



# Upper School Academic Handbook 2021–2022



# IB Diploma Programme

## SCIS High School Diploma

## IB Middle Years Programme

### FURTHER INFORMATION

For more information, please note sources and contacts below:

- The IB website ([www.ibo.org](http://www.ibo.org))
- Current students and parents can find current units and assessment tasks for all courses on ManageBac.

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## SCIS MISSION STATEMENT

To develop inquiring, **knowledgeable** and **caring** learners who **contribute positively** to their communities.



## IB MISSION STATEMENT

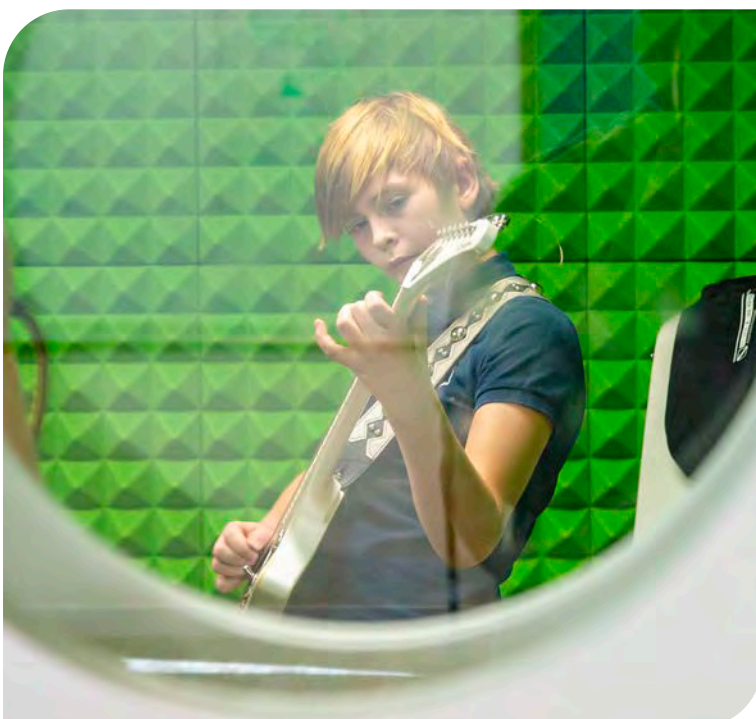
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

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

## INTERNATIONAL-MINDEDNESS

Education for international-mindedness values the world as the broadest context for learning, develops conceptual understanding across a range of subjects and offers opportunities to inquire, act and reflect. SCIS and the IBO structure teaching and learning with this in mind.



# THE IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

## IB learners strive to be:

### Inquirers

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

### Knowledgeable

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

### Thinkers

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

### Communicators

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



### Principled

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

### Open-minded

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

### Caring

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

### Risk-takers

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

### Balanced

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

### Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths.



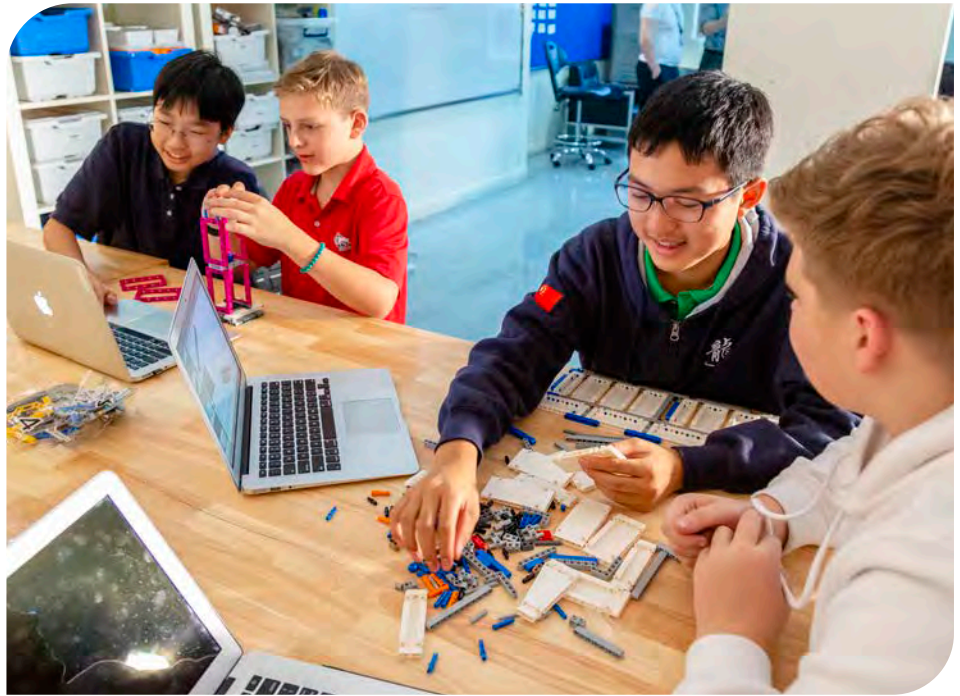




**The IB  
Diploma  
Programme**

# THE IB DIPLOMA PROGRAMME

The majority of SCIS students pursue the IB Diploma in Grades 11–12. In addition, all students at SCIS are working toward the SCIS High School Diploma, an accredited American diploma which certifies completion of a four-year high school education. Students who prefer to pursue the SCIS Diploma may opt out of the IB Diploma in consultation with their parents, the college counselor, and the DP coordinator.



The IB Diploma Programme (DP) was established in 1968 to provide an international education that would enable young people to better understand and manage the complexities of our world, and to provide them with the skills and attitudes to take action to improve it.

Such an education was grounded in the more progressive educational thinking of the time but also in the belief that the world could be made better through an education that focused on concepts, ideas and issues that crossed disciplinary, cultural, national and geographical boundaries.

The Diploma Programme (DP) provides a challenging, internationally focused, broad and balanced educational experience for students aged 16 to 19. Students are required to study six subjects and a curriculum core concurrently over two years. The programme is designed to equip students with the basic academic skills needed for university study, further education and their chosen profession. Additionally the programme supports the development of the values and life skills needed to live a fulfilled and purposeful life.

