

Renaissance College Hong Kong



Year 8 MYP curriculum 2025 - 26

*Please note the contents of our written curriculum is subject to change. Further specific information regarding unit objectives and assessment overviews will be provided to students on Google Classroom throughout the year.

Year 8 Arts
2025 - 26

Unit number	1	2	3
Arts	Performing Arts: Music	Performing Arts: Theatre	Visual Arts
Unit name	The Blues	Universally Speaking	Skeletal Systems
Key Concept	Change	Communication	Creativity
Related Concept(s)	Expression, Boundaries	Representation, Role	Representation
Global Context	Fairness & Development	Personal & Cultural Expression	Orientation in Space & Time
Statement of Inquiry	Expression can change boundaries in society, leading to greater equality and inclusion	Non-verbal communication has a powerful influence on the relationship between audience and role	Creative representation of the natural world can lead to personal aesthetic outcomes
ATL Skills	Social, Self-Management	Communication, Social, Research	Self-Management
Assessment Criteria	A, B, C, D	A, B, C, D	A, B, C, D
Content overview	Students develop their knowledge and understanding of the Blues, including the history surrounding it, and its musical impact on modern genres. They have the opportunity to explore the impact that the Blues had on society, as well as developing an understanding of the wider issues surrounding the Blues. Students are assessed on research tasks, performance tasks, their process work and skill development (evidenced in class and through their process journal), and self and peer evaluation tasks.	The students will focus on the idea of non-verbal communication, with a particular emphasis on the conventions and rules of mime. Students will practically explore the conventions of mime, learning about how to apply TWISTS and SPECS, the 6 rules of mime, push and pull in workshops before devising their own performance piece with other students based on the scenario 'The Park Bench'. Students will then apply their knowledge to appraising an existing mime performance, commenting on how mime techniques are used in the performance. Students will then be guided through a practical exploration of Commedia dell'Arte, learning about the characters and traditions associated with this Theatre form. Students will research, design and make a mask based on one of the Commedia dell'Arte characters	Observational pen drawing (cross hatching, scumbling, stippling) Sculptural techniques (score-slip-stick-smooth, engraving/pressing, moulding) Application of research skills Visual analysis Evaluation

Year 8 Design
2025 - 26

Unit number	1	2
Unit name	Carry the Movement	Global Opportunities
Key Concept	Communication	Communities
Related Concept(s)	Form, Perspective	Resources, Perspective
Global Context	Personal & Cultural Expression	Fairness & Development
Statement of Inquiry	The form and perspective of art and design movements communicate cultural values and personal expression through functional design solutions.	We have a collective responsibility to support raising the awareness of opportunities to support global communities
ATL Skills	Research, Social	Research
Assessment Criteria	A, B, C, D	A, B, C, D
Content overview	Students will design and create a functional laptop case that effectively communicates the key characteristics and perspective of a chosen art and design movement while meeting practical protection needs.	Students will understand that 'We have a collective responsibility to support raising the awareness of issues faced by global communities'. Students will raise awareness of a global issue that is important to them and create a wooden puzzle box with graphics that engage their audience.

Year 8 English
2025 - 26

Unit number	1	2	3	4
Unit name	Gothic Fiction	Travel Writing	Historical Fiction	Dystopian Fiction
Key Concept	Creativity	Communication	Perspective	Connections
Related Concept(s)	Genre, Style	Genre, Context	Point of View, Intertextuality, Theme	Theme, Characterisation
Global Context	Personal & Cultural Expression	Personal & Cultural Expression	Orientation in Space & Time	Fairness & Development
Statement of Inquiry	Gothic writers employ specific techniques to trigger a fear-driven response	Identities and context can be communicated through genre	Fiction grounds our understanding through different perspectives in space and time	By investigating the connection between fiction and real world issues, individuals can adopt or resist ideas around fairness
ATL Skills	Thinking, Self-Management	Research	Self-Management, Thinking	Communication, Social
Assessment Criteria	A B, C, D	A, B B, C, D	A, B, D B, C, D	A, B, D, B, C, D
Content overview	Students develop their creative writing skills and learn the form of style of a specific genre	Students develop their non-fiction analysis through the form of travel writing	Through historical fiction texts, students will reflect on and consider the role and responsibility a writer has in representing the past	Students will explore the form of dystopian literature as a means to explore global issues of fairness and development

