

Curriculum Overview

2024-2025

Taipei European School
British Secondary & High School Section







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Welcome to the International Baccalaureate Middle Years Programme at TES British Secondary Section

We are delighted to welcome you to the IB Middle Years Programme in the TES British Secondary Section. This first year of the programme is crucial to the students' academic and personal development and the curriculum is designed to provide a strong foundation for studying subjects throughout the five years of the programme and then at a more advanced level in the IB Diploma Programme. The Middle Years Programme is an exciting and dynamic international curriculum framework which ensures students have a strong academic foundation alongside the personal skills central to success as learners.

The IB programmes of study have been chosen because of their close alignment to the TES vision and mission which permeate throughout life at the school. We take pride in the way we create the environment in which internationally minded, curious young people who are socially able and academically driven can flourish.

We encourage each other to live out our school values – to strive for the highest possible academic standards and to be active participants in our school community. On a day-to-day basis, this will be most obvious in the classroom:

Respect – we are honest, considerate, and tolerant global citizens

Participation – we take an active role in our learning and encourage others to do the same

Responsibility – we are trustworthy, independent, and act as positive role models

Creativity – we use our imagination, explore ideas, and express ourselves freely

Perseverance – we show persistence and strive to do our best

The IB goal is to provide students with the values and opportunities that will allow them to think critically, reflect upon their choices and respect others in the global and local community. The programme provides opportunities to connect classroom practices and

content to broader issues and the world outside through the Concepts and Global Contexts. In essence, they support the questions: 'why are we learning this?' and 'why is this learning important?'.

CONCEPTS

A concept is a 'big idea' or principle which allows students to learn beyond the subject matter or context of any particular topic. Concept-based learning is at the heart of the MYP Programme and research-based contemporary education more broadly. By ensuring conceptual understanding is in each unit of work, learners go further than memorising facts to develop an application of their learning that allows them to make connections between topics and subjects to further their understanding. Each unit of work will explore one overarching Key Concept which frames the inquiry, in addition to two or more Related Concepts rooted in the subject discipline.

GLOBAL CONTEXTS

The six Global Contexts form a framework which ensures that learning is always set in a context which is relevant to the students. They form a common language between all of the subject areas and aim to ensure that student learning is connected to what is happening in the real world. Each unit of work that the students engage with will be rooted in one of the Global Contexts:

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalisation and sustainability
- Fairness and development



THE INTERNATIONAL BACCALAUREATE MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

APPROACHES TO LEARNING

The ATLs are integral to the IB Middle Years Programme; they are embedded into all aspects of the curriculum to ensure that students acquire the skills needed to be effective learners. The ATLs are composed of the following skills areas which students develop across each subject group and in each unit of work:

- Thinking Skills
 - Critical thinking
 - Creative thinking
 - Transferring understanding and skills
- Communication Skills
 - Working with people
 - Working with information
- Social Skills
 - Collaboration
- Self-Management Skills
 - Organisation
 - Emotions and feelings
 - Reflection
- Research Skills
 - Information literacy
 - Media literacy

THE IB LEARNER PROFILE



The aim of all IB programmes is to develop internationally minded young people who help to create a better and more peaceful world. Within the IB Middle Years and Diploma Programmes, this is considered through the IB Learner Profile. At TES we ensure that students are supported and challenged both within and beyond the curriculum to develop the attributes of the IB Learner Profile:

Inquirers

Students develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.





Knowledgeable

Students explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

Students exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Communicators

Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.



Principled

Students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-Minded

Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

Students show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.



Risk-takers

Students approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

Students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



SUBJECT GROUPS

The IB Middle Years Programme is comprised of eight individual subject groups and is designed to ensure breadth and balance. In addition, the Chinese Language and Culture (CLC) programme has been designed to cater for the vastly different learning needs of TES students. The ultimate goal of the CLC programme is to enable every student to reach their potential in learning the Chinese language as well as the cultural heritage it carries. Communicative skills in Chinese, which may vary in scope and depth, open a window into our host culture and society. They also create a sense of inclusion

for Chinese heritage students and staff. Each year of the programme, students will engage in at least one interdisciplinary unit. The following diagram helps understand the different elements of the programme and more detail on the way The TES British Secondary Section approaches each subject area can be found below.





English Language and Literature

AIMS

The English Language and Literature course is designed to enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction;
- develop critical, creative and personal approaches to studying and analysing literary and non-literary works;
- develop a lifelong interest in reading widely and apply language skills in a variety of real-life contexts.

