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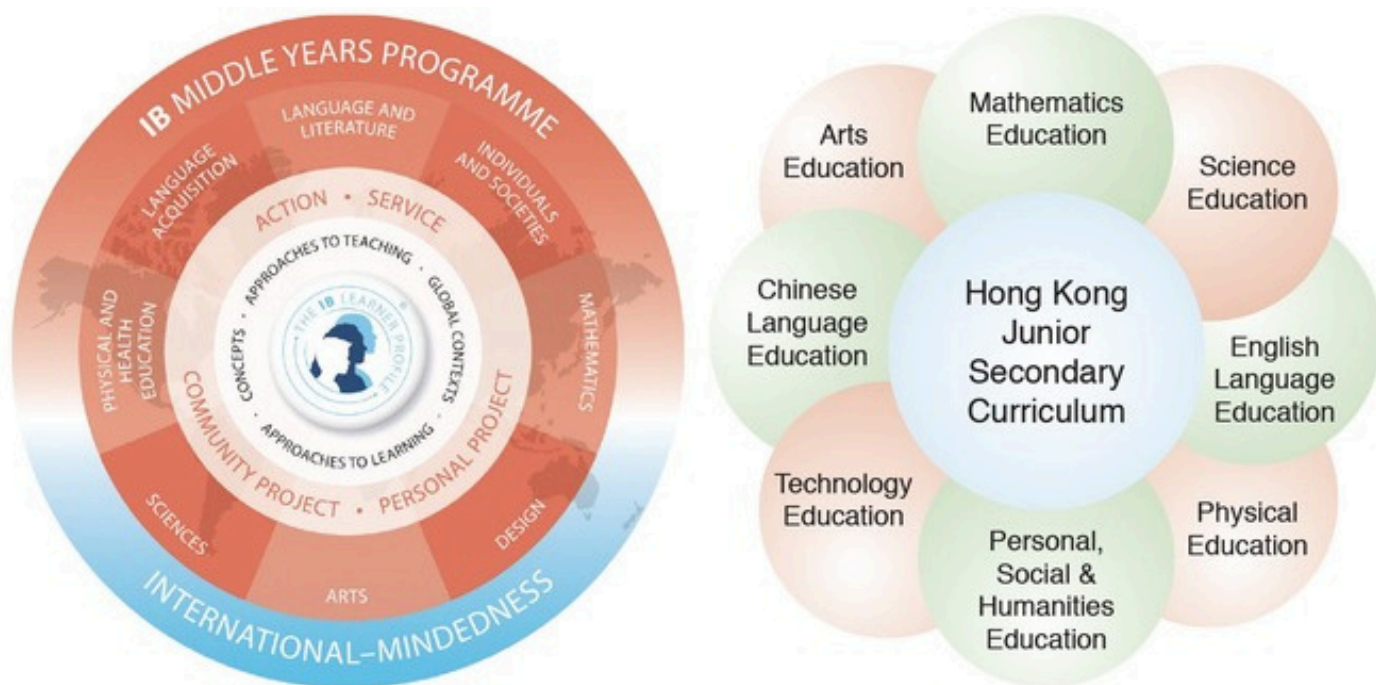
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OVERVIEW OF JUNIOR CURRICULUM

The International Baccalaureate Middle Years Programme at CSS

The International Baccalaureate Middle Years Programme (IBMYP) is the framework through which we teach the Hong Kong Junior Secondary Curriculum content to our students. The MYP curriculum framework comprises eight subject groups which provide a broad and balanced education for our students and has the flexibility to allow students to meet the requirements of the eight Key Learning Areas in the Hong Kong curriculum:



HK Curriculum Key Learning Areas	IB MYP Subject Areas
English & Chinese Language Education	Language and Literature (LL)
English, NCS Chinese Language Education	Language Acquisition (LA)
Personal, Social & Humanities Education	Individuals and Societies (I&S)
Science Education	Sciences
Mathematics Education	Mathematics
Technology Education	Design
Arts Education	Arts
Physical Education	Physical and Health Education (PHE)

The Hong Kong Junior Secondary Curriculum at CSS

The Hong Kong Junior Secondary Curriculum (HKJSC) supports a student-centred curriculum to meet the needs of supporting students to learn through key components of Key Learning Areas, Essential Learning Experiences, Generic Skills, and Values and Attitudes. The HKJSC also includes a renewed emphasis on Chinese History and Citizenship, Economics and Society which have been added to the Junior Curriculum subjects at CSS.

Conceptual Understanding

Concepts are big ideas that have relevance within specific disciplines and across subject areas. The junior students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically. The MYP prescribes sixteen key interdisciplinary concepts with related concepts for each discipline.

MYP Assessment and Reporting

At CSS, assessments take place on a regular basis as formative assessments and at the end of each unit as summative assessments. The aim of formative assessments is to gather feedback for the teacher and students to guide improvements in on-going teaching and learning. The aim of summative assessments is to measure the level of proficiency a student has obtained against the MYP assessment criteria. Each subject conducts a variety of formative and summative assessments throughout the year using a wide range of assessment tools. CSS does not have an extended exam period during any year of the MYP

Each subject has **four subject objectives** which are assessed as **assessment criteria**. These four assessment criteria are awarded a level of 1-8 where 8 is the highest for each of the criteria being assessed. The levels based on the IB guidelines are **criterion based** with clear descriptions of what is required to reach each level.

At the end of the reporting period, teachers award an overall level for each criterion based primarily on students' performance in the summative assessments, but may also take into consideration achievement in formative assessments. The overall level is not simply based on an average of scores in assessments, or just the latest score. The marks are added together to give an overall score out of 32 which is then turned into an overall subject grade from 1-7, where 7 is highest. This overall grade describes how a student is performing on the subject according to the table below:

Grade	Boundary Guidelines	Descriptor
1	1 - 5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Is very inflexible, and rarely uses knowledge or skills.
2	6 - 9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and context. Infrequently demonstrates critical or creative thinking. Is generally inflexible in the use of knowledge and skills, and infrequently applies knowledge and skills.
3	10 - 14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, and requires support even in familiar classroom situations.
4	15 - 18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19 - 23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24 - 27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28 - 32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skill with independence and expertise in a variety of complex classroom and real-world situations.

Reports at CSS show the level the students are at for each of the four assessment criteria as well as the overall subject grade for each of the eight subjects.

An End of Year Assessment is conducted for Chinese, Chinese History, Math, I&S,CES, and Science in which students are awarded marks out of one hundred instead of MYP levels.

MYP External Assessment

The IB has introduced eAssessments, which are externally assessed at the end of a five year MYP along with the Personal Project. As we are a 3 year MYP with Community Project, we do not participate in external IB eAssessments, and the students do not receive an IB MYP certificate but do receive a **CSS MYP Certificate**.

STUDENT DEVELOPMENT AND WELL-BEING TEAM

Learning Support

CSS has a clear ethos of inclusive education. Our Learning Support Team collaborates with teachers to support students with special educational needs, to help students be integrated into whole-class learning. A range of strategies used include small group workshops, academic counselling sessions, and co-teaching with subject teachers. Students are also individually advised on how they can best advocate for their learning needs. The Learning Support team works with other departments to ensure that pastoral care and academic development are holistically addressed.

Counselling

Our school counselling team includes counselling psychologist, counsellors, and the social workers who provide one-to-one support for students who need extra help with a variety of issues they may face, such as social relationship issues, family relationship problems, academic struggles, mental health issues or difficulties in adapting to a new school environment, students are encouraged to seek counselling support to help them address difficulties that affect their social, emotional, or mental wellbeing.

Apart from providing counselling support, our team conducts various kinds of workshops, seminars, or events for our students, parents, and staff members regarding their needs and concerns.

Experiential Learning

Experiential learning at CSS plays a major role in student development both in the classroom and beyond. During the year, a number of experiential learning opportunities are provided for students to participate in, such as curriculum related trips and excursions.

Co-curricular Activities (CCA) are vital to the all-round development of students, to help them acquire a healthy, well-balanced lifestyle and to extend their learning experiences beyond the formal curriculum. Students are encouraged to take full advantage of these opportunities to broaden their horizons, excel in interest areas and to develop leadership skills. Students in lower school take part in at least one activity during each school year, while students in upper school and middle school are encouraged to take leadership roles. Our vibrant school life allows students to choose activities from five domains: Language and Communication, Problem-solving and Inquiry, Creativity and Arts, Sports and Action, Leadership and Service. Our school provides a range of CCAs, from music related ones such as the Singing Ensemble, Orchestra, to STEAM related activities, language speech festival team, and different sports interest classes and teams.

One of our key highlights of experiential learning is the Creative Week. During spring time each year, classes do not take place in the classrooms but away from the normal routine. F1 students would take part in an adventurous outdoor educational overnight camp where students spend time with their housemates and tutors for five days together, participating in a range of activities such as coasteering, kayaking and other team building games. Students in other year groups would go on programmes in Hong Kong and beyond, with some that involve physical challenges such as skiing and fitness challenge, community and service activities, as well as STEAM and Cultural Exchanges.





Creative Week Learning Showcase



Houses

The school has a vertical House System to strengthen student development and well-being and enhance students' academic, social and leadership development.

There are six Houses in CSS. They are named after six flowering trees commonly found in Hong Kong, each with a distinctive flower colour. The names were chosen through a contest involving the first cohort of students.

CSS Spirit Award



F1



F2



F3

2025-26 monitors F1



2025-26 monitors F2



2025-26 monitors F3



CHINESE LANGUAGE & LITERATURE, ARTS, CULTURE AND HISTORY (CLACH)

Background

The Education Bureau has taken a number of steps in recent years to ask schools to deliver learning opportunities for students related to Chinese Language, Arts, Culture and History, including:

1. Providing funding to HK schools to provide Moral, Civil and National Education for students
2. Promoting "sister school" programmes to encourage HK schools to establish partnership with schools in mainland China
3. Directing schools to teach a mandatory junior secondary Chinese History course to F1-F3 students.
4. Promoting the teaching of Chinese language through the medium of Putonghua in Junior School.

We could expect more directives and funding to schools in the future. In order to respond to these as positive opportunities for the school's development, and to take proactive steps to consolidate the school's core values, CSS has taken the initiative in 2018-19 to develop a programme to promote Chinese Language & Literature, Arts, Culture and History (CLACH). The year of 2019-20 is the start of a structured three-year implementation plan to provide learning opportunities for CSS students. Up to now, the CLACH has evolved into CLACH Education with core values, "Li, Ren, Zhi, Yi, Xin" to inspire and promote learning at CSS.



