

Renaissance College Hong Kong



Year 9 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 9 Arts
2025 - 26

Unit number	1	2	3
Arts	Performing Arts: Music	Performing Arts: Theatre	Visual Arts
Unit name	Pop for the People	Come Together	Portraiture
Key Concept	Aesthetics	Change	Communication
Related Concept(s)	Interpretation, Role	Role, Expression	Expression, Style
Global Context	Orientation in Space & Time	Fairness & Development	Identities & Relationships
Statement of Inquiry	Art unveils meaning and purpose	When we come together we can use creative expression and style as tools to encourage change in our community	Identities and emotions can be communication through different styles
ATL Skills	Communication, Self-Management, Social	Thinking, Social, Self-Management	Thinking
Assessment Criteria	A, B, C, D	A, B, C, D	A, B, C, D
Content overview	Students explore and analyse popular music, compose their own pieces, develop skills, and perform, all while engaging with the content critically	Students will use the discovery stimulus to inform a devised piece that uses tableaux to portray and comment on the experiences of the suffragettes. Students will then move on to looking at the conventions of Chorus, both Traditional Greek Chorus and Modern Chorus and workshop ideas by looking at an extract from a classic Greek Tragedy. Students will appraise a performance of a Greek Chorus and analyse how the conventions that they have learned in an existing production. Students will explore use of Verbatim Theatre and how theatre makers employ testimony from individuals in a type of documentary theatre. Students will devise a final piece that should draw on techniques and conventions from the different genres covered in the unit to demonstrate their acquired knowledge.	Observational pencil drawings of facial features (proportions and observation) Painting techniques (colour mixing, surface textures) Photography - poses, emotion, meaning, set, props, lighting, framing, angles Using AI to help develop initial ideas Application of research skills Visual analysis Evaluation

Year 9 Design
2025 - 26

Unit number	1	2
Unit name	Memoirs in Motion (IDU with I&S)	Pewterful
Key Concept	Form	Communities
Related Concept(s)	Adaptation, Self-Expression	Form, Connections
Global Context	Personal & Cultural Expression	Personal & Cultural Expression
Statement of Inquiry	Adaptation of form can communicate universal concepts	Communities can connect through different forms of cultural expressions
ATL Skills	Communication, Thinking	Communication, Self-Management
Assessment Criteria	A, B, C, D A, B, C	A, B, C, D
Content overview	Students will understand that the Design Process can be used to adapt narratives to meet the requirements of different media. Students will create a stop-motion movie that will last no more than 1 minute 30 seconds.	Students will understand how material culture expresses identity and builds community bonds throughout human history. Students will create a pewter artifact with an artist statement explaining its connection to personal identity and community.

Year 9 English
2025 - 26

Unit number	1	2	3	4
Unit name	Memoirs in Motion (IDU with Design)	Save Your Sole	Diverse Perspectives Novel Study	Poetry as Performance
Key Concept	Connections	Communication	Perspective	Creativity
Related Concept(s)	Form	Audience Imperatives, Context, Purpose	Character, Setting, Theme	Form, Adaptation, Purpose, Structure
Global Context	Orientation in Space & Time	Fairness & Development	Identities & Relationships	Personal & Cultural Expression
Statement of Inquiry	Adaptation of form can communicate universal truths about identity	Creators are responsible for the messaging of their product.	As perspectives change, so does our identity.	Communication is enhanced by adaptation and creativity
ATL Skills	Social	Research, Social	Thinking, Self-Management	Communication, Research
Assessment Criteria	B, C, D	A, D	A, B, D	A, C
Content overview	Students study and apply the skills of memoir writing	Students develop their critical reading skills of adverts; looking at audience, purpose and effect	Students examine how diversity is represented in literature	Students creatively adapt and perform a poem of their choosing

Year 9 Individuals & Societies
2025 - 26

Unit number	1	2	3	4
Unit name	Culture	Global Gap	Social Entrepreneurship	Rights and Equality
Key Concept	Time, place & space	Global Interactions	Systems	Change
Related Concept(s)	Culture, Identity	Causality, Poverty	Model, Process	Equity, Perspective
Global Context	Personal & cultural expression	Fairness & Development	Globalisation & Sustainability	Identities & relationships
Statement of Inquiry	Culture shapes and influences individual beliefs, behaviours, and societal norms	Global interactions can affect the fairness and development of societies	Social entrepreneurship is a business model that can solve global challenges and foster sustainable community impact.	People's actions can change identity, relationships, equality, and perspectives
ATL Skills	Self-Management, Communication	Communication, Research, Thinking, Self-Management	Self-Management, Thinking	Social, Communication, Research, Thinking, Self-Management
Assessment Criteria	A,C, D	B, C, D	C, D	A, B, C, D
Content overview	1. What is Culture 2. What is surface culture 3. What is deep culture? 4. How do cultures change? 5. What is the impact of culture clashes on our identity?	1. Development Indicators 2. World Population & development 3. Factors influencing development 4. Summative Assessment	1. Entrepreneurship 2. Business functions 3. How profit works 4. Non-profit objectives 5. Business plans and social enterprise proposals	1. What is Human Rights 2. Formative: Peer assessment 3. Racial equality 4. Gender equality 5. Summative assessment

