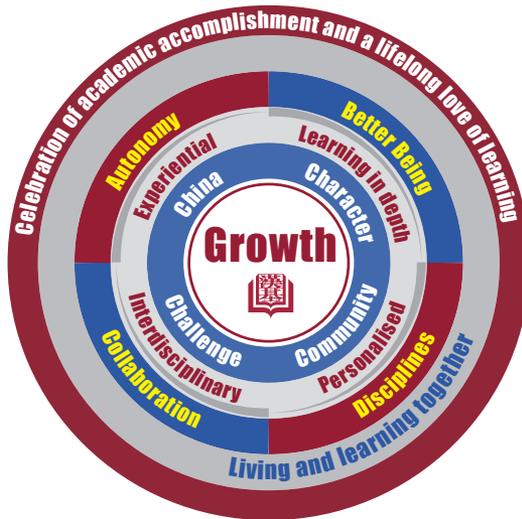
Our curriculum is in four interconnected parts, designed to ensure our students connect to their fullest with the living and learning environment here in Hangzhou and are acquiring the skills they need for success in our 21st Century world.

Our concept of a curriculum represents a hybrid of the best of contemporary practice: learning in depth, positive education, project based learning and traditional disciplines.

The useful image of a tetrahedron, a four-cornered solid with all four points connected to each other, was taken as a visualisation of something balanced, inter-connected and grounded with a secure base whichever way it falls. These elements are named ABCD for simplicity and these letters stand for 'Autonomy', 'Being', 'Collaboration' and 'Disciplines'.

This is our 'Modern Quadrivium'. We believe it is the best curriculum design any of us have ever seen.





Autonomy

The objective is for each child to become an expert about something

Being

The goal is a school curriculum that takes ethics, character, virtue, well-being, self-knowledge and acquisition of the skills and understanding to live a good life and places it at its core.

Collaboration

Collaboration is an interdisciplinary course applying the four disciplines of the Arts, Design, Individuals and Societies and Science, across ten academic inquiries.

Disciplines

The disciplines of Mathematics, Language Acquisition (Chinese, French and Spanish), Language and Literature (English and Chinese) are taught traditionally as separate areas of exploration.

Collaboration, Disciplines and aspects of Better Being are assessed using the Middle Years Programme Assessment criteria.

Autonomy

Autonomy Aims

The aim of Autonomy is for each student to become an expert about something and in the process acquire understanding about how knowledge works, pleasure in learning, stimulated imagination, purposeful activity, a deeper sense of self and an awareness of meaning that can function at a profound level.

The main source text for this approach is *Learning in Depth* by Kieran Egan. Lee S. Shulman, President Emeritus of The Carnegie Foundation for the Advancement of Teaching, describes this book, as follows:

“This is a fascinating, provocative, utterly visionary and courageously speculative imagining of an educational future that is simultaneously elite and egalitarian, deeply intellectual yet utterly connected to passion and identity. A most audacious proposal from one of education’s most audacious thinkers . . . an inspiring challenge to those who aspire to deep understanding for their students.”

Mastery of a particular topic can help support key psycho-social developmental gains, including self-confidence and humility. In addition, familiarity with how knowledge is constructed and disseminated, how it is provisional and how one can acquire learning and understanding individually will support higher levels of achievement at Diploma level, university and beyond. Deeper insight into the nature of knowledge itself will support students to develop as more critical thinkers, less likely to be satisfied with accumulating superficial facts about a topic.

Discovery U

For Semester one, students take part in 'Discovery U' with a choice of short and long courses that they select independently based on their own learning interests.

The courses offered cover a range of disciplines areas, topics and concepts. The learning environment provides space for autonomous learning that enables the students to start to consider what they really enjoy learning about and how they engage best with their learning. Some courses will be experiential in nature and will use China as their Classroom.

Duration:

3 hours a week

Assessment

There will be no assessment for Autonomy.



Autonomy: 'Beyond' Overview

BEYOND

Autonomy also provides the basis for the 'Beyond' programme in Semester two.

'Beyond' is a three week period of concentrated endeavour in which we create the circumstances for learners to reach elevated levels of achievement and engagement that simply can't be catered for in conventional school settings. Students do not follow their usual timetable in school.

The 'Beyond' project is a stand-alone piece of work: something that starts and finishes as part of the 'Beyond' process. However, the project can be something that grows out of and is informed by the Autonomous Study in Discovery U.

With China as our classroom, Beyond allows learners to design their own personalised learning experience from start to finish. Learners decide on:

- Where they stay in their assigned location
- How they get there
- Where they eat
- The timings of their day
- What they learn
- What product they produce
- Most importantly, how their personal interests drive purpose and meaning



Autonomy: Beyond Aims

We aim to create conditions for our community to:

- Create personalised approaches to learning and discovery by tailoring learning journeys together.
- Connect, pursue and be driven by personal interests and passions deriving from the Autonomous Studies.
- Experience heightened engagement and fulfilment through purposeful and meaningful learning.
- Continue to develop an understanding of the whole person



Autonomy: Beyond Staffing and Reporting

Staff Roles

Staff will be mentors and partners as they too take the opportunity to use the 'Beyond' experience to develop projects of their own and to model learning. The approach taken is that of the 'Advanced Learner', in which the member of staff is learning alongside the student and sharing in the process.

Process

The idea for the 'Beyond' project will build out of their explorations in Discovery U. Throughout Semester two students will be supported as they build an idea for their project, and create a clear connection with the Beyond location within China. What happens next is up to the student!

Reporting

Reporting on 'Beyond' is in the form of an individual letter from the 'Beyond' partner to the parents sharing the experience of working alongside the student for this period.

There is no assessment for Beyond- simply the feeling of joy in learning will be enough as we watch the students grow as a whole person in incredible ways and follow unique learning pathways.