MAIN OBJECTIVES

(A) Analyse

- analyse the content, context, language, structure, technique and style of text(s) and the relationships between texts;
- analyse the effects of the creator's choices on an audience;
- justify opinions and ideas, using examples, explanations and terminology;
- evaluate similarities and differences by connecting features across and within genres and texts.

(B) Organise

- employ organisational structures that serve the context and intention;
- organise opinions and ideas in a sustained, coherent and logical manner;
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

(C) Produce text

- produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process;
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience;
- select relevant details and examples to develop ideas.

(D) Use language

- use appropriate and varied vocabulary, sentence structures and forms of expression;
- write and speak in a register and style that serve the context and intention use correct grammar, syntax and punctuation;
- spell, write, and pronounce with accuracy;
- use appropriate non-verbal communication techniques.

YEAR 7

- How do creators produce texts to communicate ideas and values?
- How do creators present new ideas using existing conventions?
- How can relationships and perspectives shape our understanding of the world and influence the choices we make?
- How can different perspectives help us understand inequality?

YEAR 8

- How can we change beliefs by communicating persuasively?
- How can creative expression allow us to understand ourselves and the world?
- How do different forms of communication about conflict have the power to change the world?

YEAR 9

- How can language be used to influence individuals and society?
- How do creators encourage us to question our beliefs and change our perspectives?
- How can social constructs be used to empower or disadvantage individuals?



Language Acquisition (French, Spanish and German)

AIMS

The Language Acquisition course is designed to enable students to:

- discover European languages;
- promotes intercultural understanding;
- have the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realise that there are diverse ways of living, behaving and viewing the world;
- explore and reflect on the cultural perspectives of our own and other communities;
- develop critical thinking and international-mindedness;
- equip students with the necessary multiliteracy skills and attitudes to communicate successfully in various global contexts.

MAIN OBJECTIVES

(A) Listen to spoken texts and demonstrate understanding of

- explicit and implicit spoken information in multimodal texts;
- conventions;
- relationships between the various components of the multimodal text.

(B) Read written texts and demonstrate understanding of

- explicit and implicit written information in multimodal texts;
- conventions;
- relationships between the various components of the multimodal text.

(C) Use spoken language to

- communicate orally and interact with others;
- communicate clearly and effectively;
- demonstrate accuracy and fluency in speaking.

(D) Use written language to

- communicate in written form with others;
- demonstrate accurate use of language conventions;
- organise information in writing;
- communicate information with a sense of audience and purpose;
- demonstrate understanding of explicit and implicit written information in multimodal texts;
- use spoken language to communicate and interact with others;
- use written language to communicate with others.

YEAR 7

- What attributes from the learner profile do we need to develop to learn a foreign language?
- How can developing relationships and connections with people around us help us define our identity?
- How does the geographic location inspire people to interact with the environment in different and creative ways?

YEAR 8

- How does our culture influence our routine?
- How can we identify a culture through a festival or celebration?
- How do leisure activities vary according to the context and the culture and how do they help us establish our identity?

YEAR 9

- How does my way of life impact my health and other people's health?
- How can we live in a sustainable society by making ethical and responsible choices?
- How do we discover new cultures and new ways of understanding the world when we travel?



Individuals and Societies

AIMS

The aims of MYP individuals and societies are 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 concern 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 understandings of the relationships between individuals, societies and the environments in which they live.

MAIN OBJECTIVES

(A) Knowledge and understanding

Students develop factual and conceptual knowledge about individuals and societies.

- use terminology in context;
- demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.

(B) Investigate

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.

- formulate research questions and justify its relevance;
- formulate action plans to investigate a research question;
- use research methods to collect and record relevant information;
- evaluate the process and results of the investigation.

(C) Communicate

Students develop skills to organise, document and communicate their learning using a variety of media and presentation formats.

- communicate information and ideas using an appropriate style for the audience and purpose;
- structure information and ideas in a way that is appropriate to the specified format;
- document sources of information using a recognised convention.

(D) Think critically

Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

- discuss concepts, issues, models, visual representation and theories;
- synthesise information to make valid arguments;
- analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations;
- interpret different perspectives and their implications.

YEAR 7

- How can our understanding of global issues help us tackle the challenges of a sustainable future?
- How have volcanic eruptions impacted individuals and societies?
- How have megacities evolved to the benefit of some and the detriment of others?

YEAR 8

- How do our fashion choices lead to inequality and impact the environment?
- Why do people explore and how has exploration and innovation shaped our world?
- How can we challenge stereotypes about the Middle Ages?
- Why are people attracted to extreme environments?

YEAR 9

- To what extent have human activities contributed to climate change?
- How have historical Empires created the world as we know it?
- Why do some events have a larger global impact than others?
- Why do societies experience periods of rapid change?



