



WELLINGTON COLLEGE
CHINA
惠灵顿(中国)



杭州市萧山区惠立学校
HUILI SCHOOL HANGZHOU



杭州惠立学校初中部课程手册

Junior High Curriculum Document

2022-2023



介绍 Introduction

杭州惠立学校初中部是小学部与高中部之间承上启下的桥梁阶段,含七至十年级。初中部的课程设置以中国国家课程标准和浙江省教育大纲为基础,在教学实践中运用惠立教育理念,以科学、系统的教学法引导学生的学习和发展。各学科教学在惠立独特的双语教学模式中贯穿核心知识,打造丰富有效的文件课程体系,让学生为未来的学术成功打好基础。初中部课程中的核心科目包括中文、数学、科学和英语,周课时较多。作为一所杭州的双语学校,惠立学校的课程还包含其他义务教育课程,如中文社会研习;同时也开设英文社会研习等课程,以贯彻全面而均衡的课程。

除了上述丰富的课程设置外,初中部的双语课程同样关注重要技能的培养。初中阶段的教学,知识本身固然是至关重要的组成部分,但要让学生迎接21世纪的世界,对生活技能的培养也同样不可忽视,比如独立、自信、创新、批判性思维、解决问题的能力、对核心价值观的尊重和文化素养等。初中部对这类技能的培养体现在课程设置的方方面面,深入到每个科目的每一节课。此外,教学过程绝不单单依赖如教科书等单一资源;而是应学生的不同需求因材施教,培养学生成为有求知欲的个体,养成自主学习的习惯,自觉而有担当地承担起学习的责任。

为实现丰富多彩的课程设置,各科目均由专科教师任教。学生们能从专科教师所传授的高水平学科知识中汲取营养。每一位初中部员工都致力于打造生动积极的初中部教学环境。

Junior High is a middle school, bridging between Huili School Hangzhou (HSH) Primary and Senior School, consisting of Grade 7, 8, 9 and 10. Learning at the Huili Junior High curriculum is based on the rigorous Zhejiang Province and Chinese National Curriculum but delivered in a way that is consistent with the Huili ethos. The pedagogical and structural approaches ensure pupil learning and development is designed to achieve the vision for the school. Each subject has merged these core principles with the unique Huili Bilingual model to produce a robust, broad and effective curriculum to ensure that children are prepared for their future educational success. The Junior High Curriculum considers Chinese, math, science and English as core lessons and as such more time during the weekly timetable is devoted to teaching these subjects. As a bilingual school, based in Hangzhou, the curriculum also includes all the other Chinese compulsory components, such as Chinese social studies, alongside incorporating subjects such as English social studies to ensure a holistic and balanced curriculum.

In addition to the inclusion of extra subjects, the bilingual Huili curriculum is adapted in other ways, particularly the development of key skills. Whilst knowledge is an essential component of our teaching at Huili, every teacher also knows the importance of teaching and facilitating the development of 21st Century life skills, notably independence, confidence, innovation, critical thinking, problem solving, respect for key values and cultural competence. Such skills are built into the fabric of the curriculum and are developed in all subjects and in all lessons. As such, the Junior High curriculum at HSH does not rely on one specific resource (such as textbooks) to develop the children's learning. Instead, the curriculum is taught around the needs of the children themselves, with learning mapped out – where each student, regardless of their ability, engages in the development of both their knowledge and their life skills.

In order to foster the broad aims of this diverse curriculum, subjects are taught by subject specialists in every lesson. This enables every student to benefit from the high level of subject knowledge that our specialised teachers deliver. In this regard every member of staff at HSH is fully committed to bringing the Junior High curriculum to life.



初一课程内容概览
Grade 7 curriculum content overview

| | 第一学期:阶段1 Semester 1 - Term 1 | | 第一学期:阶段2 Semester 1 - Term 2 | | 第二学期:阶段1 Semester 2 - Term 1 | | 第二学期:阶段2 Semester 2 - Term 2 | |
|----------------------------------|---|-----------------------|---|---|---|--|---|------------------------------------|
| 英语 ENGLISH | 日记;娓娓而谈;讲故事 Diary entry; Talking the talk; Story telling | | 音乐让我们联系起来, 广告 Music connects us, Advertising | | 影响我们的人, 濒危的自然奇观 People who have influenced us, Natural wonders under threat; | | 生活空间, 建设更好的未来; 我们的社会 Room to live, Building a better future; Our society | |
| 数学 MATHEMATICS | 代数式 Algebraic expressions | 因式分解 Factorisation | 分式 Algebraic fractions | 平面直角坐标系和图形转换 Cartesian coordinates & transformation of images. | 实数 Real numbers | 相交线、平行线 Intersecting lines & Parallel lines | 三角形 Triangles | 棱锥、圆锥、球 Pyramids, Cone, Spheres |
| 语文 CHINESE | 写景散文、古诗、文言文、抒情文 Scenery essays, ancient poems, classical Chinese, emotional essays | | 散文、文言文、童话 Essays, classical Chinese, fairy tales | | 自传、文言文、叙述文 Biography, classical Chinese, narratives | | 抒情散文、古诗、文言文、小说 Lyric prose, ancient poems, classical Chinese, novels | |
| 科学 SCIENCE | 呼吸 Breathing and Respiration | | 原子结构、变化状态、能量和消化 Atominc Structure, Changing State, Energy and Digestion | | 植物营养、粒子和混合物与力 Plant Nutrition, Particles and Mixtures and Forces | | 遗传、元素周期表和波 Inheritance, Periodic Table and Waves | |
| 英文社会研习 ENGLISH SOCIAL STUDIES | 奴隶贸易与大英帝国 Slave Trade and British Empire | | 资源与能源 Resources and Energy | | 工业革命 Industrial revolution | | 定居地 Settlements | |
| 中文社会研习 CHINESE SOCIAL STUDIES | 中国历史: 隋朝至元朝 Chinese history: Sui Dynasty-Yuan Dynasty | | 地球的运动 Movement of the earth | | 中国历史: 明朝至清朝 Chinese history: Ming Dynasty-Qing Dynasty | | 中国地理 Chinese geography | |
| 艺术与设计 ART & DESIGN | 艺术的元素 Elements of art | | 线性透视 Linear Perspective | | 超现实主义 Surrealism | | 数字监测 Digital modelling | |
| 戏剧 DRAMA | "情节剧 Melodrama | | 广播剧 Radio play | | 少年剧场 Theatre for young people | | 教育剧场 Theatre in education | |
| 音乐 MUSIC | 音乐前景——乐队项目 Musical Futures - Band Project | | | | 电影插曲 Music for Film | | 民乐(包括中国传统民乐) Folk (inc. Chinese Traditional) | 自由编曲 Free composition |
| 信息技术 ICT | 网络犯罪和网络安全 Cyber crime and cyber security and folder management | | 二高一—世纪的通讯 21st Century communication | | 设计、开发与测试 Design, development and testing | | 电子表格建模 Spreadsheet modelling | |
| 设计工艺 DESIGN TECHNOLOGY | 操作室操作安全+设计特征: 功能、美学和人体工程学 Staying safe during practical work+Design feature- Functional, aesthetic and ergonomic | | 用计算机辅助设计来设计由激光切割的设计产品 Using Computer Aided Design (C.A.D.)to design a product for the laser cutter | | 热成型层压材料的成型技术 Techniques for shaping thermo forming plymers | | 建模材料和电子产品 Modelling materials and electronics | |
| 体育 PHYSICAL EDUCATION | 田径和团队建设 Athletics and Team Building | | 羽毛球、篮球、团队游戏、手球、触式橄榄球、健身、巧固球、绕圈球、排球 Badminton, Basketball, Team Games, Handball, Touch Rugby, Fitness, Tchoukball, Rounders, Volleyball | | | | | |
| 幸福关怀 WELLBEING | 我的目标, 行为和情绪 My Goals, Behaviour and Emotions | | 职业发展与财务 Careers and Finance | | 性, 关系和冲突 Sex, Relationships and Conflict | | 歧视, 偏见以及关照自身健康 Discrimination, Prejudice and Looking after our Health | |

| 初二课程内容概览 Grade 8 curriculum content overview | | | | | | | | |
|---|---|-------------------------------|---|--------------------------|---|--------------------------|---|----------------------------|
| | 第一学期：阶段 1 Semester 1 - Term 1 | | 第一学期：阶段 2 Semester 1 - Term 2 | | 第二学期：阶段 1 Semester 2 - Term 1 | | 第二学期：阶段 2 Semester 2 - Term 2 | |
| 英语（第一语言） ENGLISH (1st Lang) | 是什么启发了我，是什么启发了诗人 What inspires me, what inspires poets | | 描述：环境感 Describing: a sense of place | | 穿条纹睡衣的男孩，论证提出观点 Boy in the Striped Pyjamas, arguing presenting a point of view | | 原创叙述文创作 Creating original narratives | |
| 英语（第二语言） ENGLISH (2nd Lang) | 日记；太空旅行，环游世界 Diary entry; Space travel, Travelling the world | | 未来的食物，表明立场 Food for the future, Making a stand | | 规则能保护我们，不是吗？技术的重要性 Rules protect us...don't they? Technology matters | | 在线联系；梦想与雄心 Connecting online; Dreams and ambitions | |
| 数学 MATHEMATICS | 二次根式 Quadratic Surds | 一元二次方程 Quadratic Equations | 正比例函数、反比例函数 Directly & Inversely proportional functions | 几何证明 Geometric proofs | 直角三角形 Right triangles | 一次函数 Linear Functions | 四边形 Quadrilaterals | 集合 Sets |
| 语文 CHINESE | 新闻、自传和文言文 News, biography, classical Chinese | | 说明文、散文、文言文 Persuasive, pictorial essays, classical Chinese | | 仿写、说明文、文言文 Persuasive, pictorial essays, classical Chinese | | 演讲、旅游记录、文言文 Lecture, travel notes, classical Chinese | |
| 生物 BIOLOGY | 生物的特点与种类 Characteristics of living organisms & variety of living organisms. | | 物质与生物分子的移动 Movement of substances and biological molecules | | 人体的营养与酶 Human nutrition and enzymes | | 气体交换和呼吸 Gas exchange and respiration | |
| 化学 CHEMISTRY | 物质状态与元素，化合物和混合物 States of matter and elements, compounds and mixtures | | 原子结构，元素周期表，化学方程式，计算与方程式 Atomic Structure, The periodic table, Chemical Formulae, Calculations and Equations | | 离子结合和共价结合 Ionic Bonding and Covalent Bonding | | 金属结合、碱金属和卤素 Metallic Bonding, Alkali Metals and Halogens | |
| 物理 PHYSICS | 能源资源 Energy Resources | | 力与运动 Forces and motion | | 能量转移 Energy Transfers | | 波的属性和电磁波谱 Properties of waves and the electromagnetic spectrum | |
| 英文社会研究 ENGLISH SOCIAL STUDIES | 第一次世界大战 WW1 | | 咆哮的二十年代和永无停息的地球 Roaring Twenties and Restless Earth | | 第二次世界大战 WW2 | | 发展中的世界 Developing world | |
| 中文社会研究 CHINESE SOCIAL STUDIES | 中国历史：1840-1912 Chinese history: from 1840 to 1912 | | 中国地理 Chinese geography | | 中国历史：1919 至今，世界历史 Chinese history: from 1919, World history | | 世界地理：世界各国 World geography: The countries in the world | |
| 艺术与设计 ART & DESIGN | 观察类绘图 Observational Drawing and Analytical Cubism | | 立体派 Synthetic Cubism and Collage | | 流行艺术 Colour Theory | | 现代和数字雕塑 Modern and digital sculpture | |
| 戏剧 DRAMA | 独白介绍 Introduction to monologues | | 幕后活动 Behind the scenes | | 形体剧院 Physical theatre | | 重塑：固定剧目的现代化 Reimagined - modernisation of set repertoire | |
| 音乐 MUSIC | 我有旋律 I've Got Rhythm | | 关于贝斯的一切 All About the Bass | | 桑巴 Samba | 甘美兰 Gamelan | "蓝调和爵士" Blues and Jazz | "自由编曲" Free composition |
| 信息通讯技术 ICT | 数据安全和电子安全 Data security and E-Safety/Folder management | | 电子表格建模 Spreadsheet modelling | | 通信应用 Communication applications | | 新兴技术的影响 Impact of emerging technologies | |
| 设计工艺 DESIGN TECHNOLOGY | 操作室操作安全 + 设计或制作以孟菲斯设计为灵感的产品 Staying safe during practical work + Designing/making products inspired by 'Memphis Design | | 设计并制作”可持续“产品 Designing and making 'sustainable' products. | | 图形学：三维建模与网状设计 Graphics - Modelling in 3d and net designs | | 电子产品和计算机辅助设计 Electronics and Computer Aided design. | |
| 体育 PHYSICAL EDUCATION | 田径，团队建设和团队游戏 Athletics, Team Building and Team Games | | 羽毛球、篮球、触式橄榄球、极限飞盘、短式网球、软式曲棍球、巧固球、奎克板球、排球、足球、篮网球 Badminton, Basketball, Touch Rugby, Ultimate Frisbee, Short Tennis, UniHoc, Tchoukball, Kwik Cricket, Volleyball, Football and Netball | | | | | |
| 幸福关怀 WELLBEING | 自我关系与他人的关系 Relationships with Ourselves and Others | | 健康和人身安全 Health and Personal Safety | | 职业与事业 Careers and Enterprise | | 权力和责任 Rights and Responsibilities | |

初三课程内容概览
Grade 9 curriculum content overview

| | | 第一学期：阶段 1 Semester 1 - Term 1 | | 第一学期：阶段 2 Semester 1 - Term 2 | | 第二学期：阶段 1 Semester 2 - Term 1 | | 第二学期：阶段 2 Semester 2 - Term 2 | |
|--------------------------------------|--------------------------------|---|-----------------|--|---|--|-------------------|---|--------------------------------------|
| 核心考试科目 Core examined subjects | 英语（第一语言） ENGLISH (1st Lang) | 旅行与运动，职场与教育 Travel and sport; Work and Education | | | | 职场与教育，人与社会 Work and Education; People and Society | | | |
| | 英语（第二语言） ENGLISH (2nd Lang) | 闲暇时间，电视，食物 Free time; Television; Food | | 交通，假日 Transport; Holidays | | 学习，工作，沟通 Learning; Jobs; Communication | | 面试，教育 Interviews; Education | |
| | 数学 MATHEMATICS | 相似三角形 Similar Triangles | 平面向量 Vectors | 三角函数 Trigonometry | 二次函数与曲线函数 图像 Quadratic functions & Curved graphs | 圆与正多边形 Circle Theorem and Regular polygons | 统计学 Statistics | 概率学 Probability | IGCSE 复习 Preparation for IGCSE |
| | 语文 CHINESE | 抒情散文、议论文 1、文言文 Lyrical essay, argumentative essays 1, classical Chinese | | 议论文 2、文言文（明朝） Argumentative essays 2, classical Chinese (Ming dynasty) | | 描写文、文言文 Descriptive writins, classical Chinese | | 复习 Overview | |
| | 生物 BIOLOGY | 人体运输 Human transport | | 植物运输和植物营养 Plant transport and plant nutrition | | 排泄、协调和反应 Excretion, co-ordination and response | | 生态学 Ecology | |
| | 化学 CHEMISTRY | 化学公式方程式和计算方法 Chemical Formulae equations and calculations | | 化学公式、方程式和计算、滴定和电解 Chemical formulae, equations and calculations, titrations and electrolysis | | 能量学和反应速率 Energetics and rates of reaction | | 可逆反应和平衡 Reversible reactions and equillibrea | |
| | 物理 PHYSICS | 电力基本知识 Electricity basics | | 电力 Electricity | | 波 Waves | | 电磁 Magnets and electricity | |
| 选修考试科目 Optional examined subjects | 艺术和设计 ART & DESIGN | 艺术家切磋——技能工作坊 Artist as stimulus - skill workshops | | 技能工作坊 Skill workshops | | 主题开发——模拟考预备 Theme development - Mock exam preparation | | 技能工作坊——主题开发 Skill workshops - Theme development | |
| | 商务研究 BUSINESS STUDIES | 了解商业活动 Understanding business activity | | 商务人士 People in business | | 市场宣传 Marketing | | 运营管理 Operations management | |
| | 计算机科学 COMPUTER SCIENCE | 了解算法的概念、用途，及算法在程序创建中的作用 Understanding what algorithms are, what they are used for and how they work in relation to creating programs | | 了解如何分解和分析问题 Understanding how to decompose and analyse problems | | 能阅读、编写、完善和评估程序 Ability to read, write, refine, and evaluate programs. | | 了解二进制、数据表示、数据存储和压缩 Understanding of binary, data representation, data storage and compression | |
| | 设计工艺 DESIGN TECHNOLOGY | 工作室安全守则，历史上启发人心的设计师 Staying Safe in the workshop. - Inspirational designers throughout history | | 黑色金属和有色金属及其合金 Ferrous, non- ferrous metals and their alloys | | 个人项目作品：使用木质层压板创造自行设计的照明灯具 Individual project work - creating individually designed lighting using wood laminates | | IGCSE 课程作业介绍 Introduction into iGCSE coursework | |