Better Being

Better Being: Aims & Description

Better Being Vision

Better Being aims to allow students to develop an understanding of themselves, their place in the world, their future directions and how to draw upon their strengths and mindful practices in times of adversity.

Better Being aims to allow students to develop an understanding of the importance of physical and mental health and concentrates on developing and practicing techniques and strategies that enhance overall well-being.

Course Description

Better Being is a course that focuses on developing physical and mental wellness through a combination of evidence-based interventions. The safe, open atmosphere that is created throughout the sessions *Home Time*, *Family Time* and *Move Time* and all other areas of delivery, give students the opportunities to continue developing a rich understanding of themselves.

There are four projects that the students work through over the course of the year: The Inner Dragon Project, The Footprints Project, The Shifu Yoda Project and the Engine Project.

Delivery

Home Time (Heads of Houses/Coach Mentors): 1 hour per week

Family Time (Coach Mentors): 3.5 hours per week

Move Time (PE Staff and Coach Mentors): 3 hours per week

1:1 Time

Community Time

Celebration Time

Invisible Lessons

Assembly Time



Better Being: The Inner Dragon Project

Aims

The students will:

- Continue to develop an awareness of individual strengths,
- Develop opportunities to recognise and build upon the strengths of the community,
- Develop links between strengths, self identity and passions,
- Develop an understanding of the importance of honesty,
- Reflect on how we form our own self-identity,
- Become aware and open to natural changes in self-identity,
- Fulfil Criteria B and D of the MYP PE Objectives.

Overview

The Inner Dragon Project aims for all students to feel that they are unique and valued individuals, each in their own way. By experiencing the ongoing effects of positive emotions, the aim is that students continue to develop the confidence and resilience to approach difficulties and challenges from a strengths perspective (Bonniwell & Ryan,

2012). Students take part in numerous activities that require them to think about and use strengths to continue to form a deeper understanding of their identity. Initially the focus of the sessions is on identifying and understanding individual strengths (Peterson & Seligman, 2004); however, the overall aim of the project is to reinforce how our individual strengths can impact positively on others and enable a community of people to accomplish things together and thus to truly flourish.



Better Being: The Inner Dragon Project

“...what neuroscientists have discovered in the past five years alone paints a riveting picture of the biological relationship between the body, the brain and the mind” (Ratey, 2008)

Throughout the project students develop a personal fitness and team fitness plan that prepares them for Dragon-boating as a House team. They develop their own physical fitness goals and research exercises. They also create their own circuits that will help them be stronger members of the team, while increasing physical and mental wellness.

The students will train individually and as a team in preparation for their Dragon-boating race at the end of the project. This project aims to be one that fulfils the concept that “character must be developed by action, and not merely by thinking or talking about it” (Norrish, 2015). The final session of the project will see all students receive a letter from their parents and also their Head of House, which is focused on their character strengths and what they have accomplished in this first project.

Assessment Quantitative

The project will be assessed through *Move Time*, using the MYP Physical and Health Education Criteria.



Better Being: The Footprints Project

Aims

The students will:

- Continue to understand types of relationships,
- Continue to develop relationships,
- Develop their expectations for relationships within communities,
- Understand that everyone within a community is interlinked,
- Develop an understanding of themselves and the part they play within the larger community,
- Understand that they naturally belong to multiple communities at the same time,
- Fulfil Criteria B, C & D of the MYP PE Objectives.



Throughout the Footprints Project, all students are provided with the opportunity to develop an understanding and appreciation of the importance of their own history and the importance of strong relationships with families, friends and being part of a community (Seligman, 2011). We will engage in activities that involve student discussion of the strengths they have seen in their family members.

Students trace their family history and are engaged in writing and reading a gratitude letter over the phone. The letter focuses on the strengths they see in their parents and those that have come before them.



Better Being: The Footprints Project

Throughout the Footprints project students not only trace their family history (which leads most to China), they also learn traditional Chinese Lion Dance. This is physically demanding and will involve students working in their dorm groups. Students create their own dance after having individual workshops with professional Lion Dancers. The students prepare the dances to be performed locally as part of the Chinese New Year celebrations on campus, throughout the city of Hangzhou and on a Skype link to the parents of those students in that dorm group. Students are again training together and reinforcing positive relationships with each other, their community and their homes, whilst connecting to Chinese culture.



Assessment

The Project will be assessed through Move Time, using the MYP Physical and Health Education Criteria.



Better Being: The Shifu Yoda Project

Aims

The students will:

- Explore the correlation between physical and mental health,
- Balance physical exertion and mental determination to achieve well-being,
- Investigate how the mind works and how a well-exercised mind is maintained,
- Investigate their own personal strategies for achieving this overall well-being,
- Fulfil Criteria A & C of the MYP PE Objectives.



Overview

The Shifu Yoda Project is designed to develop a curiosity and awareness around the importance of being present, while at the same time exploring the functions of the brain, mindfulness and neuroplasticity (Dweck, 2016). The sessions are designed to allow students an introduction to a number of meditative practices and strategies with the hope that at least one will resonate with each student.

Throughout the Shifu Yoda Project students develop an understanding of and practice a traditional Chinese Martial Art as a House Group. The students receive professional instruction and take part in a concentrated practice of their chosen form, as well as continuing to practice other mindful practices they have been introduced to during the project.



Assessment

The Project will be assessed through Move Time, using the MYP Physical and Health Education Criteria.

Better Being: The Engine Project

Aims

The students will be able to:

- Consider what gives them a sense of fulfilment,
- Continue to develop links between strengths, self-identity and passion,
- Develop an understanding of the importance gratitude and hope,
- Reflect on how self-identity changes,
- Heighten awareness and be open to natural changes to self-identity,
- Develop resilience ,
- Fulfil Criteria A & B of the MYP PE Objectives.