Year 8 Individuals & Societies
2025 - 26

Unit number	1	2	3	4
Unit name	World Wide Wanderers	World Beliefs	Revolutions	Fragile Environment
Key Concept	Global Interactions	Time, Place & Space	Change	Systems
Related Concept(s)	Networks, Patterns, Trend	Identity, Belief	Causality	Management, Intervention
Global Context	Globalisation & Sustainability	Identities & Relationships	Orientation in Space and Time	Globalisation & Sustainability
Statement of Inquiry	Globalisation is a process that connects the world around us, bringing interdependence, diversity and commonality	People's moral reasoning and ethical judgement are shaped by their belief systems, developed across time, place and space and could be reflected in their lifestyle choices.	Major shifts in power, ideas or technology can cause revolutions that change society's future	Lack of human management and intervention may fragilize ecosystems.
ATL Skills	Communication, Thinking, Research	Communication, Social, Research	Communication, Research, Thinking	Communication, Research
Assessment Criteria	A, B, C, D	A, B, C, D	A, B, C, D	A, B, C, D
Content overview	Globalisation Trade Multinational Corporations Opportunities and Threats of Globalization	Ethics Major Religions Around the World Values Comparison of Religions Around the World	Revolution versus Revolt Political, Economic, Social, Technological Revolutions Impacts of Revolutions on Society	Different Types of Biomes Land Reclamation Shark Finning Various issues facing ecosystems around the world Preserving biomes Solutions/actions

Year 8 Maths
2025 - 26

Unit number	1	2	3	5
Unit name	A game of chance	Something or Nothing?	The Problem or the Solution	Trilateration
Key Concept	Logic	Form	Relationships	Relationships
Related Concept(s)	Model, Representation, System	Systems, Quantity	Equivalence, Simplification	Measurement, Space
Global Context	Identities & Relationships	Personal & Cultural Expression	Scientific & Technical Innovation	Orientation in Space & Time
Statement of Inquiry	Situations involving chance can be modelled using logic	The form of numbers can express quantities less than nothing	Simplifying expressions allow us to relate and equate	Measurement of physical properties allows us to model real-life phenomena
ATL Skills	Communication	Thinking	Communication	Thinking
Assessment Criteria	A	B, C, D	A, C, D	B
Content overview	Development of the idea of chance, and systems to visualise probability problems	Development of numeracy and understanding of the power of prime numbers	Development of the use of algebra and abstraction that allows us to explore variables	Development of spatial awareness and angle reasoning, and relationships

Year 8 Physical & Health Education 2025 - 26

Unit number	1	2	3	4	5	6
Unit name	Handball - Team Building	So you think you can dance?	Wise up Around Water	Basketball/Netball - Peer Coaching	Track the Field	Fueling the Future (IDU with Science)
Key Concept	Relationships	Communication	Change	Change	Change	Communities
Related Concept(s)	Functions, Interactions	Perspectives	Systems, Function, Adaptation	Refinement	Perspectives	Consequences, Change
Global Context	Personal & Cultural Expressions	Personal & Cultural Expressions	Identities & Relationships	Identities & Relationships	Scientific and Technical Innovation	Globalisation & Sustainability
Statement of Inquiry	The relationships we form through personal and cultural expression inform the way we interact with each other and can impact the success of a team	Promoting a cause through performance can communicate awareness	Exercise creates change and adaptations within our body systems	Using self evaluation to plan improvements helps one to gain confidence and perform at a higher level	Developing self-awareness can enhance our performance	Nutritional creativity can lead to a positive change in eating habits in an evolving community
ATL Skills	Social, Communication	Social	Self-Management	Communication	Social	Research
Assessment Criteria	A, B, C, D	C	A, C	B, C, D	A, C	A, B, C
Content overview	Students are encouraged to explore the different roles within a game that contributes to its success and select a role that they would like to experience. Students are tasked to create and organise their own tournaments	'So you think you can dance' focuses on cooperation skills. Students work in small groups and choose a dance they perfect and perform in front of their peers	In 'Wise Up Around Water', students learn about making safe choices in, on and around an aquatic environment with a focus on self-preservation at all times. They experiment with different types of basic rescues and prepare a water safety brochure for assessment	In 'Peer Coaching', students focus on the game of Basketball and/or Netball. They create a plan for a partner and choose a specific skill to focus on and further develop. Peer-evaluation to plan for improvements helps students to gain confidence and perform at a higher level	In 'Track the Field', students are introduced to a variety of different running, throwing, and jumping events. They inquire about how different muscle groups and components of fitness are related to certain movement patterns. They learn about Nutrition and how it affects performance	Understanding nutrition through the lens of science and cooking. Exploring the relationship between physical activity and nutrition.