初三课程内容概览
Grade 9 curriculum content overview

| | | 第一学期：阶段 1 Semester 1 - Term 1 | 第一学期：阶段 2 Semester 1 - Term 2 | 第二学期：阶段 1 Semester 2 - Term 1 | 第二学期：阶段 2 Semester 2 - Term 2 |
|---------------------------------------|-----------------------------|---|---|---|--|
| 选修考试科目 Optional examined subjects | 戏剧 DRAMA | 独白 Monologues | 班级设计活动 / 书面测试 Class devised work / Written exam | 小组表演固定剧目片段 Group performance of extract from set repertoire | 模拟测试准备 / 独白 Mock exam preparation / Monologues |
| | 经济学 ECONOMICS | 基本经济问题 The basic economic problem | 资源分配 Allocation of resources | 微观经济学 Microeconomics | 微观经济学和宏观经济学 Microeconomics and macroeconomics |
| | 地理 GEOGRAPHY | 人口 / 定居 Population/Settlement | 自然环境：地震和火山 Natural environment - Earthquakes and volcanoes | 水文：河流与海岸 Hydrology - Rivers and Coasts | 天气与生态系统 Weather and Ecosystems |
| | 全球视野 GLOBAL PERSPECTIVES | 全球视野介绍 Introduction to GP | 生态多样性、数字化世界、家庭与可持续性，随后为模拟 Biodiversity, Digital World, Family and Sustainability followed by mock Individual Report | 全民教育，法律与犯罪，移民与运输系统 Education for all, Law and Criminality, Migration and Transport Systems | 水资源匮乏，运动与娱乐，贫困问题，TP Water Scarcity, Sport and Recreation, Poverty followed by Team Project |
| | 历史 HISTORY | 1919-39 年，一战与二战期间的历史 The Inter-War Years, 1919-39 | 1919-39 年，一战与二战期间的历史 The Inter-War Years, 1919-39 | 冷战 The Cold War | 冷战 The Cold War |
| | 信息通讯技术 ICT | 电脑系统与网络的类型和组成 Types and components of computer systems and networks | 信息与技术的应用 ICT applications | 输入和输出设备。储存设备。媒体网站制作 Input and output devices. Storage devices. Media website authoring | 应用软件的设计与排版 Design and formatting of applications |
| | 音乐 MUSIC | 介绍 Introduction | 乐器音乐 1700-1820 年作品集——开始自由作曲——声乐作品集 Instrumental Music 1700-1820 set works - Begin Free Composition - Vocal Music Set Works | 自由作曲的发展。一流的独奏乐曲评价 Development of free composition. First class performance assessment of solo pieces | 舞台和屏幕音乐集：自由作曲的初步完成 Music for stage and screen set works - Initial completion of free composition |
| | 体育 PHYSICAL EDUCATION | 体育活动：羽毛球 理论：解剖学和生理学（第一和第二章） Introduction Physical Activities: Badminton Theory: Anatomy and Physiology (Chapter 1 & 2) | 体育活动：羽毛球 篮球 理论：解剖学和生理学（第三章） Physical Activities: Basketball Theory: Anatomy and Physiology (Chapter 3) | 体育活动：健身之重量训练 理论：健康、健身和训练 Physical Activities: Weight Training for Fitness Theory: Health, Fitness and Training | 体育活动：健身之重量训练和乒乓球 理论：健康、健身和训练 Physical Activities: Weight Training for Fitness and Table Tennis Theory: Health, Fitness and Training |
| 核心非考试科目 Core non-examined subjects | 运动队长 SPORTS LEADERS | 第一单元：培养领导技能 Unit 1 – Developing leadership skills | 第二单元：规划、协助领导和审查运动 / 体育活动课程 Unit 2 – Plan, assist in leading and review a sport/physical activity session | | |
| | 体育 PHYSICAL EDUCATION | 篮球和田径 Basketball and athletics | 健身 / 行动和游泳 Fitness/movement and swimming | 户外教育和羽毛球 Outdoor education and badminton | 触底式橄榄球和足球 Touch rugby and football |
| | 幸福关怀 WELLBEING | 健康与幸福 Health and Wellbeing | 活在更广阔的世界 I Living in the Wider World I | 活在更广阔的世界 II Living in the Wider World II | 关系和多样性 Relationships and Diversity |

高一课程内容概览
Grade 10 curriculum content overview

| | | 第一学期：阶段 1 Semester 1 - Term 1 | | 第一学期：阶段 2 Semester 1 - Term 2 | | 第二学期：阶段 1 Semester 2 - Term 1 | | 第二学期：阶段 2 Semester 2 - Term 2 | |
|--------------------------------------|----------------------------------|--|--|--|---|--|------------------------------|---|--------------------------------|
| 核心考试科目 Core examined subjects | 英语（第一语言） ENGLISH (1st Lang) | 思想与技术 Ideas and Technology | | 检查与修改（模拟考试），平时作品集 Review and revision (mock exams); Coursework portfolio | | 平时作品集 Coursework portfolio | | 口语和听力复习与准备，复习和以往作业 Speaking and listening review and preparation; Review and past papers | |
| | 英语（第二语言） ENGLISH (2nd Lang) | 成就，组织，名人 Achievements; Organisations; Famous people | | 医疗保险，饥饿，健康生活 Medical care; Hunger; Healthy living | | 社交媒体，技术，环境 Social media; Technology; Environment | | 时尚，复习和以往试卷 Fashions; Review and past papers | |
| | 数学（拓展） MATHEMATICS (Extended) | 数字 Numbers | 代数和图像 Algebra & Graphs | 几何和测量 Geometry and Mensuration | 三角函数 Trigonometry | 向量和图像的运动 Vectors and Transformations | 概率学 Probability | 统计学 Statistics | 总复习 Preparation for Exam |
| | 语文 CHINESE | 记叙文写作 Narrative writing | 讨论文写作 Discursive writing | 现代文阅读 Contemporary Chinese reading | 文言文阅读 Classical Chinese Reading | 描写文写作 Descriptive writing | 语言准确性 Language Accuracy | 复习与定向干预 + 真题 + 复习 + 模拟考试 Revision & targeted intervention + Past papers + Revision + Mock tests | |
| | 生物 BIOLOGY | 生物分子的用途 Uses of biological molecules | | 遗传 Inheritance | | 复习 Revision | | 复习 Revision | |
| | 化学 CHEMISTRY | 可逆反应和平衡 Reversible reactions and equilibria | | 能量学、反应速率和电解法 Energetics, rates of reaction and electrolysis | | 复习 Revision | | 复习 Revision | |
| | 物理 PHYSICS | 天体物理学 Astrophysics | | 辐射 Radiation | | 复习 Revision | | 复习 Revision | |
| 选修考试科目 Optional examined subjects | 高阶数学 ADDITIONAL MATHEMATICS | 根式和二次方程 Surds & Quadratics | 对数与指数，直线图像 Logarithmic and Exponential Functions & Straight- line Graphs | 方程、不等式与代数 方程 Equations, Inequalities and further equations | 排列与组合 Permutations and Combinations & Series | 与圆有关的计算，三 角函数 Circular measurement & Trigonometry | 函数，向量 Functions & Vectors | 微积分 Differentiation and Integration | 总复习 Preparation for Exam |
| | 艺术与设计 ART & DESIGN | 技能工作坊——主题开发 Skill workshops - Theme development | | 个人作品集：内部设定主题 Personal Portfolio - Internally Set Theme | | 外部评估作业 External Assessment Assignment | | | |
| | 商务研究 BUSINESS STUDIES | 金融信息与决策 Financial information and decisions | | 商务活动的外在因素 External influences on business activity | | 检查与定向干预 + 以往试卷 Revision & targeted intervention + Past papers | | 复习与定向干预 + 以往试卷 + 复习 + 模拟考试 Revision & targeted intervention + Past papers + Revision + Mock tests | |

高一课程内容概览
Grade 10 curriculum content overview

| | | 第一学期：阶段 1 Semester 1 - Term 1 | 第一学期：阶段 2 Semester 1 - Term 2 | 第二学期：阶段 1 Semester 2 - Term 1 | 第二学期：阶段 2 Semester 2 - Term 2 | |
|---------------------------------------|--------------------------------------|--|---|--|--|--|
| 选修考试科目 Optional examined subjects | 设计工艺 DESIGN TECHNOLOGY | 个人项目：开发拟定方案，制定产品规划 Individual Project- Development of proposed solution and planning for production | 个人项目：产品实现 Individual Project - Product realisation | 个人项目：测试和评价 Individual Project- Testing and evaluation | 复习 Revision | |
| | 戏剧 DRAMA | 班级设计活动 Class devised work | 班级设计活动 / 书面测试 Class devised work / Written exam | 小组表演固定剧目片段 Group performance of extract from set repertoire | 书面测试准备 Written exam preparation | |
| | 经济学 ECONOMICS | 政府与宏观经济 Government and the macroeconomy | 经济发展 Economic development | 国际贸易与全球化 + 复习 International trade and globalisation + Revision | 复习与定向干预 + 真题，复习 + 模拟测试 Revision & Targeted Intervention + Past papers, review and mock tests. | |
| | 地理 GEOGRAPHY | 发展 / 工业 Development/Industry | 能源与水 Energy and Water | 地理技能和探索 Geographical Skills and Enquiry | " 复习 / 真题 / 考试 Revision/ Past Papers/Exams" | |
| | 全球视野 GLOBAL PERSPECTIVES | 信仰系统，贸易与援助 Belief Systems, Trade and Aid | 个人汇报平时作业 Individual Report Coursework | 团队项目平时作业 Team Project Coursework | " 复习 / 真题 / 考试 Revision/ Past Papers/Exams" | |
| | 历史 HISTORY | 魏玛共和国是否从一开始就注定灭亡？ Was the Weimar Republic doomed from the start? | 为什么希特勒能统治德国到 1943 年？ Why was Hitler able to dominate Germany by 1943 | 1933-45 年，纳粹如何做到控制德国？ How effectively did the Nazis control Germany, 1933-45 | 纳粹德国的生活 What was it like to live in Nazi Germany | 复习 / 真题 / 考试 Revision/ Past Papers/ Exams |
| | 信息通讯技术 ICT | 使用信息技术的影响 / 文件管理 The effect of using IT / file management | 通讯应用 Communication applications | 观众，沟通，图片，布局，风格和演示 Audience, communication, images, layout, styles and presentations | 校对，图像和表格，文件制作 Proofing, graphs & charts, document production | |
| | 音乐 MUSIC | 指定作品：桑巴舞预演，开始简短创作 Set Work - Samba Em Preludio Begin work on Brief Composition | 指定作品：《释放》 Set Work - 'Release' | 提交简短作品——复习 Submit Brief Composition - Revision | 复习 / 真题 / 考试 Revision/ Past Papers/Exams | |
| | 体育 PHYSICAL EDUCATION | 体育活动：救生和排球 理论：技能获得和心理学 Physical Activities: Life Saving & Volleyball Theory: Skill Acquisition and Psychology | 课程作业评估 x2 理论：社会、文化和道德影响 Coursework Assessment x2 Theory: Social, cultural and ethical influences | 课程作业评估 x2 复习 / 真题 Coursework Assessment x2 Revision / Past Papers | 复习 / 真题 / 考试 Revision / Past Papers / Exam | |
| 核心非考试科目 Core non-examined subjects | 高等教育升学之路 HIGHER EDUCATION PATHWAY | 升学路径 Introduction to university pathway | 大学体系介绍 Introduction to university systems | 职业探索 Career Exploration | 未来规划 Planning for the future | |
| | 体育 PHYSICAL EDUCATION | 田径和团队建设 Athletics and Team Building | 羽毛球、篮球、团队游戏、手球、触式橄榄球、健身、巧固球、绕圈球、排球 Badminton, Basketball, Team Games, Handball, Touch Rugby, Fitness, Tchoukball, Rounders, Volleyball | | | |
| | 幸福关怀 WELLBEING | 健康与幸福 Health and Wellbeing | 关系与性 Relationships and Sex | 活在更广阔的世界 I Living in the Wider World I | 活在更广阔的世界 II Living in the Wider World II | |

语文 Chinese

综述

语文组深知中文在社会和学生未来生活中的重要地位。语文组致力于培养能熟练使用语言的学生，让学生能进行有效写作、阅读、演讲和协作。学生将学习在教室内外和更广阔的世界中使用自主学习得的各项技能。初中部课程大纲基于国家义务教育大要求，进行课题教学，传授关键技能。各课题教学将持续评估学生的阅读、指导下写作、口语技能和文言文能力。

课程目标

- 提供最佳的中文教育，包括开展有难度的阅读、指导下写作、口语技能和文言文学习任务，增强学生自信心和理解力，充分考量到学生的年龄、性别、民族、能力和额外学习需要。
- 鼓励学生学会分析和解释、理解和交流、质疑和欣赏，并在此过程中更好地认识自我和自身在世界中的位置。
- 营造激励人心的学习环境，挑战和鼓励有不同需求、兴趣和愿望的学生，培养学生对文学和识字技能的好奇心和热情。
- 让学生接触各种富有挑战性且逐渐成熟的文本，这类文本是文学典籍的横截面，是当代和传统文学美的载体。我们坚信，课堂教材是为学生量身定做的，但任何文本都不应该视为过难，最终决定文本难易的是文本的呈现方式。

为实现上述目标，我们将确保：

- 语文课课程具有挑战性，实现个性化，始终考量并满足学生个人的需求。
- 学生参与并积极发展和扩展自身阅读和写作能力。
- 学生可以选择不同的文学作品进行分析。
- 积极鼓励学生进行广泛的独立阅读。

Overview:

The Chinese department know the valuable role that Chinese plays in society and pupils' future lives. We work to ensure all pupils become adept language users: effective writers, readers, speakers and collaborators. Pupils will learn to use the skills they develop with us autonomously, not only within the confines of the classroom but across the school and the wider community. The syllabus for Junior High is based on the Chinese compulsory education requirements and the year will be split into topics through which key skills will be studied. During each topic reading, directed writing, oracy skills and classical Chinese will be continually assessed.

The aims of the curriculum:

- Provide an education in Chinese that is of the highest quality involving the provision of challenging reading, directed writing, oracy and classical Chinese tasks to further the confidence and understanding of our whole range of pupils. This will take into account pupils age, gender, ethnicity, capability and additional learning needs.
- Encourage pupils to learn to analyse and interpret, to comprehend and communicate, to question and appreciate, and, in-so-doing, develop a better sense of themselves and their place in the world.
- Ensure a stimulating learning environment which challenges and encourages pupils with their differing needs, interests and aspirations, to develop their curiosity and enthusiasm in literature and literacy skills.
- Expose our pupils to a diverse range of challenging and increasingly mature texts, which constitute a cross-section of the literary canon and provide a flavour of both the contemporary and the traditional. We firmly believe that no text should be considered too difficult as, whilst the material covered in class will be tailored to its learners, it is the way texts are presented that ultimately dictates accessibility.

In order to meet these aims, we will ensure:

- Chinese lessons are challenging and personalised; individual's needs will be considered and met at all times.
- pupils are engaged and motivated to develop and extend their reading and writing skills.
- pupils are given a diverse selection of literature to analyse.
- pupils are actively encouraged to read widely and independently.



| | 第一学期 1st Semester | 第二学期 2nd Semester |
|---------------|---|---|
| 初一 Grade 7 | <p>《春》 《济南的冬天》 《古代诗歌四首》 《世说新语》 《秋天的怀念》 《散步》 《猫》 《狼》 《诫子书》 《论语》十二章 《从百草园到三味书屋》 《天上的街市》 《寓言四则》 《皇帝的新装》 景物描写写作训练 记事技巧写作训练 人物描写写作训练 写作思路训练 围绕中心写作训练 想象力训练写作专题</p> | <p>《邓稼先》 《说和做》 《孙权劝学》 《黄河颂》 《木兰诗》 《老王》 《卖油翁》 《叶圣陶先生二三事》 《驿路梨花》 《短文两篇》 《紫藤萝瀑布》 《古代诗歌五首》 《伟大的悲剧》 《太空一日》 《活板》 突出人物精神写作专题 抒情表达方式写作专题 细节描写写作训练 围绕中心选材写作训练 文从字顺写作训练</p> |
| 初二 Grade 8 | <p>《藤野先生》 《回忆我的母亲》 《<孟子>三章》 《愚公移山》 《诗词五首》 《白杨礼赞》 《三峡》 《短文两篇》 《唐诗五首》 《中国石拱桥》 《苏州园林》 新闻文体写作 传记文体写作 景物主题写作 象征手法写作 说明文体写作</p> | <p>《社戏》 《回延安》 《桃花源记》 《小石潭记》 《<诗经>二首》 《最后一次演讲》 《登勃朗峰》 《壶口瀑布》 《唐诗三首》 《在长江源头格拉丹东》 《<庄子>二则》 《<礼记>二则》 仿写主题写作 读后感文体写作 游记文体写作 故事创作 《傅雷家书》 《名人传》</p> |

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|----------------|---|--|
| 初三 Grade 9 | <p>《背影》 《目送》 《谈骨气》 《古诗文背诵是负担还是捷径》 《湖心亭看雪》 《故都的秋》 《又是一年槐花香》 人物动作描写片段训练 借事抒情写作手法训练 论证方法训练 教育主题写作 思乡主题写作 景物描写写作</p> | <p>《故乡》 《孔乙己》 《范进中举》 《唐雎不辱使命》 《鱼我所欲也》 《中国人失掉自信力了吗》 《选择的负担——我们为什么要移民》 《醉翁亭记》 《岳阳楼记》 指导性写作 景物描写主题写作 移民主题写作 剧本创作 小说写作</p> |
| 高一 Grade 10 | <p>《项链》 《麦琪的礼物》 《变色龙》 《装在套子里的人》 《定风波》 《沁园春·雪》 《苏幕遮》 《夏之绝句》 《雨的四季》 《花未眠》 《孩子的星空》 《马说》 《劝学》 《周忌讽齐王纳谏》 《就英法联军远征中国给巴特勒上尉的信》 描写文、记叙文、议论文的阅读和写作 指导性写作 文言文</p> | <p>①.现代文阅读专题训练 ②.文言文阅读专项训练 ③.指导写作专项训练 ④.大作文专项训练</p> |

语文 Chinese

以下为全年学习的主要领域的概述。在学习核心课文之余，学生还需阅读多篇短篇摘录，培养阅读能力。

核心课文的教学将以课文内容相关的每周写作课为辅。此类课程着重培养学生的创造力、批判性和对既定目标的反应能力，提升语法运用的准确性及书写的流畅性。学生还将学习不同文体的写作，如信件和新闻等，并掌握描述和叙述等写作技巧。

Listed below is the overview of the key areas that are studied across the year. As well as the core texts, pupils will be reading many shorter extracts to develop their reading.

These key texts will be supplemented by weekly writing lessons based around linked themes. These lessons will focus on developing pupils' creativity, criticality and ability to respond to a set purpose. They will also focus on building on pupils' written accuracy and fluency in grammar and spelling. Pupils will also have the opportunity to write in a number of different forms: from letters and news articles to descriptive and narrative writing.



初一 Grade 7

懂得写作是为了自我表达和交流，养成观察周围环境的习惯，积累写作素材，能写出简短的纪实文和想象文；能根据文章的不同内容，逐段准确地写出文章；能写出简短的读后感和常见的应用文，且格式正确。能自觉修改自己的作文，能在指导和提示下使词句富有表现力，且书写规范。能根据不同的表达要求，使用基本的标点符号。写作速度应为约500字/小时，完成不少于8000字的作文和其他写作任务，且作文质量优秀。

Know that writing is for self-expression and communication which form a habit of observing surroundings so as to accumulate writing materials. They can: write brief documentary and imaginary articles; write accurately by paragraph according to different contents of an article; write brief reading reviews and common applications with proper formats. Can revise their own writing with self-awareness; can make words and sentences expressive and writing standard when guided and hint. Can use basic punctuation marks according to different demands for expression. Write at a speed of around 500 words per hour. Completes no less than 8,000 words of compositions and other writing tasks with excellent quality.