Mathematics

AIMS

The aims of the mathematics course are to encourage and enable students to:

- enjoy mathematics, develop curiosity, and begin to appreciate its elegance and power;
- communicate clearly and confidently in a variety of contexts;
- develop logical, critical, and creative thinking;
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments;
- develop the knowledge, skills, and attitudes necessary to pursue further studies in mathematics;
- develop the ability to reflect critically upon their own work and the work of others.

MAIN OBJECTIVES

(A) Knowing and understanding

- select appropriate mathematics when solving problems in both familiar and unfamiliar situations;
- apply the selected mathematics successfully when solving problems;
- solve problems correctly in a variety of contexts.

(B) Investigating patterns

- select and apply mathematical problem-solving techniques to discover complex patterns;
- describe patterns as general rules consistent with findings;
- prove, or verify and justify, general rules.

(C) Communicating

- use appropriate mathematical language (notation, symbols, and terminology) in both oral and written explanations;
- use appropriate forms of mathematical representation to present information;
- move between different forms of mathematical representation;
- communicate complete, coherent, and concise mathematical lines of reasoning;
- organise information using a logical structure.

(D) Applying mathematics in real-life contexts

- identify relevant elements of authentic real-life situations;
- select appropriate mathematical strategies when solving authentic real-life situations;
- apply the selected mathematical strategies successfully to reach a solution;
- justify the degree of accuracy of a solution;
- justify whether a solution makes sense in the context of the authentic real-life situation.

YEAR 7

- How do different systems and forms of representation, such as numerical systems, develop and evolve as civilisations change and humans interact?
- How can understanding and using equivalent forms of quantities, such as ratios, fractions, and percentages, help us identify and address issues of inequality and difference in the context of fairness and development?
- How can a logical process be used to model and generalise patterns in the natural world, contributing to advancements in scientific and technical innovation?
- How does an understanding of measurement enhance artistry and creativity, contributing to personal and cultural expression?
- How can using logic to simplify and manipulate quantities help us understand and explore the complexities of human connections within families, communities, and cultures?
- How does effectively representing relationships help justify characteristics and trends uncovered within communities, thereby fostering an understanding of identities and relationships?
- How does generalising the relationship between measurements influence decisions that impact the environment in the context of globalisation and sustainability?

YEAR 8

- How does using a logical process to simplify quantities and establish equivalence help analyse the dynamics of competition and cooperation within identities and relationships?
- How does a logical system of representation enhance the exploration and analysis of games as forms of personal and cultural expression?



- How has the ability to represent different forms of quantities contributed to human exploration and description of our planet?
- How does producing equivalent forms through simplification contribute to the clarification, solution, and creation of puzzles and tricks, fostering scientific and technical innovation?
- How do generalising relationships between measurements contribute to exploring the formation and understanding of human and natural landscapes?
- How does establishing relationships of equivalence between measurements illustrate the interconnectedness of human-made systems in the context of globalisation and sustainability?
- How can different forms of representation help justify conclusions regarding access to equal opportunities within the context of fairness and development?

YEAR 9

- How does representing and simplifying quantities in different forms aid in exploring significant discoveries and developments within the context of orientation in time and space?
- How do generalising relationships between measurements contribute to the development of principles, processes, and solutions within the context of scientific and technical innovation?
- How does representing patterns of change as relationships help us determine the impact of human decision-making on the environment in the context of globalisation and sustainability?
- How do generalising relationships between measurements assist in analysing and generating products, processes, and solutions within the realm of scientific and technical innovation?
- How does modelling the relationship between characteristics, quantities and variables highlight aspects of what it means to be human, including identity and relationships?
- How does understanding patterns created by forms in space enhance creativity and help express beliefs and values in personal and cultural expression?
- How does representing relationships with models promote and support social entrepreneurship, contributing to fairness and development?



Design

AIMS

The Design course is designed to enable students to:

- enjoy the design process while developing a design thinking mindset;
- develop knowledge, understanding and skills from different disciplines to design and create solutions;
- use and apply technology effectively as a means to access, process and communicate information;
- model and create solutions, and to solve problems;
- develop an appreciation of the impact of design innovations for life, global society and environments;
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts.

MAIN OBJECTIVES

(A) Inquire and analyse

Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem.

In order to reach the aims of design, students should be able to:

- explain and justify the need for a solution to a problem for a specified client/target audience;
- identify and prioritise the primary and secondary research needed to develop a solution to the problem;
- analyse a range of existing products that inspire a solution to the problem;
- develop a detailed design brief which summarises the analysis of relevant research.