Strategic Approach

The range of learning activities that we plan for is multi-faceted and take place through the formal timetabled curriculum as well as beyond. The activities should have these common elements:

- **Knowing (認知)** - gaining knowledge of the breadth and depth of the historical, and geographical context of Chinese cultural heritage
- **Experiencing (體驗)** - gaining exposures through related activities, events, visits to sites, museums and exhibitions and study trips, student exchanges, and community services.
- **Enthusing (激勵)** - engaging our students through personal interests and pride, the rich historical and cultural heritage of China and of this region they live in, but also Hong Kong and China's modernisation and engagement with the international community



Celebrate Chinese New Year - Traditional Window Flower Cutting
迎新歲文化體驗 - 巧手剪窗花



Programmes and Activities

CLACH is embedded through the school's curriculum - themes within specific MYP unit plans in different MYP subjects, inter-disciplinary learning experiences wherever appropriate, and a pastoral focus that supports student wellbeing and character development. Likewise in the senior secondary years, CLACH is an interdisciplinary dimension to be introduced into both the HKDSE and IBDP programmes at appropriate points e.g. Citizenship and Social Development, Theory of Knowledge, Chinese, Arts or I&S-related courses of study, as well as CAS and OLE. CLACH is also an initiative to enrich the school's Experiential Learning programme. In the previous years, the school has already conducted a number of CLACH-related projects and activities, including:

1. [Visits to Chinese cultural places or events in Hong Kong](#) - art galleries, performances, museums, special exhibitions, workshops, seminars, etc.
2. [Annual celebrations of key festivals and events](#) - Mid-Autumn Festival, Chinese New Year Festival & Dragon Dance, promote Chinese Festival, Chung Yeung, Chinese performing arts items in Arts Show, etc.
3. [CCA activities](#) - CLACH Ambassadors, Cantonese opera, Chinese Speech School Festival, Chinese music, Chinese ink painting, etc. (some CCAs welcome staff to join)
4. [Cultural excursions to China/Sister Schools Exchange Programme](#) - Hangzhou International Cultural Festival Trip, other study trips to China, etc.



HK Intangible Cultural Heritage Month workshop
香港非遺月工作坊



Mid-Autumn Festival - Lacquer Fan Painting
啓思中秋節慶祝活動 - 漆扇製作



Creative Chinese Festival - Lion Dance Performance
啓思農曆新年慶祝活動 - 舞獅表演



Chinese Culture Week - printmaking
中華文化週 - 版畫製作



Creative Chinese Festival-Inter-House Dragon Dance Competition
啓思農曆新年慶祝活動 - 社際舞龍比賽



Chinese Culture Week - Luban Lock Challenge
中華文化週 - 魯班鎖挑戰

SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATHEMATICS (STEAM)

What is the STEAM Team?

The STEAM Team is intended to build on the school's successful development of a holistic curriculum. It consists of a team of teachers from a broad range of faculties who have an interest in the teaching and learning of science, technology, engineering, arts and maths, and who are enthusiastic about working beyond their own academic field. Increasingly, the solving of real-life problems in the above areas requires an integrated approach using many common concepts and ideas, with individuals bringing subject-specific knowledge, methods and skills. This can be seen in fields as diverse as medicine, underwater exploration, architecture and aerospace engineering. The STEAM Team has come together to create and coordinate opportunities for students to experience this multidisciplinary approach through regular lessons, interdisciplinary units, CCAs and experiential learning during events such as Creative Week, and so develop skills, understanding and attitudes that will help them make the most of their talents both at school and beyond.

What are some examples of STEAM activities?

STEAM activities are a major feature of both the taught curriculum and CCAs. In F2, students work with both the maths and science faculties to complete an interdisciplinary unit of work. They collect data on sound levels throughout the local area, process their data to map noise pollution and use that data to make recommendations for mitigation in problem areas. Students also visit the TKO water desalination plant. The school offers several STEAM CCAs, including robotics, training AI, coding and piloting drones.

Why is a focus on STEAM helpful to students?

CSS has a strong track record of students getting places on prestigious Higher Education courses in STEAM-related subjects, with universities often making generous offers to our graduates. Examples of the skills we help to develop include problem-solving, divergent thinking, design thinking, digital literacy, programming and robotics. The courses that CSS offers all have a substantial component of assessments based on critical thinking. Focusing on concepts and experiences that cross subject boundaries and provide a real-world context for problem-solving allows students to demonstrate information literacy and to transfer skills across other subject disciplines.

What is the F1 STEAM initiative?

Since 2025, all F1 students experience one lesson per cycle where they learn about STEAM, Project-based Learning and Entrepreneurship. This course is designed to create young innovators who are ready to excel in today's ever-changing technological world. The course will deliver the following units.

- Semester 1 - Learning how to use Fusion 260
- Semester 2 - Create a 3D product and manufacture it



Students working on their AI 3D models



Students presenting their 3D models during CSS Symposium

DIGITAL LEARNING

We live in a world where digital technologies are becoming ever more important. At CSS, we believe it is vital that students learn to use these technologies in responsible and productive ways. We are committed to using the International Society for Technology in Education (ISTE) Standards as a framework for the effective integration of technology into learning and teaching across the school. These standards help us to focus on the development of learners who are:

- Empowered learners
- Digital citizens
- Knowledge constructors
- Innovative designers
- Computational thinkers
- Creative communicators
- Global collaborators

We know that this can only be achieved by the school working in partnership with parents to promote positive and productive attitudes and behaviours. To enable us to develop this working relationship, we offer seminars on different aspects of technology use to inform and support parents. We also conduct surveys to help us to better understand parents' views regarding the use of technology so that we can reflect them in both our development plans and the support that we provide to parents and students.

Core Computing

In Form 1, we have a course called “Core Computing”. Through this course, students will first create a solid IT foundation to allow them to use their new laptops efficiently and effectively throughout their time at CSS. Once the basic skills are in place, we will move on to learning about cutting-edge technologies that will benefit the students in school and their personal lives. For example, we will spend some time introducing AI, its strengths and limitations, and how it can be used ethically within a school environment, the emphasis being on academic honesty. From there, we will do short projects on coding, electronics, digital art, cybersecurity and being safe online.

The Library

Nestled at the core of our school, the CSS library supports teaching and learning across the school. It's a vibrant hub of learning, creativity, and community. With its welcoming atmosphere and extensive resources, the library invites students to explore, discover, and grow.

Our school library plays an important role in developing students' language competencies and instilling a love of reading in our students. With a wide range of books, magazines and databases, the librarians review and update the library collections regularly to meet the needs of all learners in our school community.

With its comfortable seating and warm ambiance, it is the perfect place for our students to unwind with a good book or enjoy some quiet time.

A Treasure Trove of Resources

Our library offers an extensive collection of books that caters to every student's interest and academic needs. With over 20,000 titles, students can explore various genres and subjects. We ensure that our resources support research and learning across all subjects.

Our library collection is divided into different sections:

1. Fiction books, including graphic novels
2. Non-fiction books
3. Curriculum resources, such as past papers and study guides
4. Electronic resources
5. Newspapers (both English and Chinese)

We also provide access to digital resources, including e-books and online databases (E.g. JSTOR, Global Issues in Context, NewsBank, etc.). These resources are accessible both in the library and remotely, allowing students to study and read from anywhere.

A Supportive Environment

The librarians are always available to assist students in navigating the right resources and answering any questions they may have. They are passionate about fostering a love for reading and helping students develop essential research skills. Moreover, as an IB world school, we value Academic Honesty. As a school community, we all are working towards becoming principled, honest and ethical global citizens.

Literary Celebrations – Library Events

Our school library also organizes different reading-related activities to promote and celebrate the joy of reading. These initiatives not only enrich the library experience but also encourage students to explore new ideas and develop a passion for reading. Here are some highlights of the events:

Monthly Book Sharing

Every month, our Teacher Librarian has a book sharing session that brings together students and staff to explore diverse literature.

CSS Book Week

The theme of this year's Book Week is "East of the Sun, West of the Moon: A Meeting of Ancient Wisdoms", which echoes the theme of the CLACH Education "Zhi" Enlightening at CSS 「智」行啓思. In light of this, the school library has organized a series of activities, including Brain Game - Challenge your mind, Finding Wisdom, Magic Show and Wisdom Bingo.



To enrich our F.1 students' understanding of Chinese culture, we invited a magician to perform a special show at our school. Through a series of captivating magic tricks, he introduced various cultural elements in a creative and engaging way. The performance left a lasting impression on all of us.

不	戰	而	屈	人	之	兵	一	鼓	作	氣	漂
決	夠	鏡	爾	子	親	小	人	遠	賢	臣	家
工	遠	兵	潑	以	攻	之	惻	展	趁	開	而
光	交	無	臉	文	烈	意	隱	琴	火	亂	酒
賽	近	常	船	會	如	不	妄	自	菲	薄	兵
另	攻	勢	織	友	火	在	之	別	打	藏	者
羞	司	，	織	，	，	酒	調	虎	離	山	，
故	樓	水	復	以	不	馬	人	醉	媽	連	國
易	展	無	織	友	動	場	皆	合	度	環	之
音	課	常	織	輔	如	污	有	鼓	員	計	大
聲	城	形	安	仁	山	各	之	失	筆	淨	事
天	下	三	分	，	益	州	疲	憊	篋	客	術

Brain game - Challenge your mind



The winners of Finding Wisdom



Wisdom Bingo

SUBJECT PATHWAYS FROM JUNIOR TO SENIOR CURRICULUM

Form 1 - 3 IBMYP

Language Acquisition (LA)

Chinese LA

English LA

Language and Literature (LL)

Chinese LL

English LL

Form 4 HKDSE

 Chinese Language Acquisition

 English Language

 Chinese Language

 English Language & Literature

Form 5 - 6 HKDSE / IBDP

 Chinese GCSE

 Chinese B SL/HL

 Spanish ab initio SL/HL
(Eng LL students only)

 English Language

 English B SL/HL

 Chinese Language

 Chinese A: Language & Literature SL

 English Language

 English A: Language & Literature SL/HL

F4 - F6 HKDSE (Key)

 Core Subject F4-F6

 Elective Subject F5-F6

 Elective Subject F4

 Elective Subject

F5 - F6 IBDP (Key)

 Group 1: Studies in Language and Literature

 Group 2: Language Acquisition

 Group 3: Individuals and Societies

 Group 4: Sciences

 Group 5: Mathematics

 Group 6: The Arts

 Core

Form 1 - 3 IBMYP

Mathematics

Arts

Subjects

- (1) Drama
- (2) Music
- (3) Visual Arts

Form 1 and Form 2
Study all three subjects

Form 3
Choose one subject option

Design

Subjects

- (1) Design Technology
- (2) Food Technology
- (3) Information and Communication Technology / Digital Design

Form 1
Study Design Technology

Form 2
Study all three subjects

Form 3
Study all three subjects

Form 4 HKDSE



Mathematics
(Compulsory Part)

F4-6 E

Music

F4-6 E

Visual Arts

F4 E

Drama

F4-6 E

Design & Applied Technology

F4-6 E

Information & Communication Technology

Form 5 - 6 HKDSE / IBDP



Mathematics
(Compulsory Part)

F5-6 E

Maths Extended
Module 1
(Calculus & Statistics)

F5-6 E

Maths Extended
Module 2
(Algebra & Calculus)

5

Maths: Analysis & Approaches
SL/HL

5

Maths: Applications & Interpretation
SL/HL

F4-6 E

Music

F4-6 E

Visual Arts

6

Theatre
(F4 Drama)
SL/HL

6

Music
SL/HL

6

Visual Arts
SL/HL

F4-6 E

Design & Applied Technology

F4-6 E

Information & Communication Technology

4

Design Technology
(F4 DAT)
SL/HL

4

Computer Science
(F4 ICT)
SL/HL

Form 1 - 3
IBMYP

Form 4
HKDSE

Form 5 - 6
HKDSE / IBDP

**Individuals
and
Societies**

HKJSC
Citizenship,
Economics and
Societies

HKJSC
Chinese History



Citizenship and
Social Development

F4-6 E

Business, Accounting
& Financial Studies
(BAFS)

F4-6 E

Economics

F4-6 E

Geography

F4-6 E

History

F4-6 E

Tourism and
Hospitality Studies*



Citizenship and
Social Development

F4-6 E

Economics

F4-6 E

History

F4-6 E

Business, Accounting
& Financial Studies
(BAFS)

F4-6 E

Geography

F4-6 E

Tourism and
Hospitality Studies*

3

Business Management
(F4 BAFS)
SL/HL

3

Economics
SL/HL

3

Geography
SL/HL

3

History
SL/HL

3

Psychology#
SL/HL

3 4

Environmental
Systems & Societies
SL/HL

F4-6 E

Biology

F4-6 E

Chemistry

F4-6 E

Physics

F4-6 E

Biology

F4-6 E

Physics

F4-6 E

Chemistry

4

Biology
SL/HL

4

Chemistry
SL/HL

4

Physics
SL/HL

3 4

Environmental
Systems &
Societies SL/HL

**Integrated
Sciences**

What is the subject group?