*From The Diploma Programme: From Principles into Practice, IBO, 2015.*

## THE DIPLOMA PROGRAMME STRUCTURE

A distinguishing characteristic of the Diploma Programme is a concern with the whole educational experience of each student. The curriculum framework and the supporting structures and principles are designed to ensure that each student is necessarily exposed to a broad and balanced curriculum.

The Learner Profile and the Core are positioned at the centre of the programme and the core requirements of Theory of Knowledge (TOK), the Extended Essay and Creativity, Activity, Service (CAS) broaden the educational experience and challenge students to apply their knowledge and understanding in real-life contexts.

Students study six subjects concurrently. These include two languages, one subject from individuals and societies (group 3), one experimental science (group 4), one mathematics subject (group 5), and one subject from the arts (group 6) or another subject from groups 1 to 4.

In order to prepare students for the future, an IB education equips students with the depth of discipline-specific knowledge and skills that they will need to follow their chosen university course and for use later in their professional lives. Specialization is encouraged in the Diploma Programme by expecting students to study three subjects at a higher level (HL). This is balanced with a requirement for breadth by expecting students to study three subjects at standard level (SL).

Students in the DP programme, then, choose subjects from six groups and complete three other core requirements. All six courses and core requirements are completed over a two-year period.

Course offerings may vary year to year based on student demand.



# COURSE OFFERINGS FOR GRADES 11–12

All course descriptions are taken directly or adapted from the corresponding subject briefs published by the IBO.



## GROUP 1: STUDIES IN LANGUAGE AND LITERATURE

Studies in Language and Literature (or Language A) courses are designed for students who speak, read, and write at a native academic level. In most cases, this is the dominant language of the student, and their background includes several years of full-time study using the language. All IB-DP students are required to take at least one Language A, and many SCIS students are prepared to take two. SCIS offers Language A courses in English, Chinese, Japanese, and Korean. When their dominant language is not offered, students may opt for the school-supported self-taught option.

### **English A: Language and Literature SL/HL**

The Language A: Language and Literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

### **English A: Literature SL/HL**

### **Korean A: Literature SL/HL**

### **Chinese A: Literature SL/HL**

The IB Diploma Programme Language A: Literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In Language A: Literature, the formal analysis of texts and wide

coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains—is combined with a study of the way literary conventions shape responses to texts. Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length. This course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language.

Students whose dominant language is not taught at SCIS may opt for the school-supported self-taught (SSST) option for their Language A: Literature SL course. These students have a block scheduled in the school day and earn credit for their independent study of literature. They follow the defined IB syllabus and complete the standard IB external assessments. SSST Language A students are normally supported by an off-campus tutor who provides feedback on the students' work. Arrangements for this support are made privately between the tutors and the students' family.



## GROUP 2: LANGUAGE ACQUISITION

All students are required to study a second language. Wherever possible, students are encouraged to continue developing a language in which they have already attained an intermediate level, and choose a Language B course. Where students wish to start a new language as a beginner, they may opt for an “ab initio” course, which starts “from the beginning.” Those SCIS students who are not enrolled in English A are required to take English B. Students who choose to take two Language A courses are not required to take a third language, though this is an option.

Placement in IB-DP Language Acquisition courses is determined on a case by case basis, with commitment to the IB directive that the “students are placed into a course that is most suited to their language development needs and that will provide them with an appropriate academic challenge.”

Language acquisition consists of two modern language courses—language ab initio and language B—that are offered in a number of languages. Language ab initio and language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process allows the learner to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity.

The two modern language courses—language ab initio and language B—develop students' linguistic abilities through the development of receptive, productive and interactive skills.

**English B SL/HL**  
**Chinese B SL/HL**  
**French B SL/HL**  
**Spanish B SL/HL**

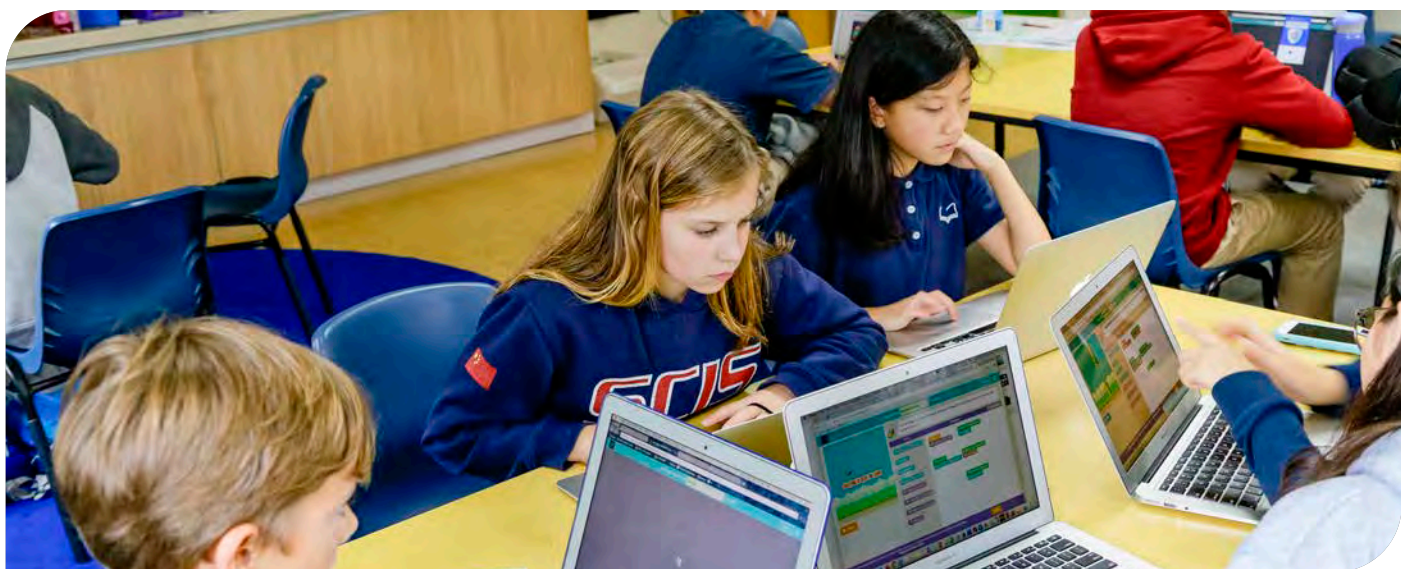
Language B is a language acquisition course designed for students with some previous experience of the target language. In the Language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

**Mandarin ab initio SL**  
**Spanish ab initio SL**  
**French ab initio SL**

Language ab initio is a language acquisition course

designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only.

