

Sha Tin College

The IB MYP Curriculum

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IB MYP at a Glance

Our Years 7 to 9 students follow the IB Middle Years Programme (MYP), offering a challenging and practical learning framework that supports students' transition and integration into the secondary school community, building a solid foundation of critical thinking and global mindedness for the middle and senior years.

Guided by our core values—Be Curious, Be Responsible, Be Inclusive, and Be Generous—we nurture inquiry, self-confidence, and open-mindedness. Our students develop into creative thinkers and compassionate individuals who aspire to make a positive impact on their communities.

The MYP curriculum is concept- and skills-based, encouraging students to connect their learning to real-world scenarios while preparing them for an ever-changing landscape. Our diverse curriculum, led by dedicated staff, allows students to explore new passions and develop essential skills.

Community service is integral to the MYP, culminating in the Year 9 Community Project, where students collaborate to address local issues. This project not only develops empathy but also fosters a sense of social responsibility.

Additionally, we prioritise holistic development by offering a wide range of extracurricular activities, from sports to the arts, that complement academic learning. These programmes encourage teamwork, resilience, and leadership, further preparing students as they progress to I/GCSE courses and the IB Diploma or Careers Programme in Years 12 and 13.

At Sha Tin College, we are committed to creating well-rounded individuals who are not only academically proficient but also equipped with the values and skills necessary to thrive in a global society. We look forward to supporting our students on their educational journeys, ensuring they leave as confident, compassionate, and capable global citizens.



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IB MYP Subjects



Arts

Visual Art, Theatre,
Music



Mathematics



English LL



Additional Language Option

Chinese LL or Chinese LA
or French LA



Physical & Health Education



Integrated Sciences

Biology, Physics
Chemistry



Design

Product, Digital,
Food



Individuals & Societies

Integrated Humanities &
Social Sciences



Wellbeing

IB MYP Subjects



PHE



Product Design



Science



Food Design



Mathematics



Music



Science



Visual Art

MYP Timetable

Subject	# of classes per two week cycle
English LL	6
Chinese & French	6
I & S	6
Int. Sciences	5
Maths	6
Arts	6 (2 each of Music, Art and Drama)
Design	6 (2 each of FD, DD, PD)
PHE	5
Wellbeing	2

MYP Framework

A. Objectives & Criteria

B. Conceptual Understanding

C. Inquiry Cycle

D. Service As Action

A. Objectives & Criteria

The objectives and criteria of every MYP subject group provide specific targets that are set for learning in the subject.

The Arts: Drama, Music, Visual Art (Example)

Objectives

- Learning **about** the arts
- Learning **through** the arts
- **Creating** and/or **performing**
- **Evaluating** art and development

Criteria

- **A:** Investigating
- **B:** Developing
- **C:** Creating/Performing
- **D:** Evaluating

Year 7 Art / MYP Novice Y1

Unit 1: The Self and the Portrait

Assessment
Criterion **A**
Investigating

Assessment
Criterion **B**
Developing

Assessment
Criterion **C**
Creating

Assessment
Criterion **D**
Evaluating

Key Concept
Identity

Related Concept
**Expression/
Representation**

Global Context
**Identities &
Relationships**

Statement of Inquiry: *The artist's identity is transformed by place, time and history*

Portraiture
&
Kehinde
Wiley

Cultural context:
Historical and
contemporary art

Observational drawing

Facial proportions

Acrylic
self-portrait
painting

Painting techniques:
blending, layering

Colour theory

Cultural symbols
(flowers)



Subject-Specific Criteria



Language &
Literature



Language
Acquisition



Individuals &
Societies



Integrated
Sciences



Mathematics



The Arts



Physical &
Health Ed



Design

Criterion A

Analysing

Listening

Knowing &
Understanding

Knowing &
Understanding

Knowing &
Understanding

Investigating

Knowing &
Understanding

Inquiring &
Analysing

Criterion B

Organising

Reading

Investigating

Inquiring &
Designing

Investigating
Patterns

Developing

Planning for
Performance

Developing
ideas

Criterion C

Producing Text

Speaking

Communicating

Process &
Evaluating

Communicating

Creating &
Performing

Applying &
Performing

Creating the
solution

Criterion D

Using language

Writing

Thinking
Critically

Reflecting on
Impacts

Applying
mathematics

Evaluating

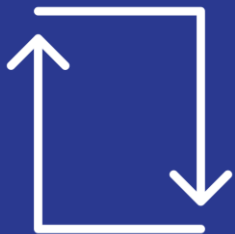
Reflecting &
Improving

Evaluate

B. Conceptual Understanding

A concept is 'an organising idea' that helps learners to explore different contexts, make connections, and deepen their understanding.