初二 Grade 8

懂得写作是为了自我表达和交流。善于观察周围的世界，以写作抒情，主动提高写作技能。能写出简单的虚构和非虚构文章，写出引人入胜的原创内容。能很好地运用不同的段落组织写作内容。学习较难的材料时能写出充分的读书笔记，熟悉写作素材的文体和格式。能自我编辑作文，能有效地与他人交流，做到同学间互评。保证文章流畅、得体，书法行文排列正确，字迹整洁规范、美观大方。能正确使用多种标点符号。能以每小时不少于500字的速度撰写文章。能顺利完成高质量的课堂写作作业，完成不少于8000字的作文和其他写作任务。

Understands the power of writing for self-expression and communication. Observant of the world around them, able to express their feelings through writing and takes great initiative in improving their written skills. Can write simple non-fiction and fiction articles, creating captivating and original content. Able to structure their written work well using paragraphs. Proficient at taking notes or summarising more complex texts and is familiar with the style and format required for written assignments. Edits his/her own writing and able to work effectively with others during peer-assessment. Ensures their writing is clear and neat. Able to employ a variety of punctuation marks correctly. Can write articles at a speed of no less than 500 words per hour. Successfully completes class writing assignments and to an excellent standard. Completes no less than 8,000 words of compositions and other writing tasks.

初三
Grade 9

活,运用独特的写作手法和风格充分表达对自然、社会、人生的感受、体验和思考。从不同的角度观察和体悟多姿多彩的生活,准确捕捉作文对象的特征,形成个人理解和见解。运用正确的生动而有创意的词语进行写作。有很强的写作技能,能充分考量到不同的写作目的和读者群体。有准确的写作焦点,谨慎选择不同的写作方法组合来表达。注重收集材料、计划、制定提纲、编辑等写作的不同阶段。有很强的写作能力,能认真考虑不同的写作目的和受众群体。写作重点明确,能认真选择不同的表达方式组合。合理安排不同材料的叙述顺序和细节层次,有条理、清晰、有逻辑地表达自己的观点。运用想象和联想,创造丰富的内容。能写出简单的议论文。能归纳文章的主要内容,并能写出准确、简要的摘要。能根据要点和合理的想象,写出较长的文章,提供更多的细节和内容。能正确、熟练地运用不同层次形式的语言和不同的表达方法进行改写。能主动与他人交流写作经验,进行互改互评,分享思想和见解。主动反思写作过程,有效提高写作能力。完成不少于1万字的作文和其他写作任务。能以每小时不少于600字的速度写出一篇高质量文章。

Uses writing to fully express feelings, experiences and thoughts about the nature, society and life in a unique style. Observes life from different perspectives to find its colorfulness, capturing the characteristics of objects accurately, and develops personal understandings and opinions. Use correct vivid and creative words in their writing. Has very strong writing skills, giving careful consideration to different writing purposes and readers. Has a clear focus, carefully choosing a combination of different ways to express it. Arranges the narrative sequence of different materials and the level of details reasonably to state his/her opinions in an organised, clear and logic way. Uses imagination and association to create rich contents. Can write simple argumentative essays. Can find main points of an article and write an accurate and brief summary. Can develop longer articles that give more detail and content based on the main points and reasonable imagination. Can rewrite properly and skillfully using languages in various levels of formalities and different methods of expression. Takes great initiative in communicating writing experiences with others, doing peer reviewing, and sharing thoughts and insights. Takes great initiative in reflecting on writing process and improving writing skills effectively. Completes no less than 10,000 words of compositions and other writing tasks. Can write a high-quality article of no less than 600 words per hour.

高一
Grade 10

精读古今中外优秀的文学作品,感受作品中的艺术形象,理解欣赏作品的语言表达,把握作品的内涵,理解作者的创作意图。结合自己的生活经验和阅读写作经历,发挥想象,加深对作品的理解,力求有自己的发现。根据诗歌、散文、小说、剧本不同的艺术表现方式,从语言、构思、形象、意蕴、情感等多个角度欣赏作品,获得审美体验,认识作品的美学价值,发现作者独特的艺术创造。结合所阅读的作品,了解诗歌、散文、小说、剧本写作的一般规律。捕捉创作灵感,用自己喜欢的文体样式和表达方式写作,与同学交流写作体会。尝试续写或改写文学作品。养成写读书摘要和笔记的习惯。根据需要,可选用杂感、随笔、评论、研究论文等方式,写出自己的阅读感受和见解,与他人分享,积累、丰富、提升文学鉴赏经验。

Intensively read ancient and modern Chinese and foreign excellent literary works, feel the artistic image in the work, understand the language expression of the appreciation work, grasp the connotation of the work, and understand the author's creative intention. Combine your own life experience and reading and writing experience, give full play to your imagination, deepen your understanding of the work, and strive to make your own discoveries. According to the different artistic expressions of poetry, prose, novels, and scripts, appreciate works from multiple perspectives such as language, conception, image, meaning, emotion, etc., gain aesthetic experience, recognize the aesthetic value of works, and discover the author's unique artistic creation. Combining with the works read, understand the general rules of writing poetry, prose, novels, and scripts. Capture creative inspiration, write with your favorite styles and expressions, and exchange writing experience with classmates. Try to continue or rewrite literary works. Develop the habit of writing summaries and notes. According to needs, you can choose to use miscellaneous feelings, essays, comments, research papers, etc., to write your own reading feelings and insights, share them with others, and accumulate, enrich, and enhance the experience of literary appreciation.

英语 English

作为一所双语学校，杭州惠立学校初中部视英语教学为其教育的重要组成部分。在英语教学中努力确保学生完善所有的语言技能，即读、写、说、听能力。积累词汇是发展这四项技能的重中之重，因此我们在教学中格外重视词汇的积累。鼓励学生在课堂上、在更广的范围内使用英语交流，确保学生用英语这门世界上最流行的语言之一来获取知识。初中部英语课程设计旨在满足不同水平的英语学习者的需求。

课程目标

- 让学生享受学习英语的乐趣，鼓励学生用英语进行各种趣味互动。激发学生对英语的喜爱，有助于促进语言发展，激励学生开展进一步练习。
- 提供高标准的教学。英语组继续以最高标准开展英语教学，为学生创造学习英语的多种机会。
- 用与学生现实生活相关的话题进行教学，丰富学生的英语语言和文化知识。
- 鼓励学生使用广泛而丰富的英语词汇表达自己。

英语组教学大纲将中国义务教育英语课程标准和英式母语教学法充分结合，使学生在进入杭州惠立学校初中部后，具备完成英语资格考试的技能和能力。

为实现上述目标，我们将确保

- 学生能够就各种话题展示信息、概念和想法。
- 学生能批判性地分析和解释所见和所言，以寻找内涵意义和隐含意义。
- 学生通过学习文学作品、新闻报道和评论，拓宽和加深语言意识。
- 学生运用词源知识判断阅读材料中遇到的新词的含义，并准确使用。
- 学生具备并理解英语文化和英语语言的能力。

As a bilingual school, Junior High Huili regards the acquisition of the English language as a vital part of our education provision. Throughout our curriculum we make sure that our pupils perfect all the skills involved in the language: reading, writing, speaking and listening. Acquisition of vocabulary is paramount to success within these four skills and we place high importance on this within our teaching. We encourage our pupils to communicate in English during their lessons and also outside in the wider community to ensure that they are getting the full experience of developing their knowledge of one of the most popular languages in the world. Lessons are designed to cater for pupils at all stages of learning English.

The aims of the curriculum:

- Help the pupils enjoy learning the English language and encourage them to communicate with it through various fun and interactive techniques. Encouraging this enjoyment of English will result in the development of the language and will encourage pupils to practise further.
- Present high standards of teaching for the pupils to learn English. In the English department we continue to develop the teaching of English to the highest standard possible, so that pupils have every opportunity to learn.
- Teach the pupils topics that relate to real life and enrich their knowledge about the English language and culture.
- Encourage pupils to use a wide and rich range of vocabulary to express themselves in English.

The English syllabus is based on a combination of both the Chinese compulsory English curriculum and the UK National Curriculum's age-related expectations, which together equip our pupils with the skills and abilities to work towards completing English qualifications once they enter the HSH Senior School.

In order to meet these aims, we will ensure:

- pupils are able to present information, concepts and ideas on a variety of topics.
- pupils critically analyse and interpret the seen and spoken word for implied and hidden meanings.
- pupils widen and deepen their language awareness by means of literature, news reports and commentaries.
- pupils apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.
- pupils demonstrate knowledge and understanding of significant components of English culture and cultural aspects of the English language.



英语 English

初中学生学习内容如下:

Junior High pupils will learn the following:

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|---|---|
| <p>初一 (第二语言)</p> <p>Grade 7 (Second Language)</p> | <ul style="list-style-type: none"> 涵盖主题:关键语法结构的介绍和复习;谈一谈;生活空间;讲故事;广告;音乐将我们联系在一起;濒危的自然景观;影响我们的人;建设更好的未来;人类社会 各种语法结构:初一学生至少应能准确使用三段式。 语言的使用:积累词汇、句子结构和语言选择。 <ul style="list-style-type: none"> Topics covered: Introduction and recap of key grammatical structures; Talking the talk; Room to live; Storytelling; Advertising; Music connects us; Natural wonders under threat; People who have influenced us; Building a better future; Our society. Various grammar structures: as a minimum, pupils in Grade 7 should be able to refer accurately to three time frames. Use of language: building vocabulary, sentence structures and language choices. |
| <p>初二 (第二语言)</p> <p>Grade 8 (Second Language)</p> | <ul style="list-style-type: none"> 涵盖主题:关键语法结构的介绍和复习;表明立场;世界旅行;未来食物;技术至关重要;在线联系;太空旅行;规则保护我们,不是吗?;梦想与雄心。 各种语法结构。 语言的使用:积累词汇、句子结构和语言选择。 <ul style="list-style-type: none"> Topics covered: Introduction and recap of key grammatical structures; Make a stand; Travelling the world; Food for the future; Technology matters; Connecting online; Space travel; Rules protect us... don't they?; Dreams and ambitions. Various grammar structures Use of language: building vocabulary, sentence structures and language choices. |

| | |
|---|--|
| <p>初二 (第一语言)</p> <p>Grade 8 (First Language)</p> | <ul style="list-style-type: none"> 涵盖主题:是什么启发了我,是什么启发了诗人;描述:环境感;穿条纹睡衣的男孩,论证提出观点;原创叙述文创作 各种语法结构。 语言的使用:积累词汇、句子结构和语言选择;明确并有创意地在各种受众面前为不同目的而使用正确的词汇。 <ul style="list-style-type: none"> Topic covered: What inspires me, what inspires poets; Describing: a sense of place; Boy in the Striped Pyjamas, arguing presenting a point of view; Creating original narratives Various grammar structures Use of language: developing a broad vocabulary and an understanding of how to apply linguistic conventions appropriately; using the written word clearly and creatively for a range of different audiences and purposes. |
| <p>初三 (第二语言)</p> <p>Grade 9 (Second Language)</p> | <ul style="list-style-type: none"> 涵盖主题:闲暇时间;电视;食物;交通;假日;学习;工作;沟通;面试;教育 阅读:浏览和略读技巧;对简短回答做出回应;多项匹配和记笔记、问问题 写作:面向指定受众完成固定格式写作(如发送给朋友的非正式邮件,投稿给校刊杂志的正式信件);总结类写作 听力:听出具体信息;对简短回答做出回应;多项匹配和记笔记、问问题 口语:提高对指定话题开展谈话、表达观点和论证观点的能力。 语言的使用:积累词汇;复杂句;选择特定语域和特定受众适用的语言。 各种语法结构,含表建议和意见的情态动词、被动语态、条件从句。 <ul style="list-style-type: none"> Topics covered: Free time; Television; Food; Transport; Holidays; Learning; Jobs; Communication; Interviews; Education. Reading: Skimming and scanning techniques; responding to short answer, multiple-matching and note-making questions. Writing: Writing in a specified format for a given audience (for example, an informal email to a friend, a formal letter to a school magazine); summary writing. Listening: Listening for specific information; responding to short answer, multiple-matching and note-making questions. Speaking: Developing the ability to talk about, express opinions, and defend views on a given topic. Use of language: building vocabulary; complex sentences; choosing language in an appropriate register and for a specific audience. Various grammar structures, including modals for advice and suggestions, passive voice, conditional structures. |

初三
(第一语言)

Grade 9
(First Language)

- 涵盖主题: 旅行与运动; 职场与教育; 人与社会
- 涵盖文本类型多样, 如包括杂志文章、博客条目、日记条目、旅行手册、诗歌、信件和回忆录。
- 阅读: 浏览和略读; 文本风格对比; 引用; 筛选关键信息; 阐明作家效应; 风格分析。
- 写作技巧: 分段; 转述; 劝说类写作; 特定受众文本; 顺序和结构; 描述性写作; 情节编织、环境和氛围。
 - 口语与听力: 访谈参与、角色扮演和讨论; 表明观点并论证立场。
 - 语言的使用: 积累词汇; 复杂句; 选择用语以激发读者或受众的感受。
 - 各种语法结构
 - 准备平时作业合集: 话题写作, 写出对已给思想和观点的评估; 描述型写作; 陈述型写作。
- Topics covered: Travel and sport; Work and education; People and society.
- A range of texts is covered, including magazine articles, blog entries, journal entries, travel brochures, poems, letters and memoirs.
- Reading: skimming and scanning; comparing text styles; making inferences; selecting key points; explaining writers' effects; style analysis.
- Writing skills: Paragraphing; paraphrasing; writing to persuade; targeting texts to a specific audience; sequencing and structuring; descriptive writing; considering plot, setting and atmosphere.
- Speaking and listening: Taking part in an interview, role play and discussion; expressing opinions and defending a position.
- Use of language: building vocabulary; complex sentences; choosing language to evoke a reaction from a reader / audience.
- Various grammar structures.
- Preparation of coursework portfolio: directed writing in response to a text, giving an evaluation of the ideas and opinions presented; descriptive writing; narrative writing.

高一
(第二语言)

Grade 10
(Second Language)

- 涵盖主题: 成就; 组织; 名人; 医疗保险; 健康生活; 社交媒体; 环境; 饥饿; 时尚; 技术
- 阅读: 浏览与略读技巧, 对简短回答做出回应; 多项匹配和记笔记、问问题
- 写作: 面向指定受众完成固定格式写作 (如散文、报告、评论); 总结类写作
- 听力: 听出具体信息; 对简短回答做出回应; 多项匹配和记笔记、问问题
- 口语: 提高对指定话题开展谈话、表达观点和论证观点的能力。
- 语言的使用: 积累词汇; 复杂句; 选择特定语域和特定受众适用的语言。
- 各种语法结构, 含一般过去完成时、非限制性从句、定量短语。
- Topics covered: Achievements; Organisations; Famous people; Medical care; Healthy living; Social media; Environment; Hunger; Fashions; Technology.
- Reading: Skimming and scanning techniques; responding to short answer, multiple-matching and note-making questions.
- Writing: Writing in a specified format for a given audience (for example, articles, reports, reviews); summary writing.
- Listening: Listening for specific information; responding to short answer, multiple-matching and note-making questions.
- Speaking: Developing the ability to talk about, express opinions, and defend views on a given topic.
- Use of language: building vocabulary; complex sentences; choosing language in an appropriate register and for a specific audience.
- Various grammar structures, including past perfect simple, non-defining relative clauses, quantifying phrases.

高一
(第一语言)

Grade 10
(First Language)

- 涵盖话题:思想与技术
- 涵盖文本类型多样,如包括杂志文章、网页文章、广告、指南书、信息类文本、社评、童话故事和短篇小说。
- 准备平时作业合集:话题写作,写出对已给思想和观点的评估;描述型写作;陈述型写作。
- 阅读:区别表面意义和隐含意义;总结;校对;风格分析;对比文本风格。
- 写作技巧:写说服类非小说文本;表达并支持一种观点;信息整合;角色创作。
- 口语和听力:准备一场对话;计划一场演讲;语域转换;讨论;参与角色扮演;讨论与对话;区别事实与观点;表达并支持观点。
 - 语言的使用:词汇积累;复杂句;选择用语以激发读者或受众的感受
 - 各种语法结构
 - 涵盖话题:思想与技术
- Topics covered: Ideas and Technology.
- A range of texts is covered, including magazine articles, web articles, advertisements, guidebooks, informative articles, editorials, fairy tails and short stories.
- Preparation of coursework portfolio: directed writing in response to a text, giving an evaluation of the ideas and opinions presented; descriptive writing; narrative writing.
- Reading: Identifying explicit and implicit meaning; summarizing; collating; style analysis; comparing text styles.
- Writing skills: Writing convincing non-fiction texts; expressing and supporting a view; synthesising information; creating character.
- Speaking and listening: Preparing a talk; planning a speech; register-switching; debating; taking part in role plays, discussions and dialogues; distinguishing facts and opinions; expressing and support opinions.
- Use of language: building vocabulary; complex sentences; choosing language to evoke a reaction from a reader / audience.
- Various grammar structures.