(B) Develop ideas

Students write a detailed specification, which drives the development of a solution. They present the solution. In order to reach the aims of design, students should be able to:

- develop a design specification which clearly states the success criteria for the design of a solution;
- develop a range of feasible design ideas which can be correctly interpreted by others;

- present the final chosen design and justify its selection;
- develop accurate and detailed planning drawings/ diagrams and outline the requirements for the creation of the chosen solution.

(C) Creating the solution

Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.

In order to reach the aims of design, students should be able to:

- 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;
- demonstrate excellent technical skills when making the solution;
- follow the plan to create the solution, which functions as intended;
- fully justify changes made to the chosen design and plan when making the solution.

(D) Evaluating

Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.

In order to reach the aims of design, students should be able to:

- design detailed and relevant testing methods, which generate data, to measure the success of the solution;
- critically evaluate the success of the solution against the design specification;
- explain how the solution could be improved;
- explain the impact of the solution on the client/target audience.



YEAR 7

- How can the design of promotional materials lead to changes in consumer behaviour?
- How can maths and computer science be used to create art?
- How is it best to use evaluation and adaptation to make new board games?

YEAR 8

- How can we work with our role models so they can show us their perspectives and insights?
- How can we collaborate to build complex, well-engineered systems?
- How can we make products that communicate their own operation?

YEAR 9

- How can we use our ideas of culture and identity to make personalised materials?
- How can collections of separate parts be combined into a functional whole?



Visual Arts

AIMS

The Visual Arts course is designed to enable students to:

- enjoy lifelong engagement with the arts;
- explore the arts across time, cultures and contexts;
- understand the relationship between art and its contexts;
- develop the skills necessary to create and to perform art;
- express ideas creatively;
- reflect on their own development as young artists.

MAIN OBJECTIVES

(A) Investigating

- styles, traditions, movements, artists' practices and specific artworks in their contexts;
- methods of recording and communicating ideas about art in the arts process journal;
- how subject-specific terminology aids communication in, and of, investigations, processes and ideas;
- the processes, techniques and forms of art-making; the language of visual communication.

(B) Developing

- experiment with a variety of art-making forms, strategies and practices to explore ideas;
- practically explore ideas, for example, by experimenting with a range of materials, techniques, styles and visual arts elements to develop their ideas.

(C) Creating/Performing

- apply specific skills to the creation of artwork(s);
- use a variety of methods, techniques and practices to create art.

(D) Evaluating

- consider the impact of the creation on the audience;
- reflect on their acquisition and development of visual arts techniques.

YEAR 7

- In what ways have artists communicated their identity or meanings in the genre of still life?
- How has the migration of people created exchange and change of styles and aesthetics in art?

YEAR 8

- In what ways have artists used their personal expression to develop new techniques and styles?
- How do artists become innovators when they adapt styles and techniques?

YEAR 9

- In what ways do artists communicate and raise awareness of social issues in their artworks?
- How can portraiture express equality and fairness?
- In what ways can animation communicate ideas and engage audiences?



Theatre

AIMS

The Theatre course is designed to enable students to:

- develops their understanding of theatre as an art form;
- encourages the exploration of theatre and theatre practices from different times and cultures;
- understand the relationship between theatre and its contexts;
- develop the skills necessary to create, rehearse and perform pieces of theatre;
- express ideas creatively;
- reflect on and critique their own work and development as young artists.

MAIN OBJECTIVES

(A) Investigating

- investigate a theatre company or practitioner;
- describe using subject-specific terminology to communicate theatrical choices, and how they work together to impact an audience.

(B) Developing

- experiment with different theatre processes, styles and methods as well as design and production skills (e.g. use of space, costume, lighting, set, and sound) to practically explore ideas such as movement, gesture, voice, expression, vocal delivery;
- present a clear artistic intention for the final performance.

(C) Creating/Performing

- rehearse and perform their own or an existing piece of theatre, to apply their theatre skills as creators, directors, designers, performers using the production elements of costume, light, set, sound, use of space.

(D) Evaluating

- appraise their own artwork or performance;
- reflect on their development as an artist.

YEAR 7

- How can theatre help me explore and express my identity?
- In what ways does theatre tell stories of others in ways that are relevant to me?

YEAR 8

- How can the performing arts be used to explore and express cultural identity?
- In what ways are modern styles of performance influenced by dramatic traditions from the past, and what is the benefit of knowing this?

YEAR 9

- Why is symbolism so often used in dramatic texts dealing with realistic themes and ideas?
- How has technology enhanced the creative possibilities of theatre design?
- How does what we want to communicate inform the method of communication we use?