Overview

The Engine Project is designed to help students reinforce an understanding of their individual strengths and allow them the opportunity to consider the importance of understanding what they are passionate about. The project will ideally inspire students to spend more time working on their passions (Robinson, 2009).



Students are made aware of how they can draw upon hope, gratitude, strengths and fulfilling relationships to maintain resilience when faced with unexpected turns. The students are encouraged to continue to search for what they are passionate about to inspire them to think carefully about every day and the directions they take through life. The project is closely linked to the Pixar Film Cars and follows the story of Lightning McQueen's unexpected experiences on Route 66.

Throughout this project, students will reflect upon their year together and create a six-week fitness plan that will prepare them as a House group to complete a three-day hike together.



Better Being: The Engine Project

Students will build upon the skills developed in the Inner Dragon Project, relating to individual and group fitness acquisition, to improve their approaches. As part of their journey, students will also ensure concentrated group practice of their martial art form as well as other mindful practices.

Assessment Quantitative

The project will be assessed through Move Time, using the MYP Physical and Health Education Criteria.



Collaboration

Collaboration overview

Collaboration is an interdisciplinary course applying the four disciplines of the Arts, Design, Individuals and Societies and Science across ten academic inquiries. The course is assessed using the MYP subject criteria.

During Collaboration, students have opportunities to demonstrate interdisciplinary understanding when they bring together concepts, methods and forms of communication from two or more disciplines.

Within the inquiries, students have diverse opportunities to explain phenomena, solve problems, create products, and raise new questions in a more sophisticated approach than from a single disciplinary perspective. We naturally make connections between different areas of knowledge in order to understand more about the world, and Collaboration offers the space for students to do this more richly.

Each student will experience Collaboration for 12 hours a week.



Collaboration course overview: *in brief*

Each student will complete the following 10 inquiries:

Inquiry 1: Artist: Changed China. China Changed.

Inquiry 2: Scientist: The Chemistry of Tofu Making

Inquiry 3: Designer: Design for Life

Inquiry 4: Explorer: Our Hangzhou Home

Inquiry 5: Artist and Scientist: Science Alive

Inquiry 6: Explorer and Scientist: Green is Gold

Inquiry 7: Scientist: Mysteries of motion

Inquiry 8: Artist and Explorer: History has eyes

Inquiry 9: Designer and Explorer: Designing Social Change

Inquiry 10: Artist and Designer: Hangzhou Hawks. Made in China

The following pages will offer a brief summary of each inquiry.



Inquiry 1: Artist Changed China. China Changed.

Inquiry Statement

The change around and within us is always ongoing. We can build appreciation and wonder from this beautiful, remarkable, unpredictable and everlasting story of change.

Inquiry Aims

Students will be able to:

- Select and explore a geographical, historical, economic, sociological or political focus within Chinese society.
- Examine artists who have explored change in their work and transfer the concepts and processes into artistic creations.
- Create 'China and Change Live' - a multimedia experience (live film, art installations, music and drama) to demonstrate the questions that students have investigated, the answers that they have found, and the questions that they continue to pose.



Duration

12 hours

Assessment

Students will create a multimedia performance in response to the inquiry statement, incorporating **one** response for either Visual or Performing Arts. Students will be marked on all Criteria for the Arts.

Collaboration
Artists Designers Explorers Scientists

Inquiry 2: Scientist The Chemistry of Tofu Making

Inquiry Statement

The Periodic Table is the crowning achievement of scientific innovation, allowing for an understanding of materials on multiple levels and reinforcing the universal theme of “Structure determines Properties”.

Inquiry Aims

Students will be able to:

- Research and investigate how a chemical gelling agent works in creating a polymer network in tofu.
- Evaluate the advantages and disadvantages of using different chemical gelling agents.

Duration

12 hours

Assessment

Students will plan and implement an investigation, collecting and analysing data, to make conclusions based on scientific data in the form of a lab report. Students will be marked using Criteria A, B and C for Science.



Collaboration
Artists Designers Explorers Scientists

Inquiry 3: Designer Design for Life

Inquiry Statements

Good design can improve human life. We can make design more concerned with form and function.

Inquiry Aims

Students will be able to:

- Be introduced briefly to a variety of areas within both Digital Design and Product Design that they can select to pursue throughout the Collaboration course.
- Research and investigate a real-world problem through the design thinking process and create a prototype to test a concept and process.



Duration

12 hours

Assessment

For Product Design, students will be required to create a design brief and prototype. Students will be marked using Criteria B for Design.

Collaboration
Artists Designers Explorers Scientists

Inquiry 4: Explorer Our Hangzhou Home

Inquiry Statement

Meaningful interactions with our community and critical observation of the diversity and interdependence of our environment create a deeper understanding of our sense of place.

Inquiry Aims

Students will be able to:

- Identify a relevant historical, political, or social issue of interest
- Utilise both primary and secondary sources to extend their knowledge of the area.
- Explore their new local neighbourhood, conducting interviews to gather information in support of their research question.



There are links with this inquiry and Inquiry 8 for Collaboration and units in both Language and Literature Chinese and English.

Duration

12 hours

Assessment

Students will produce an interesting and succinct one-minute video giving an overview of the chosen issue. Students will be marked using Criteria B and C for Individuals and Societies.

Collaboration
Artists Designers Explorers Scientists

Inquiry 5: Artist and Scientist Science Alive

Inquiry Statement

Biological models and systems are often complicated. The use of artistic skills and techniques in creating and performing can be used to explain difficult biological concepts. This can make understanding such concepts easier while at the same time telling the human story.

Inquiry Aims

Students will be able to:

- Research and investigate a biological model and system.
- Apply and demonstrate this knowledge in a performance to explore the scientific and human story.

Duration

30 hours

Assessment

Students will create a performance to communicate their understanding of a scientific model or system of their choice. The performance will explore the scientific and human story. Students will complete a script and process journal to further detail their understanding. For this inquiry the MYP IDU assessment framework will be used to address all criteria.