Form 1 and Form2	Form 3
The study of Arts is divided into trimesters. Each student spends one-third of the year studying each of:	Students choose one subject as their option in the study of :
Drama Music Visual Arts	
The key concepts contributed by the study of arts are aesthetics, identity, change and communication.	

How are the students assessed?

Criterion A Investigating	Through the study of art movements or genres and artworks/performances, students come to understand and appreciate the arts. They use their research skills to draw on a range of sources, and they develop information literacy skills to evaluate and select relevant information about the art movement or genre and artworks/performances.
Criterion B Developing	Students develop ideas through practical exploration, which provides the opportunity for active participation in the art form. Practical exploration requires students to acquire and develop skills/ techniques and to experiment with the art form. Students use both practical exploration and knowledge and understanding of art and artworks to purposefully inform artistic intentions and decisions.
Criterion C Creating or performing	The students' command of skills and techniques is demonstrated through the creation or performance of a finalized artwork that is summatively assessed.
Criterion D Evaluating	Through evaluation and reflecting on their work and on themselves, students become more aware of their own artistic development and the role that the arts play in their lives and in the world.

Drama

What is the subject?

Drama in the MYP encourages students to explore how theatre is created and presented across a variety of forms, traditions, and contexts. Through units spanning Physical Theatre, Ancient Geek Theatre, Puppetry, Musical Theatre, and Verbatim Theatre, students investigate how artists communicate identities, messages, and narratives to audiences, while considering the social, cultural, and ethical dimensions of performance. Students develop a wide range of practical skills, including physical movement, vocal work, character development, puppet manipulation, script analysis, and devising, alongside research, communication, collaboration, and self-management skills. Guided by conceptual and debatable questions, they learn to form artistic intentions, document their creative processes, and reflect critically on their own and others' work. Each unit culminates in performance, where students apply their investigation and skill development to share meaningful theatre, growing as performers, collaborators, and reflective IB learners who understand their place in the world and the impact they can have on it.

What are the learning aims?

- **Create** and **perform** drama in a variety of forms, styles, and traditions, developing practical skills in areas such as voice, movement, characterisation, and devising.
- **Investigate** theatre traditions, practitioners, and performance styles, and understand drama within its social, cultural, historical, and ethical contexts.
- **Communicate** ideas, identities, and narratives to an audience with clear artistic intention.
- **Collaborate** effectively, developing confidence, empathy, and social skills through ensemble work.
- **Reflect** and **evaluate** critically as artists and audience members, documenting their creative processes and responding to the work of others.
- **Develop as lifelong learners**, discovering more about themselves as artists and understanding the impact they can have on the world through the Arts.

How is the subject structured?

Form 1	
Units	Content
Unit 1: Face Off!	The Form 1 unit "Face off!" explores how body language can communicate stories and emotions without words. Through the art of Trestle Mask, students will learn to control and exaggerate physical movement, using gesture, tension, and levels to bring masked characters to life. They'll research mask techniques, develop non-verbal performance skills, and document their growth in a process journal. The unit culminates in a collaborative mask performance, followed by reflection on their development as artists.

Form 2	
Units	Content
Unit 1: It's All Greek to Me	Greek Theatre is the first recorded theatre in the Western world. Students begin by exploring how and why Greek Theatre began before exploring the idea of the chorus. Students explore this unit through the concept of change. By the end of the unit, students identify the key themes for an ancient Greek play and present their ideas for modernising a Greek text for today's world. Students will also design and create their own Greek Theatre mask that they use in their performance.

Form 3	
Units	Content
Unit 1: Let's Get Physical	In this unit, students will investigate how physical theatre can be used to express ideas to an audience. In class, students will learn physical theatre techniques used by Frantic Assembly and then will independently research techniques that other physical theatre companies use as well as their back ground and company artistic intentions. In small groups, students will then create an original physical theatre performance based on a current issue in society, setting their own artistic intentions and utilizing the skills they have used throughout the unit.
Unit 2: Strings Detached	Unit 2, 'Strings Detached', explores how artists use narratives and representations to share human identities. Students will investigate the importance of puppetry in theatre, develop puppeteering skills, and explore the concept of "suspension of disbelief." Through researching and critiquing Blackeyed Theatre's Frankenstein, they'll create their own puppets using simple materials and learn to perform with them. The unit culminates in a 2–3 minute puppetry performance and a presentation reflecting on their findings, skills, and creative process.
Unit 1: V is for Verbatim	'V for Verbatim' explores how ethical communication is impacted by the composition of narratives. Students will investigate Verbatim Theatre through theatre companies such as Paper Birds, develop drama skills in speech mannerism and physicality, and examine the ethics of representing real people onstage. Through conducting interviews, writing artistic intentions, and questioning the meaning of 'truth', they'll work in small groups to create Verbatim performances exploring the impact of of an issue in society. The unit culminates in a final performance, followed by evaluation and reflection on their developments as artists



Music

What is the subject?

The music subject is designed to develop students' understanding of how music is created, performed, and experienced across different genres, times and cultures. Through practical exploration, students investigate the elements of music and learn how to analyse, compose, arrange and perform. They build skills on a range of instruments, and digital platforms, working both independently and collaboratively to bring ideas to life. Students demonstrate their learning through hands-on projects, rehearsals, performances, recordings and reflective processes. The key concepts of communication, identity, change and aesthetics provide lenses through which students explore music's role in society and its expressive powers to connect audiences.



What are the learning aims?

The Music subject aims to encourage and enable students to explore, create and perform with confidence while developing a deep understanding of how music shapes and reflects the world around us. Students will:



- Explore how the elements of music (rhythm, melody, harmony, texture, time form and style) shape both analysis and composition
- Develop practice skills in rehearsals, performance, song-writing, arranging, improvisation and digital composition
- Understand how music reflects cultural, historical and social contexts around the world
- Create, share and present music in different forms, from live performance to notation and recording
- Reflect on their own musical development, using feedback and self evaluation to refine skills and ideas
- Collaborate positively with others in ensemble and group projects, building creativity, communication and confidence
- Experience music as both performers, and audience members, considering its expressive power and impact



How is the subject structured?

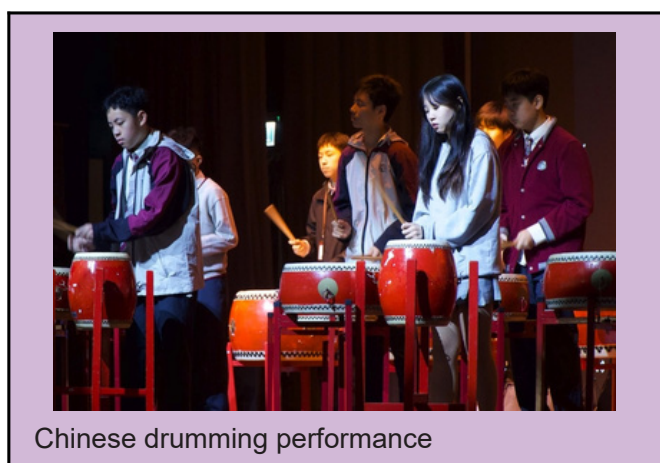
Form 1	
IBMYP Units	Contents
1. Striking A Chord	In this unit, students are introduced to the concept of musical texture through practical ensemble work. Playing in a guitar group, they will take on different roles. Alongside rehearsals, students will keep a process journal to document their development and provide peer feedback to one another. The unit concludes with a small group performance where students demonstrate their skills as performers and reflective musicians.
2. Your Sound of Music	This unit focuses on the building blocks of music composition. Students will explore the elements of music through listening and analysis, before applying their knowledge to creating their own work.



Form 2	
IBMYP Units	Contents
Blues Beginnings	This unit introduces students to the history and influence of the blues. They will explore key characteristics, including 12-bar blues structure, and improvisation. Through listening and research, students will discover how the blues shaped later genres of popular music, linking the 2nd unit on pop music. Students will develop keyboard skills, and develop their musicianship through creative explorations.
Pop Music Revolutions	In this unit, students will explore the world of pop music by working together as bands. They will learn the fundamentals of different band instruments - including voice, guitar, bass, keyboard and cajon - and develop their skills through group rehearsals. Each band will create their own arrangement of a chosen pop song, keeping a rehearsal log to document process, challenges and creative decisions. The unit concludes in an Arts Hub showcase where all groups perform, with selected bands advancing to the final Pop Clash competition in June. This unit emphasizes teamwork, musicianship and builds confidence for students in live performance.



Form 3	
IBMYP Units	Contents
Song-writing and Plagiarism	This unit introduces students to the creative and ethical dimensions of song-writing. They will explore how lyrics, melodies and chord progressions are developed while also examining real world plagiarism cases to understand the importance of originality. Through practice, students will compose and perform their own songs, reflecting on process and artistic choices. They will present an original piece that demonstrates their creativity and integrity as principled musicians.
Chinese Drumming	Students will learn about traditional Chinese drumming including its cultural significance, rhythmic patterns and develop performance skills through hands-on practice. Students will also experiment with choreography and movement to enhance their musical expression. This unit ends with a group performance where students showcase their technical ability, creativity and understanding of drumming as a powerful form of musical expression.
Music For Visuals	This unit investigates how music is used to bring film and video games to life. Students will study the role of composers, analyse how music creates atmosphere and supports storytelling, and experiment with digital tools to compose their own work. They will develop motifs, harmonisation and arrangements in response to video prompts, applying both creative and technical skills. The unit concludes with an original composition designed to accompany a short scene.



Visual Arts

What is the subject?

The Visual Arts subject is designed to enable students to investigate various visual art forms and techniques. The course centres around the creative process, where students investigate, develop, test, create and respond. Students explore the work of both past practitioners and contemporary artists from local and international cultures. These investigations then inform their own creative decision-making and personal expression. Through the Visual Arts, students become effective learners, inquirers and creative problem-solvers.

What are the learning aims?