Music

AIMS

The Music course is designed to enable students to:

- develop students' understanding of music as an art form;
- give students an opportunity to develop as artists;
- encourage the exploration of music and music practices from different times and cultures;
- develop students' creative and musical skills, enabling them to create, rehearse and perform music;
- develop students' ability to reflect on, evaluate and critique music and their development as young artists.

MAIN OBJECTIVES

(A) Investigating

- investigate a music genre related to the statement of inquiry;
- critique music from a chosen genre.

(B) Developing

- practically explore ideas to inform development of a final composition or performance;
- present a clear artistic intention for the final composition or performance in line with the statement of inquiry.

(C) Creating/Performing

- compose or perform a piece of music.

(D) Evaluating

- appraise their own composition or performance;
- reflect on their development as a musician.

YEAR 7

- How can we use artistry and expression to effectively communicate to our audience in a musical performance?
- In what ways can we share our creativity and expression in music?

YEAR 8

- How does establishing roles and making good connections lead to good collaboration in a band?
- What kind of connections do you need to make between different sections of music to create a strong structure?

YEAR 9

- Why do boundaries enhance artistic expression and creativity?
- How can we identify the expressive interconnections between different cultures in music which has fused two cultures?
- How can combination of artistry and creativity define the narrative in a film?



Sciences

AIMS

The aims of MYP sciences are 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;
- develop sensitivity towards the living and non-living environments.

MAIN OBJECTIVES

In order to reach the aims of sciences, students will work towards our criteria:

(A) Knowledge and understanding

- explain scientific knowledge;
- apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations;
- analyse and evaluate information to make scientifically supported judgments.

(B) Inquiring and designing

- explain a problem or question to be tested by a scientific investigation;
- formulate a testable hypothesis and explain it using scientific reasoning;
- explain how to manipulate the variables, and explain how data will be collected;
- design scientific investigations.

(C) Processing and evaluating

- present collected and transformed data;
- interpret data and explain results using scientific reasoning;
- evaluate the validity of a hypothesis based on the outcome of the scientific investigation;

- evaluate the validity of the method;
- explain improvements or extensions to the method.

(D) Reflecting on the impacts of science

- explain the ways in which science is applied and used to address a specific problem or issue;
- discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue;
- apply scientific language effectively;
- document the work of others and sources of information used.

YEAR 7

- How do Scientists design investigations and communicate their results?
- How are human needs for energy impacting the environment?
- How can we harness forces to develop new inventions?
- How are the properties of matter and living organisms changed by the atoms they are made from?
- How have the interactions between chemical solutions transformed society for both the better and the worse?
- How does our understanding of cell systems contribute to innovations in medicine and new technologies?
- How does energy flow through plants in the environment contribute to our sustainability?

YEAR 8

- How have advancements in chemical reactions influenced the progress and transformation of human societies?
- How has our knowledge of body systems contributed to advancements in healthcare and enhance societal well-being?
- How do different types of systems and their functions contribute to scientific discoveries and innovations?
- How do models enhance our understanding of the interactions between energy and its environment in the natural world?
- How do innovative devices manipulate matter and energy to meet the evolving needs and desires of society?
- How does geology help us understand historical transformations and predict future developments?



YEAR 9

- How did the development of the Periodic Table revolutionize our understanding of how elements interact?
- How has the interaction between electricity and magnetism driven the development of new inventions?
- How have organisms adapted to survive in different ecosystems and a changing natural environment?
- How do human activities alter natural processes, and what are the consequences of these changes?
- How does altering the genetic makeup of an organism affect its ability to survive?
- How has our understanding of the universe evolved through a collection of evidence?



Physical and Health Education

AIMS

Our Physical and Health Education programme aims to empower students to understand and appreciate the value of being physically active and develop motivation for making healthy life choices. The course fosters the development of knowledge, skills and attitudes that will contribute to balanced and healthy lifestyles.

MAIN OBJECTIVES

The main objectives are:

(A) Knowing and understanding

- explain physical and health education factual, procedural and conceptual knowledge;
- apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations;
- apply physical and health terminology effectively to communicate understanding.

(B) Planning for performance

- develop goals to enhance performance;
- design, explain and justify a plan to improve physical performance and health.

(C) Applying and performing

- demonstrate and apply a range of skills and techniques effectively;
- demonstrate and apply a range of strategies and movement concepts effectively;
- analyse and apply information to perform effectively.

(D) Reflecting and improving performance

- explain and demonstrate strategies to enhance interpersonal skills;
- analyse and evaluate the effectiveness of a plan based on the outcome;
- analyse and evaluate performance.

YEAR 7

- How can we communicate ideas and feelings through dance?
- In what ways can we adapt to challenges in net games?