Collaboration

Artists Designers Explorers Scientists

Inquiry 6: Explorer and Scientist Green is Gold

Inquiry Statement

Business, political, scientific, and environmental systems work in balance to achieve sustainability and economic prosperity.

Inquiry Aims

Students will be able to:

- Analyze various types of plastic by chemical composition.
- Identify and classify organic compounds.
- Investigate the most current and relevant global environmental concerns.
- Conduct thorough research that demonstrates a deep understanding of the chosen issue from various perspectives.
- Synthesize knowledge into a coherent argument and make a recommendation for action



Duration

30 hours

Assessment

Students will create a digital or physical product to address the relationship between economic growth and global sustainability. Students will complete a process journal to further detail their understanding. Students will be assessed using Criteria A and B from both Science and Individuals and Societies.

Inquiry 7: Scientist Mysteries of Motion

Inquiry Statement

Models of movement allow us to understand and predict change.

Inquiry Aims

Students will be able to:

- Understand that a changing world can be described using mathematical models, but scientific evidence is needed to verify their accuracy.
- Apply their knowledge to design and conduct a scientific investigation exploring the physics of motion and energy. Students will investigate: position, displacement, velocity acceleration, forces, friction, potential and kinetic energy.

Duration:

30 hours

Assessment

Students will demonstrate knowledge and understanding and create a science investigation report. Students will be assessed using Criteria A, B and C from Science.



Collaboration
Artists Designers Explorers Scientists

Inquiry 8: Artist and Explorer History has eyes

Inquiry Statement

Everyone has the capacity to develop and be hindered by bias. Everyone has the capacity to be liberated and enlightened by being open to perspective.

Inquiry Aims

Students will be able to:

- Explore their own bias and perspectives to form a further appreciation of human and environmental commonalities and diversity.
- Select current events and events from Chinese history, and explore these events for bias.
- Create a research investigation, artistic and/or product design response that explores this investigated historical bias, to offer different perspectives.
- Develop an appreciation of the importance of being responsible citizens of local and global communities by actively exploring multiple perspectives.



There are links to this unit with inquiry 4 of Collaboration, Unit 2 for Literature and Language (Chinese) and Unit 2 and 3 Literature and Language (English).

Duration

60 hours

Assessment

Students will create a research investigation and an artistic response that explores this investigated historical bias to offer different perspectives. Students will be assessed using Criteria A and D from the Arts, Criteria B and C from Design, and Criteria B and C and from Individuals and Societies.

Inquiry 9: Designer and Explorer Designing Social Change

Inquiry Statement

We develop ideas and design solutions to make sustainable and innovative change, through investigating human problems and the systems of society.

Inquiry Aims

Students will be able to:

- Explore social change and famous change makers from around the world.
- Discuss UN Global goals and other relevant/current social issues.
- Complete independent research about social change.
- Design and create a digital product to address the issue.
- Evaluate the effectiveness of their solution.



Duration

30 hours

Assessment

Students will design and create a digital product to address their investigated social change focus. Students will be assessed using Criteria A, C and D from Design and Criteria A, B and D and from Individuals and Societies.

Collaboration
Artists Designers Explorers Scientists

Inquiry 10: Artist, Designer and Explorer Hangzhou Hawks. Made in China.

Inquiry Statement

The challenges of designing for entrepreneurial success can eventually be the catalysts for one's great success.

Inquiry Aims

Students will be able to:

- Follow the design cycle to create their own new product for the Chinese market. The purpose of their product is to make the world a happier place!
- Visually and verbally present their design idea(s) to their 'Hawk' investors. A representation/prototype must be included.
- Market their product successfully through a selection of the following:
 - Designing an advert (stop motion, real life advert, animation)
 - Designing a 'jingle' or 'song' for their product
 - Designing a poster, logo for their product
 - Presenting their investor pitch for their product



Duration

60 hours

Assessment

Students will create a 20-minute pitch at Hangzhou CIS Hangzhou Hawks Live including the elements detailed above. Students will be assessed using Criteria B and C from the Arts, Criteria A and B and from Design and Criteria B and C from Individuals and Societies.

Collaboration Learning Principles: In Brief

1. **Teachers and students are *Learning Experience Designers*.**
2. **How we teach/learn teaches more than what we teach/learn.**
3. **Learning can happen everywhere and anywhere...always.**
4. **Great learning by design creates more questions than answers!**
5. **Passion. Do I love this? Is this engaging me?**
6. **We learn best when we challenge ourselves and others.**
7. **We learn best when we place our wellbeing and the well being of others at the centre. Other people matter.**

1. Teachers and students are Learning Experience Designers.

- This is all about the 'we'. Flip accountability.
- Students are designers and leaders of their own learning.
- Students are apprenticing to become advanced learners and collaborators.

2. How we teach/learn teaches more than what we teach/learn.

- We learn everything better when we are also learning how to learn.
- We learn best when what we are doing comes from an internal 'Why.' Why am I doing this? Why is this important to me?
- We are all developing a skill set for our love of lifelong learning. How can I continue to develop my skill set?

3. Learning can happen everywhere and anywhere...always.

- What rich opportunities are we seeking in our Chinese classroom?

4. Great learning by design creates more questions than answers!

- I am willing to Wonder.
- I am willing to sense.
- I am willing to be curious.
- I can always use 5 what's, 5 why's or 5 how's...
- Do I have lots of questions?

5. Do I love this? Is this engaging me?

6. Challenges are opportunities for growth to go beyond

- We learn best when we challenge ourselves and others.
- We learn best when we are building our resilience.
- We learn best when we are open to criticism and advice.
- Am I riding the learning rollercoaster?
- Do I agree to fail forwards?