Year 9 Maths (Standard and Extended)
2025 - 26

Unit number	1	2	3	4	5
Unit name	Trust Your Numbers	Representing the Unknown	Measuring Beyond Our Reach	Our World in Data	Staying in Line with the World
Key Concept	Relationships	Logic	Form	Communication	Relationships
Related Concept(s)	Equivalence, quantity, representation	Model, representation, generalisation	Pattern, space	Representation, Justification	System and model
Global Context	Scientific & Technical innovation	Scientific & Technical innovation	Identities & Relationships	Fairness & Development	Identities & Relationships
Statement of Inquiry	Simplifying quantities and understanding equivalent relationships between different forms of representations can help me make logical decisions	Relationships can be expressed in a generalised form whose rules are used to problem solve	Spatial relationships are a means of understanding the physical and abstract world	Inequality can be justified and communicated by different forms of representation	Linear relationships can model many situations and systems in real life
ATL Skills	Thinking, Research	Thinking, Communication	Thinking, Social	Communication, Research, Thinking	Thinking, Communication
Assessment Criteria	A, B, C	A, B, C	A, D	D	Formative
Content overview	Reviewing and applying number skills in real life contexts along with extending this to working with indices	Further algebraic manipulation and solving of equations	Constructing meaning in Pythagoras' Theorem along with its applications. Working with the trigonometric ratios	Looking at collecting, representing and analysing data using both analytical and technological techniques	Establishing the form of an equation of a straight line along with basic coordinate geometry

Year 9 Physical & Health Education
2025 - 26

Unit number	1	2	3	4
Unit name	Making Fitness Fun!	Hockey Sticks and Frisbee Tricks	Waterpolo	Strike the Field
Key Concept	Relationships	Communication	Change	Development
Related Concept(s)	Interaction, Movement	Space, Systems, Movement, Environment	Adaptation, Movement	Space, Systems, Movement, Environment
Global Context	Fairness & Development	Orientation in Space & Time	Identities & Relationships	Orientation in Space & Time
Statement of Inquiry	Positive relationships and interactions to promote comprehensive development through purposeful movement	Through the exploration of communication within the contexts of space, systems, movement, and environment, students develop an understanding of how orientation in space and time influences effective communication	It is both a cognitive function and motor response that enables us to change and adapt to suit the environment	Through the exploration of striking and fielding sports within the contexts of space, systems, movement, and environment, students investigate how orientation in space and time influences the development of skills and strategies in these sports
ATL Skills	Social, Communication	Research	Self-Management	Thinking
Assessment Criteria	A, B, C, D	B, C, D	C	A, C
Content overview	Students are tasked with the assignment of formulating a movement composition routine that encapsulates their personal fitness objectives	Students are assigned the responsibility of acquiring comprehensive knowledge in the domains of hockey and frisbee. Following this, they are expected to construct an all-encompassing coaching plan tailored to either sport, carefully considering a predetermined time constraint of 20 minutes	Students are encouraged to enhance their understanding of the sport by acquiring comprehensive knowledge. Simultaneously, they are guided to cultivate specific skills that foster individual success within the context of the sport	Students will engage in an exploration of Striking and Fielding sports. This exploration will encompass a comprehensive examination of a diverse array of skills, with the aim of enhancing proficiency in executing various athletic techniques across a wide range of sporting disciplines

Year 9 Science
2025 - 26

Unit number	1	2	3	4
Unit name	Light & Sound	Acids, Bases & Salts	Diseases	Food for thought
Key Concept	Systems	Relationships	Relationships	Equilibrium
Related Concept(s)	Models, Energy	Interactions, Patterns	Consequences, Environments, Interaction	Equilibrium
Global Context	Orientation in Space & Time	Globalisation & Sustainability	Identities & Relationships	Globalisation & Sustainability
Statement of Inquiry	The wave model allows us to understand the phenomena of light and sound. We can gain an understanding of the world by receiving information from light and sound as processed by the human body	Patterns allow us to predict interactions and relationships between acids and other substances, as well as how they impact the environment	The relationships between organisms and their environments have consequences going beyond the simple individual	The growing human population's demand for diverse and affordable food is damaging ecosystems.
ATL Skills	Thinking, Research	Thinking, Communication	Research, Social	Thinking
Assessment Criteria	A, B, C, D	A, B, C	A, D	None
Content overview	Waves Light and sound Applications of waves Wave phenomena The use of waves in humans to allow us to see and hear	Properties of acids and bases pH scale Indicators Reactions: - Acid & Metal - Acid & Carbonates - Acid & Base Word equations Laboratory techniques including crystallisation	Infectious and non-infectious diseases Acquired and natural immunity Vaccinations Malnutrition Psychological diseases Environmental diseases	Unsustainable use of ground water, the pros and cons of intensive farming, the pros and cons of fertiliser use, the pros and cons of pesticide use, the pros and cons of aquaculture, natural and anthropocentric climate change, consequences of anthropocentric climate change