- What movement patterns are there in basketball?
- How can physical and social skills improve performance in invasion games?
- How can I move efficiently in the water?
- What are the energy systems in the human body and when do we use each?

YEAR 8

- How can we communicate in gymnastics?
- What are the parts of muscular and skeletal systems and how do they work together in movement?
- How can we communicate and work together effectively in a team?
- How can we refine and develop our interactions for greater success?
- How can we be safe in different situations in the water, and how can we identify dangers?
- What are the components of fitness and how do they apply to different sports?

YEAR 9

- How can trust and perspective facilitate cooperation?
- What is the terminology of movement and how can we use it to describe movement in net games?
- How can we use planning to improve interactions?
- How can we communicate effectively in leadership roles, and what is the effect of this on performance?
- How does preparation change in different sporting situations?



Chinese Language and Culture

1. Chinese Language and Literature

AIMS

The Chinese Language and Literature course is designed to enable students to:

- develop a lifelong interest in and enjoyment of language and literature;
- develop skills in interpretation analysis, evaluation and interpretation;
- develop an understanding of the relationships between studies in language and literature and other disciplines.

MAIN OBJECTIVES

In order to achieve the aims of studying Language and Literature, students should be able to:

(A) Know, understand and interpret

- a range of texts and works and their meanings;
- features of particular text types and literary forms;
- contexts in which texts are written and/or received.

(B) Analyse and evaluate

- ways in which the use of language creates meaning;
- relationships among different texts;
- uses and effects of literary, stylistic and rhetorical features.

(C) Communicate

- ideas appropriately and logically;
- in a range of styles, registers and for various purposes and audiences;
- fluently and accurately in speech and in writing.

YEAR 7

- How can we learn about someone's personal history from literary works?
- How can classic Chinese and Western fables teach us about responsibility and justice?
- What impact have advertisements had on human life, and how can we assess the credibility of an advertisement?

- How can a novel portray human identities, beliefs, values, ethical judgments, relationships, and the interconnectedness of individuals and communities?

YEAR 8

- How can Confucian educational ideas be interpreted and applied by individuals from diverse cultural backgrounds?
- How could a Chinese letter effectively convey messages and ideas?
- How do travels foster the spread of knowledge and facilitate communication?
- How does poetry reveal the connections between humanity, society, and nature?
- How do the power and oppression depicted in literature?

YEAR 9

- How is imagery used in poetry to express personal insight into the real world and enhance the poem's beauty?
- What is the relationship between food and cultural conventions?
- How do cultural and societal factors significantly influence the expression and experience of parental love?
- How do authors incorporate historical events and archaeological findings into their works?

2. Chinese Language

AIMS

The Chinese Language course is designed to enable students to:

- develop students' intercultural understanding;
- enable students to use the target language in a range of contexts and for a variety of purposes;
- develop students' awareness of the role of language in relation to other areas of knowledge.

MAIN OBJECTIVES

(A) Listening

- Proficient level
 - identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of complex authentic texts;
 - analyse conventions in a wide variety of complex authentic texts;



- analyse connections in a wide variety of complex authentic texts.

(B) Reading

- Proficient level
 - identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of complex authentic texts;
 - analyse conventions in a wide variety of complex authentic texts;
 - analyse connections in a wide variety of complex authentic texts.

(C) Speaking

- Proficient level
 - use a wide range of vocabulary;
 - use a wide range of grammatical structures generally accurately;
 - use clear pronunciation and intonation in a comprehensible manner;
 - communicate all or almost all the required information clearly and effectively.

(D) Writing

- Proficient level
 - use a wide range of vocabulary;
 - use a wide range of grammatical structures generally accurately;
 - organise information effectively and coherently in an appropriate format using a wide range of complex cohesive devices.

YEAR 7

- How can a story successfully highlight a role model and their influence in the community?
- How can literary conventions shape personal and cultural expressions?
- How do we understand the virtual environment we live in and the impact of scientific and technological advances on human activities?
- How do the environment and cultural heritage influence community relationships and interconnectedness locally and globally?

YEAR 8

- How can we effectively highlight the key features of travel destinations?

- How can we expand personal perspectives by understanding people's diverse values in all walks of life?
- How can we produce speeches and essays that convey personal opinions effectively and purposefully?
- What can we learn from a role model in our community?

YEAR 9

- How can identities and relationships affect our consciousness, wellbeing and lifestyle choices?
- How do we discover and express ideas and feelings and how do they reflect our nature, values and beliefs?
- How is everything connected and how can we act to make the world more sustainable?
- What can we learn from people's personal histories, discoveries and life explorations?
- What are the commonality, diversity and the interconnections within the global community?.

