Course Overviews MYP Chinese Language and Literature, UWC Thailand 2026-2027 CYCLE A

All units taught in grades 6 to 10 are continuously being developed and improved to best meet the needs of the students at UWCT. Therefore, the following overview is only a reflection of current plans for the course. Some changes to these course overviews may occur as a result of planning done throughout the academic year.

Grade	Unit Number and Title	Books / Teaching material used	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	ATL Skills	Content (topics / knowledge/ subject specific skills)	Summative Assessment and MYP Criteria Assessed
6	**Unit 1 Foundation Unit** **How to become a successful Chinese A Learner**	• printed MYP Chinese Language and Literature assessment criteria for each year level; • teacher-created presentation on the nature, importance and strategies of learning Chinese; • "How to Learn Chinese Successfully" videos produced by former students; • examples of personal writing provided by the teacher; • Jimmy Liao picture book " My resume"	**Communication** Related **Audience imperatives, Purpose, Self-expression**	**Identity and Relationships**	**Through purposeful communication and self-expression, we develop our identities as language learners and build effective, sustainable learning habits.**	**Factual:** What kind of course is MYP Chinese Language and Literature? How is learning assessed in MYP Chinese Language and Literature? •What are Criteria A, B, C and D? • What should a Chinese learner portfolio contain? What strategies can we use to learn? **Conceptual:** How are reading, writing, speaking and creative expression connected? • How do purpose and audience influence the way we communicate? • How can understanding our current abilities help us improve? • How does constructive feedback help both the speaker and the audience? **Debatable:** Which is more important in language learning: talent or perseverance? • Is a small amount of daily practice more effective than intensive study before an assessment? • Can every student become a successful Chinese learner through consistent effort?	**Self-management** III. Organization skills Managing time and tasks effectively	**Understanding the Course** • explain the general nature and aims of MYP Chinese Language and Literature; • understand the principal learning activities and expectations of the course; • identify the basic requirements of Criteria A, B, C and D; • recognise that assessment expectations vary according to MYP year level; • understand the relationship between regular practice, long-term development and formal assessment. **Self-management** • independently select and practise five to ten new words or expressions each day; • practise accurate Chinese character writing; • complete long-term learning tasks consistently; • create and maintain a Chinese learner portfolio in Google Drive; • organise work according to unit and task type; • review completed work and select evidence that best demonstrates effort, achievement and progress. **Oral Communication** • deliver a three- to five-minute presentation about personal experiences or a chosen topic; • select and organise content according to purpose and audience; • communicate ideas using a clear structure and appropriate language; • use visual materials where appropriate to support oral communication; • listen actively and provide specific, respectful and constructive peer feedback. **Writing and Self-expression** • introduce personal characteristics, family background and educational experience in a letter; • reflect on personal reading experiences in a short written text; • understand the basic characteristics of personal and informal writing; • express personal experiences, ideas and imagination through personal or creative writing. **Reading and Planning** • reflect on personal reading interests and previous reading experiences; • recognise a range of literary and non-literary text types; • construct a personal reading list containing five categories of texts; • create a realistic plan to read approximately 20–40 books over the school year.	**Summative** **In class writing task:** Oral Presentation Script – Typed Write a complete Chinese script for your upcoming three-minute in-class oral presentation. You may choose any topic that interests you and is suitable for sharing in class. **C;D** **Formative** **Learner Portfolio** Vocabulary Practice 1 Vocabulary Practice 2 Creative Writing:Personal Profile My Reading List Poster "Who Am I?" Poster Oral Presentation script and PPT **B;C;D**
6	Unit 2								
6	Unit 3								
6	Unit 4								
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7/8	**Unit 1 Foundation Unit** **<u>How to become a successful Chinese A Learner</u>**	• printed MYP Chinese Language and Literature assessment criteria for each year level; • teacher-created presentation on the nature, importance and strategies of learning Chinese; • "How to Learn Chinese Successfully" videos produced by former students; • examples of personal writing provided by the teacher; • Jimmy Liao picture book " My resume"	**Communication** Related **Audience imperatives, Purpose, Self-expression**	**Identity and Relationships**	**Through purposeful communication and self-expression, we develop our identities as language learners and build effective, sustainable learning habits.**	**Factual:** What kind of course is MYP Chinese Language and Literature? How is learning assessed in MYP Chinese Language and Literature? •What are Criteria A, B, C and D? • What should a Chinese learner portfolio contain? What strategies can we use to learn? **Conceptual:** How are reading, writing, speaking and creative expression connected? • How do purpose and audience influence the way we communicate? • How can understanding our current abilities help us improve? • How does constructive feedback help both the speaker and the audience? **Debatable:** Which is more important in language learning: talent or perseverance? • Is a small amount of daily practice more effective than intensive study before an assessment? • Can every student become a successful Chinese learner through consistent effort?	