Because of the inherent difficulty of defining what constitutes “very limited exposure” to a language, it is not possible to list specific conditions such as the number of hours or the nature of previous language instruction; however, it is important to note that any student who is already able to understand and respond to spoken and written language on a range of common topics is not to be placed in language ab initio as this would not provide an appropriate academic challenge, nor is it fair for those students who are genuine beginners of the language.



## GROUP 3: INDIVIDUALS AND SOCIETIES



### **Economics SL/HL**

Economics is a dynamic social science. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. The IB-DP Economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. The economics course encourages students to develop international perspectives, fosters a concern for global issues and raises students' awareness of their own responsibilities at a local, national and international level. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources. This course is available face to face OR online.

### **Psychology SL/HL**

The IB-DP Psychology course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry.

### **Business Management SL/HL**

The Business Management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing and operations management. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real-world examples and case studies.

### **Global Politics SL/HL**

The global politics course explores fundamental political concepts such as power, equality, sustainability, and peace in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective.

## GROUP 4: SCIENCES

### Biology SL/HL

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment. By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.

### Chemistry SL/HL

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science. By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

### Physics SL/HL

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to

develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

### Environmental Systems and Societies SL

Environmental systems and societies (ESS) is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. This course can fulfill either the Individuals and Societies or the Sciences requirement. Alternatively, this course enables students to satisfy the requirements of both subject groups simultaneously while studying one course.

### Design Technology SL/HL

DP design technology aims to develop internationally-minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world. It focuses on analysis, design development, synthesis and evaluation. The creative tension between theory and practice is what characterizes design technology within the DP sciences subject group. Both science and technology have a fundamental relationship with design. Technology preceded science, but now most technological developments are based on scientific understanding. Traditional technology comprised useful artifacts often with little understanding of the science underpinning their production and use. In contrast, modern technology involves the application of scientific discoveries to produce useful artifacts. The application of scientific discovery to solve a problem enables designers to create new technologies and these new technologies, in turn, can impact on the rate of scientific discovery.





## GROUP 5: MATHEMATICS

### **Mathematics: Applications and Interpretations SL/HL**

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Mathematics: applications and interpretation is for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: applications and interpretation will be those who enjoy mathematics best when seen in a practical context.

### **Mathematics: Analysis and Approaches SL/HL**

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Mathematics: analysis and approaches is for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without technology. Students who take Mathematics: analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization.



## GROUP 6: THE ARTS



Grade 11–12 students are not required to choose an Arts course, and may opt for a second course in another subject group instead.

### Film SL/HL

The IB-DP Film course aims to develop students' skills so that they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in film-making, the course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures. Students also develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. The course emphasizes the importance of working individually and as a member of a group. A challenge for students following this course is to become aware of their own perspectives and biases and to learn to respect those of others. This requires willingness to attempt to understand alternative views, to respect and appreciate cultural diversity, and to have an open and critical mind.

### Theatre SL/HL

Theatre is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers

the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and audience members—they gain a richer understanding of themselves, their community and the world.

### Visual Arts SL/HL

The IB-DP Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

# CORE REQUIREMENTS

Both the IB Diploma and the SCIS High School Diploma have core requirements that must be met in addition to the subject requirements. The timetable is designed to support all students in meeting these requirements.

## Theory Of Knowledge (TOK)

All students will meet a Theory of Knowledge requirement for graduation.

IB-DP candidates are required to take Theory of Knowledge as an interdisciplinary two-semester course during their Grade 11–12 years. Theory of Knowledge calls for students to look critically at the nature of knowledge, and examine the knowledge questions implicit in real life situations. How do we know what we know? How is knowledge generated and disseminated in different disciplines? The requirements of the course include an oral presentation and essay. For IB Diploma students, these assessment tasks will be externally assessed and moderated.

SCIS Diploma candidates have more flexibility in meeting their TOK requirements. They may choose to enroll in and complete the requirements of one or two semesters of the TOK course, or in exceptional cases may complete an independent TOK project under the supervision of an appointed teacher. For SCIS Diploma students, assessment is internal only.

## Extended Essay (EE)

Each student will complete an independent research project in a discipline of their choosing, leading to an original scholarly essay. The extended essay is an in-depth study of a focused topic. It is intended to promote high-level research

and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. For IB Diploma students, Extended Essay will be submitted to the IBO for assessment.

For SCIS Diploma students, the Extended Essay may be completed for credit through enrollment and completion of the “Core Research Project” course. Assessment for SCIS Diploma candidates is internal only.

## Creativity, Activity, Service (CAS)

All students are expected to be engaged in ongoing meaningful experiences outside of the classroom. At SCIS students have many opportunities to engage with the creative arts, with physically demanding activity, and with service to the community both within the school and beyond, and each student is responsible to build a program that reflects their interests and allows them to grow as a thinker and learner. Over the two-year program, students collect a range of reflective evidence showing their ongoing process of learning through experience. Please see the CAS handbook for details.

# COURSE SELECTION

In the Spring of their Grade 10 year, or on enrollment in Grades 11–12, all students will have an individual course selection conference with the DP Coordinator, the College Counselor, and at least one of their parents. Course selection is intended to allow students to pursue their current interests, and prepare them for their chosen pathways to higher education and beyond.

For IB Diploma students, course selections must meet the following requirements:

- At least one Language & Literature class (Language A).
- At least one Language Acquisition class (Language B). This requirement is waived for students enrolled in two Language A classes.
- At least one Individuals & Societies class<sup>1</sup>
- At least one Science class<sup>1</sup>
- Exactly one Math class

- The Core Block, which includes TOK, Core Research Skills, and coordination of EE and CAS.
- Course selection must allow for three Higher Level and three Standard Level courses.

SCIS Diploma candidates who choose not to pursue the full IB Diploma will work with the College Counselor and DP coordinator to develop an individualized program which meets all graduation requirements.