7. We learn best when we place our wellbeing and the well being of others at the centre.

- Am I making a positive difference to someone's life?
- What great 'stuff' am I learning about me?
- A smile and a 'high five' make us feel good.



Collaboration Assessment

During the Collaboration course both teachers and students use four approaches to assess learning.

Each approach is designed to help students learn how to become better learners and to consider: ***How do I know if I am a good learner? How do I become a better learner?***

The four approaches are the:

- MYP subject criteria**
- Collaboration MYP inquiry and concept based learning model**
- Collaboration 'C's - My learning tool kit**
- Collaboration - My learning behaviours and strategies guide**

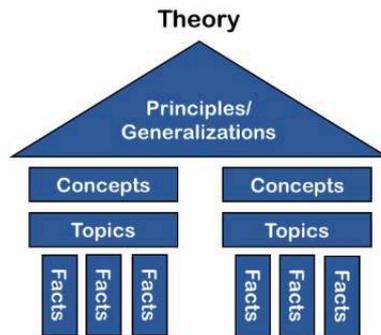
Each student completes a learning questionnaire at the beginning of the year to support the student in identifying their learning behaviours and strategies.



Collaboration's MYP inquiry and concept based learning model

Our model follows Lynn Erikson's Structure of Knowledge theory:

Structure of Knowledge-H. Lynn Erickson



Adapted from H. Lynn Erickson

Each learner, within each inquiry will explore the learning stages below:

1. What will I know? What new factual knowledge will I acquire?
2. What will I know? How will I apply this factual knowledge?
3. What is my conceptual understanding? How will I apply synergistic thinking?
4. What will I do with this new knowledge and conceptual understanding?

Collaboration 'C's: A Learning Tool Kit

Within Collaboration we focus on creating more opportunities to become 21st century thinkers and explorers.

The collaboration 'C's' are divided into 5 keys areas of competence:

- **Curious creators**
- **Collaborators**
- **Communicators**
- **Challengers**
- **Carers**

Each key area offers 'strategies' for learning, to obtain learning success in these key competency areas.

The 'C's do not need to remain under the suggested areas of competence. They are in fact versatile and can be applied to different areas of competency to suit.



Curious Creators	Collaborators	Communicators	Challenges	Carers
Collectors of content	Communicative	Credible	Critical thinkers	Companions
Curious	Connected	Clear	Creative thinkers	Considerate
Capitalisers	Cooperators	Capable	Complex	Congratulators
Connectors	Compromisers	Consistent	thinkers	Complementers
Considered	Competent	Cheery	Challenged	Committed to
Conceptualisers	Contributors	Convincing	thinkers	citizenship
Comparative	Consolidators	Capturers	Competitive	Considerate
Chronological thinkers	Committed	Calm	Confronting	Compassionate
Conscientious	Compatible	Captivating	Commanding	
Conclusive		Composed	Courageous	
Creators		Confident	Controlled	

Collaboration - My learning behaviours and strategies guide

The learning behaviours and strategies guide seeks to capture and evaluate the habits of mind and patterns of performance that provide for successful learning.

The learning behaviours are divided into 8 key focus areas, linked with the the MYP Approaches to Learning: **Self management, taking initiative, working independently, challenge, resilience, attitude to feedback and advice, working collaboratively and conducting myself.**

At the beginning of the Collaboration course, students undergo a series of questions and discussions to create a clearer picture of their approach to learning- their learning behaviours and learning strategies.

Within each inquiry, students have the opportunity to return to the guide to reflect further on their learning practice.

Disciplines

Disciplines: Overview

The disciplines of Mathematics, Language and Literature (English and Chinese), Language Acquisition (Chinese) are taught traditionally as separate areas of exploration and assessed using the MYP Criteria. The following pages will outline these units.



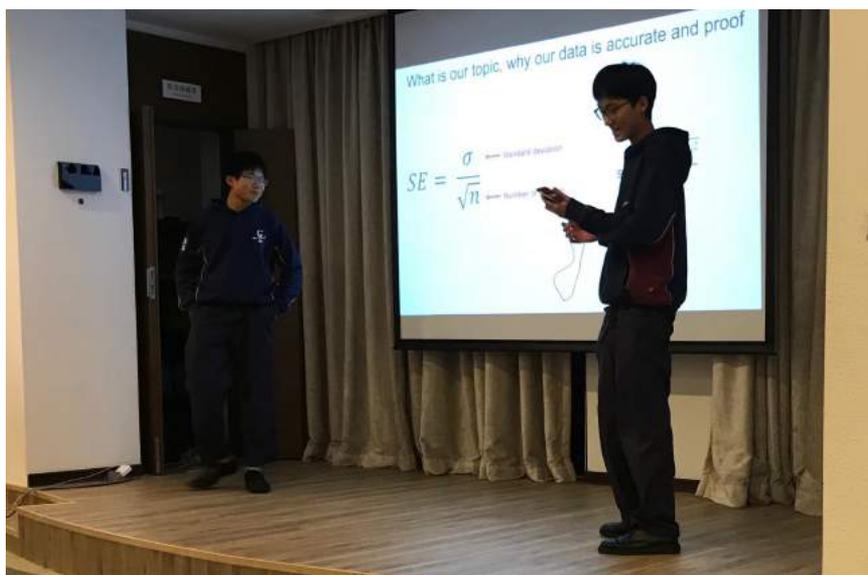
Mathematics

Aims

The aim of the Mathematics curriculum is to help students develop mathematical knowledge, understanding and skills, as well as awareness and appreciation of the powerful connections that link mathematics to other disciplines. Emphasising the use of proper vocabulary and the application of effective forms of verbal and written communication, the curriculum ensures that students' achievements in mathematics will go beyond the development of proficient computational and manipulative skills. The teaching techniques and strategies applied in the classroom encourage students to use tools, resources, procedures and relationships of mathematics to effectively deal with problems in unusual situations.