Year 8 Science
2025 - 26

Unit number	1	2	3	4
Unit name	Energising the Body	Cooking Chemistry	Electrical Engineering	Fueling the Future (IDU with PHE)
Key Concept	Systems	Change	Connections	Communities
Related Concept(s)	Transformation, Interaction	Conditions, Form	Models, Patterns	Consequences, Change
Global Context	Identities & Relationships	Globalisation & Sustainability	Scientific & Technical Innovation	Globalisation & Sustainability
Statement of Inquiry	Understanding how our body systems interact, transforming food into energy, allowing us to make healthy lifestyle choices.	Exploring the conditions that change a material's form helps us limit consumption and contribute to sustainability.	Making connections between models and patterns in data allows us to engineer adaptable systems.	Conceptual understanding: Sustainable eating can have a positive impact on our global communities
ATL Skills	Communication, Thinking	Research, Collaboration, Thinking	Thinking	Communication, Social, Research, Thinking
Assessment Criteria	A, B, C, D	B, C, D, A	A, D	A, B, C
Content overview	Human nutrition and macromolecules / The role of food in fueling our body Digestive system Circulatory system Respiratory system Coordination of human organ systems to extract and use energy from food Cellular respiration	Basic chemistry in cooking Methods of heat transfer Chemical and physical changes in cooking Elements, compounds and mixtures Emulsions, colloids & their role in cooking	The fundamentals of electrical circuits Quantities relating to electrical circuits, including current, charge, voltage and resistance Conductors and insulators Series and parallel circuits Ohm's Law Coding using m blocks Circuit building using breadboards Using arduinos	Science: Nutrition through the lens of science and cooking PHE: Exploring the relationship between physical activity and nutrition intake. Understanding the individual needs of particular sports (endurance vs strength based). The topics of daily calorie intake, energy systems, energy balance, cultural differences in diets, fad diets and BMR is also explored

Year 8 Chinese Language & Literature
2025 - 26

Unit number	1	2	3	4
Unit name	Personality and Relationship	Heroism and culture	Value and its expression	Realm of beautiful landscape
Key Concept	Connections	Perspective	Communication	Creativity
Related Concept(s)	Intertextuality, Genres	Context, Point of view	Self-expression, Audience imperatives	Style, Context
Global Context	Identities & Relationships	Personal & Cultural Expression	Personal & Cultural Expression	Globalisation & Sustainability
Statement of Inquiry	Using structural language to analyse different social events helps to build relationships and connect people.	Different points of view on heroes under different cultural and social contexts showed one's perspective.	Language is used for self-expression and helps communicate with different audiences.	Creative language with different settings and styles help people to appreciate the natural landscape and lead to a sustainable world.
ATL Skills	Communication	Thinking	Social	Research
Assessment Criteria	A, B, C, D	B, C, D	A, B, C, D	A, B, D
Content overview	Students will watch several video clips related to "Empathy". Students will be able to organise and depict information logically and write news critiques	Students will read the classic Chinese novel "The Three Kingdoms". Students will be able to write an argument to effectively express their ideas	Students will read different literary works that express one's feelings. They need to work in groups and be able to create their own advertisement to express themselves based on an extracted part of a learned text	Students will learn different descriptive skills in this unit and they will be able to write an essay to describe a beautiful place they have visited