Individuals & Societies Example



Change



**Global
Interactions**

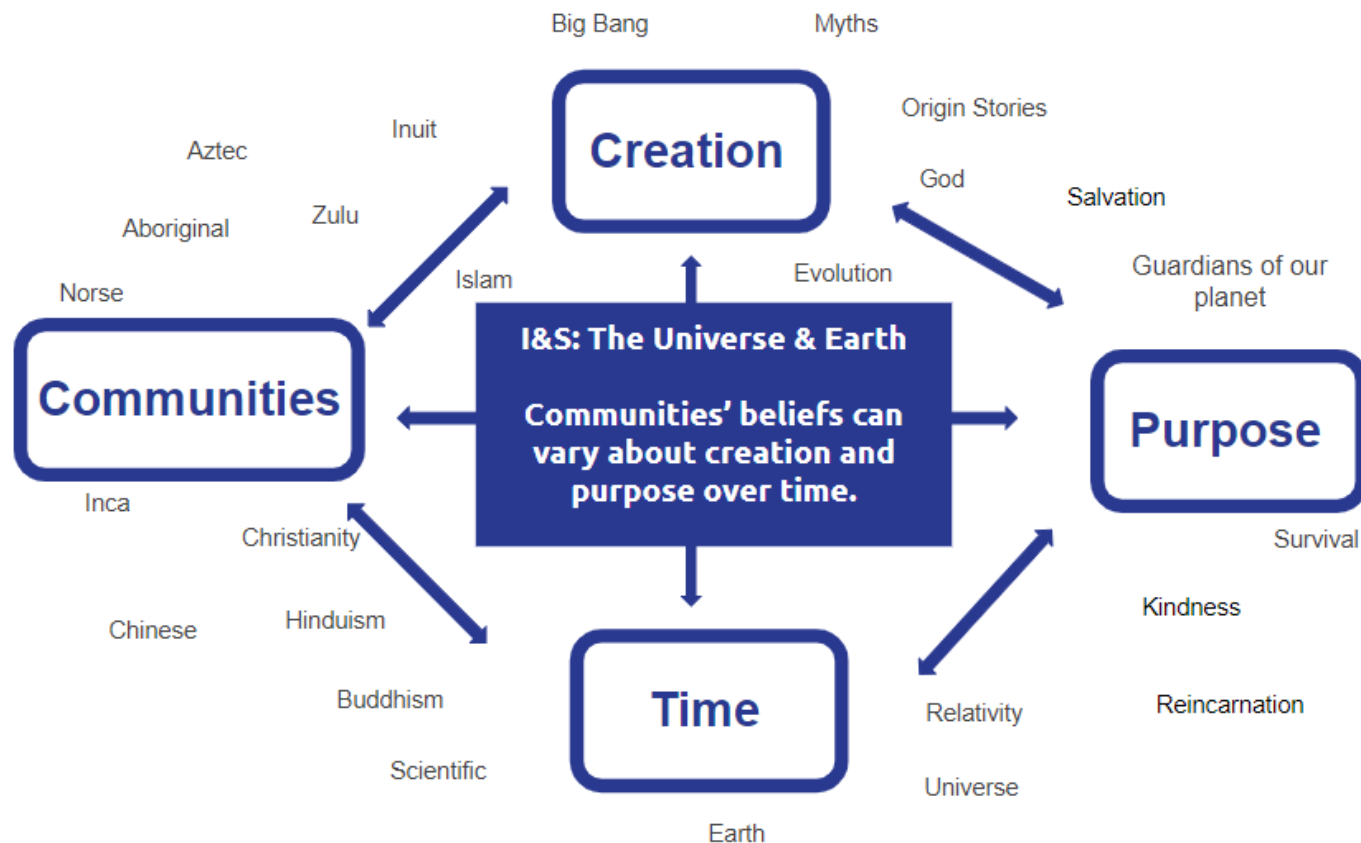


**Time, Place
& Space**



Systems

Year 7 I&S Unit: Example



Year 7 Units of Inquiry Examples



Digital Design



English LL



Sciences



Physical & Health Education

Community Spark

In the 'Community Spark' Unit, students will be provided an introduction to Block and Python coding content for programming skills in order to manage and control a robot operated by a microcontroller (Microbit).

Appreciating The Craftsmanship of Poetry

In the 'Appreciating Poetry' unit, students study diverse poems, exploring how writers shape our understanding of culture and global issues. They also research specific poets in groups.

Investigative Science

In 'Investigative Science', students learn the scientific method, inquiry cycle, and essential skills like observations, equipment selection, practical procedures, and data analysis. They apply these skills to experiments.

Body Fit

In 'Body Fit', students engage in activities, fitness testing, and explore athletic disciplines, promoting a holistic approach to fitness and discovering strengths in different disciplines.

C. Inquiry Cycle



This tool helps to guide student learning with an emphasis on:

- Curiosity
- Prior knowledge
- Critical thinking skills
- Problem-solving skills
- Agency
- Reflection: Strengths & Stretches

D. Service As Action

Foundational element of our units of inquiry and provides opportunities to engage with our local community - learners are encouraged to explore, design, implement and reflect on their efforts to positively impact their local environment.

Learning Outcomes



**Strengths &
Stretches**



**Challenge &
New Skills**



Initiate



Perseverance



Collaboration



**Global
Issues**



**Ethical
Decision-
Making**

Assessment & Reporting

Purpose

- Student learning
- Inform teaching
- Foster positive attitudes
- Provide feedback

Variety

- Presentations
- Podcasts
- Quizzes
- Research Posters
- Essays
- Advertising Campaigns
- Reports
- Tests

Criteria

- 4 criteria for each subject (A,B,C,D)
- Task-Specific
- Levels 0-8

Reporting

- End of Term 1 & 3
 - End of Year report gives overall subject grade (1-7)
- 
- Decorative geometric shapes in the bottom right corner, consisting of a light blue triangle, a medium blue square, and a dark blue triangle.

The IB MYP at STC

Year 9

Subjects & Units of Inquiry

Year 8

Subjects & Units of Inquiry

Year 7

Subjects & Units of Inquiry



IB Learner Profile

Approaches to Learning

Objectives & Criteria

Conceptual Understanding

Inquiry Cycle

Service As Action