Course Description

MYP Mathematics focuses on four important branches of mathematics: number theory, algebra, geometry and trigonometry, and statistics and probability. Every unit develops an important cluster of related concepts, skills, procedures and ways of thinking that build on and are closely related to units discussed in earlier stages of the course.



Unit 1 Measurement

Statement of Inquiry

Measurement may or may not be accurate.

Inquiry Aims

Students will be able to:

- Explain how a measurement can be precise but not accurate.
- Use scientific notation to express 'big' or 'tiny' numbers.
- Round a number to a certain amount of significant numbers.

Duration

6 hours

Assessment

Students will have a Criterion A test on the skills above.



Unit 2 Surds and Imaginary Numbers

Statement of Inquiry

The discovery of imaginary numbers and surds. The real life use of surds and imaginary numbers.

Inquiry Aims

Students will be able to:

- Illustrate the general history of the numbers, and distinguish the difference between them.
- Convert any finite and recurring decimals to fractions.
- Prove $\sqrt{2}$ is an irrational number.
- Calculate the 4 operations of surds.
- Demonstrate the pattern of i^n .
- Calculate the 4 operations of imaginary numbers.
- Solve some surds-involved geometry questions.

Extended Maths

Extended Maths students will be able to:

- Explore the pattern of i^n and calculate $(a+bi)^n$.
- Rationalise the surds with 3 or more terms as the denominator.

Duration

16 hours

Assessment

Students will have a Criteria A and C test on the skills above.

Unit 3

Linear Function

Statement of Inquiry

The features and use of lines to make predictions.

Inquiry Aims

Students will be able to:

- Use slope-intercept, slope-point, standard and two-point form writing the equations of lines and explain the advantages and disadvantages of them.
- Solve the simultaneous linear equations.
- Investigate and discover the pattern of geometry linear relationship.
- Solve the simultaneous inequality equations with one variable and two variables.

Extended Maths

Extended Maths students will be able to:

- Solve the simultaneous linear equations in disguise.
- Solve optimisation problems.

Duration

24 hours

Assessment

Students will have a Criteria B C and a Criteria A D test on the skills above.

Unit 4 Quadratic Function

Statement of Inquiry

Pricing your product.

Inquiry Aims

Students will be able to:

- Use Factoring, Completing the Square, and Formula to solve quadratic equations.
- Use Vieta's Theorem to analyse the root of a given quadratic equation.
- Find the coordinates of the vertex of a certain parabola.
- Find the equation of a parabola.

Extended Maths

Extended Maths students will be able to:

- Analyse the graph of parabola.
- Convert Standard form to Vertex form, Factor form and understand the advantages of each.

Duration

20 hours

Assessment

Students will have a Criteria A D test on the skills above.



Unit 5 Trigonometry

Statement of Inquiry

Investigating how the calculator knows the value of Sine to 1 degree.

Inquiry Aims

Students will be able to:

- Solve the right-angled and not right-angled triangles using Sine Rule and Cosine Rule.
- Use Unit Circle to find the value of Sine, Cosine and Tangent of any degrees which are a multiple of 30 degrees

Extended Maths

Extended Maths students will be able to:

- Prove more theorem of trigonometry (like $\sin(a+b)=\sin a \cos b + \cos a \sin b$).

Duration

20 hours

Assessment

Students will have a Criterion A and a Criterion B test on the skills above.



Unit 6 Statistics

Statement of Inquiry

Data companies often lie by manipulating their data.

Inquiry Aims

Students will be able to:

- Make a survey, collect the data, and present the data of discrete and continuous data.
- Understand the concept and the usage of Central(Mean, Mode, Median) and Spread(Range, IQR, SD) of a group of data.

Duration

8 hours

Assessment

Students will have a Criteria BCD test on the skills above.



Language and Literature (English)

Disciplines: Language and Literature (English)

Course Description

Throughout the course we will explore canonical texts such as *1984* by George Orwell and *Romeo and Juliet* by William Shakespeare. The emphasis will be on having students express themselves and become confident storytellers. Whether it's creating anthologies, writing analytical essays, proving a point, or writing fiction and poetry, the aim is for students to perceive their lives as a collection of stories.

Aims

Students will acquire the literary and literacy skills to become effective storytellers and to explore their identities in the context of where they come from, where they are, and where they are going.

In the spirit of Hangzhou CIS's goal for autonomous learning, the units progressively build on the skills and attitudes for students to take control of their learning and classroom experiences, culminating in a unit where they design the very classroom activities and assessments for themselves, with the guidance of their classmates and teachers.



Unit 1: Arrivals

Statement of Inquiry

We are stories.

Unit Aims

The aim of this unit is to have the student create a narrative or a story based on his or her past experiences and background, and to have students analyze a story for its stylistic and literary features.

Students will be able to:

- Learn the art of personal writing or creative non-fiction.
- Connect his or her experiences with a wider community.
- Create a story based on his or her life experiences.
- Analyze a story for its stylistic features

Duration

12 hours

Assessment

When you walk into a room, you bring your whole life with you.

Students will write an autoethnography. While an ethnography is study and description of cultures, rituals, and beliefs of societies and groups of people, an autoethnography turns inward within the individual. The ultimate aim of an autoethnography is for the individual to reflect and explore his or her experiences in the context of a wider society and culture. An autoethnography is written in a narrative, as students will reveal their experiences, thoughts, and emotions through telling a story.

Students will also write a commentary on a short story to identify stylistic techniques and explain their effects.

This unit will be assessed using the following criteria:

Commentary: A (Analysis), B (Organization), and D (Use of text)

Autoethnography: C (producing text)

Unit 2 - Journalism

Statement of Inquiry

To know a city, we must know its stories.

Unit Aims

The aim of this unit is for students to identify and articulate real life stories of members of their community and city.