SL classes meet for a minimum of 150 hours over the two years of the program while HL classes meet for 240 hours. The extended meeting times for HL classes reflect the greater depth and complexity of the content studied. Most SCIS classes are taught with the levels combined. SL students are normally released for self-study during while HL content is being covered.

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1. Environmental Systems and Societies (ESS) is an interdisciplinary course which meets the requirement for both Individuals and Societies AND Sciences. Students who elect this course are able to take an additional class from any subject group.



# ASSESSMENT IN THE DP

IB Diploma courses at SCIS are designed to prepare students for success on the assessments required by the IBO.

Each subject has specific required assessment components. These assessment components include a combination of the following:

- **Internal assessments (IAs):** Individual projects completed by students over time under the supervision of their teachers. These projects are assessed by the teacher, and the marks for the cohort are moderated by the IBO. IAs include Explorations in Math, Oral Presentations in languages, Investigations in Science, etc.
- **External assessments (EAs):** Individual projects completed by students over time under teachers' supervision, assessed by IB examiners only. These EAs include Written Tasks in language subjects, portfolios in arts subjects, the TOK essay, and the Extended Essay.
- **Papers:** Formal written examinations to be taken in May of the second year of the program. Group 1–5 subjects all have two-three Papers, each with format and requirements specific to the subject, level, and Paper.

All assessment tasks set by teachers throughout the two-year programs are preparation for the formal IB assessments. Summative assessments are designed to be graded according to IB markschemes, and grades are issued according to average IB Boundaries for the subject. In Grade 11, these expectations are modified to address only content and skills covered thus far in the course. In Grade 12, assessments increasingly mirror final IB expectations.

In March of Grade 12, students will sit the “Mock IB Exams” which function as both the final summative assessment for the school-based course, and a formal practice session for all Papers. These exams will be considered in grade calculations, along with all other teacher set summative assessments.

Students may earn grades of 1–7 on semester reports,

2. HS courses maybe assessed by DP descriptors or by MYP criteria. See the syllabus of the individual class for specific information.

based on the IB Grade Descriptors and the work completed during the semester.<sup>2</sup>

## IB Diploma Points

The final IB Diploma earned by full IB Diploma candidates is scored based on the external assessments submitted to the IBO in May of Grade 12. SCIS Reports do not affect the final score.

Students can achieve a maximum score of seven points per course, for maximum subject score of 42 for their six courses.

Achievement in TOK and the Extended Essay can add a maximum of a further three points to a student's overall Diploma score. TOK and the Extended Essay are graded on A–E scales, and the two grades are combined on a matrix to generate the extra points. The highest score possible for all components of the programme, then, is 45 points.

### Grades for Extended Essay and Theory of Knowledge

- A Excellent performance
- B Good performance
- C Satisfactory performance
- D Mediocre performance
- E Elementary performance

## The Core Points Matrix

| TOK/EE | A                 | B | C | D | E                 |
|--------|-------------------|---|---|---|-------------------|
| A      | 3                 | 3 | 2 | 2 | Failing condition |
| B      | 3                 | 2 | 2 | 1 |                   |
| C      | 2                 | 2 | 1 | 0 |                   |
| D      | 2                 | 1 | 0 | 0 |                   |
| E      | Failing condition |   |   |   |                   |

## Levels of Achievement (Grades 11–12)

The following grade descriptors are a compilation of the characteristics of performance at each grade for DP courses in general, and are intended to help explain the academic achievement required to achieve a particular grade. Examiners use the individual subject group descriptors when determining grade boundaries for examination papers and coursework components, and when marking student work.

7

Excellent performance

The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyze, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.

6

Very good performance

The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyze, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.

5

Good performance

The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.

4

Satisfactory performance

The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.

3

Mediocre performance

The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/ or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.

2\*

Poor performance

The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.

1\*

Very Poor performance

The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.

\* Students who earn semester grades of 2 or below are considered to have failed the course, and will not receive course credit.

# IB DIPLOMA REQUIREMENTS

1. Completion of six IB-DP courses meeting subject group requirements, with at least three taken at a Higher Level.
2. All assessment components for each of the six subjects and the core Diploma requirements must be completed in order to qualify for the award of the IB Diploma.
3. The IB Diploma will be awarded to a candidate provided all the following requirements have been met.
  - a. CAS requirements have been met.
  - b. The candidate's total points are 24 or more.
  - c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
  - d. There is no grade E awarded for theory of knowledge and/or the extended essay.
  - e. There is no grade 1 awarded in a subject/level.
  - f. There are no more than two grade 2s awarded (HL or SL).
  - g. There are no more than three grade 3s or below awarded (HL or SL).
  - h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
  - i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
  - j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.
4. A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

# SCIS DIPLOMA REQUIREMENTS

Students who opt out of the full IB Diploma will work toward the WASC accredited SCIS High School Diploma. SCIS Diploma students must complete a minimum of 25 year-long course credits during grades 9–12, and meet core requirements. Students who enter SCIS as transfer students after the beginning of Grade 9 may apply transfer credits and have requirements pro-rated.

Expectations for all courses will be consistent with Grade 9–10 MYP Courses or Standard Level DP Courses. SCIS courses earn 1 credit per year, or 0.5 credits per semester. Students are expected to maintain a full course load during every year of enrollment. Students are enrolled in eight courses per year in Grades 9–10 and six–seven courses per year during grades 11 and 12.

| Subject Requirements           | Credits   |
|--------------------------------|-----------|
| Language and Literature        | 4         |
| Language Acquisition           | 3         |
| Individuals & Societies        | 3         |
| Sciences                       | 3         |
| Mathematics                    | 3         |
| Arts & Design                  | 2         |
| Physical and Health Education  | 2         |
| Additional high school credits | 5         |
| <b>Total Credits Required</b>  | <b>25</b> |