英语教研组支持 English Department Support

英语教研组将为有需要的学生提供额外支持。我们将辨别出学生面临的困难与挑战,开展针对性的英语提升计划,培养学生的语言技巧,引导其实现学习目标,顺利开展课堂学习。

在英语教研组的支持下,学生将开展可满足其学习需求的针对性语言学习。例如,有些学生的学习难点是发音和语音规则,英语支持团队就会这些同学提供特定的学习课程,与学生一同设置学习目标,通过密切监督的方式,联合其他科目的老师来支持学生本年级的课程学习。团队会通过家长会,以及每周或每两周的学习通讯,将学生的进展告知给学生家长。

各项英语支持的课程话题引人入胜,含意义丰富的语法知识、实际有用的听力知识和趣味盎然的阅读活动。通过注重提升流利度和句子结构的准确度,学生的写作和口语能力也将得到发展。

英语支持课程的部分特征如下:

- 所有课程均以小组为单位开展,以便最大化语言支持的强度。
- 课程内容注重沟通,提高听、说、读、写等全方位语言技能。
- 使用引人入胜的教材,如最新的语言教学软件、现代化阅读材料。
- 通过有助于促进二语习得的拓展小组活动来实施富有创意的学习方式。

课程目标

- 培养学生的语言能力。
- 让学生在英语外的其他科目中能更好地使用英语。
- 通过表演、视频制作、课堂展示等多样化的趣味沟通活动,培养学生用英语交流的自信。

为实现上述目标,我们将:

- 提供语言学习方式,重在实现尚未达成的语言目标。
- 提供合作式学习参与方式,培养写作型学习方式,树立“熟能无错”之感。
- 密切关注学生在整个语言学习中取得的进展,根据后续具体语言学习需求提供相应的提升计划。

Our English department offers additional support to individual pupils when needed. Our role is to provide English interventions through identifying the gaps and challenges that pupils are facing, and to develop language skills to prepare learners to reach their language goals so that they can be successful in their classes.

Children that are supported by the English department will receive tailored language development to meet their needs. For example, there might be learners who are finding pronunciation, or phonetic sounds challenging. Our team will provide targeted support for those identified children. They will set goals with the children and will support them in their grade through close monitoring, and through collaboration with the other subject teachers. Parents are informed of their progress, through parent communication sessions, and weekly/bi-weekly newsletters.

All support will include a range of interesting topics covered that encompass meaningful grammar, useful listening, and enjoyable reading activities. Writing, and speaking skills will also be developed, with a specific focus on improving fluency, and accuracy of sentence construction.

Some of the special features of support:

- Lessons are always in small groups to maximize the intensity of language support.
- Lessons are communicative, and encompass the development of all skills, reading, writing, speaking, and listening.
- Engaging materials are used, such as latest language teaching software, contemporary levelled reading material.
- There is a creative approach to learning through extensive group work that fosters second language acquisition.

The aims of future English Support:

- To develop pupil linguistic abilities.
- To support pupils in becoming better language users of English in their specific subjects not just English.
- To develop pupil confidence in their own abilities to communicate in English through interesting and varied communicative activities, like presenting, video making, class demonstrations etc.

We will ensure we meet these aims by:

- Providing a language targeted approach to learning, focusing on aspects of language that have not been accomplished yet.
- Providing a co-operative platform for learner engagement, fostering a collaborative approach to learning, and an “it’s ok to make a mistake” feeling.

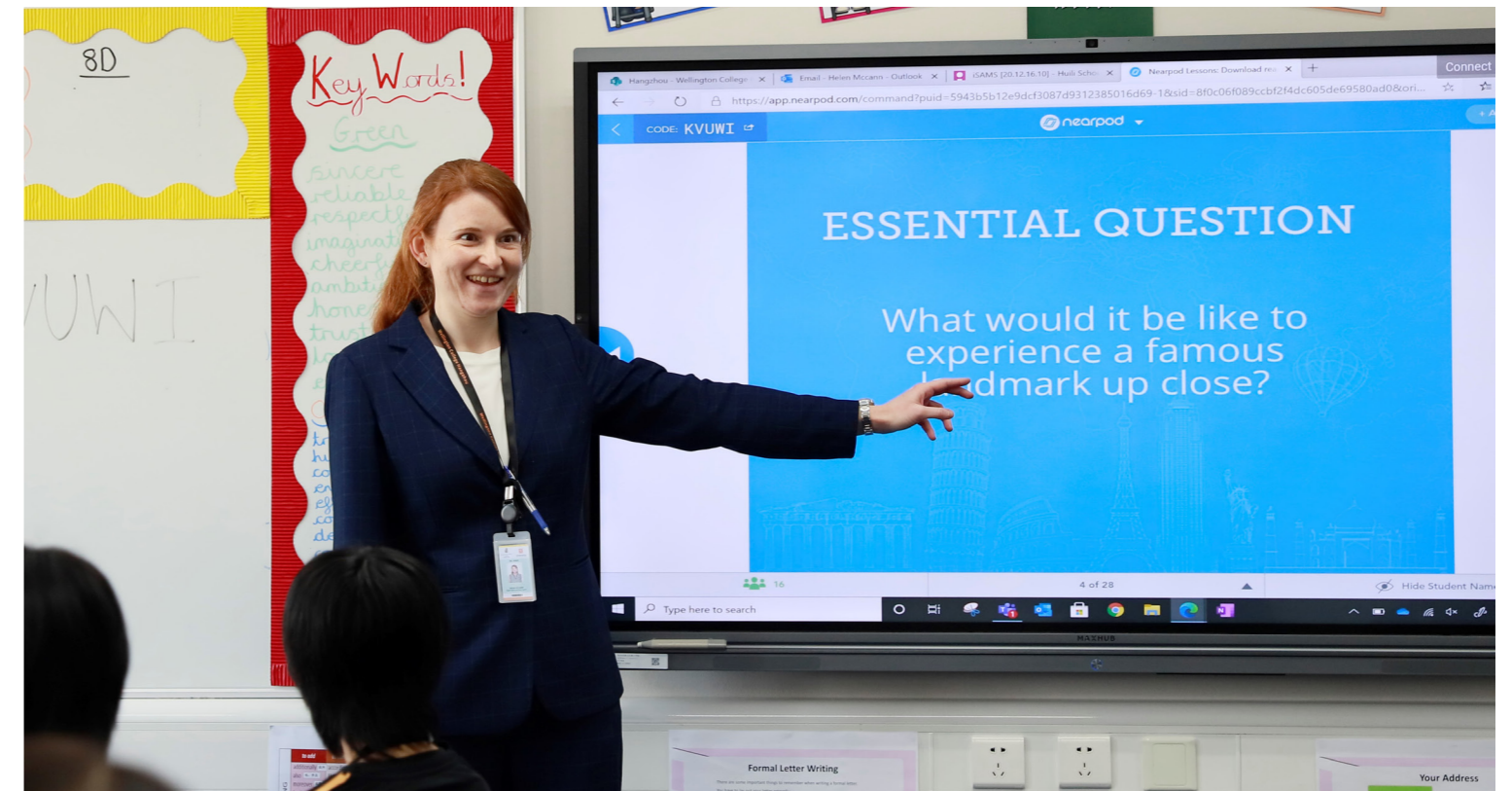
初中部学生学习内容

- 写作技巧:区分不同的文本题裁,撰写较长文本,如电子邮件或创造性小说写作。
- 使用多样化的学术词汇运用到不同语境中。
- 阅读各种文本并提取信息与要旨。
- 通过培养自我校对技能、提高语言使用准确度,成为能积极反思的学生。

- Monitoring closely pupil progress throughout their language learning journey, and providing interventions based on the subsequent identified language needs.

Junior High pupils will learn the following:

- Writing skills – distinguishing between different genre of text, producing longer texts like emails, or creative fictional writing.
- How to apply a range of academic, and varied vocabulary to differing contexts in writing.
- How to read and extract information, and gist from a variety of texts.
- How to be reflective learners through developing self-correction skills, and ultimately developing greater levels of accuracy of language use.



数学 Mathematics

数学组志在让学生能将数学学以致用。数学组在课堂上营造鼓舞人心的环境，帮助学生茁壮成长，培养学生对数学的渴求，教导学生理解关键概念，助力学生成长。

课程目标

- 提供最高质量的数学教育，为所有学生提供富有挑战性的数学课程及其应用。
- 传授对数学本质的理解：运用数学逻辑解决数学和现实世界的问题的信心和技能。
- 提供始终如一的高质量教学，满足学生的需要，符合学生的学习风格。
- 培养学生学习数学的能力，如学习的信心和乐趣、精准的数学交流能力、清晰的逻辑思维能力、强烈的数感和持续拔高的意识。

为实现上述目标，我们将确保学生积极

- 逻辑推理
- 解决问题
- 使用精准的数学语言开展数学讨论

我们将根据评估结果为学生提供个性化的学习机会。数学组对学生开展过程性评估，积极推动学生进入下一个阶段的学习。全年以班级为单位进行评估。我们使用辅助和拓展方式来强化或拓展课堂课程，或让学生继续进行调研活动。

The maths department is committed to ensuring that maths lessons are as transferable as possible. We will provide an inspiring environment in the classroom that helps pupils to thrive, develop a thirst for maths, and understand the key concepts to move them forward.

The aims of the curriculum:

- To provide a mathematical education of the highest quality that involves the provision of challenging courses in mathematics and its applications for the whole range of pupils.
- To instill an understanding of the nature of mathematics: the confidence and skill to use mathematics to logically solve problems both within mathematics and in the real world.
- To provide teaching of consistently high quality tailored to the needs of individual pupils and their learning styles.
- To develop in pupils the capacity to learn mathematics including confidence and enjoyment. The ability to communicate mathematics precisely and accurately. The capacity for clear logical thinking and a strong personal sense of number and the awareness of building on prior understanding to progress further.

In order to meet these aims, we will ensure pupils engage in:

- Logical reasoning
- Problem solving
- Mathematical discussion using precise mathematical language

pupils will receive personalised learning opportunities based on assessments. The department continuously reviews individual progress and facilitates logical pathways to reaching the next level. Assessments take place on a class basis throughout the year. Support and extension is used to either reinforce or extend class lessons or allow pupils to continue with investigational work.



| | 第一学期 1st Semester | 第二学期 2nd Semester |
|---------------|--|---|
| 初一 Grade 7 | 代数式 Algebraic expressions 因式分解 Factorization 分式 Algebraic Fractions 平面直角坐标系及图形的运动 Cartesian coordinates and Transformation | 实数 Real numbers 相交线、平行线 Intersecting lines and Parallel lines 三角形 Triangles 棱锥、圆锥、球 Pyramids, Cones, Spheres |
| 初二 Grade 8 | 二次根式 Quadratic surds 一元二次方程 Quadratic equations 正比例函数和反比例函数 Directly and Inversely Proportional Functions 几何证明 Geometric Proofs | 直角三角形 Right triangles 一次函数 Linear Functions 四边形 Quadrilaterals 集合 Sets |

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|----------------|---|--|
| 初三 Grade 9 | 相似三角形 Similar Triangles 平面向量 Vectors 三角函数 Trigonometry 二次函数与曲线函数图像 Quadratic Functions and Curved Graphs | 圆与正多边形 Circle Theorem and Regular Polygons 统计学 Statistics 概率学 Probability |
| 高一 Grade 10 | 拓展数学 Mathematics (Extended) 高阶数学 Additional Mathematics | 拓展数学 Mathematics (Extended) 高阶数学 Additional Mathematics |

科学 Science

杭州惠立学校初中部的科学课程旨在让学生们了解成为一名科学家的意义。我们希望培养和提高学生对世界的热爱和激情，鼓励学生提出问题，教学生解答问题的技巧。我们希望学生从惠立毕业时，不仅掌握着一定的科学知识，还能像科学家一样思考和行动。

课程目标

初中部学生的课程设置遵循中国国家义务教育大纲，同时还将学习基于英国国家课程的英语探索科学计划。这些课程充分融合，既能确保各单元的学习富含需深入学习的科学知识和相应的理解深度，也能确保学生会使用科学类英语。各单元均基于生物、化学或物理等三大核心科学科目之一，但科学组尽可能将三者紧密联系以开展教学。各单元均执行形成性评估和总结性评估，让学生在课程学习中不断取得进步。最后，学生将以此为基础，继续学习初三、高一阶段更为复杂的科学知识，成为全面发展的科学家。科学课程分为1至9级，含三大科学学科主题，学生可增进必要的知识与技能，学习更为高级的科学相关课程。

为实现上述目标，我们将确保

课程教学的重点是科学共进。首先要理解并学习核心科学原则

- 观察
- 提问
- 提出假设来回答问题
- 设计合理的实验，验证假设的正确性
- 进行实验
- 阐释实验结果
- 评估实验和结果
- 沟通

各单元教学中，我们将面向积极性高、热情高涨的学生提供扩展活动。大多数单元均以实践和调查方式开展教学，学生有充足的机会进行计划、开展实际工作。科学课程同样强调将科学融入社会，并确保学生如何将所学的科学知识应用于现代社会。

The aim of Junior High science at HSH is for pupils to develop an understanding of what it means to be a scientist. We want to develop and enhance young people's fascination and excitement about the world they live in. Pupils will be encouraged to ask questions and will be taught the skills they need to answer those questions. We hope that pupils will leave Junior High, not just with a level of scientific knowledge, but also with the ability to think and act like a scientist.

The aims of the curriculum:

pupils will be following the Chinese compulsory education alongside the English exploring science scheme, which is based on the English national curriculum. The combination of these curriculums is designed to ensure that each unit of study contains the depth of knowledge and understanding required for further study of the sciences, using the English language. Each unit is based on one of the three core sciences: biology, chemistry or physics, but every opportunity is taken to make links between all three. Each of the units have a summative assessment as well as continuous formative assessment allowing pupils to make progress throughout the course. Eventually pupils move on to study more complex science in grade 9 and 10 which builds on their prior understanding to develop well rounded scientists. The course is graded 1-9 and covers topics from all three sciences, allowing pupils the opportunity to develop the knowledge and skills needed to progress onto more advanced science related courses.

In order to meet these aims, we will ensure pupils engage in:

Emphasis throughout the course is on working scientifically. This involves understanding and learning the main scientific principles:

- Observation.
- Asking questions.
- Thinking up hypotheses to answer the questions.
- Designing fair tests to see if the hypotheses are correct.
- Carrying out the tests.
- Interpreting the results.
- Evaluating the tests and the results.
- Communicating.

In every unit, extension activities are made available to those pupils who are well motivated and enthusiastic. Most units are taught in a practical and investigative manner and pupils are given every opportunity to plan and carry out practical work. There is also an emphasis on incorporating science in society and efforts are made to ensure that pupils understand how the science they are learning applies to modern society.

科学 Science

初中部学习内容

Junior High pupils will learn the following:

| 第一学期第一阶段 Semester 1 Term 1 | | | |
|----------------------------|---|---|---|
| 年级 Grade | 第 1 周至第 5 周 Week 1-5 | | |
| 初一 7 | 呼吸作用 Breathing and Respiration | | |
| 初二 8 | 生物体的性质与多样性 (1a-1b) + 组织与结构 (2a-2b) The Nature and Variety of Living Organisms (1a-1b) + Organisation and Structure (2a-2b) | 物质状态 (1a) + 元素、化合物和混合物 (1b) States of Matter (1a) + Elements Compounds and Mixtures (1b) | 能源资源 (4d) Energy Resources (4d) |
| 初三 9 | 体内的运输 (2h 2.51-2.52 + 2h 2.59-2.69) Human Transport (2h 2.51-2.52 + 2h 2.59-2.69) | 化学公式、方程式和计算 (1e) Chemical Formulae, Equations and Calculations (1e) | 电路中的能量和电压 (2c 2.7-2.13) Energy and Voltage in Circuits (2c 2.7-2.13) |
| 高一 10 | 生物资源的使用 (5a-5d) Uses of Biological Resources (5a-5d) | 可逆反应和平衡 (3c) Reversible Reactions and Equilibria (3c) | 天体物理学 (8a-8d) Astrophysics (8a-8d) |

| 第一学期第二阶段 Semester 1 Term 2 | | | |
|----------------------------|--|---|---|
| 年级 Grade | 第 7 周至第 17 周 Week 7-17 | | |
| 初一 7 | 消化 Digestion | 原子结构和状态变化 Atomic Structure and Changes of State | 能源 Energy |
| 初二 8 | 生物分子 (2c) + 分子的运动 (2d) Biological Molecules (2c) + Movement of Molecules (2d) | 原子结构 (1c) + 周期表 (1d) + 化学公式、方程式和计算 (1e) Atomic Structure (1c) + Periodic Table (1d) + Chemical Formulae, Equations and Calculations (1e) | 力 (1a-1c) Forces (1a-1c) |
| 初三 9 | 植物运输 (2h 2.51-2.58) + 植物营养 (2e 2.18-2.23) Plant Transport (2h 2.51-2.58) + Plant Nutrition (2e 2.18-2.23) | 化学公式、方程式和计算 (1e) + 滴定法 (2f) + 电解法 (1i) Chemical Formulae, Equations and Calculations (1e) + Titrations (2f) + Electrolysis (1i) | 电 (2a-2d) Electricity (2a-2d) |
| 高一 10 | 遗传 (3b) Inheritance (3b) | 能量学 (3a) + 反应速率 (3b) + 电解 (1i) Energetics (3a) + Rates of Reaction (3b) + Electrolysis (1i) | 放射性和粒子 (7a-7c) Radioactivity and Particles (7a-7c) |

| 第二学期第一阶段 Semester 2 Term 1 | | | |
|----------------------------|---|---|---|
| 年级 Grade | 第 24 周至第 31 周 Week 24 -31 | | |
| 初一 7 | 植物营养 Plant Nutrition | 粒子和混合物 Particles and Mixtures | 力 Forces |
| 初二 8 | 人体营养 (2e 2.24 - 2.33) Human Nutrition (2e 2.24 - 2.33) | 离子键 (1f) + 共价键 (1g) Ionic Bonding (1f) + Covalent Bonding (1g) | 能量传递 (4a-4c) Energy Transfers (4a-4c) |
| 初三 9 | 排泄 (2i) + 协调与反应 (2j) Excretion (2i) + Coordination and Response (2j) | 能量学 (3a) + 反应速率 (3b) Energetics (3a) + Rates of Reaction (3b) | 固体、液体和气体 (5a-5d) Solids, Liquids and Gases (5a-5d) |
| 高一 10 | 复习 Revision | 复习 Revision | 复习 Revision |

第二学期第二阶段 Semester 2 Term 2

| 年级 Grade | 第 33 周至第 38 周 Week 33-38 | | | 第 41 周至第 44 周 Week 41-44 | | |
|----------|--------------------------------|---|---|---------------------------------------|---|---|
| 初一 7 | 遗传 Inheritance | 元素周期表 Periodic Table | 波 Waves | 项目和教学前内容 Projects and Pre Teaching | | |
| 初二 8 | 气体交换 (2g) Gas Exchange (2g) | 金属结合 (1h) Metallic Bonding (1h) | 波的特性 (3a) + 电磁波谱 (3b) Properties of Waves (3a) + Electromagnetic Spectrum (3b) | 呼吸作用 (2f) Respiration (2f) | 碱金属 (2a) + 卤素 (2b) Alkali Metals (2a) + Halogens (2b) | 光与声 (3c) Light and Sound (3c) |
| 初三 9 | 生态学 (4a-4d) Ecology (4a-4d) | 可逆反应和平衡 (3c) Reversible Reactions and Equilibria (3c) | 磁铁和电磁学 (6a-6d) Magnets and Electromagnetism (6a-6d) | 生态学 (4a-4d) Ecology (4a-4d) | 有机化学简介 (4a) + 原油 (4b) Organic Chemistry Introduction (4a) + Crude Oil (4b) | 磁铁和电磁学 (6a-6d) Magnets and Electromagnetism (6a-6d) |
| 高一 10 | 复习 Revision | 复习 Revision | 复习 Revision | | | |



中文社会研习

Chinese social studies

综述

中文社会研习是一门处于不断发展中的学科,它让学生了解并塑造其周围的世界。这门课上,学生主要学习历史及其对更广泛的世界的影响,地理方面主要学习影响当地环境和更广泛世界的主题。这有助于惠立学子为成长为真正的世界公民做好充足的准备,在日新月异的世界中发挥积极作用。中文社会研习性质特殊,课程许多方面与其他科目联系紧密。初中部的教学大纲基于国家义务教育课程标准,学年内课程以不同主题开展,教导学生通过这些主题来学习关键技能。

课程目标

- 提供最高质量的历史和地理教学,包括提供具有挑战性的课文、思想和资源,增强学生自信心,提高学生理解力;同时充分考量到学生的年龄、性别、民族、能力和额外的学习需求。
- 鼓励学生学会分析和解释,理解和交流,质疑和欣赏,并在此过程中发展对自我和自身在世界中的位置的更好的认识并在此过程中更好地认识自我和自身在世界中的位置。
- 教育所有学生成为优秀的世界公民,在未来为自己的文化、企业和社群做出贡献。
- 创造机会发展跨文化意识和理解。
- 中文社会研习鼓励学生将不同的学科、文化和其他领域的经验充分联系起来。该课程将培养学生具备广泛的技能,引导学生将这些技能转移到其他科目的学习中,从不同的角度看待其他科目。
- 提供启发思想的学习环境,挑战和鼓励有不同需求、兴趣和愿望的学生,培养学生对历史和地理的好奇心和热情。

Overview

Chinese social studies is a continually developing subject which helps pupils both understand and look to shape the world around them. At HSH, we focus on history and its impact on the wider world and the geographical based lessons focus on topics that effect the local surroundings and the wider world. This allows HSH to fully prepare our pupils to be true 'world citizens' that can play an active role in a rapidly developing world. Due to the nature of the subject many aspects of the course dovetail with other subjects. The syllabus for Junior High is based on the Chinese compulsory education requirements and the year will be split into topics through which key skills will be studied.