The Visual Arts subject aims to encourage and enable students to:

- create and present visual art
- develop skills specific in disciplines such as drawing, painting, printing and sculpture making
- engage in a process of creative exploration and (self-) discovery
- make purposeful connections between their investigation and art making practice
- understand the relationship between visual art and its contexts
- respond to and reflect on visual art
- deepen their understanding of the world

How is the subject structured?

Form 1	
Units	Contents
Introduction to the Elements of Art	Students gain an understanding of the elements of art, exploring basic concepts and fundamental art terminology to describe and analyse artworks.
Chinese Landscape Painting	Students learn about the history and origin of Chinese landscape painting. Through practicing and developing traditional brushstroke (ts'un fa 皴法) painting skills, students are equipped to analyse and complete a freehand (xieyi 寫意) styled landscape painting inspired by Chinese landscape poetry (山水詩).

Form 2	
Units	Contents
Animal Sculpture	Students gain a knowledge of contemporary sculpture through studying animal sculptures by Florentijn Hofman and local artist Wong Tin Yan. By comparing and contrasting both artist's sculptures they acquire an understanding of the creative design processes of making public sculptures. Using this knowledge students brainstorm and research an animal of their choice to design and create a toy animal sculpture to fit within the school environment.





Form 3	
Units	Contents
1. Self-portrait Drawing	Students explore self-expression and identity through researching self-portraits, experimenting with digital images or photographs of themselves, and produce an A3 drawing of themselves that expresses part of their identity or personality.
2. Portrait Painting	Building on the prior self-portrait unit, investigating how identity can be represented in art, students produce a A2 size portraiture painting of a chosen subject. Students research and analyse works of portrait painters, experiment with convention of portraiture to create compositions, and develop various acrylic painting techniques.



What is the subject group?

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation and adaptation. It is human-centred and focuses on the needs, wants and limitations of the end user.

MYP Design challenges all students to apply practical and creative thinking skills to solve design problems, in which the design cycle as a tool, which provides the methodology to structure the inquiry and analysis of problems, the development of feasible solutions, the creation of solutions, and the testing and evaluation of the solution.

Form 1	Students will study Design Technology
Form 2	The study of Design is divided into trimesters in Form 2. Each student spends one-third of the year studying each of: • Design Technology • Digital Design • Food Technology
Form 3	The study of Design is divided into trimesters in Form 3. Each student spends one-third of the year studying each of: • Design Technology • Information and Communication Technology • Food Technology

How are the students assessed?

Students' work is assessed on the following criteria:

Criterion A Inquiring and analysing	i. explain and justify the need for a solution to a problem for a specified client/target ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem audience iii. analyse a range of existing products that inspire a solution to the problem iv. develop a detailed design brief which summarizes the analysis of relevant research.
Criterion B Developing ideas	i. develop a design specification which clearly states the success criteria for the design of a solution ii. develop a range of feasible design ideas which can be correctly interpreted by others iii. present the final chosen design and justify its selection iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.
Criterion C Creating the Solution	i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended iv. fully justify changes made to the chosen design and plan when making the solution.
Criterion D Evaluating	i. design detailed and relevant testing methods, which generate data, to measure the success of the solution ii. critically evaluate the success of the solution against the design specification iii. explain how the solution could be improved iv. explain the impact of the solution on the client/target audience.

Form 1 Design Technology

What is the subject?

Design Technology focuses on Product Design. Through various design projects that apply the design cycle, students gain a fundamental understanding of the design process. They also learn about workshop safety and essential hands-on skills that support design, including manufacturing processes, workshop techniques, computer-aided design, technical drawing, and modeling skills.

What are the learning aims?

The Design Technology subject aims to encourage and enable students to:

- develop creative ideas and solutions to a given design context
- explore the communities impacted by the products they design
- communicate their ideas effectively through technical drawing and modelling
- be introduced to systems and engineering concepts
- explore the use of design thinking as a tool that can be used in other contexts.

How is the subject structured?

IBMYP Units	Contents
1. Introductory Design Projects	• Exploring and understand fundamentals of design process • Producing user-centered products • Learning Computer-Aided Manufacturing • Making improvements to designs
2. Desk Tidy Project	• Exploring research techniques for user centered design • Developing ideas for an organisational product • Learning and developing practical woodwork skills • Evaluating and testing the product
3. Design with electronics	• Design for environment • Developing 3D concepts in designs • Understanding the concepts of circuits

Form 2 Design

How is the subject structured?

IBMYP Trimester	Contents
1. Design Technology	• Exploring research and analysis techniques for design • Developing ideas through sketches and modelling techniques • Learning and developing CAD/CAM techniques • Evaluating and testing the product
2. Information and Communication Technology	• Extending and reinforcing programming concepts • Investigating mobile devices • Understanding the importance of user experience • Using Javascript to create a simple mobile application • Evaluating and testing the product
3. Food Technology	• Researching and analysing existing food products • Developing ideas for a nutritionally balanced main meal • Demonstrating technical skills through food preparation practicals • Tasting and evaluating the product through sensory analysis methods

Form 3 Design

How is the subject structured?

IBMYP Trimester	Contents
1. Design Technology	• Exploring research and analysis techniques for design • Developing ideas through sketches and modelling techniques • Learning and developing CAD/CAM techniques • Evaluating and testing the product
2. Information and Communication Technology	• Extending and reinforcing programming concepts • Investigating mobile devices • Understanding the importance of user experience • Using Python to create interactive programs • Evaluating and testing the product
3. Food Technology	• Food choices for different cultures, religions and festivals • Explore and make different cased products from across the globe • Sensory analysis and product evaluation

Form 2-3 Design Technology

What is the subject?

Design Technology is part of the overarching Design subject described earlier. Design Technology focuses on applying the design cycle in product design based contexts. This includes workshop skills, computer aided 3D modelling, computer aided manufacturing, rapid prototyping, sketching, technical drawing and modelling in addition to the research, analysis and evaluation skills common to the design subjects.

What are the learning aims?

The Design Technology subject aims to encourage and enable students to:

- develop creative ideas and solutions to a given design context
- explore the communities impacted by the products they design
- communicate their ideas effectively through conceptual, graphical, physical and CAD modelling
- be introduced to systems and engineering concepts
- explore design in a broader context
- explore the use of design thinking as a tool that can be used in other contexts.

How is the Design Technology curriculum structured at MYP?

Unit	Content
Form 2- Mood light	• Design a mood light that would enhance the environment • Practice design revisions • Learning and developing CAD/CAM techniques
Form 3- Active Storytelling	• Design an interactive storytelling display model • Understand mechanism basics • Learning and developing CAD/CAM techniques

Form 2-3 Food Technology

What is the subject?

Food Technology is part of the overarching Design subject described earlier. Food Technology focuses on applying the design cycle in food and health based contexts. This includes understanding different dietary and cultural needs, hygiene and safety in the kitchen, food preparation skills, meal planning, proper usage of labour-saving devices and sensory testing in addition to the research, analysis and evaluation skills common to the design subjects.

What are the learning aims?

The Food Technology subject aims to encourage and enable students to:

- understand various dietary requirements for specific health conditions
- explore food culture and its influence on meal planning
- develop ideas and solutions to a given context
- organise, manage time and work collaboratively
- evaluate and reflect upon their own working practices
- identify problems encountered and suggest ways to improve.

How is the Food Technology curriculum structured at MYP?

Unit	Content
Form 2- Food for Fuel	• Introducing healthy eating principles, food safety and hygiene. • Meal planning for the school canteen. • Sensory analysis and product evaluation
Form 3- Cultural Fusion	• Food choices for different cultures, religions and festivals • Explore and make different cased products from across the globe • Sensory analysis and product evaluation



F2 Pizza Design. F3 Wonton Making and Cultural Fusion Products

Form 2-3 Information and Communication Technology

What is the subject?

Information and Communication Technology (ICT) is part of the overarching Design subject described earlier. ICT focuses on applying the design cycle in computer science based contexts. This includes the use of blocks, javascript and python, the most up to date tools that programmers use with respect to version control such as Git in addition to research, analysis and evaluation skills common to the design subjects.

What are the learning aims?

The Information and Communication Technology subject aims to encourage and enable students to:

- understand the need for version control when designing a programming based project
- explore and investigate online repositories which offer reusable resources
- understand the importance of User Experience in digital product design
- identify when animation can enhance a digital product
- Use programming languages to design the products
- use computational thinking techniques to create efficient algorithms.

How is the subject structured?

Units	Contents
Form 2 - Building a Canteen Food ordering App	• Using block codes to create an interactive app • Creating version control facilities using local and online repositories • Identifying current issues in the real life scenario
2. Introduction to Python Programming	• To develop computational thinking and problem solving skills using the Python Programming language.

Collaboration in Projects



What is the subject?

The Individuals and Societies subject incorporates disciplines traditionally studied in the humanities, as well as disciplines in the social sciences. Within Hong Kong, it is often referred to as Integrated Humanities. Within a junior form context, this includes subjects such as Business, Economics, Geography, and History.

This subject encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological, and cultural factors that have an impact on individuals, societies, and environments.

What are the learning aims?

The Individuals and Societies subject aims to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concerns for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understanding of the relationships among individuals, societies, and the environments in which they live.

Form 1	
Units	Contents
1. Fairness and Development	Students explore factors that contribute to the development of a country and take action by reflecting on issues in the global communities.
2. Cartographic Systems	Through the investigation on how maps can be made, students explore the systems that humans create to describe how the world can change our perspective of the world.
3. War and Conflict	Students explore human conflicts with local and global impacts. They also examine the causes, consequences, and resolution of conflicts, analyzing their impact on individuals, societies, and environments.



Observation and Measurement

Form 2	
Units	Contents
1. Trade	Students undertake an investigation into the origins of trade to explore the role resources play in global interactions.
2. Historical and Industrial Revolutions	Students explore key turning points and events that occurred at different times, in different places, and yet still share common features shaping the current human society.
3. Rivers	Using rivers as specific examples, students explore the ways in which natural processes and systems can shape our landscapes.

Form 3	
Units	Contents
1. Population	A study into population demographics between countries of differing development levels shows students how patterns and trends emerge from changes.
2. Global Advertising	Students explore how different multinational corporations advertise products and services to other countries or regions in light of differences in economic, cultural, and political environments.
3. Sustainable Cities and Communities	Students explore the concept of sustainability and ways of making cities and human settlements inclusive, safe, resilient, and sustainable.



Passion Project



Exhibition

How are the students assessed?

Students' work is assessed on the following criteria:

Criterion A Knowing and Understanding	Students develop factual and conceptual knowledge about individuals and societies.
Criterion B Investigating	Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.
Criterion C Communicating	Students develop skills to organize, document, and communicate their learning using a variety of media and presentation formats.
Criterion D Thinking Critically	Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.



Inter-class Debate and Learning Output Showcase

Creative Showcase 2025 (Open Day)



What is the subject?

The sciences subject explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

What are the learning aims?