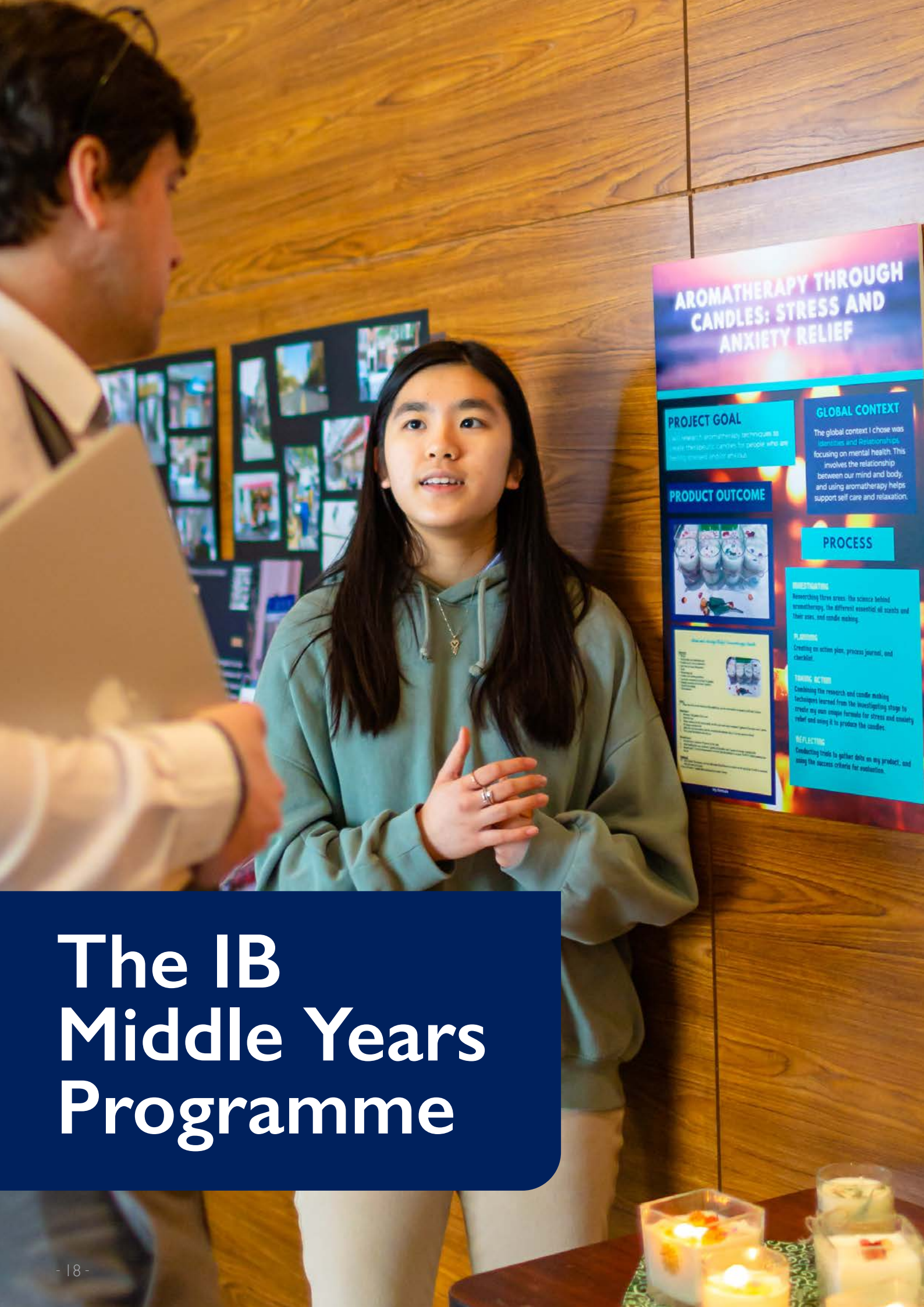
## Core Requirements

**Extended Essay:** An individually researched scholarly essay connected to one of the subject groups, supervised by the EE Coordinator and internally assessed.

**Creativity, Activity, Service:** Engagement in a range of experiences leading to progress toward the CAS Learning outcomes.

**Theory of Knowledge:** Internally assessed completion of Theory of Knowledge requirements.





# The IB Middle Years Programme

## AROMATHERAPY THROUGH CANDLES: STRESS AND ANXIETY RELIEF

### PROJECT GOAL

To research aromatherapy techniques as well as therapeutic candles for people who are feeling stressed and/or anxious.

### GLOBAL CONTEXT

The global context I chose was Identities and Relationships, focusing on mental health. This involves the relationship between our mind and body, and using aromatherapy helps support self care and relaxation.

### PRODUCT OUTCOME



### PROCESS

#### INVESTIGATING

Researching three areas: the science behind aromatherapy, the different essential oil scents and their uses, and candle making.

#### PLANNING

Creating an action plan, process journal, and checklist.

#### THINKING ACTION

Combining the research and candle making techniques learned from the investigating stage to create my own unique formulae for stress and anxiety relief and using it to produce the candles.

#### REFLECTING

Conducting trials to gather data on my product, and using the success criteria for evaluation.

# THE IB MIDDLE YEARS PROGRAMME

The MYP has been designed as a coherent and comprehensive curriculum framework that provides academic challenge and develops the life skills of students from the ages of 11 to 16. These years are a critical period in the development of young people. Success in school is closely related to personal, social and emotional well-being. At a time when students are establishing their identity and building their self-esteem, the MYP can motivate students and help them to achieve success in school and in life beyond the classroom. The programme allows students to build on their personal strengths and to embrace challenges in subjects in which they might not excel. The MYP offers students opportunities to develop their potential, to explore their own learning preferences, to take appropriate risks, and to reflect on, and develop, a strong sense of personal identity.

From *MYP: From Principles into Practice*, IBO, 2014.

Research shows that the middle years represent a period of the greatest developmental change for a child – physically, socially, and emotionally – since infancy. At SCIS, we tailor our Middle Years Programme to provide the special attention and nurturing which adolescents require to gracefully mature, to develop their passions, and to explore new areas of potential talents or interests. SCIS believes that because children mature at different ages, opportunities must be continually provided for them to feel comfortable exploring a variety of academic and co-curricular topics, in inclusive and supportive ways.