Year 8 Chinese Language Acquisition
Phase 1 Stage 2
2025 - 26

Unit number	1	2	3	4
Unit name	Getting There	Clothes Colour My World	Lifestyle changes along with the weather	A Balanced Life
Key Concept	Creativity	Culture	Communication	Connections
Related Concept(s)	Message, Pattern	Expression, Audience	Function, Purpose	Message, Conversations
Global Context	Globalisation & Sustainability	Personal & Cultural Expression	Globalisation & Sustainability	Identities & Relationships
Statement of Inquiry	To help others make sustainable choices people need to share messages that encourage positive impacts on the world	How we present ourselves is an expression of who we are in our own culture	The function of language is to communicate and persuade others	Hobbies and sports connect people for a better, enjoyable, and all-around happy life
ATL Skills	Research, Thinking	Social, Thinking	Communication, Social	Self-Management
Assessment Criteria	A, C	B, D	A, B	C, D
Content overview	Students will be able to introduce transportation modes and explain their features and will be able to give directions and describe one's routes	Students will be able to describe colours and different types of clothes and use basic conjunctions	Students will be able to describe weather and seasons and discuss how one's lifestyle changes along with the weather	Students will be able to introduce different hobbies and after-school activities, use basic sequence words and use some adverbs of frequency

Year 8 Chinese Language Acquisition
Phase 2 Stage 2
2025 - 26

Unit number	1	2	3	4
Unit name	My New Home	New Hobbies	Weather and Mood	Food Culture
Key Concept	Culture	Connections	Communication	Culture
Related Concept(s)	Context, Meaning	Structure, World Choice	Purpose, Audience	Context, Purpose
Global Context	Fairness & Development	Identities & Relationships	Orientation in Space & Time	Personal & Cultural Expression
Statement of Inquiry	The place we live in gives meaning and context for us to better express and develop ourselves there	Appropriate word choice with a clear message can enhance our connection with others	Purpose and audience decide how we communicate messages about health over time	Food is a creative form to express personal and cultural messages
ATL Skills	Communication, Thinking	Communication, Thinking	Self-Management, Communication	Research, Communication
Assessment Criteria	A, C	B, D	B, D	A, C
Content overview	Students will be able to describe one's home design and understand how one's home design is affected by the context where we live in	Students will be able to explain one's hobbies, describe one's appearance and understand how hobbies and experiences shape our personalities	Students will be able to describe sickness symptoms effectively and explain how to keep healthy	Students will be able to understand how one's three meals a day are affected by culture and describe one's meals a day

Year 8 Chinese Language Acquisition
Phase 3 Stage 1
2025 - 26

Unit number	1	2	3	4
Unit name	Shopping	Festivals and Celebrations	My Pet	My Holidays
Key Concept	Creativity	Culture	Communication	Communication
Related Concept(s)	Purpose, Word choice	Context, Function	Empathy, Point of view	Purpose, Structure
Global Context	Globalisation & Sustainability	Personal & Cultural Expression	Identities & Relationships	Identities & Relationships
Statement of Inquiry	Creative use of language and careful word choice support a sustainable world	Understanding the importance of the function of language under different social contexts enables us to express ourselves and fosters greater cultural awareness	Showing a point of view and communicating empathy contribute to developing one's identity	Mindful use of language with purpose and structure enhances communication and builds close relationships among people
ATL Skills	Research, Thinking	Social, Research, Communication	Research, Thinking, Communication	Communication, Research
Assessment Criteria	C, D	A, B	C, D	A, B
Content overview	Students will be able to name different stationary and daily necessities, ask questions when they go shopping, express their views on shopping and sustainability and use different measure words.	Students will be able to name different food, describe the food related to major Chinese festivals (Mid-Autumn Festival, Dragon Boat Festival & Spring Festival), describe how to celebrate major Chinese festivals, tell the meanings of different foods in major Chinese festivals and understand the customs and traditions of major Chinese festivals	Students will be able to describe and introduce different pets, describe how to raise pets, persuade one with their opinion and use more complex conjunctions.	Students will be able to share how they spend their holidays, describe how they prepare for their holidays, briefly introduce some major cities in China and use different conjunctions.