The sciences subject aims to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

Form 1	
IBMYP	CONTENTS
1. Introducing Science	This unit introduces the scope and applications of science, focusing on scientific observation, measurements, and error analysis. Students will learn about laboratory apparatus, equipment, and safety protocols. By exploring scientific reasoning used by scientists to establish knowledge and make inferences, they will understand the concept of "evidence and models."
2. Water	This unit examines the essential role of water in our environment. Students will study the water cycle, including evaporation, condensation, and precipitation. They will learn about water purification methods for clean drinking water and explore solubility, investigating how substances dissolve in water.
3. Looking at living things	This unit covers the classification of living things by key features. Students will explore concepts like animal life cycles, cell structure, and organizational levels, enhancing their awareness of the interconnectedness of Nature.
4. Energy	Students will perform practical work to heat substances and illustrate temperature changes during the heating process. They will investigate the properties of substances in different phases, such as compressibility, to understand how energy affects matter.
5. Matter as particles	In this unit, students will learn the basics of particle theory and how this scientific model explains everyday phenomena, such as thermal expansion and the changing physical states of substances.
6. Cells and human reproduction	This unit introduces human reproduction and heredity. Students will learn how reproduction leads to new individuals resembling their parents, illustrating the concept of heredity. This process highlights "change and constancy" and fosters an appreciation for life.

Form 2	
IBMYP	CONTENTS
1. Living things and air	This unit examines the essential roles of photosynthesis and respiration in maintaining the balance of gases in the atmosphere. Students learn to test for oxygen and carbon dioxide while exploring the health impacts of air pollution.
2. Making use of electricity	Students investigate the relationship between current, voltage, and resistance within series and parallel circuits. The curriculum emphasizes practical household applications and the importance of electrical safety devices like fuses and earthing.
3. Common acids and alkalis	This unit introduces the pH scale and the use of indicators to identify acidic and alkaline substances. It focuses on the neutralization reaction and its daily applications, such as treating stings or stomach acidity.
4. Sensing the environment	This module covers the anatomy and function of the human eyes and ears in detecting environmental stimuli. Students have a chance to go on a field trip around Hong Kong to investigate noise pollution.
5. Force and motion	Students study how forces like gravity and friction influence the movement and shape of objects. The unit involves measuring mass and weight and calculating speed to understand the basic laws of motion.

Form 3	
IBMYP	CONTENTS
1. Bags of Energy	Students are introduced to eight common types of energy and their conversions in everyday scenarios. They develop analytical and problem-solving skills through extensive application of concepts and physics formulas.
2. Greedy Guts	This unit focuses on the human digestive system, examining the structures and functions of each digestive organ. It also explores how enzyme molecules in digestive fluids break down substances.
3. His Dark Material	This unit helps students describe the processes involved in refining crude oil for various applications, such as manufacturing petrol and producing plastics. They will develop awareness of pollution and other problems caused by the use of plastic.
4. Electric-City	In this unit, students are introduced to the world of electricity through experiments with electrical components. They gain a basic understanding of current, voltage, and resistance, and learn to assemble both series and parallel circuits.
5. Designer Genes	In this unit, students will gain a solid understanding of genes and heredity. They will be able to identify genetic traits and apply their knowledge to understand the development of genetic modification technology.

How are the students assessed?

Students' work is assessed on the following criteria:

Criterion A: Knowing and understanding	Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.
Criterion B: Inquiring and designing	Students develop intellectual and practical skills through designing, analysing and performing scientific investigations.
Criterion C: Processing and evaluating	Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached.
Criterion D: Reflecting on the impacts of science	Students evaluate the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language is applied to demonstrate understanding. Students should become aware of the importance of documenting the work of others when communicating in science.



Decibel meter field study



Jurassic garage animal encounter



Rainbow test tube experiment

House Time



What is the subject?

The Chinese Language Acquisition subject provides students with the opportunity to appreciate and understand Chinese language and its culture. It equips students with the necessary multiliteracy skills including reading, writing, listening and speaking, and helps students lay the foundation for further Chinese learning.

What are the learning aims?

The Chinese Language Acquisition subject aims to encourage and enable students to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.



How is the subject structured?

Form 1, Form 2 - Phase 1	
Units	Contents
1. Number and time	Students learn how to describe numbers, dates, and time, and use them in daily scenarios.
2. Family	Students learn vocabulary for family members, and introduce family members appropriately with nouns and adjectives for basic information of name, age, nationality, and appearance.
3. Identity and occupation	Students learn vocabulary and simple sentences for occupations, living places, and working places, and describe their and their family members' occupations.
4. Transports	Students learn about different transportation, and describe how their and others' activities are arranged.

Form 1, Form 2, Form 3 - Phase 2	
Units	Contents
1. My daily life	Students learn Chinese language on two themes about daily life: living environment and eating habits, and describe their daily life briefly.
2. My experiences	Students learn how to communicate their experiences in four areas: weather, countries and places, illnesses, and pet keeping.
3. My communities	Students know more about and are better integrated into their communities through learning facilities, environment and friends.
4. My school	Students learn how to communicate their school life including facilities, subjects, teachers and classmates, and hobbies.

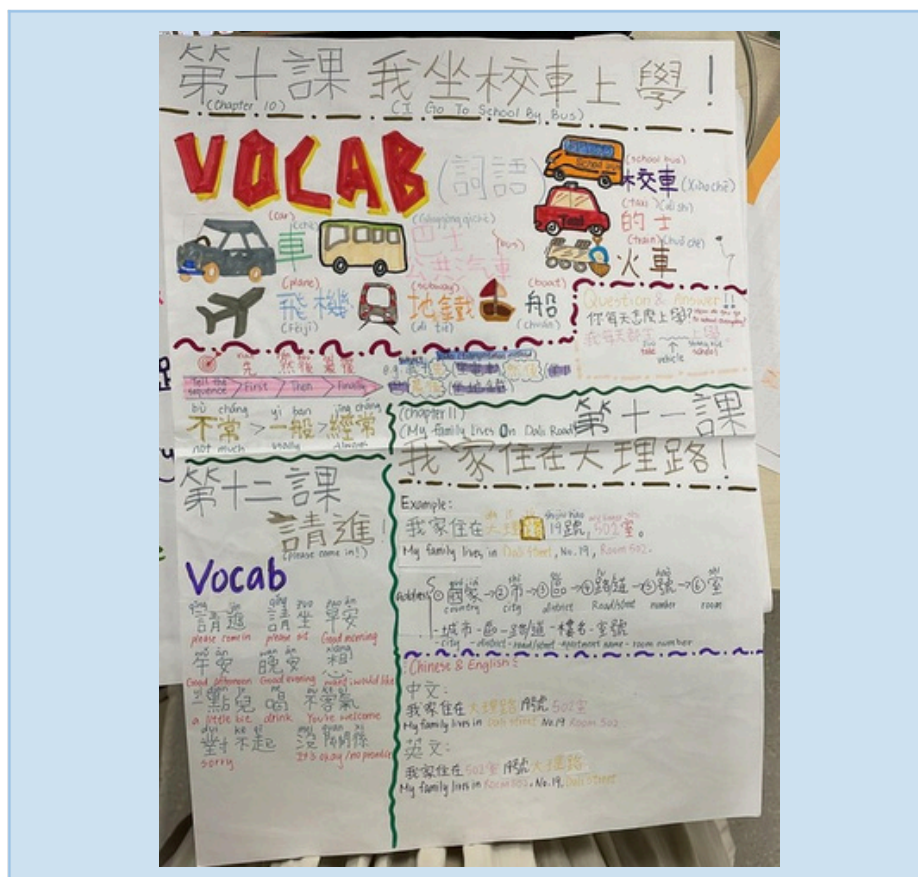
Form 2, Form 3 - Phase 3	
Units	Contents
1. School Life	Students understand how to describe school, including school facilities, subjects and grades, CCAs, etc. Students will also be able to talk about buying stationery and gifts after the learning.
2. Family Life	Students learn about how to describe their family life, including introducing their relatives, doing homework, and feeding pets.
3. Festival	Students learn the basic information about Chinese festivals and know how to describe the celebration of festivals and birthdays.
4. Travel	Students are able to describe their summer/ winter holiday and know how to ask for directions when traveling.

Form 3 - Phase 4	
Units	Contents
1. My future	Students learn to express their viewpoints by discussing future-related issues.
2. My study tour	Students develop a respect for cultures through learning about different countries and civilizations.
3. Healthy diet	Students develop a love of life through learning healthy food and a healthy lifestyle.
4. Technology Entertainment	Students learn the pros and cons of technology entertainment and develop critical thinking of it.

How is the student assessed?

Students' work is assessed on the following criteria:

Criterion A Listening	Students should be able to: 1) identify explicit and implicit information (facts, opinions, messages and supporting details); 2) analyse conventions; 3) analyse connections.
Criterion B Reading	Students should be able to: 1) identify explicit and implicit information (facts, opinions, messages and supporting details); 2) analyse conventions; 3) analyse connections.
Criterion C Speaking	Students should be able to: 1) use a wide range of vocabulary; 2) use a wide range of grammatical structures generally accurately; 3) use clear pronunciation and intonation in comprehensible manner; 4) communicate all the required information clearly and effectively.
Criterion D Writing	Students should be able to: 1) use a wide range of vocabulary; 2) use a wide range of grammatical structures generally accurately; 3) organise information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices; 4) communicate all the required information with a clear sense of audience and purpose to suit the context.



What is the subject?

The English Language Acquisition subject is for additional language speakers who are not yet proficient and are still developing their English language acquisition skills.

What are the learning aims?

The English Language Acquisition subject aims to encourage and enable students to:

- gain proficiency in English while supporting the maintenance of mother tongue and cultural heritage,
- develop the communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- develop an appreciation of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- recognise and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy.
- learn how to learn by developing Approaches to Learning (ATLs) skills and the CSS Learner Attributes

How is the subject structured?

Form 1	
Units	Contents
1. Welcome to CSS!	The unit explores how communication adapts to different purposes, audiences, and conventions to shape personal and community identities in the school setting.
2. Hong Kong, Then and Now	Students will explore the connections between Hong Kong's past and present through family interviews, authentic texts, and multimedia presentations.
3. Eat to Live , or Live to Eat	This topic examines the food we eat and what it says about us. Students will compare and contrast their food choices with those of children around the world. They will develop their reading skills, including vocabulary building and reading comprehension.
4. Magic in Everyday Life	Students read and analyse Roald Dahl's novel, "The Witches" to discover the literary techniques the writer uses to create magic for the reader. They then use 'show not tell' descriptions to create their own chapter of the novel, learn to use intonation, and read their story aloud, creating magic for their audience.
5. Monsters, Inc. Film Study	The theme of Good versus Evil is explored, where students watch and analyse the animated film 'Monsters, Inc.' The cinematic techniques observed will be used as evidence in their compare/contrast essay to showcase their understanding of the theme

Form 2	
Units	Contents
1. Legends, Myths and Fairytales	The unit is a study of the universal power of storytelling. It examines Greek mythology, its conventions and purpose, and compares it to similar genres. Students will develop reading skills, including gist, detail, inference, and vocabulary.
2. Climate challenges & solutions	Students will develop their understanding and ability to describe the causes, effects and ways of combating climate change. They will develop and showcase their individual oral skills in a presentation to their peers.
3. Once	A novel study of 'Once' by Morris Gleitzman will develop students' reading for inference skills as well as analysis of the writer's craft and how the young protagonist deals with his experiences during the Holocaust through imagination and storytelling.
4. 20th Century Researcher	A research project on events in the 20th century which will develop students' research and presentation skills. Utilising skills from previous research lessons, students will select one event, person or social movement from the last century that they find most interesting. They will then research, write and present about it in order to teach as well as learn from their peers.
5. Hunger Games Film Study	Explore characters' arcs and multi-plot development to understand fairness and development in both the fictional and real worlds. Analyse how film techniques help engage the audience.