Students will be able to:

- Conduct interviews with members of their community
- Write an article about issues or people in Hangzhou
- Connect issues personal to an individual to wider society

Duration

16 hours

Assessment

Students will produce an article based on their fieldwork. This article will be part of a larger class newspaper.

This unit will be assessed using the following criteria:

Article: B (Organisation), C (Producing Text), D (Use of Language).



Unit 3: 1984

Statement of Inquiry

The meanings and perspectives of a piece of literature are bestowed mainly by the reader and less so by the author.

Unit Aims

Students will be able to:

- Identify and appreciate elements of the novel.
- Understand and apply a critical literary perspective in their analysis of the novel.
- Read *1984* by George Orwell.
- Learn about critical literary perspectives.
- Write an analysis applying one critical literary perspective.

Duration

16 hours

Assessment

Students will write an analytical essay, applying a critical perspective in their analysis (feminist, postcolonial, social class, deconstructive, reader-response, and more). The essay will be on *1984*.

The unit links with inquiry 8 for 'Collaboration'

This unit will be assessed using the following criteria:

Analytical Writing: A (Analysis), B (Organisation), C (Producing Text), D (Use of Language).

Unit 4: 'Shakespeare's Romeo and Juliet'

Statement of Inquiry

Love liberates.

Unit Aims

The aim of this unit is for students to explore the themes of love and freedom in *Romeo and Juliet* by William Shakespeare.

Students will be able:

- Read the text of *Romeo and Juliet*, as well as watch stage and film adaptations of the play.
- Write an analysis of literary and theatrical devices in the text and adaptation.

Duration

16 hours

Assessment

Students will write an analytical essay that identifies a theme in *Romeo and Juliet*, and how the play conveys that theme through its use of language, and through its representation in film or stage.

This unit will be assessed using the following criteria:

Analytical Writing: A (Analysis), B (Organisation), C (Producing Text), D (Use of Language).



Unit 5: Poetry

Statement of Inquiry

A poem is a poem if I say it is a poem.

Unit Aims

The aim of this unit is for students to both challenge and appreciate facets of what constitutes poetry.

Students will be able to:

- Create an anthology of poetry based on an author or unified theme or concept.
- Write an analysis of the poems.
- Write poems consistent with the style or concept of the rest of the compilation.

Duration

16 hours

Assessment

Students will create an anthology of a minimum of twelve poems, poems that the students will select, based on an author, a theme, or some kind of unifying idea or concept. Students will also write an introduction to the compilation of poems that will provide an overview of the poems as well as an analysis of the poems that explores the author's writing techniques, the representation of a theme, or whatever idea or concept that the student has decided to explore.

In addition to the introduction/analysis, students may decide to write poems in the same spirit of their collection.

This unit will be assessed using the following criteria:

Analytical Writing: A (Analysis), B (Organisation), C (Producing Text), D (Use of Language).

Creative Writing: C (Producing Text), D (Use of Language).

Unit 6: Departures

Statement of Inquiry

We are stories of change.

Unit Aims

The aim of this unit is for students to reflect on the ongoing changes in life, and to reflect on the value and meaning of those changes, along with the lessons and experiences that we bring along with us.

Students will be able to:

- Select the material to read.
- Design activities to understand the material.
- Design the summative assessment where the student demonstrates understanding of the material, as well as the skills developed throughout the year.

Duration

12 hours

Assessment

Having had a year of practice in taking responsibility for their learning, including their experiences in 'Beyond', students will design their own assessment and the classroom activities that prepare them for that assessment. The teacher will act as a coach or facilitator for this unit.

This unit links with the experience of 'Autonomy' and 'Beyond' as well as the 'Engine Project' in Better Being and Inquiry 1 and 8 of 'Collaboration'.

Students will select which criteria they will like to be assessed on. Students may choose one criterion, some or all criteria, or have this unit ungraded.

Language Acquisition (Chinese)

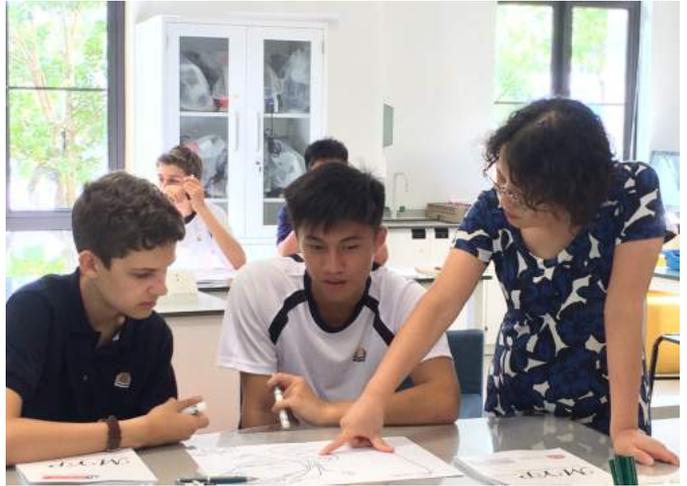
Disciplines: Language Acquisition (Chinese)

Course Description

The Chinese curriculum has been designed to cater for all students at their individual level. Throughout the course the students are exposed to extensive vocabulary which as often as possible is culturally contextual. Our approach across all levels is to ensure that all students have the opportunity to use, practise and develop their language skills (both oral, aural and written) in real life situations in their Chinese home Hangzhou.

Aims

Following the MYP subject objectives, Hangzhou CIS Chinese language acquisition will be built on students' rich experience in Hangzhou to develop their interest in Chinese learning, their ability to use Chinese as a learning tool, and to foster a deeper understanding and appreciation of the Chinese culture. Through interactions with local communities, students will be able to apply the language skills acquired in the course to their real life.