Year 9 Chinese Language & Literature
2025 - 26

Unit number	1	2	3	4
Unit name	Creativity and Imagination	Civilisation and Our Life	Building Arguments	Poetic World
Key Concept	Creativity	Connections	Communication	Perspective
Related Concept(s)	Character, Theme	Purpose, Context	Point of View, Audience Imperatives	Self-expression, Style
Global Context	Orientation in Space & Time	Globalisation & sustainability	Identities & Relationships	Personal & Cultural Expression
Statement of Inquiry	Literature conventions connect works written in different space and time	An illustrative description of what happened in history connects our past, present, and future	A persuasive essay can be used to build relationships with others and convey positive values of life	Poets share their unique perceptions of the world through personal expression beyond cultural differences
ATL Skills	Thinking	Research	Communication	Self-Management
Assessment Criteria	A, B, C, D	A, B, C, D	A, B, C, D	A, B, C, D
Content overview	Students will study creative texts and novels and be able to create their own pieces	Students will study the descriptive articles and be able to make videos to introduce a Chinese invention	Students will study persuasive essays and be able to develop their opinions and defend them	Students will study various poems and be able to write a commentary on a poem they like

Year 9 Chinese Language Acquisition
Phase 2
2025 - 26

Unit number	1	2	3	4
Unit name	My New Home	School Campus	Making New Friends	Keeping Physically Healthy
Key Concept	Culture	Creativity	Connections	Communication
Related Concept(s)	Context, Meaning	Structure, Function	Message, Word choice	Purpose, Audience
Global Context	Fairness & Development	Personal & Cultural Expression	Identities & Relationships	Orientation in Space & Time
Statement of Inquiry	The culture of a place gives meaning and context for us to better express and develop ourselves there	Facilities are created to meet diverse needs, facilitating all-rounded development	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
ATL Skills	Communication, Thinking	Self-Management, Thinking	Communication, Social	Self-Management, Reflection
Assessment Criteria	A, C	B, D	B, D	A, C
Content overview	Students will be able to describe one's home, understand how one's three meals a day are affected by culture and be able to describe one's meals a day	Students will be able to name community and school facilities and explain their functions, describe school life and routine, introduce one's school to others and explain how to enhance community/school facilities and why	Students will be able to explain one's hobbies, describe one's appearance, understand how hobbies and experiences shape our personalities and describe one's friends	Students will be able to name and describe sickness symptoms effectively and explain how to keep healthy

Year 9 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	Connections	Communication
Related Concept(s)	Purpose, Word choice	Context, Function	Empathy, Point of view	Purpose, Structure
Global Context	Globalisation & Sustainability	Globalisation & Sustainability	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 and connecting with others	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 9 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	A, B, 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 9 Chinese Language Acquisition
Phase 5 Stage 1
2025 - 26

Unit number	1	2	3	4
Unit name	Festivals and Traditions	Communication and Media	Ways of Life	A person who makes a difference
Key Concept	Culture	Communication	Creativity	Connections
Related Concept(s)	Context, Audience	Argument, Bias	Audience, Point of View	Argument, Purpose
Global Context	Globalisation & Sustainability	Identities & Relationships	Personal & Cultural Expressions	Fairness & Development
Statement of Inquiry	Effective use of language on target audience under different cultural contexts contributes to an inclusive society	Developing one's argument helps to demonstrate one's identity and connect with others so as to avoid bias	Showing one's point of view in a creative way influences the audience and helps to discover themselves	Careful use of stylistic choices helps to express one's point of view and promotes the development of a fair community
ATL Skills	Research	Research	Thinking	Social
Assessment Criteria	A, D	B, C	A, D	B, C
Content overview	To understand different customs and traditions of festivals; To apply the words and expressions related to festivals; To understand the meaning of different festivals; To compose a letter to introduce a festival	To understand the definition of media; To understand the pros and cons of traditional media and new media; Students will learn to compose an argumentative essay about media impact.	To understand the words and expressions about the features of different leisure activities; To understand different words and expressions to promote activity; To create a booklet about after school activity	To understand how a person can make a great difference in the world; To understand the stylistic choices in a different article.