Form 3	
Units	Contents
1. Poverty	Through the study of a range of multimodal texts, students will explore the global issue of poverty and relate it back to the Hong Kong context. Students will use the information learned to produce their own informative texts.
2. Media Literacy	Students will study how to become more critical consumers of news by improving their media literacy skills. They will carefully consider authorial intent and reader reception and consider the distinctions between facts and opinions.
3. Advertising	Students will analyse how advertisements influence consumer behaviour. They will discuss aspects of advertising, such as brand loyalty, call to action, bandwagon effect, endorsements, and slogans, to identify the audience and purpose.
4. Sci-Fi	Looking at classic and contemporary examples, students will explore the history of the sci-fi genre, including the conventions of the genre and cinematic techniques used to create visual entertainment.

How is the student assessed?

Students' work is assessed on the following criteria:

Criterion A Listening	Students should be able to: 1) demonstrate understanding of explicit and implicit spoken information in multimodal texts; 2) demonstrate understanding of conventions; 3) demonstrate understanding of relationships between the various components of the multimodal text.
Criterion B Reading	Students should be able to: 1) demonstrate understanding of explicit and implicit written information in multimodal texts; 2) demonstrate understanding of conventions; 3) demonstrate understanding of relationships between the various components of the multimodal text.
Criterion C Speaking	Students should be able to: 1) use spoken language to communicate and interact with others; 2) demonstrate accuracy and fluency in speaking; 3) communicate clearly and effectively.
Criterion D Writing	Students should be able to: 1) use written language to communicate with others; 2) demonstrate accurate use of language conventions; 3) organize information in writing; 4) communicate information with a sense of audience and purpose.



Shuttle Debate



Theater trip to see "The Witches"



Escape Room F3

Form 2

Units	Contents
Unit 1: Internacionales	- Vocabulary about self introduction (name, last name, age, birthday, countries, nationality, telephone number, email, gender) - Countries where Spanish is spoken. - Verbs llamarse, hablar, ser, tener. - Concordance feminine/masculine/singular/plural.
Unit 2: Mi familia y amigos	- Family members and physical description vocabulary. - Present tense (introduction to regular verbs). - Personal and possessive pronouns. - Concordance feminine/masculine/singular/plural.
Unit 3: Vamos al restaurante	- Vocabulary related to food and ordering in a restaurant. - Give opinion - Use of verb <i>gustar</i>

Listening	Students should be able to: Recognize words and very basic expressions that are commonly used, related to oneself, family, and immediate environment when spoken slowly and clearly.
Reading	Students should be able to: Understand familiar words and names, and very simple phrases; for example, those found on signs, posters, and brochures.
Speaking	Students should be able to: Use simple expressions and phrases to introduce themselves and their family and friends. Ask and answer simple questions about immediate needs or very common matters.
Writing	Students should be able to: Write short and simple text; for example, a message to introduce themselves. Fill out forms with personal information; for example, your name, nationality, and address on a hotel registration form.



What is the subject?

The Chinese Language and Literature subject facilitates the appreciation and understanding of Chinese language and its literature. It develops the necessary multiliteracy skills including reading, writing, listening, speaking, viewing and presenting in students. It also equips students with linguistic, analytical and communicative skills.

What are the learning aims?

The Chinese Language and Literature subject aims to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts



How is the subject structured?

Form 1	
Units	Contents
1. Good ancient and modern models 古今楷模	To learn different narrative writing techniques and influential people of all time in order to strengthen the understanding of and belonging to the Chinese culture and history
2. The love of family 家庭之愛	To explore how family members relate to each other, to understand the filial piety in Chinese, and to appreciate the love of family
3. Narrative and reasoning 借事說理	To understand the relationship between narrative and reasoning, and to use the narrative and reasoning writing skills
4. Descriptive writing 描寫風光	To pay close attention to the surroundings, and to use different descriptive writing techniques (active, passive, direct, indirect, timeline, walking) to describe things
5. The beauty of poetry 詩歌之美	To learn the different features in poetry, and to write free verse poems by using imagery

Form 2	
Units	Contents
1. Lyrical expression through narratives 借事抒情	To express emotions through narratives
2. Character description writing 人物描寫	To explore the techniques for character description writing, and to learn how to describe a character's appearance and personalities
3. Lyrical expression through objects 借物抒情	To express emotions through objects, and to learn the symbolic meaning of traditional Chinese animals and plants
4. Appreciation of classical lyrics and songs 詞曲欣賞	To appreciate the expression of emotions through scenery in classical lyrics and songs, and to cherish loved ones and scenes
5. Claims and arguments 議論說理	To understand claims and arguments in an essay, and to develop critical thinking

Form 3	
Units	Contents
1. Basic elements in argumentative writing 議論要素	To learn to establish claims in argumentative writing, and to learn the basic elements in debating
2. Free verse and Flash fiction 文學創作 (新詩與微型小說)	To learn the common techniques in free verse and flash fiction writing, to use imagery in writing, and to analyse how figures are created
3. Appreciation of prose 散文欣賞	To revise and learn the prose writing techniques, and to use those techniques in prose writing
4. Introduction to Classical Chinese 文言導賞	To read Classical Chinese, and to learn common Classical Chinese vocabulary

How are the students assessed?

Students' work is assessed on the following criteria:

Criterion A Analysing	Students should be able to: 1) analyse the content, context, language, structure, technique and style of text(s); 2) analyse the effects of the creator's choices on an audience; 3) justify opinions and ideas; 4) evaluate similarities and differences by connecting features across and within genres and texts.
Criterion B Organizing	Students should be able to: 1) employ organizational structures that serve the context and intention; 2) organize opinions and ideas in a sustained, coherent and logical manner; 3) use referencing and formatting tools to create a presentation style suitable to the context.
Criterion C Producing text	Students should be able to: 1) produce texts that demonstrate insight, imagination and sensitivity; 2) make stylistic choices in terms of linguistic, literary and visual devices; 3) select relevant details and examples to develop ideas.
Criterion D Using language	Students should be able to: 1) use appropriate and varied vocabulary, sentence structures and forms of expression; 2) write and speak in a register and style that serve the context; 3) use correct grammar, syntax and punctuation; 4) spell, write and pronounce with accuracy; 5) use appropriate non-verbal communication techniques.



What is the subject?

The English Language and Literature subject is an English course for native or near native language speakers of English.

What are the learning aims?

The English Language and Literature subject aims to encourage and enable students to:

- critically explore a range of written and spoken texts (poetry, novels, short stories)
- learn how to annotate a literary text, explore, discuss, and analyse a wide range of topical issues for context and writer's craft, including literary features and effect on an audience.
- learn how to learn by developing Approaches to Learning (ATLs) skills and the CSS Learner Attributes

Form 1	
Units	Contents
1. Holes	Through the novel, "Holes" by Louis Sachar, students examine how characters navigate challenging environments, form connections and find resilience in difficult situations.
2. Self-expression through Poetry	Become familiar with the language of poetic expression and be able to express oneself poetically through a variety of styles
3. Skellig: Adversity and Perspective	Study the book "Skellig" by David Almond to understand the writer's craft and how he conveys the main character's journey through a difficult time
4. Recipe for Mystery	Examine how the elements of tension and suspense are combined to form a powerful mystery story
5. Shrek Film Study	Explore how film visually represents elements of a narrative and identify a variety of film techniques

Form 2	
Units	Contents
1. Identity and Development	Examine the graphic novel, "American Born Chinese", to understand how the experiences we have in childhood and adolescence define our lives
2. Myths in Modern Times	Interpret how ancient myths still influence and shape our modern lives
3. Gothic Literature Genre Study	Deconstruct the conventions of the gothic genre through the use of graphic novels, short stories, and various poems
4. Utopia, Dystopia, and Living the Ideal	Study society through the dystopian world of "Ender's Game" and understand a person's perspective of society and how it influences his/her identity
5. Hunger Games Film Study	Explore characters' arcs and multi-plot development; understand how film techniques help engage the audience

Form 3	
Units	Contents
1. Human Rights	Understand human suffering and examine how human rights are expressed through the study of a graphic novel, "The Metamorphosis", and a memoir, "Night", which highlight different views of life.
2. Rhetoric: Voices of Change	Deconstruct the power of language and its ability to bring social progress in our lives by studying famous rhetorical speeches and prose fiction, as well as the REPAIR strategy
3. Unveiling Perspectives: A Midsummer Night's Dream	In this unit on "A Midsummer Night's Dream", students will explore how identities and relationships shape themes and convey the playwright's perspective. Students will develop critical thinking and a nuanced understanding of the play's varied perspectives by analyzing characters' motives, language, and interactions within historical and social contexts.
4. Visual Media Study	Through various sci-fi short clips from the YouTube channel DUST, students will identify genre features of science fiction. Students will also explore how mise-en-scène directs our understanding of narrative events in both explicit and implicit ways.



F2LL Meet the Author

What is the subject?

Mathematics is a powerful universal language that promotes analytical reasoning and problem-solving skills. It contributes to the development of logical, abstract, and critical thinking. Mathematics helps us make sense of the world and allows phenomena to be described in precise terms. It also encourages careful analysis and the recognition of patterns and relationships—skills essential for success both inside and outside the classroom.

What are the learning aims?

The Mathematics subject aims to encourage and enable students to:

- enjoy mathematics, develop curiosity, and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- think logically, critically, and creatively
- develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- develop the ability to generalize and abstract
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge, and future developments
- appreciate how developments in technology and mathematics have influenced each other
- consider the moral, social, and ethical implications arising from the work of mathematicians and the applications of mathematics
- recognize the international dimension of mathematics through its universality, and its multicultural and historical perspectives
- understand the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills, and attitudes necessary to pursue further studies in mathematics
- reflect critically on their own work and the work of others

How are the students assessed?

Students' work is assessed on the following criteria:

Criterion A Knowing and understanding	Students should be able to: 1. select appropriate mathematics when solving problems in both familiar and unfamiliar situations 2. apply the selected mathematics successfully when solving problems 3. solve problems correctly in a variety of contexts.
Criterion B Investigating patterns	Students should be able to: 1. select and apply mathematical problem-solving techniques to discover complex patterns 2. describe patterns as general rules consistent with findings 3. prove, or verify and justify, general rules.
Criterion C Communicating	Students should be able to: 1. use appropriate mathematical language (notation, symbols, and terminology) in both oral and written explanations 2. use appropriate forms of mathematical representation to present information 3. move between different forms of mathematical representation 4. communicate complete, coherent, and concise mathematical lines of reasoning 5. organize information using a logical structure.
Criterion D Applying mathematics in real-life contexts	Students should be able to: 1. identify relevant elements of authentic real-life situations 2. select appropriate mathematical strategies when solving authentic real-life situations 3. apply the selected mathematical strategies successfully to reach a solution 4. justify the degree of accuracy of a solution 5. justify whether a solution makes sense in the context of the authentic real-life situation.