**SCIS believes that successful middle years programs are characterized by a culture that includes...**

- High expectations and standards for every student – young adolescents are more capable than adults often assume, and we need to assure that expectations are set with this thought in mind. Our educators value working with this age group and are prepared to do so.
- Effective programs with sufficient support allowing young adolescents to experience a high level of success, develop interests, feel supported when taking risks to pursue challenges outside of their comfort areas, and potentially discover hidden talents and likes.
- Meaningful and diverse academic offerings, co-curricular activities, and the encouragement from teachers and parents to have a high level of participation.
- Teaming and effective strategies for in-depth learning and assessment.
- The ability to meet the individual academic, social, and emotional needs of adolescents.
- Teachers modeling lifelong learning.
- Curriculum that is relevant, challenging, integrative, and exploratory.
- High levels of questioning strategies throughout every subject, and the development of learning communities where students pose and answer questions important to them.

## THE MIDDLE YEARS PROGRAMME STRUCTURE

In the programme model for the MYP, the first ring around the student at the centre describes the features of the programme that help students develop disciplinary (and interdisciplinary) understanding.

- **Approaches to learning (ATL)** – demonstrating a commitment to approaches to learning as a key component of the MYP for developing skills for learning.
- **Approaches to teaching** – emphasizing MYP pedagogy, including collaborative learning through inquiry.
- **Concepts** – highlighting a concept-driven curriculum.
- **Global contexts** – showing how learning best takes place in context.

The second ring describes some important outcomes of the programme:

- Inquiry-based learning may result in student-initiated **action**, which may involve **service** within the community.
- The MYP culminates in the **personal project** for students in Grade 10. The community project is not required at SCIS at this time.

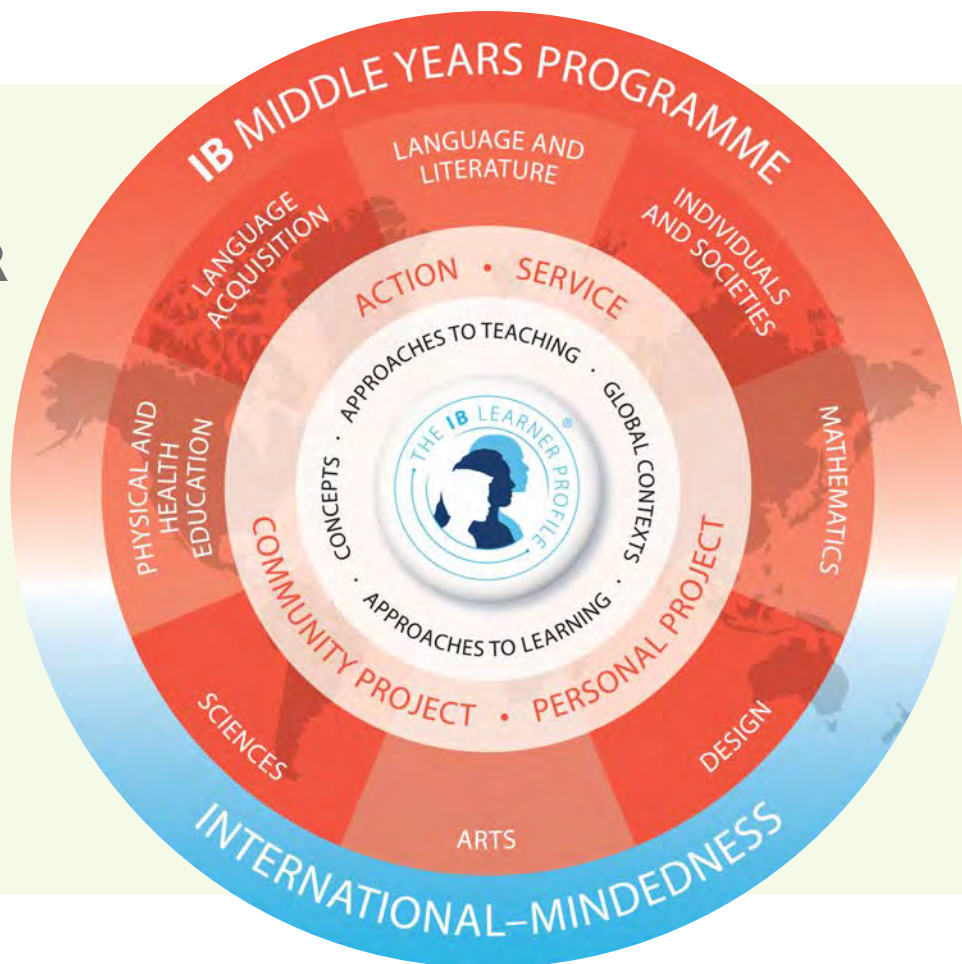
The third ring describes the MYP's broad and balanced curriculum.

- The MYP organizes teaching and learning through eight subject groups: Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, Arts, Physical and Health Education, and Design.
- In many cases, discrete or integrated disciplines may be taught and assessed within a subject group: for example, history or geography within the Individuals and Societies subject group; biology, chemistry or physics within the Sciences subject group.
- The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject groups are connected through global contexts and key concepts.



# MYP COURSE OFFERINGS FOR GRADES 6–10

All MYP course descriptions are taken directly or adapted from the corresponding subject briefs published by the IBO.



## SCIS MYP COURSE REQUIREMENTS

The grid below lists all of the courses available to SCIS MYP students according to the subject group and year level. Important details to note are:

- Unless indicated, all courses below are year-long courses.
- Each student is required to take eight courses, usually one per subject group.
- Mandarin Language and Literature courses are only open to those who function in the language at a native level.
- Language Acquisition (second language), students may study Mandarin, French, or Spanish. Students identified for EAL may also take English Language Acquisitions. Students will be placed in the Phase that best corresponds with their language levels, language acquisition abilities, attitude and effort.





|  | Grade 6  | Grade 7   | Grade 8                                 | Grade 9                                | Grade 10                               |
|--|--|---|---|--|--|
| <b>Language and Literature</b>         | English Lang & Lit<br>Mandarin Lang & Lit  |   |   |  |  |
| <b>Language Acquisition</b>            | English Phases 1–6<br>Mandarin Phases 1–6  |   | Spanish Phases 1–6<br>French Phases 1–6 |  |  |
| <b>Individuals and Societies</b>       | Individuals and Societies  |   |   |  |  |
| <b>Sciences</b>                        | Sciences   |   |   |  |  |
| <b>Mathematics</b>                     | Mathematics  |   |   | Extended Mathematics                   |  |
| <b>The Arts</b>                        | Drama, Music and Visual Arts<br>(one course rotating through<br>all three disciplines) | Music, Drama,<br>Visual Arts<br>and Media<br>(one course<br>rotating through all<br>four disciplines) |   | Drama<br>Media<br>Music<br>Visual Arts | Drama<br>Media<br>Music<br>Visual Arts |
| <b>Design</b>                          | Design<br>(Product Design & Digital Design)  |   |   |  |  |
| <b>Physical &amp; Health Education</b> | Physical and Health Education  |   |   |  |  |

## LANGUAGE & LITERATURE

### English Language & Literature 6–10 Chinese Language & Literature 6–10

Language & Literature is either a student's mother tongue or one in which he/she has near-native proficiency, gained through years of academic use of the language. It is an academically rigorous study of both language and literature which aims to equip students with linguistic, analytical, and communicative skills.