**Self-management** III. Organization skills Managing time and tasks effectively	**<u>Understanding the Course</u>** • explain the general nature and aims of MYP Chinese Language and Literature; • understand the principal learning activities and expectations of the course; • identify the basic requirements of Criteria A, B, C and D; • recognise that assessment expectations vary according to MYP year level; • understand the relationship between regular practice, long-term development and formal assessment. **<u>Self-management</u>** • independently select and practise five to ten new words or expressions each day; • practise accurate Chinese character writing; • complete long-term learning tasks consistently; • create and maintain a Chinese learner portfolio in Google Drive; • organise work according to unit and task type; • review completed work and select evidence that best demonstrates effort, achievement and progress. **<u>Oral Communication</u>** • deliver a three- to five-minute presentation about personal experiences or a chosen topic; • select and organise content according to purpose and audience; • communicate ideas using a clear structure and appropriate language; • use visual materials where appropriate to support oral communication; • listen actively and provide specific, respectful and constructive peer feedback. **<u>Writing and Self-expression</u>** • introduce personal characteristics, family background and educational experience in a letter; • reflect on personal reading experiences in a short written text; • understand the basic characteristics of personal and informal writing; • express personal experiences, ideas and imagination through personal or creative writing. **<u>Reading and Planning</u>** • reflect on personal reading interests and previous reading experiences; • recognise a range of literary and non-literary text types; • construct a personal reading list containing five categories of texts; • create a realistic plan to read approximately 20–40 books over the school year.	**<u>Summative</u>** **<u>In class writing task:</u>** Part 1: Handwritten Reflection Write a handwritten essay (in any style) reflecting on your experiences and thoughts regarding the Chinese class from the start of the term to the present. Part 2: Oral Presentation Script – Typed Write a complete Chinese script for your upcoming three-minute in-class oral presentation. You may choose any topic that interests you and is suitable for sharing in class. **C;D** **<u>Formative</u>** **<u>Learner Portfolio</u>** Vocabulary Practice 1 Vocabulary Practice 2 Creative Writing:Personal Profile My Reading List Poster "Who Am I?" Poster Oral Presentation script and PPT **B;C;D**
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9/10	**Unit 1 Foundation Unit** **How to become a successful Chinese A Learner**	• printed MYP Chinese Language and Literature assessment criteria for each year level; • teacher-created presentation on the nature, importance and strategies of learning Chinese; • "How to Learn Chinese Successfully" videos produced by former students; • examples of personal writing provided by the teacher; • Jimmy Liao picture book " My resume"	**Communication** Related **Audience imperatives, Purpose, Self-expression**	**Identity and Relationships**	**Through purposeful communication and self-expression, we develop our identities as language learners and build effective, sustainable learning habits.**	**Factual:** What kind of course is MYP Chinese Language and Literature? How is learning assessed in MYP Chinese Language and Literature? •What are Criteria A, B, C and D? • What should a Chinese learner portfolio contain? What strategies can we use to learn? **Conceptual:** How are reading, writing, speaking and creative expression connected? • How do purpose and audience influence the way we communicate? • How can understanding our current abilities help us improve? • How does constructive feedback help both the speaker and the audience? **Debatable:** Which is more important in language learning: talent or perseverance? • Is a small amount of daily practice more effective than intensive study before an assessment? • Can every student become a successful Chinese learner through consistent effort?	**Self-management** III. Organization skills Managing time and tasks effectively	**Understanding the Course** • explain the general nature and aims of MYP Chinese Language and Literature; • understand the principal learning activities and expectations of the course; • identify the basic requirements of Criteria A, B, C and D; • recognise that assessment expectations vary according to MYP year level; • understand the relationship between regular practice, long-term development and formal assessment. **Self-management** • independently select and practise five to ten new words or expressions each day; • practise accurate Chinese character writing; • complete long-term learning tasks consistently; • create and maintain a Chinese learner portfolio in Google Drive; • organise work according to unit and task type; • review completed work and select evidence that best demonstrates effort, achievement and progress. **Oral Communication** • deliver a three- to five-minute presentation about personal experiences or a chosen topic; • select and organise content according to purpose and audience; • communicate ideas using a clear structure and appropriate language; • use visual materials where appropriate to support oral communication; • listen actively and provide specific, respectful and constructive peer feedback. **Writing and Self-expression** • introduce personal characteristics, family background and educational experience in a letter; • reflect on personal reading experiences in a short written text; • understand the basic characteristics of personal and informal writing; • express personal experiences, ideas and imagination through personal or creative writing. **Reading and Planning** • reflect on personal reading interests and previous reading experiences; • recognise a range of literary and non-literary text types; • construct a personal reading list containing five categories of texts; • create a realistic plan to read approximately 20–40 books over the school year.	**Summative** **In class writing task:** Part 1: Handwritten Reflection Write a handwritten essay (in any style) reflecting on your experiences and thoughts regarding the Chinese class from the start of the term to the present. Part 2: Oral Presentation Script – Typed Write a complete Chinese script for your upcoming three-minute in-class oral presentation. You may choose any topic that interests you and is suitable for sharing in class. **C;D** **Formative** **Learner Portfolio** Vocabulary Practice 1 Vocabulary Practice 2 Essay 1 (Grades 9–10) Essay 2 (Grades 9–10) Creative Writing:Personal Profile (Grades 6–8) My Reading List Poster "Who Am I?" Poster Oral Presentation script and PPT **B;C;D**
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