How is the subject structured?

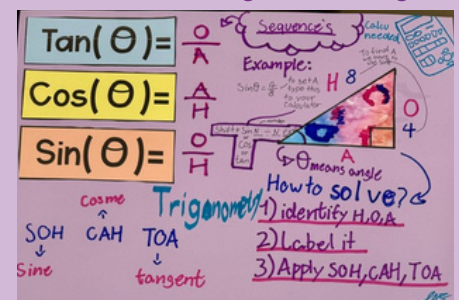
Form 1	
MYP Units	Contents
1. Numerical Rules	- Basic Computation - Directed Numbers - Numerical Estimation
2. Algebraic Variables	- Algebraic Expressions - Linear Equations in One Unknown (I) - Manipulations of Polynomials - Linear Equations in One Unknown (II)
3. Coordinate Shapes	- Areas and Volumes (I) - Introduction to Coordinates
4. Statistical Data	- Percentage (I) - Statistics (I) - Rate, Ratio and Proportion
5. Congruent Geometry	- Angles Related to Straight Lines and Triangles - Congruent Triangles

F1 students learning about coordinates and percentages through hands-on activities



Form 2	
MYP Units	Contents
1. Geometric Proof	- Similar Triangles - Angles Related to Triangles and Polygons
2. Algebraic Relationships	- Identities - Factorization of Polynomials - Algebraic Fractions and Formulas
3. Statistical Evidence	Statistics (II)
4. Spatial Models	- Pythagoras' Theorem - Introduction to Trigonometry - Areas and Volumes (II)
5. Symbolic Representation	- Linear Inequalities in One Unknowns - Linear Equations in Two Unknowns

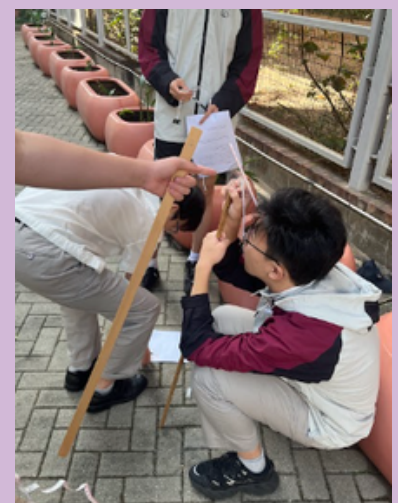
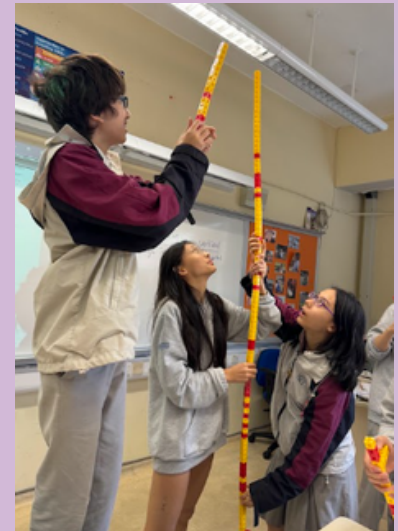
F2 students creating a poster on trigonometric ratios and singing activities on Congruent Triangles



Form 3

MYP Units	Contents
1. Algebraic Laws	- Linear Equations in Two Unknowns - Laws of Integral Indices - More about Factorization of Polynomials
2. Trigonometric Application	- Application of Trigonometry - Coordinate Geometry of Straight Lines
3. Practical Percentages	- Percentages (II) - Measures of Central Tendency - Introduction to Probability
4. 3D Figures	Areas and Volumes (III)
5. Deductive Geometry	- Quadrilaterals - Centres of Triangles

F3 students learning about volumes and Trigonometric Application through investigation



Year-Round Faculty Activities: Running Maths, Pi Day, and F2 IDU Field Trip



What is the subject?

The Physical and Health Education subject focuses on both learning about and learning through physical activity. Students develop knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle.

What are the learning aims?

The Physical and Health Education subject aims to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on learning experiences.

How is the subject structured?

Form 1	
Units	Contents
Athletics	Track and field events
Fitness	Fitness components and fitness testing
Striking and Fielding	Rounders, Cricket, Softball and modified games
Racket Sports	Singles, doubles and officiating
Gymnastics	Floor skills, apparatus skills and creating a partner gymnastic routine
Invasion games	Evasion skills, ball skills and spatial awareness
Swimming	Basic survival skills

Form 2	
Units	Contents
Athletics	Track and field events
Dance	Explores the elements of movement, choreography, and cultural context through the study and creation of dance works.
Cross Country Unit	Running techniques and understanding the importance of physical fitness.
Badminton/volleyball	Officiating in competitive games
Racket Sports	Singles, doubles and officiating
Swimming	Basic survival skills
Invasion Games	Evasion skills, ball skills and spatial awareness



Basketball

Form 3	
Units	Contents
Aesthetic Movement	Planning and performing a movement routine
Athletics	Track and field events
Fitness	Principles of training, anatomy and sports psychology
Leadership	Leadership in sporting activities
Invasion Games	fast-paced games that need teamwork and invasion skills
Swimming	Survival basic

How are the students assessed?

Students' work is assessed on the following criteria:

Criterion A Knowing and understanding	Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.
Criterion B Planning for performance	Students, through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.
Criterion C Applying and performing	Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.
Criterion D Reflecting and improving	Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others



Approaches to learning (ATLs) are skills that focus on the process of learning. In other words, they help students to learn how to learn and are relevant across all subjects.

There are five categories of skills that are important for a student to master in order to develop into a successful, lifelong learner.



Hong Kong Junior Curriculum-Generic Skills

Basic skills	Thinking skills	Personal and Social skills
Communication Skills	Critical Thinking Skills	Self-management Skills
Mathematical Skills	Creativity	Self-learning Skills
IT Skills	Problem Solving Skills	Collaboration Skills



Running ATL

What is it about?

Service as Action(SaA) is a core element of the MYP Curriculum framework. It engages students in taking thoughtful action, including service, and develops a sense of responsibility and active citizenship.

What are the learning aims?

The SaA aims to:

- encourage students to take meaningful and positive actions oriented towards community needs
- empower students to make informed decisions about their actions
- provide an opportunity to transfer knowledge and understanding from classrooms to a real-life context
- develop a variety of skills and attitudes in students in order to grow more confident and independent personalities and to succeed in further studies and life after school.

How is it structured?

Students are provided service opportunities both within and outside their classrooms, through activities embedded in their MYP subject units, independent activities such as Waste Warriors, Kindness Walks, Beach Ceaning, Seahorse Rangers etc. as well as during school events such as Creative Week and Open Day.

How are the students assessed?

Students' SaA is assessed through student reflections on service they have completed using the following learning outcomes:

- become more aware of their own strengths and areas for growth;
- undertake challenges that develop new skills;
- discuss, evaluate and plan student-initiated activities;
- persevere in action;
- work collaboratively with others;
- develop international-mindedness through global engagement, multilingualism and intercultural understanding;
- consider the ethical implications of their actions.



Beach Clean Up



Kindness Walk

What is the Community Project?

The community project is an opportunity to engage positively in a community. Students apply their knowledge of the approaches to learning skills, the IB learner profiles, and understanding of the global contexts through an in-depth investigation. During the course of this minimum 15 hour project, they independently propose, plan, implement, and present a project that serves a need in a community. Students work in groups up to three, where they collaborate in the research, goal setting, action plan, and presentation together.

How is it structured?

At CSS, the students are provided guidance through Community Project Lessons once a cycle, throughout the year. Additionally, each CP group is allocated a CP supervisor in October. The supervisors assist with the process, timeline, and support the development of students' self-management skills. The final product is a presentation made by the students to report and celebrate the completion of their project.

Support and Assessment

The community project is assessed according to specified criteria.

Criterion A Investigating	Students demonstrate well-developed research skills as they investigate the community they want to help and its needs and come up with a clear goal on how to address the chosen need using their prior and subject knowledge.
Criterion B Planning	Students design a clear and detailed proposal for their service, develop an accurate plan for achieving their goal and demonstrate excellent self-management skills while keeping records of the process of their work.
Criterion C Taking action	Students follow their action plan and provide service to the community showing brilliant critical and creative thinking skills as well as social and communication skills in the process of doing the service, overcoming challenges and achieving their goal.
Criterion D Reflecting	Students reflect on how the CP influenced their knowledge and understanding of service as action and developed their skills and evaluate the quality of the service they have done towards addressing a need in the selected community.

What is the pathway after SaA and CP at CSS?

F4 HKDSE

Students must take an active part in Other Learning Experiences (OLE) alongside their subjects.

F5 and F6 HKDSE

Students continue doing OLE.

F5 and F6 IBDP

- Students must complete Creativity, Activity, Service (CAS) requirements.
- CAS is an obligatory element that must be accomplished successfully by the student in order to get an IBDP Diploma.

What is it about?

In the IB Middle Years Programme (IBMYP), interdisciplinary unit supports students to understand bodies of knowledge from two or more disciplines or subject groups, in order to integrate them and create new understanding. Students demonstrate interdisciplinary understanding when they bring together concepts, methods, or forms of communication from two or more disciplines or established areas of expertise so that they can explain a phenomenon, solve a problem, create a product, or raise a new question in ways that would have been unlikely through a single discipline.

Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students in the IBMYP. It prepares students for further academic (inter)disciplinary study and for life in an increasingly interconnected world.

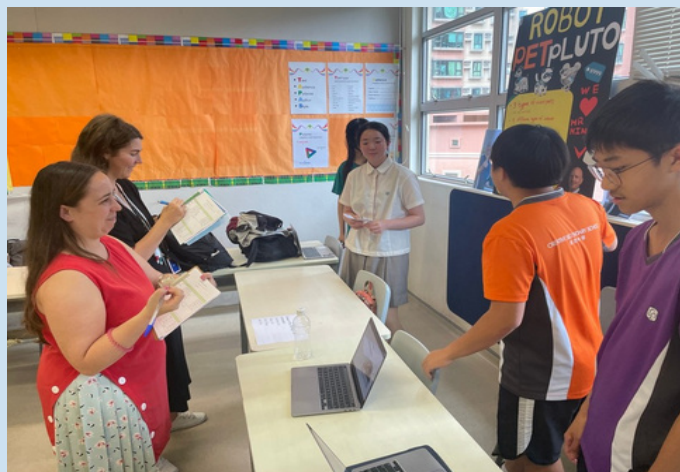
What is structured and taught?

In each year of the programme, IBMYP schools are responsible for students engaging in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups.

At CSS, there are many authentic interdisciplinary learning opportunities taking place across subjects informally. Teachers strive to connect their subjects to other subjects and encourage the students to do the same. New initiatives at CSS such as CLACH and STEAM are also areas where informal and formal interdisciplinary learning takes place. Formal interdisciplinary learning is planned for each of the year levels at CSS with many possible subject combinations. Teachers work to create authentic, real world experiences for the students in these units. These formal interdisciplinary units are assessed by both subject teachers individually and collaboratively using the separate IB criterion based assessment criteria.