The aims of the curriculum:

- Provide an education in history and geography that is of the highest quality. Involving the provision of challenging texts, ideas and resources to further the confidence and understanding of our whole range of pupils. This will consider pupil's age, gender, ethnicity, capability and additional learning needs.
- Encourage pupils to analyse and interpret, to comprehend and communicate, to question and appreciate, and, in-so-doing, develop a better sense of themselves and their place in the world.
- To make all pupils into excellent world citizens that, in the future, can contribute to the cultures, businesses and communities that they inhabit.
- To create opportunities to develop intercultural awareness and understanding.
- Chinese social studies encourages pupils to establish links between subjects, cultures and other areas of experience. The course enables pupils to develop a wide range of skills that are transferable across other subjects, allowing them to see other subjects from different perspectives.
- Ensure a stimulating learning environment which challenges and encourages pupils with their differing needs, interests and aspirations, to develop their curiosity and enthusiasm in history and geography.

为实现以上目标,我们:

- 中文社会研习是一门富有挑战而个性化的课程,始终考虑到并满足学生的个人学习需求。中文社会研习与语文、英语社会研习等其他相关科目教学同步进行,还将参考学生发展部门的建议,引导并示范良好行为。
- 吸引和激励所有学生,帮助学生发展和掌握自身学习。
- 营造积极的工作环境。
- 积极鼓励学生了解当下时事,围绕课堂话题进行阅读,并提供推荐读物清单。
- 为组内成员提供持续职业发展,让教师跟上现代教学方法和当前的研究主题。

初一、初二学生每周两节中文社会研习课,初三学生因早于规定时间开始中文社会研习义务教育课程,因此将不再上中社研课程。每周的家庭作业将根据该周的课程内容内容设置。

除课堂作业和家庭作业外,室内评估还包括从基准线评估到单元末评估,评估采取惠灵顿9分制评估。

We will ensure we meet these aims by:

- Chinese social studies lessons are challenging and personalised; individual's needs will be considered and met at all times. This will be done in collaboration with the teachers of other similar subjects, such as Chinese, English social studies and the SEN department will also be consulted for guidance and examples of good practice.
- Engaging and motivating all pupils to help them develop and take ownership of their own learning.
- Creating a positive working environment.
- pupils are actively encouraged to keep up to date with current affairs and to read around the topics covered in class. Recommended reading lists are available.
- Continued professional development for members of the department to allow them to stay abreast of modern teaching methods and current topics of study.

All pupils in Grades 7 and 8 will receive two Chinese social studies lessons a week. Grade 9 will not receive Chinese social studies lesson as a result of starting the compulsory curriculum earlier than required. Homework will be set weekly, based on the lessons of that week.

Additional to classwork and homework, in room formal assessments will take place from baseline assessments to end of unit topic assessments. These will be graded on the Wellington 9 point scale.



中文社会研习

Chinese social studies

初中部学习内容

Junior High pupils will learn the following:

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|---------------|--|---|
| 初一 Grade 7 | <p>中国历史 Chinese history</p> <p>拓展与停滞的明清文明 Expansion and Stagnation of Ming and Qing Dynasty</p> <p>列强侵略与民族危机 Invasion and National Crisis</p> <p>中国地理 Chinese geography</p> <p>地形与地势 Topography and terrain</p> <p>气温与降水 Temperature and precipitation</p> <p>河流与湖泊 Rivers and lakes</p> | <p>中国历史 Chinese history</p> <p>繁荣昌盛的隋唐文明 Prosperity of Civilization in Sui and Tang Dynasty</p> <p>多元文化碰撞与交融的宋元文明 Multi-Cultural Conflict and Fusion of Song and Yuan Dynasty</p> <p>地球的运动 Movement of the earth</p> <p>陆地与海洋 Land and Ocean</p> |

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|---------------|---|--|
| 初二 Grade 8 | <p>中国历史 Chinese history</p> <p>民族觉醒与民族革命 Nation's awakening and Republic Revolution</p> <p>救国道路的新探索 Exploration of National Salvation</p> <p>中国地理 Chinese geography</p> <p>中国区域 The regions in China</p> <p>中国的农业、工业、交通运输与通讯 Agriculture, industry, transport and communication</p> | <p>世界历史 World history</p> <p>抗日战争与民族解放 Anti-Japanese War and National Liberation</p> <p>中华人民共和国的建立与发展 Found and Development of People's Republic of China</p> <p>工业文明 Industrial Civilization</p> <p>两次世界大战 WW1 & WW2</p> <p>世界地理 world geography</p> <p>世界各国 The countries in the world</p> |

英文社会研习

English social studies

概述

英文社会研习是一门处于不断发展中的学科, 让学生了解并塑造其周围的世界。这门课上, 学生主要学习英国史和世界史, 地理方面主要学习影响当地环境和更广泛世界的主题。这有助于惠立学子为成长为真正的世界公民做好充足的准备, 在日新月异的世界中发挥积极作用。中文社会研习性质特殊, 课程许多方面与其他科目联系紧密。该课程教学大纲基于英国国家课程标准, 学年内课程以不同主题开展, 教导学生通过这些主题来学习关键技能。

课程目标

- 提供最有质量的历史、地理和全球视野教育, 包括提供富有挑战的课文、思想和资源, 增强学生自信心和理解力, 充分考量到学生的年龄、性别、民族、能力、额外学习需要, 以及英语为额外语言的学生。
- 鼓励学生学会分析和解释, 理解 and 交流, 质疑和欣赏, 并在此过程中, 发展更好的自我意识和他们在世界中的位置。
- 教育所有学生成为优秀的世界公民, 在未来为自己的文化、企业和社群做出贡献。
- 创造机会发展跨文化意识和理解。
- 英文社会研习鼓励学生将不同的学科、文化和其他领域的经验充分联系起来。该课程将培养学生具备广泛的技能, 引导学生将这些技能转移到其他科目的学习中, 从人文社科的角度看待其他科目, 反之亦然。
- 提供启发思想的学习环境, 挑战和鼓励有不同需求、兴趣和愿望的学生, 培养学生对历史和地理的好奇心和热情。

为实现上述目标, 我们:

- 英文社会研习是一门富有挑战而个性化的课程, 始终考虑到并满足学生的个人学习需求。中文社会研习与语文、英语社会研习等其他相关科目教学同步进行, 还将参考学生发展部门的建议, 引导并示范良好行为。
- 吸引和激励所有学生, 帮助学生发展和掌握自身学习。
- 营造积极的工作环境。
- 积极鼓励学生了解当时时事, 围绕课堂话题进行阅读。
- 为组内成员提供持续职业发展, 让教师跟上现代教学方法和当前的研究主题。

Overview

English Social Studies is a continually developing subject which helps pupils both understand and look to shape the world around them. At Huili Hangzhou, we focus primarily on British history and world history. Geographical based lessons focus on topics that effect the local surroundings and the wider world. This allows Huili to fully prepare our pupils to be true global citizens that can play an active role in a rapidly developing world. Due to the nature of the subject many aspects of the course dovetail with other subjects. The syllabus for Junior High is based on the British national curriculum requirements and the year will be split into topics through which key skills will be embedded.

The aims of the curriculum:

- Provide an education in history, geography and global perspectives that is of the highest quality involving the provision of challenging texts, ideas and resources to further the confidence and understanding of our whole range of pupils. This will consider pupil's age, gender, ethnicity, capability, additional learning needs, and those who speak English as an additional language.
 - Encourage pupils to analyse and interpret, to comprehend and communicate, to question and appreciate, and, in-so-doing, develop a better sense of themselves and their place in the world.
 - To make all future Huili graduates excellent world citizens that can contribute to the cultures, businesses and communities that they take inhabit.
 - To create opportunities to develop intercultural awareness and understanding.
 - English social studies encourages pupils to establish links between subjects, cultures and other areas of experience. The course enables pupils to develop a wide range of skills that are transferable across other subject groups in the Huili curriculum framework, allowing them to see other subjects from a humanities perspective and vice versa.
 - Ensure a stimulating learning environment which challenges and encourages pupils with their differing needs, interests and aspirations, to develop their curiosity and enthusiasm.
- We will ensure we meet these aims by:**
- English social studies lessons are challenging and personalised; individual needs will be considered. This will be done in collaboration with the teachers of other similar subjects, such as English and Science while the SEN department will also be consulted for guidance and extra support.
 - Engaging and motivating all pupils to help them develop and take ownership of their own learning.

初中部学生每周上两节英文社会研习课, 分为历史和地理; 另外, 全球视野为额外选修课程。每周家庭作业根据单元所学内容, 除需完成持续时间较长的项目外。此外还可能会额外布置其他家庭作业, 比如学习10个单词、次周测试。

除课堂作业和预习外, 课堂正式评估还包括从基准线评估到单元末评估, 评估采取惠灵顿9分制评估, 为学生参加最终考试做准备。

- Creating a positive working environment.
- pupils are actively encouraged to keep up to date with current affairs and to read around the topics covered in class.
- Continued professional development for members of the department to allow them to stay abreast of modern teaching methods and current topics of study.

All pupils in the Junior High section of the school will receive two English social studies lessons a week. This will be split into history and geography while global perspectives will be an additional selective from Grade 9. Homework will be set weekly based on the unit that is covered, unless a longer project is being completed. Small additional homework tasks maybe added such as learning 10 words for a test in the next week.

Additionally, to classwork and preps, in room formal assessments will take place from baseline assessments to end of unit topic assessments. These will be graded on the Wellington 9-point scale preparing pupils for their final exams.



英文社会研习

English social studies

杭州惠立学校学生学习内容

HSH pupils will learn the following:

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|---------------|--|---|
| 初一 Grade 7 | <p>历史主题 History topics</p> <p>三角奴隶贸易 Triangular slave trade</p> <p>大英帝国 British empire</p> <p>地理主题 Geography topics</p> <p>资源与能源 Resources and Energy</p> | <p>历史主题 History topics</p> <p>工业革命 Industrial revolution</p> <p>地理主题 Geography</p> <p>定居地 Settlements</p> |
| 初二 Grade 8 | <p>历史主题 History topics</p> <p>第一次世界大战 WW1</p> <p>美国历史:咆哮的二十年代 American history: The roaring twenties</p> <p>地理主题 Geography topics:</p> <p>躁动的地球 Restless earth</p> | <p>历史主题 History topics</p> <p>第二次世界大战 WW2</p> <p>地理主题 Geography</p> <p>发展中的世界 Developing world</p> |

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|----------------|---|---|
| 初三 Grade 9 | <p>历史 History</p> <p>1919-39年, 一战与二战期间的历史 The Inter-War Years, 1919-39</p> <p>全球视野 Global perspectives</p> <p>培养全球视野所需技能 Developing skills for global perspectives</p> <p>个人汇报练习 Individual report practice</p> | <p>历史 History</p> <p>冷战 Cold War</p> <p>全球视野 Global perspectives</p> <p>团队项目练习 Team project practise</p> <p>书面考试技能发展 Skills development for written examination</p> |
| 高一 Grade 10 | <p>历史 History</p> <p>魏玛共和国 The Weimar Republic</p> <p>纳粹德国 Nazi Germany</p> <p>全球视野 Global perspectives</p> <p>信仰系统, 贸易与援助 Belief Systems, Trade and Aid</p> <p>个人报告平时作业 Individual Report coursework</p> | <p>历史 History</p> <p>纳粹德国 Nazi Germany</p> <p>全球视野 Global perspectives</p> <p>团队项目平时作业 Team Project coursework</p> |

艺术 Art

视觉艺术课程的设计符合中国国家课程，课程旨在启发学生去发现世界，采用“假设如此”的方法，使用更广泛的媒介和工艺。在研究、实验、记录周边环境和世界的过程中，学生将学会通过创造性的个人和个性成果进行沟通，创造更多的乐趣、激发更学习的兴趣。

课程目标

- 学生能在书面作业和讨论的基础上，使用以艺术为基础的词汇，自信地分析、评价和表达对艺术作品的理解。
- 学生将欣赏中国和国际艺术界的历史与近现代史、民族、政治和文化的多样性，并通过这种欣赏，学习并理解其中蕴含的深层含义、代码和符号。
- 学生将用绘画和其他视觉形式(如摄影)等各种方式记录经验和观察。
- 学生将使用恰当的媒介和技术，制造和探索潜在的探究路线，并将这些知识和理解应用于制作、审查和修改图像和艺术作品。
- 学生将学会理解思想、观点和经验是如何产生艺术和设计实践的开端的，形成创作过程中不可或缺的一部分。
- 学生将能够提出个人和创造性的反应，实现自身意图，在视觉研究、看法和观察之间建立有意义的联系。

初中部学生每周上一节艺术课。学生在组织、研究、实验和参与创作过程中发展技能，创造自己的产品，同时也建立自己对艺术、工艺和设计的形式元素的理解，并学习使用各种技术、设备和工艺。在整个过程中，学生将学习一系列的艺术风格，包括绘画、素描、雕塑和印刷。除此之外，艺术还被用来探索、实验和加深学生对更广泛的社会、道德和政治问题的理解。学习艺术有利于培养学生的洞察力和同理心，还能提供让学生表达观点、了解详情后下判断的环境。

The visual arts curriculum is designed to meet the aims and objectives for both the Chinese National Curriculum and the National Curriculum for England. Junior High art pupils will be inspired by opportunities to make discoveries and adopt a 'what if' approach, using a broadening range of mediums and processes. Through research, experimentation, recording their environment and the world around them, they will be equipped to communicate through creative individual and personal outcomes; generating an increasing enjoyment and interest.

The aims of the curriculum:

- They will be able to confidently analyse, evaluate and articulate their understanding of artwork using an art-based vocabulary based on written work and discussion.
- They will appreciate the historical, contemporary, ethnic, political and cultural diversity of China and the international art community. Through this appreciation, pupils will learn to understand the deeper meanings, codes and symbols embedded within it.
- They will record experiences and observations, in a variety of ways using drawing and other visual forms, such as photography.
- They will generate and explore potential lines of enquiry using appropriate media and techniques. pupils will apply this knowledge and understanding to making, reviewing and modifying images and artefacts.
- They will learn to understand how ideas, opinion and experience generate starting points for art and design practice, forming an integral part of the creative process.
- The pupils will be able to present a personal and creative response that realises their intentions, making meaningful connections between their visual research, opinions and observations.