#### AIMS

The aims of MYP language and literature are to encourage and enable students to:

- Use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- Develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- Develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- Engage with text from different historical periods and a variety of cultures
- Explore and analyse aspects of personal, host and other cultures through literary and non-literary texts

- Explore language through a variety of media and modes
- Develop a lifelong interest in reading
- Apply linguistic and literary concepts and skills in a variety of authentic contexts

#### MAIN OBJECTIVES

##### Objective A: Analysing

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analysing involves demonstrating an understanding of the creator's choices, the relationships between the various components of a text and between texts and making inferences about how an audience responds to a text, as well as the creator's purpose for producing text. Students should be able to use the text to support their personal responses and ideas. Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text.

In order to reach the aims of studying language and literature, students should be able to:

## LANGUAGE & LITERATURE

- Analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts
- Analyse the effects of the creator's choices on an audience
- Justify opinions and ideas, using examples, explanations and terminology
- Evaluate similarities and differences by connecting features across and within genres and texts

### Objective B: Organizing

Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.

In order to reach the aims of studying language and literature, students should be able to:

- Employ organizational structures that serve the context and intention
- Organize opinions and ideas in a sustained, coherent and logical manner
- Use referencing and formatting tools to create a presentation style suitable to the context and intention

### Objective C: Producing text

Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. In exploring and appreciating new and changing perspectives and ideas, students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience. In order to reach the aims of studying language and literature, students should be able to:

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

### Objective D: Using language

Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and

varied language that is appropriate to the context and intention. This objective applies to, and must include, written, oral and visual text, as appropriate. In order to reach the aims of studying language and literature, students should be able to:

- Use appropriate and varied vocabulary, sentence structures and forms of expression write and speak in a register and style that serve the context and intention
- Use correct grammar, syntax and punctuation
- Spell (alphabetic languages), write (character languages) and pronounce with accuracy use appropriate non-verbal communication techniques

## KEY CONCEPTS

### Communication

Through exploring texts, we exchange, express, analyse and transform information, facts, ideas, meanings and opinions. Communication is the basis of what makes us human and bridges communities across the globe; it is the essence of this discipline.

### Connections

Linguistic and literary connections exist across time, texts and cultures. This concept is central to the study of language and literature. Due to the universal nature of language and literature, connections and transfer exist within and across narratives. This allows for the exploration of language and relationships between text, creator and audience.

### Creativity

In MYP language and literature, it is the process of synthesizing ideas with language that is a vehicle for creativity. It is the result of interaction and reflection, whether with the self or the wider community. This process is difficult to define and difficult to evaluate. It rests, however, on an appreciation of the process with which the individual engages, and the impact of the final product on the audience.

### Perspective

Perspective influences text, and text influences perspective. Through students' language and literature studies, multiple perspectives and their effects are identified, analysed, deconstructed and reconstructed. An understanding of this concept is essential in order to develop in students the ability to recognize and respond to over-simplistic and biased interpretations. Seeking and considering diverse opinions and points of view is an important part of developing complex and defensible interpretations.

## LANGUAGE ACQUISITION

### **French, Phases 1–6    Mandarin, Phases 1–6** **Spanish, Phases 1–6    English, Phases 1–6**

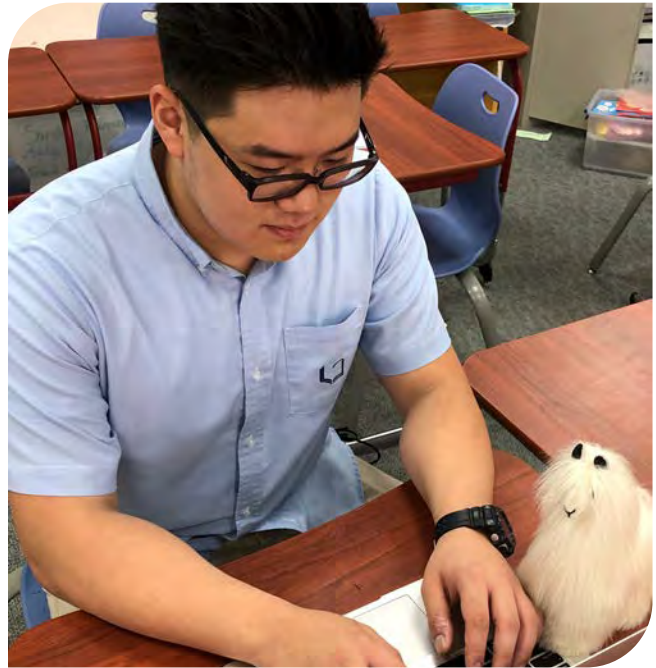
The aims of the study of modern foreign languages are to acquire the basis of a means of communication and an understanding of the linguistic, cultural, and social elements of the communities where these languages are spoken. In addition, we aim to develop an appreciation of a variety of literary and non-literary texts, thus giving access to multiple sources of information. Finally, it is hoped that this activity will be life-long and enjoyable.

Teaching and learning in the language acquisition subject group is organized into six phases. The phases represent a developmental continuum of additional language learning. Depending on their prior additional language-learning experiences, students may commence their language acquisition course in any phase on the continuum and may exit from any phase on the continuum. In the same way, some students may take more than one year to meet the benchmarks of a given phase, while others may accelerate through multiple phases in one year of study. Course credit may be granted to high school students who remain enrolled in the same phase for an additional year on the advice of their teachers.