Currently, there are three IDUs at CSS

Year group	Subjects involved	Unit
F1	Chinese Language and Literature Chinese Language Acquisition Physical Health Education	Dragon Dance During the interdisciplinary learning process, students combine their learning from both subjects in order to demonstrate their ingenuity and to create an interactive design of a dragon dance performance in which they dramatise their understanding of the origins, meanings, and importance of the traditional Chinese New Year.
F2	Mathematics Science	Statistics speak out loud! The objective of the unit is to analyze the sound level at different locations of Hong Kong and explore the causes of noise pollution. Through the study, students apply their theoretical knowledge, develop their data analysing and measuring skills, and use their analytical skills to explore human interactions with the natural world.
F3	English Language and Literature English Language Acquisition Individuals and Societies	Marketing The objective of the unit is to identify and understand the various ways in which advertising and marketing strategies are used to draw consumers' attention towards new products and services. Through creation and presentation of their own products, students apply their theoretical knowledge, developing their creativity, collaboration, and communication skills, and understanding the importance of entrepreneurship in the modern world.



F3 IDU



F1 Waste Warriors



F3 students presenting CP to F2 students



F3 Community Project



Students sharing at a session



IB learner Profile

What is the subject?

- The Chinese History subject is an independent compulsory subject at junior secondary level required by the Education Bureau. This subject fosters students historical literacy and interest in studying history. The curriculum also enables non-Chinese speaking students to learn Chinese history and culture mainly in English.

What is the subject?

The Chinese History subject aims to encourage and enable students to:

- develop interest in learning Chinese history and culture
- understand and reflect on the relationship between history and modern world
- deepen understanding of local culture and other major cultures in the world
- develop historical literacy and other generic skills
- appreciate traditional culture and understand the importance of cultural conservation
- act as responsible citizens with local, national and global awareness.

How is the subject structured?

Form 1	
Units	Contents
1. Prehistoric Times to Xia, Shang and Zhou (史前至夏商周)	- The origin of Chinese ethnicity and the early formation of nation - The feudal system of Western Zhou Dynasty - The brief history of the Spring and Autumn Period and the Warring States Period
2. Qin and Han (秦漢)	- The unification of China, administrative measures and collapse of Qin Dynasty - The political development and cultural exchange between China and other countries in Han Dynasty (Western Han and Eastern Han)
3. Three Kingdoms, Jin, Southern and Northern Dynasties (三國兩晉南北朝)	- The division of China and the dynastic change of Wei, Jin, Southern and Northern Dynasties - The political situation in north China and the development of Yangzi River Delta - The social and cultural development of Wei, Jin, and Southern and Northern Dynasties
4. Sui(隋)	- The unification of Sui Dynasty and the Kaihuang Reign as Golden Age - The construction and impacts of the Grand Canal in Sui Dynasty
5. Tang (唐)	- The founding and prosperity of Tang Dynasty - An Lushan Rebellion and the downfall of Tang Dynasty - The open society of Tang Dynasty

Form 2	
Units	Contents
2. Song and Yuan (宋元)	- The rise and decline of the five dynasties and the unification of Song Dynasty - The political and economic development of Song Dynasty - The governance of Yuan Dynasty
3. Ming (明)	- The politics of autocratic monarchy in Ming Dynasty - The rise and fall of Ming Dynasty
4. Qing (清)	- Qing China as an empire of multi-ethnic unified country - External threats and internal problems - Reforms in the late Qing

Form 3	
Units	Contents
1. Republic of China (中華民國)	- The 1911 Revolution and the political situation of the early republican times - The cooperation and separation between Kuomintang (KMT) and Communist Party of China (CPC) - The Japanese invasion on China and the Anti-Japanese War - Chinese Civil War
2. People's Republic of China (中華人民共和國)	- The domestic administration and diplomacy from the founding of the PRC to 1978 - Policies of the Chinese economic reform

Medium of Instruction: Chinese (Cantonese/Putonghua)

- Chinese LL students are in Chinese History for Chinese-speaking Students Chinese
- LA students are in Chinese History for Non-Chinese Speaking Students

How are the students assessed?

Students are assessed through various learning activities such as quizzes, data-response questions, video presentation and essay writings. Chinese History is not assessed using the MYP assessment framework.



What is the subject?

Citizenship, Economics and Societies is an independent compulsory subject required by the Education Bureau at the junior secondary school level. This subject enables students to become informed and responsible citizens who possess a sense of nationhood, a global perspective, and a holistic view of the world situation, as well as contribute to the common good of our society and country.

What are the learning aims?

The aims of the Citizenship, Economics and Society curriculum are:

- to help students develop a positive understanding of themselves and others, cultivate good character, enhance their competence to meet daily challenges, seize opportunities, as well as pursue their goals, and realize their aspirations;
- to nurture students to become informed and responsible citizens who respect the rule of law, have a sense of national identity, and contribute to the common good of society and our country;
- to strengthen students' understanding of national and local economic and social affairs, and nurture their patriotism for our country;
- to promote students' understanding of our country and strengthen their sense of nationhood and sense of belonging towards our country; and
- to cultivate students' concern for local, national, and contemporary world topics, help them understand how our country cooperates with other countries in responding to global issues, and broaden their global perspective.

How is the subject structured?

Form 1	
Modules	Contents
1.1 Self-understanding and Life Skills	• Self-understanding, Self-esteem, and Self-confidence • Emotion Management and Enhancing Resilience • Time Management • Media and Information Literacy • Life Planning
1.2 Interpersonal Relationships and Social Inclusiveness	• Enhancing Family Cohesion • Friendship • Diversity and Inclusiveness
1.3 Financial Education	• Rational and Responsible Money Management • Online Shopping • Green Consumption
1.4 Rights and Duties	• Fundamental rights and obligations of citizens prescribed by the Constitution in its Chapter II • Fundamental rights and duties of Hong Kong residents prescribed by the Basic Law and the principles of the rule of law guaranteed by it • International agreements applicable to Hong Kong and their related rights and duties

Form 2	
Modules	Contents
2.1 Overcoming Growth Challenges	Developing proper values and self-management capability in adolescents to overcome growth challenges, reject and stay away from undesirable behaviors
2.2 Governance of the HKSAR	- The relationship between the Central Authorities and the HKSAR as prescribed by the Basic Law - The constitutional order of the HKSAR as established by the Constitution and the Basic Law, the characteristics of the political structure of the HKSAR, and the direction of development for the methods of selecting the Chief Executive and forming the legislature - Responsibility of the HKSAR to safeguard national security
2.3 Public Finance of Hong Kong	- As the manager of public resources, the government's major items of revenue and expenditure - Factors that the government will consider when managing public finance as well as the constraints it faces - Relationship between public finance and citizens
2.4 Economic Performance and Human Resources of Hong Kong	- Economic Performance of Hong Kong - Opportunities and Challenges Brought by Economic Globalisation to Hong Kong - Youth Employment in Hong Kong

Medium of Instruction: English

Form 3	
Modules	Contents
3.1 Intimate Relationships with Affection and Propriety	- Proper understanding of love in adolescents - Adolescents and intimate relationships
3.2 Overview of Our Country's Economy and World Trade	- Economic Performance of Our Country - Economic System of Our Country - World Trade
3.3 Our Country's Political Structure and its Participation in International Affairs	- Understanding our country's political structure through the Constitution - The development of our country's participation in international affairs under the leadership of the central state institutions
3.4 The World in Response to Global Issues	- Handling global issues through international cooperation - Different organisations responding to the global drug problem by means of international cooperation

How are the students assessed?

Students are assessed through various learning activities such as short quizzes, data-response questions, short questions, poster design, and presentations. Citizenship, Economics and Societies is not assessed using the MYP assessment framework.



Life Planning and Higher Education (Junior School)

What is it about?

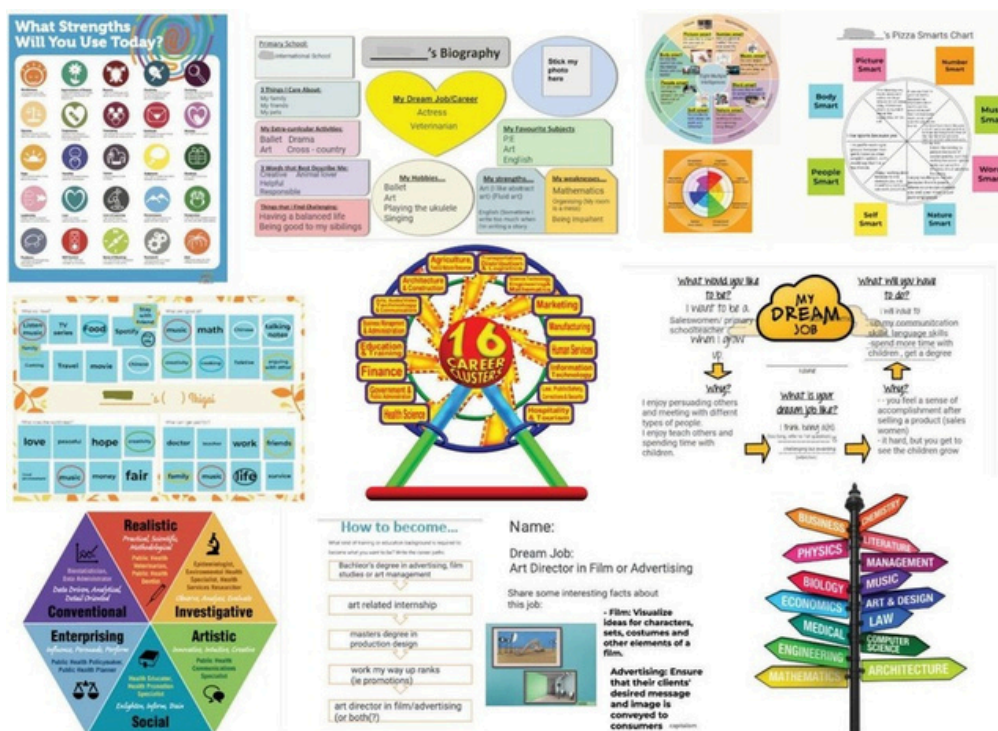
Life Planning and Higher Education in junior school aims to provide students with opportunities to explore and develop their personal interests, skills, and goals, with a focus on their future academic and career paths. It involves guiding students to understand their strengths, identifying potential areas of study or career options that align with their interests, and setting goals to work towards. By being introduced to these concepts early on, students have more time to explore their interests, acquire the relevant skills, and make well-informed choices about their academic and career paths as they progress through their education.

Key Learning Aims:

Year Group	Contents
F1	self-understanding and development-Who am I?
F2	Career Exploration- Where am I going?
F3	Career Planning and Management - How do I get there?

Our school is committed to supporting junior secondary students in discovering their interests and abilities through various learning activities. We believe in empowering learners to set targets and providing guidance to align their subject selections with their future goals. By doing so, we aim to equip our students with the necessary skills and knowledge to excel in senior secondary education.

We take pride in having a dedicated Careers Centre and an experienced Careers Team which support students throughout their journey of investigation, understanding, and decision-making regarding their future. Together, we will pave the way for a rewarding educational journey for your child!





啓思中學

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