Junior High pupils are involved in a weekly art lesson. pupils develop skills in organisation, research, experimentation and involvement in the creative process to produce their own outcomes – whilst also developing their understanding of the formal elements of art, craft and design, using a variety of techniques, equipment and processes. Throughout, the pupils will study a range of styles of art including painting, drawing, sculpture and printing. In addition to this, art is used to explore, experiment and deepen pupils' understanding of wider social, moral and political issues. Studying art equips pupils with the skills of developing insight and empathy and provides a context in which to express opinion and informed judgement.



| | 第一学期 1st Semester | 第二学期 2nd Semester |
|---------------|--|--|
| 初一 Grade 7 | 艺术元素: Elements of art: | 超现实主义 Surrealism |
| | 绘画与元素 Drawing and identifying elements | 空间中形象的纹理应用 Applying texture to forms in space |
| | 线性透视: Linear perspective: | 构图 Composition |
| | 单点透视 One-point perspective | 超现实主义艺术作品 Surrealist artworks |
| | 空间中形状的应用 Applying patterns in space | 数字艺术雕塑 Digital art sculpture |
| | 绘制复杂形式的透视图 Drawing complex forms in perspective | 数字建模 Digital modelling |
| | | 建模静物 Modelling a still life object |
| | | 建模有表现力的角色 Modelling an expressive character |

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|---------------|--|----------------------------------|
| 初二 Grade 8 | 外光绘画 Plein air drawing | 波普艺术画 Pop art painting |
| | 工笔画 Gonbi painting | 色彩理论 Colour Theory |
| | 立体主义:观察画和拼贴画 Cubism – observational drawing and collage | 色彩方案 Colour Schemes |
| | 巴勃罗·毕加索 Pablo Picasso | 混色技巧 Colour mixing techniques |
| | 分析立体主义 Analytical Cubism | 现代雕塑 Modern sculpture |
| | 观察画和阴影 Observational drawing & shading | 亨利·摩尔 Henry Moore |
| | 合成立体主义拼贴画 Synthetic cubism collage | 半抽象形态 Semi-abstract forms |
| | | 数字合成 Digital compositing |
| | | |
| | | |

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|---------------|---|---|
| 初三 Grade 9 | 艺术家切磋 Artist as Stimulus | 现代结构 Urban Structures |
| | 学习艺术家作品 Studying the work of artists. | 线性透视策略 Linear Perspective strategies |
| | 分析评估艺术作品 Analysis and evaluation of art work | 图像交织:家具和建筑 Intertwining images: Furniture and Architecture |
| | 视觉语言 Visual Language | 过程精细化与记录 Refining and Recording process work |
| | 阐释艺术作品 Interpreting Artworks | 主题艺术作品 Thematic Artwork |
| | 技能工作坊 Skills Workshops | 肖像画与姿势 Portraiture and Pose |
| | 视觉探索:点标技巧和绘画表面 Visual Explorations: Mark-making techniques & drawing surfaces | 肖像画与表达 Portraiture & Expression |
| | 混合媒体工艺:线条、色调画、高一字阴影、观察性绘画、负形空间、摄影构图法、刮花法、刮擦法 Mixed Media Processes: Line, Tonal Drawings, Crosshatching, Observational Drawing, Negative Space, Photography and Composition, Sgraffito, Grattage | 美学理论 Aesthetic Theory |
| | | 彩绘技巧 Painting Techniques |
| | | 构图设计 Composition Design |
| | 图像开发策略 Image development strategies | |

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|----------------|--|--|
| 高一 Grade 10 | 主题开发 Thematic Development: 收集不同开源的想法并做注释 Collecting and annotating ideas from different sources | 主题开发:外部设定主题 Theme Development: Externally set theme |
| | 探索材料以完善工作 Refining work through exploration of materials. | 预备学习 Preparatory Studies |
| | 记录观察结果 Recording observations. | 注释 Annotation |
| | 展示艺术作品 Presentation of artwork | 作品展示 Presentation of work |
| | | |

设计工艺

Design technology

通过各种创造性的实践活动，向学生传授参与设计和制作的反复过程所需的知识、理解力和技能。学生须各种家庭和地方领域（如家中，健康、休闲和文化环境）下，以及不同的工业领域（如工程、制造、建筑、食品、能源、园艺等农业和时尚）中作业。

课程目标

- 识别和解决自己的设计问题，并了解如何重新规划既定问题。
- 为设计创新、实用、有吸引力的产品制定规格，以满足各种情形下的具体需求。
 - 使用各种方法（如生物模仿和以用户为中心的设计）提出富有创意思法，避免刻板设计。
 - 利用图像技术、附注草图、详细计划、三维和数学建模、口头和数字演示，以及计算机辅助工具，开发并交流设计理念。

为实现上述目标，我们将确保

制作

- 精确选择和使用专业工具、技术、工艺、设备和机械，包括计算机辅助制造。
- 选择和使用范围更广、更复杂的材料、部件和成分，同时考虑到其特性。

安全

- 学年初，全体学生将通过专项实践活动参加一系列安全培训，我们将对学生的表现进行记录、保留与更新。

评估

- 分析以往或现当代设计师和工程师的作品，培养并拓展学生的理解力。
- 调查新技术和新兴技术。
- 根据规范测试、评估和改进想法和产品，同时考虑到预期用户和其他相关群体的意见。
 - 了解设计和技术的发展，其对个人、社会和环境的影响，以及设计师、工程师和技术专家的责任。

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an interactive process of designing and making. They should work in a range of domestic and local contexts (for example, the home, health, leisure and culture), and industrial contexts (for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion).

The aims of the curriculum:

- When designing and making, pupils will be taught to:
 - Identify and solve their own design problems and understand how to reformulate problems given to them.
 - Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.
 - Use a variety of approaches (for example, bio-mimicry and user-centred design), to generate creative ideas and avoid stereotypical responses.
 - Develop and communicate design ideas using a range of graphic techniques, annotated sketches, detailed plans, 3-D and mathematical modeling, oral and digital presentations and computer-based tools.

In order to meet these aims, we will ensure:

Make

- Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture.
- Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties.

Safety

- At the start of the school year all pupils will undertake a period of safety training through a focused practical activity and a record of the pupils competences will be kept and updated.

Evaluate

- Analyse the work of past and present designers and engineers to develop and broaden their understanding.
- Investigate new and emerging technologies.
- Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups.

技术知识

- 理解并使用材料的特性和结构元素的性能来实现功能解决方案。
- 了解产品所使用的更先进的机械系统如何实现运动和力的变化。
- 了解更先进的电气和电子系统如何在产品中供电和使用（如以热、光、声音和运动为输入和输出的电路）。

- Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.

Technical knowledge

- Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions.
- Understand how more advanced mechanical systems used in their products enable changes in movement and force.
- Understand how more advanced electrical and electronic systems can be powered and used in their products, for example, circuits with heat, light, sound and movement as inputs and outputs.



设计工艺

Design technology

初中部学生学习内容

Junior High pupils will learn the following:

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|---------------|--|--|
| 初一 Grade 7 | <p>工作坊操作安全 Staying Safe in the workshop during practical activities) 安全使用手工工具 Using hand tools safely</p> <p>安全使用工作坊机械 Using workshop machinery safely</p> <p>对现有产品进行分析 Product analysis of existing products</p> <p>识别设计特征:功能、美学和人体工程学 Identification of design features – Functional, aesthetic and ergonomic</p> <p>热塑性塑料调查 Investigation in to the thermoplastics 多种热塑性塑料的特性 Properties of a range of thermoplastics</p> <p>塑造热塑性塑料的废弃技术 Wasting techniques for shaping thermoplastics</p> <p>热塑性塑料的变形技术 Deforming techniques for thermoplastics</p> | <p>结构的调查与建模 Investigation and Modelling of Structures 结构分类:结构的四类 Classification of structures – The four groups of structures</p> <p>作用在结构上的力:剪应力、张力、压力、弯曲力 The forces acting on structurres – Shear, tension, compression and bending</p> <p>动静荷载 Dymanic and static loads</p> <p>三角法的应用 The use of triangulation</p> <p>调查桥梁设计和建模 Investigation into bridge design and modelling</p> <p>设计与制作 Designing and making 电子学和系统 Electronics and Systems</p> <p>并行和串联电路 Parallel and series circuits</p> <p>电子元件:输入、过程和输出 Electronic Components – Input, process and output</p> <p>电路符号以及使用电路符号创建电路图的方法 Circuit symbols and how they can be used to create a circuit diagram</p> <p>使用电烙铁来制作电路 Using soldering irons to make an electronic circuit</p> <p>制作电路外壳,学习人体工程学此设计中的作用 Making housings for electronic circuits and the part ergonomics plays in their design</p> |

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|---------------|---|--|
| 初二 Grade 8 | <p>工作坊操作安全 Safe working during practical activities 安全使用手工工具和车间机械 Safe use of hand tools and workshop equipment</p> <p>夹钳等其他固定方法 Clamping and other methods of securing work</p> <p>设置柱式钻床和不同类型的钻头 Setting up the pilar drill and the different types of drill bits</p> <p>设计潮:Art Deco艺术装饰风格,孟菲斯设计,新艺术,未来主义 Design Movements- Art Deco, Memphis Design, Art Nouveau, Futurism</p> <p>设计并制作以孟菲斯设计为灵感的产品 Design and making products inspired by Memphis Design</p> <p>设计并制作可持续产品 Designing and making sustainable products 可持续材料:木材、塑料、金属和复合材料 Sustainable Materials – Wood, plastics, metals and composites</p> <p>能源类型:可再生能源和化石燃料 Types of energy – Renewables and fossil fuels</p> <p>设计与制作:可持续的户外照明 Design and make – Sustainable outdoor lighting</p> | <p>图形学:三维建模与网状设计 Graphics – 3d modelling and net design</p> <p>学习目标 Learning objectives 图形通信技术-渲染,马克笔,等距图 Graphic Communication Techniques- Rendering, marker pens, isometric drawings</p> <p>卡片和其他合规材料 Card and other compliant materials</p> <p>创建网状设计 Creating net designs</p> <p>为特定用户群设计 Designing for a specific user group</p> <p>CAD:计算机辅助设计 CAD- Computer aided design</p> <p>切割和打印卡片型产品 Cutting and printing card-based products</p> <p>多项技术的整合 Intergrating different technologies 布艺:自然品和鬃毛制作 Textiles – Natural and mane made</p> <p>使用缝纫机 Using the sewing machine</p> <p>识别客户,并研究客户需求 Identifying a client and using research to identify their needs</p> <p>电子布艺:部件和材料 E- textiles- components and materials</p> <p>为客户设计和制作产品 Designing and making a product for a client</p> |

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|---------------|---|--|
| 初三 Grade 9 | <p>工作坊操作安全 Safe working during practical activities</p> <p>安全使用手工工具和车间机械 Safe use of hand tools and workshop equipment</p> <p>夹钳等其他固定方法 Clamping and other methods of securing work</p> <p>设置柱式钻床和不同类型的钻头 Setting up the pillar drill and the different types of drill bits</p> <p>设计潮: Art Deco 艺术装饰风格, 孟菲斯设计, 新艺术, 未来主义 Design Movements- Art Deco, Memphis Design, Art Nouveau, Futurism</p> <p>设计并制作以孟菲斯设计为灵感的产品 Design and making products inspired by Memphis Design</p> | <p>个人项目作业 Individual Project Work</p> <p>学生应完成一份个人项目, 这是IGSCE设计与技术课程评估的一部分 As part of the assessemnt for the IGSCCE in Design and Technology pupils will complete an individual project</p> <p>学生应提交一份详尽的设计作品集和一个完整的实践项目 Pupils will submit a detailed design portfolio and a completed practical project</p> <p>确定需求或机会, 分析后形成设计概要 Identification of a need or opportunity with an analysis leading to a design brief</p> <p>对设计需求开展全面调查和充分分析, 确定目标用户, 并制定明确、完整的设计大纲 Carry out a comprehensive investigation and full analysis of the design need, the identification of the intended user/s and a clear and full design brief</p> |

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|---------------|---|---|
| 初三 Grade 9 | <p>塑料研究 Investigation into plastics</p> <p>热塑性和热固性塑料之间的区别 Differences between thermo and thermosetting plastics</p> <p>热塑性塑料的用途: 丙烯酸、高密度聚乙烯、涤纶树脂、ABS树脂、低密度聚乙烯和高抗冲聚苯乙烯 Uses of thermo plastics – Acrylic, HDPE, PET, ABS, LDPE and HIPS</p> <p>热固性塑料的用途: 尿素甲醛树脂、聚氨酯、三聚氰胺甲醛树脂、聚酯树脂 Uses of thermosetting plastics- Urea Formaldehyde, Polyurethane, Melamine Formaldehyde, Polyester resins</p> <p>加工热塑料: 真空成型, 吹塑, 注射成型和旋转成型 Processing thermo plastics – vaccum forming, blow moulding, injection moulding and rotational moulding</p> <p>安全使用真空成型器和带状加热器 Safe use of the vacuum former and strip heater</p> | <p>研究设计概要, 形成规范 Research into the design brief resulting in a specification</p> <p>对设计概要和目标用户开展全面客观的研究, 彻底分析相关数据与信息, 制定详细合理的产品规范 Full and objective research into the design brief and intended user/s with thorough analysis of the data/information leading to a detailed and justified specification for the product</p> <p>设计理念的产生和探索 Generation and exploration of design ideas</p> <p>产生一系列想象力丰富而概念不同的解决方案。在参考规范的基础上发展和明确想法 Produce a wide range of imaginative solutions which are conceptually different. Ideas are developed and clarified with reference to the specification</p> <p>使用适当的绘图技术来展示设计理念。用详细而简明的注释探讨各个想法的技术层面问题, 如考虑可能的材料和结构 Using appropriate drawing techniques to present design ideas. Detailed and concise annotations explore technical aspects of each idea including consideration of possible materials and constructions</p> <p>在评估创意时明确参考每个规范点 Ideas are evaluated with clear reference to each specification point</p> |

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|----------------|---|--|
| 高一 Grade 10 | <p>个人项目作业 Individual Project work</p> <p>开发拟定方案 Development of proposed solution</p> <p>建立模型并进行试验,对形式、材料、紧固件和施工或生产方法作出决定 Modelling and trialing to assist decisions about form, materials, fixings and construction/production methods</p> <p>使用适当的绘图方法,明确待制造项目的技术规范 Using appropriate drawing methods which assist the clarification of the technical specification of the item to be manufactured</p> <p>适时提供评价意见或参考规范的证据 Evidence of evaluative comments or references to the specification where appropriate</p> <p>制定产品规划 Planning for production</p> <p>含制造全部细节的高质量工作图纸。清晰而详细的生产计划细节,有逻辑清晰、沟通明确的各个生产阶段,如材料清单、紧固件和表面处理等 High-quality working drawings which include full details for manufacture. Clear and detailed evidence of production planning leading to a logical, clearly communicated, sequence of the stages of manufacture including material lists, fittings and finishes</p> | <p>个人项目作业 Individual Project Work</p> <p>测试和评价 Testing and evaluation</p> <p>对产品进行客观的测试和评估,系统地参考其性能、规范与用户。在适当的情况下,测试将在产品的目标环境中进行 Objective testing and evaluation of the product with systematic reference to its performance, the specification and user. Where appropriate, testing will be carried out in the environment for which the product was intended</p> <p>明确识别并分析产品的优劣势,得出有意义的详细结论,给出提升建议 Clear identification and analysis of strengths and weaknesses of the product leading to detailed and meaningful conclusions with proposals for further development</p> |

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|----------------|--|---|
| 高一 Grade 10 | <p>产品实现 Product realisation</p> <p>产品完整,完成质量高 The product will be complete and finished to a very high standard</p> <p>产品整体成果精确、准确,功能良好 The overall outcome will be made with precision and accuracy and will function well</p> <p>产品完全满足规范中的所有要求 The product will fully meet all the requirements of the specification</p> | <p>考试准备 Examination Preparation</p> <p>产品设计 Product Design</p> <p>设计想法的沟通 Communication of design ideas</p> <p>社会中的设计与工艺 Design & technology in society</p> <p>实用的设计应用 Practical design application</p> <p>环境与可持续性 Environment and sustainability</p> <p>健康与安全 Health and Safety</p> <p>耐磨材料 Resistant Materials</p> <p>材料类型 Types of material</p> <p>材料塑性 Shaping material</p> <p>接合与组装 Joining and assembly</p> <p>饰面材料 Finishing material</p> |

戏剧 Drama

初中部戏剧课上，学生将通过不同的风格、主题和话题来探索自身创造力。学生将有能力自信和、独立地思考问题，批判地分析戏剧和现场表演中的角色。学生将有能力鉴赏自己和他人的作品，始终尊重他人，有同理心。戏剧课程是一门引人入胜的实用课程，在培养现有的人才的同时，积极支持学生发展新的表演技能。

戏剧课的主要目的是带领学生体验表演的世界。在当今不断发展的世界中，个人的职业发展和成功离不开有效的沟通。戏剧课有助于培养学生的创造力，有助于打破学生在他人面前表达自我的不安全感，有助于学生更好地欣赏艺术。

课程目标

- 在安全、包容的环境中表演。
- 独奏和合奏表演。
- 将自己在其他领域积累的知识融入到戏剧表演中。
- 为不同的观众策划书面、口头和视觉演示。
- 评估书面、视觉和口头演示以及戏剧和文学作品。
- 学习和使用戏剧元素。

为实现上述目标，我们将：

- 吸引和激励所有学生，助力学生发展，管理自我学习。
- 为所有学生营造积极的学习环境。
- 使用分层教学策略，让每个孩子都取得成功。
- 为学生提供课外活动的机会，使其进一步展现自身技能。
- 与其他学科领域合作，鼓励跨课程学习。
- 在设计、表演和反馈等三个戏剧领域对学生保持高期望。
- 跟踪学生的学习进展并报告结果。

Drama pupils in Junior High offers our bilingual pupils an innovative space to develop the necessary life-skills required for a successful future. Communication skills underpin the foundation of drama in Junior High. This includes developing their capacity in understanding and speaking English, and their use of physical and vocal skills to communicate meaning and emotions. They explore their creativity through a variety of styles, themes and topics and become confident and independent thinkers, who can demonstrate appreciation of their own work and others, always with respect and empathy. Drama offers an engaging, practical curriculum, that helps break down the feelings of insecurity that can prevent pupils from expressing themselves in front of others and generate a greater appreciation of the performing arts. The aims of the curriculum:

- Perform in a safe, inclusive environment.
- Perform solo and in an ensemble.
- Integrate their knowledge acquired in other areas into their drama performances.
- Plan written, oral and visual presentations for a variety of audiences.
- Evaluate written, visual and oral presentations and works of drama.
- Learn and use the elements of drama.

We will ensure we meet these aims by:

- Engaging and motivating all pupils to help them develop and take ownership of their own learning.
- Creating a positive learning environment for all pupils.
- Using differentiation strategies to enable every child to find success.
- Offering opportunities outside of the classroom for pupils to further express their skills.
- Aligning with other discipline areas to encourage cross-curriculum learning.
- Maintaining high expectations for pupils across all three dramatic domains – devising, performing and responding.
- Tracking pupils' progress and reporting on outcomes.