Year 8 Chinese Language Acquisition
Phase 3 Stage 2
2025 - 26

Unit number	1	2	3	4
Unit name	Family members	Smart city	Traditional Chinese stories	Let us play
Key Concept	Connections	Connections	Connections	Culture
Related Concept(s)	Audience, Purpose	Point of View, Function	Idiom, Context	Conventions, Message
Global Context	Identities & Relationships	Fairness & Development	Orientation in Space & Time	Globalisation & Sustainability
Statement of Inquiry	Effective use of language connects the audience regardless of different places or times	Creative points of view attract audiences contributing to developing a fair world	Interesting idioms in different contexts connect people over space and time	Effective use of conventions helps to deliver messages and enhance the communication of cultures across the globe
ATL Skills	Communication, Self-management	Research, Thinking, Communication	Thinking, Social, Reflection	Communication, Social, Research
Assessment Criteria	B, D	A, C	B, D	A, C
Content overview	Students will be able to name the extended family, describe one's personality and describe the length of time	Students will be able to name different facilities of the community, describe different locations of the facilities in a community, create/design facilities for different stakeholders in the community and share views on how facilities have an impact on the development of a fair world	Students will be able to know some classic Chinese idioms, understand the origin of some Chinese idioms and comment on whether the meanings behind the idioms still apply to the modern world	Students will be able to research and share games from different countries, write instructions for a game and understand how games change over time and why

Year 8 Chinese Language Acquisition
Phase 4 Stage 1
2025 - 26

Unit number	1	2	3	4
Unit name	Family Influence	Touring around the world	Food and Health	Technology and Entertainment
Key Concept	Communication	Connections	Culture	Creativity
Related Concept(s)	Point of view, Structure	Context, Purpose	Audience, Message	Meaning, Function
Global Context	Identities & Relationships	Globalisation & Sustainability	Personal & Cultural Expression	Orientation in Space & Time
Statement of Inquiry	Expressing ideas in an organised structure and considering different points of view can lead to effective communication	Enriching connections with local and global contexts through unique experiences can achieve multiple purposes	Implicating an audience with cultural significance and a valuable message can fulfil one's personal and cultural experience	The creativity and function in technology and entertainment evolve over time
ATL Skills	Communication, Thinking	Research, Communication	Research, Self-Management	Thinking, Research
Assessment Criteria	B, A, D	A, C	C, D	A, B
Content overview	Students will be able to express one's ideas/comments on family members' or relatives' influence and write a letter relating themselves to the family members living around them	Students will be able to explore information about overseas studies and travelling and gain a better understanding of the geographical facts and heritage of different countries in the world	Students will be able to explore information about Chinese food focusing on cultural significance, introduce and explain how to make Chinese cuisine, apply their explanatory skills in guideline making and make a short video of a selected Chinese food	Students will be improve collaborative skills through group work, write debate scripts and write a speech

Year 8 Chinese Language Acquisition
Phase 4 Stage 2
2025 - 26

Unit number	1	2	3	4
Unit name	Celebrities	Animal stories	Appreciating Art	Global Issues-Children's rights
Key Concept	Communication	Culture	Creativity	Connection
Related Concept(s)	Structure, Convention	Idioms, Context	Point of View, Audience	Empathy, Word Choice
Global Context	Identities & Relationships	Orientation in Space & Time	Personal & Cultural Expression	Fairness & Development
Statement of Inquiry	Well-structured biography can better achieve its communicative purpose of inspiring others	Stories disclose wisdom in specific cultures and contexts	Creative arts as a way of self-expression can enrich the Audience's points of view	Appropriate word choices and stylistic choices can elicit the audience's empathy, which can be turned into actions for justice and fairness
ATL Skills	Communication, Self-Management	Thinking, Research	Thinking, Research	Self-management, Thinking
Assessment Criteria	C, D	A, B	C, D	A, B
Content overview	Students will understand the format and style of biographical texts and write a short Biography for a celebrity chosen	Students will understand cultures, values, and wisdom embedded in the animal stories in both written and spoken form and write a simple drama Script	Students will appreciate culture and art and understand the values and functions of art, and comment art with appropriate format and tone	Students will understand the importance and influences of global issues, and express one's opinions on global issues effectively