3. Chinese Language Acquisition

AIMS

The Chinese Language Acquisition course is designed to enable students to:

- develop a respect for, and understanding of, diverse linguistic and cultural heritages;
- 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.

MAIN OBJECTIVES

(A) Listening

- Emergent level
 - identify explicit and implicit information (facts, opinions, messages and supporting details);
 - analyse conventions;
 - analyse connections.

(B) Reading

- Emergent level
 - identify explicit and implicit information (facts, opinions, messages and supporting details);



- analyse conventions;
- analyse connections.

(C) Speaking

Emergent level

- use a wide range of vocabulary;
- use a wide range of grammatical structures generally accurately;
- use clear pronunciation and intonation in comprehensible manner;
- communicate all the required information clearly and effectively.

(D) Writing

Emergent level

- use a wide range of vocabulary;
- use a wide range of grammatical structures generally accurately;
- organise information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices;
- communicate all the required information with a clear sense of audience and purpose to suit the context.

YEAR 7

- What impact does cultural context have on family structures?
- How does the cultural context of a school influence students the learning environment?
- To what extent does learning in an authentic context help and improve language learning?

YEAR 8

- Are there any connections between cultural customs and weather?
- How do people from different cultures adapt their hobbies to weather conditions and cultural customs?
- To what extent will school subjects have an impact on students' extracurricular activity choices?
- To what extent will the food and dining habits represent our culture, and how have these been built into our identity?

YEAR 9

- How can food and dining etiquette reflect the cultural values of a community?
- How are neighbourhoods central to communities and languages?
- Is there a way to adapt communication conventions to reflect diverse cultural perspectives in the shopping environment?
- How do we use language to explore and explain our cultural identity?





Taipei European School

Vision, Mission and Core Values

Vision

To be a flourishing, multilingual and multicultural community of lifelong learners that embraces independence, curiosity and empathy to make a positive difference in local, national and global environments.

Mission

Through world class curricula, Taipei European School cultivates lifelong learners and responsible global citizens who are ready to rise to the challenges of the future. We nurture independence, embrace diversity, and encourage all to "do well by doing good". We embrace holistic education programmes that value academic accomplishment while prioritising the social and emotional wellbeing of each learner.

TES Core Values

The school expects that we

- Strive for excellence in all that we do
- Encourage the development of the whole person
- Sustain a strong ethos that emphasizes students' welfare and their personal, social and emotional development
- Encourage students to pursue their natural curiosity thereby developing enquiring and challenging minds and enhancing their critical thinking and preparation for life-long learning
- Promote good citizenship through a concern and compassion for social, global and environmental issues
- Respect and celebrate the multicultural environment of our school which enriches our community and our learning
- Develop the potential of each member of our school community
- Maintain a strong partnership between our school, parents and the community

Graduate Attributes

We strive for each graduate to be

- A Lifelong Learner
- A Critical Thinker
- Independent
- Empathetic
- Socially Responsible
- Interculturally Aware
- Globally Minded

Community Values

We expect each member of our community to exhibit

- Respect
- Participation
- Responsibility
- Creativity
- Perseverance



Europäische Schule Taipei

Vision, Auftrag und Grundwerte

Vision

Wir wollen eine blühende, mehrsprachige und multikulturelle Gemeinschaft lebenslang Lernender sein, die mit Eigenständigkeit, Neugier und Mitgefühl ihre lokale, nationale und globale Lebenswelt zum Guten verändert.

Auftrag

Durch Bildungsgänge von Weltklasse bringt die Taipei European School lebenslang lernende und verantwortungsbewusste Weltbürger*innen hervor, die bereit sind, sich den Herausforderungen der Zukunft zu stellen. Wir fördern Eigenständigkeit, begrüßen Vielfalt und ermutigen alle, sich gut zu tun, indem sie Gutes tun. Wir bekennen uns zu ganzheitlichen Bildungsprogrammen, die akademische Leistungen wertschätzen und gleichzeitig das soziale und emotionale Wohlergehen aller Lernenden in den Vordergrund stellen.