戏剧 Drama

初中部学生学习内容

Junior High pupils will learn the following:

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|---------------|---|--|
| 初一 Grade 7 | <p>通俗剧 Melodrama</p> <p>学生将学习如何在参与通俗剧的戏剧风格的同时,体现现有的或标准的角色;还将与同伴合作,探索如何使用恰当的声音和动作来表现角色。</p> <p>Pupils will learn how to embody stock or standardised characters whilst engaging with the dramatic style of melodrama. They will explore their ability to represent a character – in collaboration with their peers - using appropriate voice and movement. 定型角色介绍 Introduction to stock characters</p> <p>音乐/剧情 Music/plot</p> <p>无声电影 Silent films</p> <p>脚本分析 Script analysis</p> <p>小组表演 Group performance</p> | <p>青年剧场 Theatre for young people</p> <p>青年剧场的脚本和表演专门为年轻人创作,从学生兴趣和关切点出发。</p> <p>TYP texts and performances are created specifically for young people and draw on their interests and concerns. 回应已出版的剧本 Responding to published script</p> <p>人物分析和人格化 Character analysis and personification注</p> <p>重舞台表演的动作和声音 Focus on movement and voice for stage performance</p> <p>教师担任导演 Teacher as director</p> <p>营造戏剧张力的探索 Exploration of creating dramatic tension</p> <p>全班表演 Whole class play</p> |

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|---------------|---|--|
| 初一 Grade 7 | <p>电台戏剧 Radio play</p> <p>学生将练习重述故事的艺术,探索自己的声域;与同龄人合作,习惯使用学校的电台设施,同时录制内容供社群欣赏。</p> <p>Pupils will explore the range of their own voices as they practise the art of re-telling stories. Working with peers they will become accustomed to the schools' radio station facilities whilst recording content for the community to enjoy.</p> <p>用声音讲故事 Use of voice to tell stories</p> <p>语气、停顿、音调、节奏、音量、沉默的使用和强调。 Tone, pausing, pitch, pace, volume, use of silence & emphasis.</p> <p>角色描述 Characterisation</p> <p>小组电台表演 Group performance on radio</p> | <p>教育剧场 Theatre in Education</p> <p>教育剧场 (TiE) 是使用交互剧场或戏剧实践助力开展社会问题或主题教育的一种方法。教育剧场有助于增强学生的学习动力,反思自身行为,学习关键知识。</p> <p>Theatre in Education is a process that uses interactive theatre/drama practices to help educate on a social issue/theme. TiE engages young people in their learning to become more aware; reflect on their behaviour; and embrace key messages.</p> <p>教育剧场介绍 Introduction to theatre in education (TiE)</p> <p>人物塑造和情节 Characterisation and plot</p> <p>适龄主题与观众 Age-appropriate themes and audiences</p> <p>用声音和动作诠释风格 Use of voice and movement to embody the style</p> <p>小组设计剧本 Group devised script</p> |

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|---------------|---|---|
| 初二 Grade 8 | <p>独白介绍 Introduction to monologues</p> <p>独白是指定剧目中的担任表演。本单元重点为人物塑造和肢体技巧。小组评估的准备也可开始, 各个角色能为整个剧目增光。 Monologues are a solo acting performance from a set repertoire. The focus of this unit is on characterization and physical skills. It also is excellent preparation for group assessment where their role contributes to the whole piece.</p> <p>独白介绍 Introduction to Monologues 剧本分析 Script analysis 戏剧表演元素概述 Overview of performance elements of Drama 个人评估 Individual assessment</p> | <p>形体剧场 Physical Theatre</p> <p>形体剧场 Physical Theatre 形体剧场指通过主要和次要的肢体和精神手段追求讲述故事或戏剧的任何方式的表演。 Physical theatre is used to describe any mode of performance that pursues storytelling or drama through primarily and secondarily physical and mental means.</p> <p>介绍形体剧场要素: 焦点, 能量, 肢体意识和小组意识 Introduction to physical theatre elements – focus, energy, physical awareness and group awareness</p> <p>小组表演 Small group performance</p> |

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|---------------|---|---|
| 初二 Grade 8 | <p>幕后 Behind the Scenes</p> <p>本单元重点为指定剧目的舞台产出元素及其对演出的影响。产出元素包括舞台布景设置、道具、戏服和化妆、灯光效果与音响效果等。 This unit will focus on the stage production elements of a set repertoire and the impact on the performance. Production elements include stage set design, props, costumes and makeup, lighting and sound.</p> <p>有意义的阅读: 剧本分析, 侧重产出元素 Reading for meaning – script analysis with a focus on production elements 与产出元素相关的特殊语言和技巧 Knowledge of specialized language and techniques related to production elements 个人评估 Individual assessment</p> | <p>重塑: 固定剧目的现代化 Reimagined – Modernisation of set repertoire</p> <p>重塑是学生以不同的风格和传统将固定剧目现代化, 集体开发、排练和表演戏剧的单元。 Reimagined is a unit where pupils will collaboratively develop, rehearse and perform drama using different styles and their conventions to modernize a set repertoire.</p> <p>人物塑造 Characterisation 剧本和舞台产出分析 Script and stage production analysis 角色和关系 Roles and relationships 诠释隐含的主题与意图 Interpretation of underlying themes and intent 小组表演 Small group performance</p> |

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|---------------|--|---|
| 初三 Grade 9 | <p>独白 Monologues</p> <p>独白是指定剧目中的担任表演。本单元重点为人物塑造和肢体技巧。小组评估的准备也可开始, 各个角色能为整个剧目增光。 Monologues are a solo acting performance from a set repertoire. The focus of this unit is on characterization and physical skills. It also is excellent preparation for group assessment where their role contributes to the whole piece.</p> <p>独白介绍 Introduction to Monologues 剧本分析 Script analysis 戏剧表演元素概述 Overview of performance elements of Drama 个人评估 (A01 和 A03) Individual assessment (A01 & A03)</p> <p>自我作品创作:用教室指定的刺激因子设计作品 Making your own work – devising a piece using teacher-chosen stimulus</p> <p>学生将在本单元开发使用不同的刺激因此样本进行作品创作的技能。 In this unit, pupils will develop skills to create works using different samples of stimulus 介绍设计技巧 Introduction to devising techniques介绍使用刺激因子创造戏剧作品 Introduction to using stimulus to create a dramatic piece 小组设计 Group devised 小组评估 (A02 & A03) Small group assessment (A02 & A03)</p> | <p>固定剧目研究 Study of set-repertoire</p> <p>学生将学习一个固定剧目, 开发表演技能, 培养分析并解释剧作家决定的能力。 pupils will study a set repertoire and develop both their acting skills and ability to analyse and interpret choices made by the playwright. 有意义的阅读:剧本分析 Reading for meaning – script analysis</p> <p>对特定语言的了解 Knowledge of specialized language</p> <p>书面考试 (A01) Written exam (A01)</p> <p>小组表演 (A01 & A03) Group performance (A01 & A03)</p> <p>固定剧目研究 Study of set-repertoire</p> <p>学生将学习一个固定剧目, 开发表演技能, 培养分析并解释剧作家决定的能力。 Pupils will study a set repertoire and develop both their acting skills and ability to analyse and interpret choices made by the playwright 有意义的阅读:剧本分析 Reading for meaning – script analysis</p> <p>对特定语言的了解 Knowledge of s</p> <p>书面考试 (A01) Written exam (A01)</p> |

戏剧技巧 Drama skills

| 设计 Devising | 表演技能 Acting Skills | 了解剧目 Understanding repertoire |
|---|--|--|
| <p>表现出对创建原创戏剧作品的理解。 Demonstrate understanding of how to structure an original dramatic piece</p> <p>个人角色的素质和在团队中和谐工作的能力 Quality of individual role and ability to work harmoniously within a group</p> <p>通过有效表演来保持角色完整性 Maintain integrity of role by contributing productively to a performance outcome</p> | <p>展示团体表演的技巧 Demonstrate skills in group performance</p> <p>理解表演中节奏、张力和情感强度的运用 Understand the use of pacing, tension and emotional intensity in performance</p> <p>理解将文本搬上舞台的技巧 Understand techniques used to bring texts to the stage</p> <p>表现出对声乐和肢体技巧以及空间运用的理解 Demonstrate understanding of vocal and physical techniques and use of space</p> | <p>了解诠释剧本的方法 Understand approaches to interpreting a play script</p> <p>根据角色在剧中的作用和功能来演绎角色 Bring a character to life which is consistent with its role and function in the play</p> <p>展示表演剧本片段的技巧 Demonstrate skills in performing an extract from a play</p> |

信息技术

ICT - Information computer technology

学生将开始了解技术对社会的影响，以及信息技术 (ICT) 在家庭、工作和更广泛世界中的作用。

信息技术是处理信息必备的技术，如信息的创造、操作、存储、检索和交流。在“信息爆炸”的世界中，在知识纷繁复杂、学科相互交融的日新月异的世界里，信息技术价值巨大。

课程目标

- 初中部信息技术课程旨在：
- 为学生提供信息、通信和计算机系统的基本知识、概念与应用。
- 让学生具备解决问题的能力 and 沟通技能，培养批判性思维和创造性思维。
- 让学生能有效地使用信息技术，具备鉴别力、道德感和自信心，支持学生实现终身学习。
- 为学生提供机会去了解信息技术对当下知识型社会的影响，培养学生对该领域的积极价值观和态度。
- 分析、设计、实施、测试和评估信息技术系统，保障其适用性。
- 了解技术对社会环境、经济和工作环境等的社会影响。

为实现上述目标，我们

- 让学生基本了解信息系统和信息处理的具体内容，了解计算机数据的呈现方式。
- 学生将了解到各类型数据的多种处理软件。
- 学生将开展处理、展示信息的实践。
- 以小学阶段所学的文字处理、电子表格、数据库和多媒体演示的基本知识、理解和技能为基础。
- 提高学生对术语、高级概念和综合软件使用技能的理解能力。
- 提高学生在工作或学习中的个人生产力，

Our pupils will begin to develop an understanding of the implications of technology in society and the ways information and communication (ICT) can help at home, work and the wider world.

ICT is the technology required for information processing, i.e. for the creation, manipulation, storage, retrieval and communication of information. They are of immense value in a world in which there is an “information explosion”, and where knowledge is complex, ever-changing and cross-disciplinary in nature.

The Junior High ICT curriculum aims to:

- Provide pupils with a body of essential knowledge, concepts and applications of information, communication and computer systems;
- Equip pupils with problem-solving and communication skills, and encourage them to think critically and creatively;
- Develop pupils into competent, effective, discriminating, ethical and confident users of ICT, so as to support their lifelong learning;
- Provide pupils with opportunities to appreciate the impact of ICT on our knowledge-based society, so as to nurture in them positive values and attitudes towards this area.
- Analysing, designing, implementation, testing and evaluating ICT systems ensuring that they are fit for purpose.
- Understanding the implications of technology in society, including social, economic and work environments.

We will ensure we meet these aims by:

- We will provide pupils with a fundamental understanding of what information systems and information processing entail, and how data are represented inside a computer.
- pupils will learn that different software is used to process different types of data.
- They will be given practical tasks to process and present information.
- Building on the basic knowledge, understanding and skills of word processing, spreadsheet, database and multimedia presentation acquired by pupils in Primary.
- We will increase understanding of the terminology, advanced concepts and skills in using integrated software.
- To be able to enhance pupils' personal productivity in their work or study and enable them to apply their learning effectively to problem-solving, data analysis and information presentation.



信息技术

ICT - Information computer technology

初中部学生学习内容

Junior High pupils will learn the following:

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|---------------|--|--|
| 初一 Grade 7 | <p>电子安全 E-Safety</p> <p>懂得以安全、尊重、负责任和可靠的方法使用技术, 包括保护自己的线上身份和隐私。 Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy.</p> <p>识别不恰当的内容、接触和行为 Recognise inappropriate content, contact and conduct.</p> <p>知道如何报告问题 Know how to report concerns.</p> | <p>网站设计师 Website designers</p> <p>设计、建立和测试自己的网站并研究互联网技术 Design, build and test their own website and examine Internet technologies.</p> <p>解释网页上一些好的和不好的功能 Explain some good and not so good features on a web page.</p> <p>使用HTML编码添加一些功能 Add some features using HTML coding.</p> <p>解释HTML术语 Explain the term HTML.</p> <p>在主页面上添加合适的文字和图片 Add suitable text and images to the master page.</p> <p>在考虑到版权的前提下, 为自己的网站提供准确的图片来源 Accurately source images for your web site taking account of copyright.</p> |

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|---------------|--|--|
| 初一 Grade 7 | <p>21世纪的通信 21st Century Communication</p> <p>全球通信的需求如何影响全世界的技术 How the need for global communication affects technology around the world.</p> <p>解释在平衡获取信息的权利与个人隐私权时所涉及的问题。 Explain the issues involved in balancing the right to access information with the right to personal privacy.</p> <p>描述通信技术对过去、现在和未来工作场所、生活方式和环境的影响。 Describe the impact of communication technologies on past, present and future workplaces, lifestyles and the environment.</p> <p>认识到技术操纵图像和声音的能力可以改变通信的意义 Recognise that the ability of technology to manipulate images and sound can alter the meaning of a communication.</p> | <p>编程中的建模解决方案 Modelling Solutions in Programming</p> <p>对模拟现实世界问题和物理系统的状态和行为的计算抽象概念进行设计、使用和评价 Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.</p> <p>理解反映计算思维的几种关键算法(例如排序和搜索算法) Understand several key algorithms that reflect computational thinking (for example, algorithms for sorting and searching).</p> <p>利用逻辑推理, 比较同一问题的其他算法的效用 Use logical reasoning to compare the utility of alternative algorithms for the same problem.</p> |

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|----------------------|---|--|
| 初二、初三 Grade 8 & 9 | <p>数据安全和电子安全 Data security and e-safety</p> <p>了解在线和数字媒体的威胁 Understanding the threats online and digital media.</p> <p>加密和密码 Encryption and ciphers.</p> <p>了解针对所识别出的威胁的解决方案 Understanding solutions to the threats identified.</p> <p>了解受众和目的的重要性 To understand the importance of audience and purpose.</p> | <p>基于项目的系统分析 Project based systems analysis</p> <p>理解并识别系统生命周期的不同阶段 Understand and Identify the different stages of the system lifecycle.</p> <p>能够为数字项目选择恰当的应用 Be able to select appropriate applications for a digital project.</p> <p>创建一个APP Create an APP.</p> <p>了解手机硬件在APP制作中的利用和编程方式 Understand how mobile phone hardware can be utilised and programmed in APP creation.</p> <p>学会在创建一个数字项目时结合多种应用 Learn to combine multiple applications when creating a digital project.</p> |

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|----------------------|---|---|
| 初二、初三 Grade 8 & 9 | <p>电子表格建模 Spreadsheet modelling</p> <p>计算机模型在现实世界中的应用实例 Examples of how computer models are used in the real world.</p> <p>如何格式化简单的电子表格模型并使用简单的公式和函数 How to format a simple spreadsheet model and use simple formulae and functions.</p> <p>学会创建基本的图表,以可视化的形式显示数据 Learn to create basic charts to show data in a visual form.</p> <p>能够给图表标签,赋予其意义 To be able to label the graphs so they are meaningful.</p> <p>设计并创建自己的电子表格,解决特定问题 Design and create own spreadsheets which solve specific queries.</p> <p>将查询任务设置为更复杂的任务 Set interrogating tasks to more complex tasks.</p> | <p>编程 Programming</p> <p>变量和赋值 Variables and assignment.</p> <p>不同类型的数据(整数、字符、字符串) Different types of data (integers, characters, strings).</p> <p>使用关系运算符和逻辑来控制程序语句 The use of relational operators and logic to control program statements.</p> <p>利用函数和程序进行抽象操作 Abstraction using functions and procedures.</p> <p>理解程序语法错误和意义错误的区别 Understand the difference between errors in program syntax and errors in meaning.</p> |

音乐 Music

在初中部音乐课上,学生将充分发挥自我创意去制作、聆听、探索和欣赏音乐。学生将以批判、分析的态度聆听音乐,这有助于学生理解表演和创作的过程。学生将受到启发,聆听音乐、演奏音乐,进而探索新的音乐风格。

学生将有机会创造音乐,发挥已有优势,挑战培养新的技能;还将探索音乐的文化意义及其对当今社会的影响。通过音乐课程,学生将了解音乐的历史发展,以及更广泛的社会文化和政治故事。

课程目标

- 演奏、聆听、审视和评价不同历史时期、流派、文化和传统的音乐,包括世界各地伟著名作曲家和音乐家的作品。
- 学习唱歌,使用自己的声音,学会自己或与他人一同创作音乐。
- 学习一种乐器。
- 使用音乐技术,在音乐表达上更进一步。
- 理解和探索通过相互关联的元素,如音高、长度、强弱、节奏、音色、质地、结构和间歇,以及使用适当的音乐符号来创造、制作和传达音乐的方式。

学生将学习

- 在各种独奏和合奏场合,自信地使用自己的声音和乐器演奏,演奏流畅准确、有感情。
- 即兴创作和作曲;通过借鉴各种音乐结构、文化、流派和传统,扩展和发展音乐思想。
- 在不同的音乐风格、流派和传统中,适当和准确地使用五线谱和其他相关音符。
- 辨别和使用音乐中难度逐渐增加的关联层面,包括使用调性、不同类型的音阶和其他音乐装置等。
- 在聆听伟大作曲家和音乐家的各种音乐时,辨识度不断提高。
- 诠释自己演奏和聆听的音乐,同时培养对其历史的欣赏和理解。

Music pupils in Junior High will be creative in the way they make, listen to, explore, and appreciate music. They will be capable of critical, and analytical listening, which will in turn help them understand the processes of performance and composition. They will be inspired to discover new styles of music, both as listeners and performers.

They will have opportunities to make music that play to their existing strengths and challenge them to develop new skills. They will explore the cultural significance of music and its influence on society today and gain an understanding of how the development of music, through history, sits within the wider cultural and political stories of societies.