The course consists of five units:

- Impressions of Hangzhou,
- Leisure and Health,
- Customs and Tradition,
- Modernisation
- and Relationships.

Detailed course outline varies among different phases - available upon inquiry.

Unit One: Impressions of Hangzhou 印象杭州

Statement of Inquiry

An inhabitable city is defined by its appealing natural beauty, rich culture and its willingness to embrace innovation and entrepreneurship to develop further.

Unit Aims

Students will be able to:

- Develop a general idea of the features of Hangzhou.
- Demonstrate their understanding of the city through research using modern facilities and resources.
- Engage in conversations about their opinions of Hangzhou, regarding its scenic spots, transportation, food, local products, famous local people, etc.

This unit links with Unit 1 from Language and Literature (English) and Inquiry 1, 4 and 8 from 'Collaboration.

Duration

20 hours

Assessment

Students will have an assessment based on Criterion A (comprehending a spoken and visual text) and Criteria C&D (an oral interactive task).



Unit Two: Leisure & Health 休閒與健康

Statement of Inquiry

Leisure lifestyles reflects people's attitudes to life.

Unit Aims

Students will be able to:

- Discover further the connections between health and leisure.
- Continue to raise their awareness of the importance of healthy lifestyle.
- Express their opinions about their healthy lifestyles in a written format.

Duration

20 hours

Assessment

Students will have an assessment based on Criterion B (comprehending a written and visual text) and Criteria C and D (a written task).



Unit Three: Customs & Tradition 風俗與傳統

Statement of Inquiry

Traditional customs are remarkable indicators of cultural identity and subject to change with social development.

Unit Aims:

Students will be able to:

- Recognise further differences in Western and Eastern cultures and customs.
- Develop a deeper understanding of traditional Chinese customs.
- Develop their interview skills.

Duration

16 hours

Assessment

Students will have an assessment based on Criterion A (comprehending a spoken and visual text).



Unit Four: Modernisation 現代化

Statement of Inquiry

Modernisation is a significant historical process that deeply affects our natural environment and a human being's quality of life.

Unit Aims

Students will be able to:

- Develop their understanding about the impact of modernisation on the current world.
- Explore the differences between the virtual world and real life.
- Further develop their debating skills.

Duration

16 hours

Assessment

Students will have an assessment based on Criterion B (comprehending a written and visual text) and Criteria C and D (an oral interactive task).



Unit Five: Interpersonal Relationships 人際關係

Statement of Inquiry

People's identity and values are developed through interpersonal relationships.

Unit Aims

Students will be able to:

- Develop a further understanding of the diversity and significance of interpersonal relationships.
- Reflect upon personal growth in their interpersonal skills during their year in Hangzhou.
- Express their own understanding of interpersonal relationships in a written format.

Duration

18 hours

Assessment: Students will have an assessment based on criteria C&D (a writing task).



Course description and aims

The aims of the study of modern foreign languages are to acquire the basis of a means of communication and an understanding of the linguistic, cultural, and social elements of the communities where these languages are spoken. In addition, we aim to develop an appreciation of a variety of literary and non-literary texts, thus giving access to multiple sources of information. Finally, it is hoped that this activity will be life-long and enjoyable.

Students will explore the following:

Criterion A: Comprehending spoken and visual text

Comprehending spoken and visual text encompasses aspects of listening and viewing, and involves the student in interpreting and constructing meaning from **spoken and visual text** to understand how images presented with oral text interplay to convey ideas, values and attitudes.

Criterion B: Comprehending written and visual text

Comprehending written and visual text encompasses aspects of reading and viewing, and involves the student in constructing meaning and interpreting **written and visual text** to understand how images presented with written text interplay to convey ideas, values and attitudes.

Criterion C: Communicating in written and visual text

In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, and responding to spoken, written and visual text in the target language.

Criterion D: Using language in spoken and written form

This objective relates to the correct and appropriate use of the spoken and written target language. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, social and academic language.



Language and Literature (Chinese)

Disciplines: Language and Literature (Chinese)

目標：

中文語言與文學課程的目標在於培養學生把中文用作思考、創造、反思、學習、自我表達和社交互動的手段，提高學生在不同情境中進行中文聽、說、讀、寫、視看和演示的技能，發展評論、創造文學及非文學文本的能力。學生通過研讀不同歷史時期及文化背景的作品，能探索和分析自身文化、居住國文化和其他文化的各個方面，發展對中文閱讀的興趣。

課程介紹：

十年級中文語言與文學課程共設計五個單元：新聞專題、微型小說創作、散文欣賞與創作、詩歌欣賞與創作、戲劇欣賞與體驗，以上單元涉及了文學類和非文學類文本。課程旨在通過引導學生研讀不同體裁的文本提高他們的中文欣賞和創作能力。課程在學習材料



MYP Community Project

Community Project

Community Project

According to IB, in schools in which the MYP finishes with year 3 or 4 of the programme, all students in the final year must complete the community project. The community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning.

Students will visit our local community partners every Tuesday afternoon, and have one whole Community Project Week at the end of November to work on their projects.



Community Project

With each community partner, our students will work in project teams of 2-3 people to plan and carry out a project that creates value for other people in the community. Evidence that they have been through these stages as well as their "Approaches to Learning" skills will be presented in both their "Process Journal" and their final oral presentation. The community project will be assessed with four criteria: A. Investigating B. Planning C. Taking Action D. Reflection.

The Hangzhou local community partners include:

- Qimingxing Educational Center for autism children
- Huiling Work Therapy Station for mentally disadvantaged people
- Greentown Yuhua School community
- A rural school named Moganshan Town centre School
- WABC : an NGO that promotes Art Therapy for the special needs
- Children's Hospital in Hangzhou
- China Grassroot Football, An NGO promoting football education
- Hangzhou Social Welfare Center



We trust you will thrive living and learning here at Hangzhou CIS.