TES Grundwerte

Die Schule erwartet von uns, dass wir

- in all unserem Tun nach höchster Qualität streben
- die Entwicklung der ganzen Person fördern
- ein starkes Ethos bewahren, das die Lernenden und ihre persönliche, soziale und emotionale Entwicklung in den Vordergrund stellt
- die Lernenden ermutigen, ihrer natürlichen Neugier zu folgen und so einen forschenden und infrage stellenden Geist sowie kritisches Denken zu entwickeln und sich auf lebenslanges Lernen vorzubereiten
- gesellschaftliche Verantwortung durch Engagement für soziale, globale und ökologische Fragen fördern
- das multikulturelle Umfeld unserer Schule, das unsere Gemeinschaft und unser Lernen bereichert, achten und feiern
- das Potenzial eines jeden Mitglieds unserer Schulgemeinschaft entwickeln
- eine starke Partnerschaft zwischen unserer Schule, den Eltern und dem schulischen Umfeld aufrechterhalten

Unsere Absolventinnen und Absolventen

Wir streben an, dass unsere Absolventinnen und Absolventen

- lebenslang lernen
- kritisch denken
- eigenständig sind
- mitfühlend sind
- soziale Verantwortung übernehmen
- ein interkulturelles Bewusstsein entwickeln
- global denken

Werte unserer Gemeinschaft

Wir erwarten von jedem Mitglied unserer Gemeinschaft

- Respekt
- Teilnahme
- Verantwortung
- Kreativität
- Durchhaltevermögen



Ecole européenne de Taipei

Vision, Mission et valeurs fondamentales

Vision

Être une communauté plurilingue, multiculturelle et florissante, qui stimule l'apprentissage tout au long de la vie, promeut l'indépendance, la curiosité et l'empathie, et contribue à faire une différence dans les enjeux locaux, nationaux et mondiaux.

Mission

Grâce à des programmes de renommée internationale, la "Taipei European school" forme des citoyens du monde engagés dans l'apprentissage tout au long de la vie et prêts à relever les défis du futur. Nous cultivons l'autonomie, chérissons la diversité et soutenons chacun et chacune à s'épanouir en faisant preuve d'empathie. Nous privilégions des programmes éducatifs holistiques qui valorisent la réussite académique tout en favorisant le bien-être social et émotionnel des élèves.

Les valeurs fondamentales de la TES

L'école attend de nous

- que nous poursuivions l'excellence dans tout ce que nous entreprenons
- que nous encourageons le développement de la personne dans son ensemble
- que nous maintenions une éthique forte qui met l'accent sur le bien-être des élèves et leur développement personnel, social et émotionnel
- que nous encourageons les élèves à écouter leur curiosité naturelle, développant ainsi des esprits curieux et audacieux, en renforçant leur esprit critique, et leur préparation à l'apprentissage tout au long de la vie
- que nous promouvions la sensibilisation et l'intérêt pour les enjeux mondiaux, sociaux et environnementaux
- que nous respectons et célébrions l'environnement multiculturel de notre école qui enrichit nos apprentissages et notre communauté
- que nous développons le potentiel de chacun et de chacune des membres de notre communauté
- que nous maintenions un lien fort entre école, les familles et la communauté

Nos diplômés

Notre ambition est qu'à la fin de leur scolarité, nos jeunes diplômés soient

- engagés dans l'apprentissage tout au long de leur vie
- capables d'esprit critique
- indépendants
- capables d'empathie
- socialement responsables
- ouverts aux autres cultures
- citoyens du monde

Nos valeurs

Nous attendons de chaque membre de notre communauté qu'il fasse preuve

- de respect
- d'engagement
- de responsabilité
- de créativité
- de persévérance



台北歐洲學校

願景、使命與核心價值

願景

提供一個培育積極正向發展、多種語言和多方文化終身學習者的教育環境，培養學生具備獨立自主性、好奇心和同理心，並能於其所在城市、國家及全球環境中發揮積極正面的影響力。

使命

透過世界一流的課程，台北歐洲學校致力於培育能夠迎接未來挑戰的終身學習者及負責任的全球公民。我們培養獨立性，擁護多樣性，並鼓勵所有人'為善者成'。我們關注學業成就，也重視學生的身心發展。

台北歐洲學校核心價值

學校期待所有成員能

- 凡事全力以赴
- 提倡五育均衡發展的全人教育
- 重視學生身心靈均衡發展
- 鼓勵學生透過培養求知慾及明辨思維的能力，進而提升探本溯源之好奇心，為終身學習作準備
- 藉由對社會、全球及環境相關之議題，培育具備同理心的世界公民
- 尊重並提倡我們學校的多元文化及學習環境
- 發展學校社群中每個成員的潛能
- 維持學校、家長與社群間之緊密關係

畢業生特質

我們致力使每位畢業生都能具備以下特質

- 終生學習者
- 慎思明辨
- 獨立自主
- 同理心
- 社會責任
- 跨文化意識
- 國際觀

社群價值觀

我們期許學校所有成員能展現以下特質

- 尊重
- 參與
- 責任
- 創造力
- 韌性



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