The aims of the curriculum:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, cultures and traditions, including the works of the great composers and musicians from around the world.
- Learn to sing and to use their voices, to create and compose music on their own and with others.
- Learn a musical instrument.
- Use music technology and have the opportunity to progress to the next level of musical expression.
- Understand and explore how music is created, produced and communicated, through the interrelated elements: pitch, duration, dynamics, tempo, timbre, texture, structure and silence as well as using appropriate musical notations.

pupils will be taught to:

- Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.
- Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, cultures, genres and traditions.
- Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.
- Identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.
- Listen with increasing discrimination to a wide range of music from great composers and musicians.
- Develop a deepening understanding of the music that they perform and to which they listen, and its history.



| | 第一学期 1st Semester | 第二学期 2nd Semester |
|---------------|--|--|
| 初一 Grade 7 | <p>乐队项目 Band project</p> <p>学生将学习在实践中应用音乐理论, 构建表现力; 学习如何调整歌曲结构以突出音乐作品的不同方面。 pupils will gain knowledge of how music theory works in practice to develop expression. They will learn how song structures can be adapted to accentuate different aspects of a musical composition.</p> | <p>电影插曲 Music for Film</p> <p>学生将学习音乐在电影、电视和电子游戏中的使用, 学习如何使用主题曲和音乐主题来丰满人物形象、强化情感效果, 学习如何在媒体作曲中使用提示和定点, 学习声音设计和拟声音效。 pupils will learn how music is used in film, television and video games. They will learn how leitmotif and musical themes are used to describe characters and create emotive effects. They will learn about the use of cues and spotting - in composing - for various types of media. They will learn about sound design and 'foley' sounds.</p> |

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|---------------|--|--|
| 初一 Grade 7 | <p>学生将学习歌手如何“翻唱”原创歌曲, 使其与不同的听众群体产生共鸣; 学习音乐“流派”, 了解各种不同流行音乐风格的独特特征。 pupils will learn how original songs can be 'covered' by new performers to make them relevant to different audiences. pupils will study 'genre' and learn about unique characteristics of a variety of different popular musical styles.</p> <p>演奏各种不同的乐器 Play a variety of different instruments 学习如何执行指定部分 Learn how to perform given parts 与他人一同即兴创作音乐 Improvise music with others 合奏技能 Ensemble skills 组织能力 Organisational skills</p> | <p>民族音乐 (包括中国民族音乐) Folk Music (including Chinese)</p> <p>本单元中, 学生将学习民族音乐作品的发展。学习的重点将主要集中在如何在不同的音乐传统中建立和使用音阶和模式。在整个单元学习中, 学生将学习传统音乐形式发展到现代风格的历程。 In this unit pupils will learn about the development of folk music pieces. The learning will focus primarily on how scales and modes have been built and used in different musical traditions. Throughout this unit pupils will learn how traditional forms of music have developed into contemporary styles.</p> <p>自由创作 Free Composition</p> <p>学生将以小组为单位, 利用知识积累创作原创音乐作品。本单元中, 学生将学习在实际环境中应用自身知识, 学会独立工作, 提高解决问题的能力, 创造独特的音乐作品。 pupils will work in groups - using accumulated knowledge - to create original pieces of music. In this unit pupils will learn how to apply their knowledge in a practical setting. This unit encourages the pupil to work independently to develop problem-solving skills and create unique musical compositions.</p> |

| | 第一学期 1st Semester |
|---------------|---|
| 初二 Grade 8 | <p>音乐元素 Musical Elements</p> <p>第一学期, 学生将在深入研究各种音乐元素的基础上开展一个大项目。学生将研究有关节奏、和声、音调、结构、织体、强弱法和音色等的理论和技巧, 学习不同流派中各种音乐元素的使用和作曲风格决策, 开始将所学知识融入各音乐元素的练习中, 努力完成一首能展示其技能和理解力的完整作品。</p> <p>During the first semester, pupils will carry out a large project based on in-depth study of individual musical elements. They will investigate theory and techniques associated with rhythm, harmony, tonality, structure, texture, dynamics and timbre. Through this study, pupils will learn about how different genres influence the use of each element and how to make stylistic compositional decisions. They will begin to embed their knowledge with exercises based around individual elements before working towards a fully realized composition that showcases their skills and understanding.</p> |

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|---------------|---|---|
| 初二 Grade 8 | <p>低音 All About the Bass</p> <p>低音谱号的识谱是本单元的基础, 低音部分在不同历史时期和不同地域风格音乐中广泛使用。 Bass Clef Reading and Notation forms the foundation of this unit which explores a range of commonly used Bass Line Patterns within a variety of different types, styles, and genres of music from different times and places.</p> <p>学生将通过学习创作单音, 和弦, 分解和弦, 经过音等来创作低音旋律线。 pupils will learn how walking bass lines can be created from notes in chord progressions and will also learn about techniques such as alberti bass, arpeggios, passing notes and harmonic pedals.</p> | <p>蓝调和爵士乐 Blues and Jazz</p> <p>学生将通过历史、情景和作曲活动来学习蓝调音乐, 学习12小节蓝调结构的创造由来及其对整个二高一世纪和现代世界流行音乐的持续影响。 pupils will learn about blues music through historical, contextual and compositional activities. They will learn about how the 12 bar blues structure was created and how it continues to influence the world of popular music - throughout the 20th century -and into the modern era.</p> <p>自由创作 Free Composition</p> <p>学生将以小组为单位, 利用知识积累创作原创音乐作品。本单元中, 学生将学习在实际环境中应用自身知识, 学会独立工作, 提高解决问题的能力, 创造独特的音乐作品。 pupils will work in groups - using accumulated knowledge - to create original pieces of music. In this unit pupils learn how to apply their knowledge in a practical setting. This unit encourages the pupil to work independently to develop problem-solving skills and create unique musical compositions.</p> |

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|-----------------------|--|---|
| 初三和高一 Grade 9 & 10 | <p>初三和高一学生的音乐课程内容如下： Music pupils in Grade 9 and 10 will study the following.</p> <p>音乐课程内容分以下三大块。 There are 3 areas which make up the study of music. These areas are as follows:</p> <p>作曲 Composition</p> <p>学生须制作两首乐曲，一首为“自由作曲”，另一首为“指定作曲”。学生须从初三起进行自由作曲，高一完成自由作曲。自由作曲的音乐不限风格，须呈现出学生应用音乐元素的能力。 pupils must create 2 compositions, a ‘Free composition’ and a ‘Composition to a Brief’. The pupils will work on the free composition in grade 9 for completion in grade 10. The free composition can be written in any style and must demonstrate the pupil’s ability to work with musical elements and conventions.</p> <p>我们鼓励学生根据自己的兴趣和最擅长的乐器进行作曲。 pupils will be encouraged to create their compositions in line with their interests and strongest instrumental areas.</p> | <p>第一首乐曲为独奏，可以单独表演，也可以用伴奏或其他伴奏者合作。第二首乐曲为合奏，学生须以二重奏成员或小组成员的身份进行表演。两场表演共占总分的30%，可在高一的任何时候录制。 The first piece is a solo that can be performed alone, with a backing track or with other accompanist(s). The second piece is an ensemble performance that the pupil must perform as part of a duet or group. The performances count together as 30% of the total assessment and can be recorded at any time during Grade 10.</p> <p>聆听与欣赏 Listening and Appraisal</p> <p>学生须在高一末完成一场书面考试。考试内容是对初二首指定作品的音乐元素深入探究为主的考察。指定作品是从不同时代与风格中选择，列举如下： pupils will complete a written exam at the end of grade 10. The exam contents will be based upon study of musical elements primarily through in-depth exploration of 8 set works. The set works are pieces of music chosen from different periods and genres as follows:</p> |

| | 第一学期 1st Semester | 第二学期 2nd Semester |
|-----------------------|---|---|
| 初三和高一 Grade 9 & 10 | <p>高一起，学生要开始进行指定作曲。学生将在高一初收到教师下发的指定内容。指定作曲项目评估的是学生的作曲技巧，以及适用于特定场景的音乐想法或艺术思想。 In Grade 10, pupils will begin work on the composition to a brief. The brief is given to pupils by the teacher at the start of grade 10. In addition to their handling of compositional techniques, in this project, pupils are also assessed on their ability to create musical ideas that are appropriate to external settings or artistic ideas.</p> <p>表演 Performance</p> <p>音乐表演是初三和高一音乐课程的重要部分。教师将支持学生自信、准确、有感情地进行音乐表演。 Performing music in Grade 9 and 10 is an important part of the subject. Teachers will support pupils to become confident in performing with accuracy and expression.</p> <p>学生要用自己喜欢的乐器演奏(含唱歌)两首乐曲。所演奏的乐曲风格不限，学生将在教师指导下选择自己最有可能演奏成功的乐曲。 pupils perform 2 pieces on their preferred instrument (including singing). The piece can be in any style and the pupil will work with the teacher to choose the best possible pieces for success.</p> | <ul style="list-style-type: none"> 1700–1820的器乐 Instrumental Music 1700–1820 贝多芬:《第8钢琴奏鸣曲》 Beethoven – Pathétique Sonata 巴赫:《勃兰登堡协奏曲》 Bach – Brandenburg Concerto 声乐 Vocal Music 皇后乐队:《杀手女王》 Queen – Killer Queen 亨利·珀塞尔:《片刻音乐》 Henry Purcell – Music for a While 舞台乐和荧幕乐 Music for Stage and Screen 史蒂文·施瓦兹:《挑战重力》 Steven Schwarz – Defying Gravity 约翰·威廉姆斯:《星际大战》 John Williams – Star Wars 融合音乐 Fusions Afro Celt Sound System – Release Esperanza Spalding – Samba em Preludio <p>学生还须完成一篇指定作品和陌生作品间的对比论文，完成一项简短的节奏和旋律听写填空练习，填补乐曲的缺失部分。 pupils will also complete a comparison essay between a set work and an unfamiliar piece along with a short rhythmic and melodic dictation exercise where they will fill in missing sections of a recorded phrase.</p> |

体育、游泳和运动 PE, Swimming and Sport

初中部体育课旨在让学生在小学阶段所学到的体能发展和技能为基础，更进一步提升自我，提升能力、增进信心，将所学应用于不同的运动和体育活动中。学生将进一步学习更有效的运动方式，学会将这些原则应用到自己和他人工作中。在杭州惠立学校，我们相信体育活动对健康有长远的益处，并将为学生提供机会，让学生对自己的体能更有信心，进而激发学生参与校内外的锻炼、运动和活动的兴趣。初一、初二、初三学生每周至少有2小时的体育课，高一学生每周至少有1小时的体育课。

课程目标

- 在如羽毛球、篮球、足球、触式橄榄球、手球和排球等团队和个人比赛中，运用多种战术和策略战胜对手。
- 通过多种个人和团队活动来发展技巧、提高表现。
- 参加智力和体能挑战，鼓励学生以团队合作的方式，建立信任，培养个人或团队解决问题的技能。
- 分析当前与此前表现的不同，展示自身进步，以达到个人最佳水平。

The aim of Junior High PE is for pupils to build on, and embed, the physical development and skills learned in primary school. pupils will become more competent and confident in their techniques and apply them across different sports and physical activities. pupils will gain a better understanding of what makes a performance more effective and how to apply these principles to their own and others' work. At HSH, we believe in the long-term health benefits of physical activity and hope to provide opportunities for pupils to become physically confident, across a number of activities, in a way which supports their interest to get involved in exercise, sports and activities both in and out of a school setting. Every pupil in grade 7, 8 and 9 receives a minimum of 2 hours of PE per week. Every pupil in grade 10 receives at least 1 hour of PE a week.

The aims of the curriculum:

- Use a range of tactics and strategies to overcome opponents through team and individual games - for example, badminton, basketball, football, touch rugby, handball and volleyball.
- Develop technique and improve performance across a variety of individual and team sports.
- Take part in intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- Analyse and evaluate performances, of self and other, compared to previous ones to demonstrate improvement to achieve personal best.



初中部学生的学习内容有：

Junior High pupils will have the opportunity to partake in the following activities:

Grade 7 – Grade 10

短式网球 Short Tennis

体育教育 Sports Education

巧固球 Tchoukball

团队游戏 Team Games

触式橄榄球 Touch Rugby

终极飞盘 Ultimate Frisbee

地板球 Unihoc

排球 Volleyball

田径 Athletics

羽毛球 Badminton

篮球 Basketball

板球 Cricket

足球 Football

手球 Handball

网球 Netball

绕圈球 Rounders

体育、游泳和运动 PE, Swimming and Sport

竞技团队

惠灵顿杭州校区的体育运动旨在培养“积极生活”的理念，促进终身开展体育锻炼的理念。我们的重点是全面发展，强调实现每一位同学的全面潜能，不仅重在强身，也重在培养人才的全方位发展。

我们希望能启发运动健将和初学者共同享受体育锻炼的乐趣，脚踏实地走向卓越地位，保持健康的生活方式。体育教师团队努力创建最好的体育环境，为学生提供丰富多彩的体育活动，致力于成为杭州，乃至中国最优秀的体育学校。

Competitive Teams

The aim of sport at Wellington College Hangzhou is to create an 'active life' philosophy that promotes lifetime involvement in sport and physical activity. Our ethos focuses on not only inclusion but a huge emphasis on our athletes reaching their full potential. Sport at our school does not only focus on physical excellence, but it develops the whole person.

Sport at Wellington College Hangzhou seeks to inspire both elite and novice. We aim for all pupils to enjoy their sport, to seek excellence in their field and maintain a healthy lifestyle. Our dedicated physical education team strive to create the best possible environment for pupils to achieve their sporting best. Through our sports enrichment program we strive to be the best sporting school in Hangzhou and China.



体育、游泳和运动 PE, Swimming and Sport

2022-23学年的初中部运动队：

Teams in Junior High 2022-23

男女运动队 Sporting Teams – Boys and Girls

| 足球 Football | 篮球 Basketball | 触式橄榄球 Touch Rugby | 排球 Volleyball | 羽毛球 Badminton | 游泳 Swimming | 花样游泳 Synchronised Swimming | 女子篮网球 Netball (Girls) | 田径 Athletics | 乒乓球 Table Tennis |
|----------------|------------------|----------------------|------------------|------------------|----------------|----------------------------------|-----------------------------|-----------------|---------------------|
| U9 | U9 | U12 | U13 | U11 | U9 | U9 | U12 | U12 | U12 |
| U10 | U10 | U15 | U14 | U12 | U10 | U10 | U13 | U13 | U13 |
| U11 | U11 | | U15 | U13 | U11 | U11 | U14 | U14 | U14 |
| U12 | U12 | | U16 | U14 | U12 | U12 | U15 | U15 | U15 |
| U13 | U13 | | | U15 | U13 | U13 | U16 | U16 | U16 |
| U14 | U14 | | | U16 | U14 | U14 | | | |
| U15 | U15 | | | U11 | U15 | U15 | | | |
| U16 | U16 | | | | U16 | U16 | | | |
| U16 | U16 | | | | U16 | U16 | | | |

幸福关怀 Wellbeing

杭州惠立学校将“幸福关怀”引入教学，并使之成为与中文、英语、科学和数学同等重要的一项核心课程。幸福课程教导学生实现健全的自我发展。这种自我发展包含多方面、多层次的概念，即在生活中树立明确的人生目标和远大的志向，为生活赋予丰富的意义，建立紧密的人际互动关系，具备面对逆境时百折不挠的勇气和精神。幸福课的理念来源于古希腊伟大先哲亚里士多德提出的“幸福(Eudaimonia)”理念。亚里士多德所说的“幸福”是指追求优秀卓越的生活，或尽其所能发挥自身潜能。学生们通过学习相应技能，确保身体健康，构建健康的人际关系，认认真真学习，开开心心玩耍，达到一种最佳的生活状态。

幸福课是基于积极心理学大纲的创造性延伸。积极心理学回答了一系列问题，诸如是什么让人们对生活感到满意，幸福的人生有哪些元素，是什么使人们面对挫折时奋发图强等。在幸福课上，学生将使用在辩证思维课堂习得的知识 and 技巧，探索上述有关幸福的问题。

Huili School Hangzhou has introduced wellbeing as a compulsory subject sitting alongside Chinese, English, science and maths as part of the core curriculum. The wellbeing curriculum teaches pupils how to flourish. Flourishing involves living life with purpose and aspiration, finding those things in life which imbue it with meaning. This includes forging strong reciprocal relationships with others, engaging in life's tasks to the best of one's ability and having the strength of character to be resilient in the face of adversity. Lessons draw on philosophy; informed by Aristotle's concept of 'Eudaimonia' – a Greek word which describes a life lived with excellence or to the best of one's ability, towards the fulfillment of one's true nature. Pupils pursue a kind of optimal living by learning the skills needed to get the best out of their relationships, hand support, work and play.

Wellbeing lessons are also underpinned by the innovative discipline of positive psychology. Positive psychology asks questions such as: what makes people feel satisfied with life; what elements make up a life well lived; and what makes people thrive in the face of adversity? During wellbeing lessons, pupils explore the answers to these questions using the skills they acquire in our critical thinking programme.



幸福关怀 Wellbeing

幸福关怀课程基于英国健康与经济课程，由三大核心主题组成。每一节课程，研讨会或每一次讨论都将在一定程度上促进学生在以下三大领域的理解、知识与技能。

健康和幸福

学生将学习关照自我身心健康的方法。随着学生不断成长，本课程将帮助学生了解即将面临的变化、探讨应对这些变化的策略。

人际关系

人类有着社交属性。虽然在大多数时候，社交是快乐的来源，但有时它也会成为人们焦虑的来源。幸福关怀课程旨在去分析适龄阶段的人际关系处理方式，以培养学生充分利用人际关系、妥善处理冲突为两大基石。

生活在更广阔的社会

学校和家有职责去培养青少年在更广阔的世界中欣欣向荣地发展。通过幸福关怀课程，我们帮助学生学习知识、锻炼技能，让他们能独立自主地走向未来的教育阶段。

幸福关怀是我们持续发展的教育方式中至关重要的因素。我们致力于让学生全面发展，不仅关注学生的学术技能，还将培养学生的适应能力，让学生在日新月异世界中蓬勃发展。

Our wellbeing programme, based on the PSHE program in the UK, is made up of three core themes. Every lesson, session, workshop and discussion will contribute in some way towards developing skills, knowledge and/or understanding related to these areas:

Health and Wellbeing

Pupils will learn how to take care of themselves both physically and emotionally. As they move through stages of development, the curriculum aims to address the changes they will be experiencing and explore strategies to help manage these changes.

Relationships

Humans are social beings, while social interactions are a source of joy for most, they can often be a cause of anxiety for people as well. The wellbeing curriculum is designed to unpick relationships at an age-appropriate level. Giving pupils the skills to get the most out of their relationships with others and dealing with conflict are cornerstones of the programme.

Living in the Wider World

Schools and parents have the job of preparing young people to not only survive in the wider world but thrive there. Through the wellbeing curriculum, we help pupils acquire the knowledge and develop the skills they need to flourish independently when they move on to post-secondary education.

Wellbeing is an essential element of our continually evolving educational approach, as we aim to develop our pupils holistically, giving them the emotional resilience as well as the academic skills necessary to thrive in a rapidly-changing world.



杭州市萧山区惠立学校

浙江省杭州市萧山区宁围街道学知路 2399 号

0571-8239 6388

admissions.hsh@huilieducation.cn