### **AIMS**

The aims of the teaching and learning of MYP language acquisition are to:

- Gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- Develop a respect for, and understanding of, diverse linguistic and cultural heritages
- Develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- Enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- Enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- Enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- Enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components



- Offer insight into the cultural characteristics of the communities where the language is spoken
- Encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- Foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning

### **MAIN OBJECTIVES**

#### **Objective A: Comprehending spoken and visual text**

Comprehending spoken and visual text encompasses aspects of listening and viewing, and involves the student in interpreting and constructing meaning from spoken and visual text to understand how images presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text. As appropriate to the phase, the student is expected to be able to:

- Listen for specific purposes and respond to show understanding
- Interpret visual text that is presented with spoken text
- Engage with the text by supporting opinion and personal response with evidence and examples from the text



## LANGUAGE ACQUISITION

### Objective B: Comprehending written and visual text

Comprehending written and visual text encompasses aspects of reading and viewing, and involves the student in constructing meaning and interpreting written and visual text to understand how images presented with written text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written and/or visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text. As appropriate to the phase, the student is expected to be able to:

- Read for specific purposes and respond to show understanding
- Interpret visual text that is presented with written text
- Engage with the text by supporting opinion and personal response with evidence and examples from the text

### Objective C: Communicating in response to spoken, written, and visual text

In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, and responding to spoken, written and visual text in the target language. As appropriate to the phase, the student is expected to be able to:

- Interact and communicate in various situations
- Express thoughts, feelings, ideas, opinions and information in spoken and written form
- Speak and write for specific purposes



### Objective D: Using language in spoken and written form

This objective relates to the correct and appropriate use of the spoken and written target language. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, social and academic language. When speaking and writing in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies (spelling, grammar, plot, character, punctuation, voice) and techniques with increasing skill and effectiveness. As appropriate to the phase, the student is expected to be able to:

- Organize thoughts, feelings, ideas, opinions and information in spoken and written form
- Develop accuracy when speaking and writing in the target language

### KEY CONCEPTS

#### Communication

Through the exploration of language and the process of learning language, we exchange, express and transform information, facts, ideas, meanings and opinions. Communication is the basis of what makes us human and bridges communities across the globe; it is the essence of this discipline.

#### Connections

Linguistic and literary connections exist across time, cultures and across oral, visual and written texts. This concept is central to the study of language and allows for the exploration of language, applying knowledge of, and about, the language, and relationships between text, creator and audience.

#### Creativity

Creativity is nurtured through the process of learning language as this process involves us in divergent thinking, applying ideas, taking risks and expressing ourselves in order to relate to, and interact with, the world.

#### Culture

Learning the language of a community provides opportunities to embrace diversity, to interact with sensitivity and empathy, and to participate in meaningful global interactions, which in turn develops sociocultural competence and intercultural awareness leading to international-mindedness.

## INDIVIDUALS AND SOCIETIES

The aim of MYP Individuals and Societies is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, contributing to the development of the student as a whole. The humanities aim to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological, and cultural. At SCIS, we offer Integrated Humanities courses for Grades 6–10.

### AIMS

The aims of MYP Individuals and Societies are to encourage and enable students to:

- Appreciate human and environmental commonalities and diversity
- Understand the interactions and interdependence of individuals, societies and the environment
- Understand how both environmental and human systems operate and evolve
- Identify and develop concern for the well-being of human communities and the natural environment
- Act as responsible citizens of local and global communities
- Develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live

### MAIN OBJECTIVES

#### Objective A: Knowing and understanding

Students develop factual and conceptual knowledge about individuals and societies. In order to reach the aims of individuals and societies, students should be able to:

- Use terminology in context
- Demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples

#### Objective B: Investigating

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others. In order to reach the aims of individuals and societies, students should be able to:

- Formulate a clear and focused research question and justify its relevance
- Formulate and follow an action plan to investigate a research question

- Use research methods to collect and record relevant information
- Evaluate the process and results of the investigation

#### Objective C: Communicating

Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats. In order to reach the aims of individuals and societies, students should be able to:

- Communicate information and ideas using an appropriate style for the audience and purpose
- Structure information and ideas in a way that is appropriate to the specified format
- Document sources of information using a recognized convention

#### Objective D: Thinking critically

Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation. In order to reach the aims of individuals and societies, students should be able to:

- Discuss concepts, issues, models, visual representation and theories
- Synthesize information to make valid arguments
- Analyse and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations
- Interpret different perspectives and their implications

### KEY CONCEPTS

#### Change

For individuals and societies, the concept of change allows examination of the forces that shape the world: past, present and future. The causes and effects of change can be natural and artificial; intentional and unintentional; positive, negative or neutral. The subject group explores the role of individuals and societies in shaping change.

#### Global interactions

For individuals and societies, global interactions focuses on the interdependence of the larger human community, including the many ways that people come into conflict with and cooperate with each other, and live together in a highly interconnected world to share finite resources.

#### Time, place and space

For individuals and societies, time is not simply the measurement of years or time periods but is a continuum of significant events of the past, present and future. Place and space are complex concepts, the definitions of which are fluid. Place is socially constructed and can be explored in terms of

## INDIVIDUALS AND SOCIETIES

constraints and opportunities afforded by location. Places have value and meaning defined by humans. Space relates to where and why places and landscapes are located. This concept also includes the social, economic, and political processes that interact through or across space, resulting in patterns and networks arising, such as migration or trade flows. Challenges related to “place and space” can be understood on multiple scales (including local, regional, national and global).

### Systems

For individuals and societies, systems thinking provides a powerful tool for understanding both natural and human environments, and the role of individuals within them. Social and natural systems rely on a state of equilibrium and are vulnerable to change from internal and external forces.

## SCIENCES

Science and the scientific method offer a way of learning that contributes to the development of analytical and critical thinking skills. MYP science aims to develop students as scientifically literate inquirers who are able to think critically and creatively to solve problems and make decisions affecting themselves, others and their social and natural environments.

### AIMS

The aims of MYP sciences are to encourage and enable students to:

- Understand and appreciate science and its implications
- Consider science as a human endeavour with benefits and limitations
- Cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- Develop skills to design and perform investigations, evaluate evidence and reach conclusions
- Build an awareness of the need to effectively collaborate and communicate
- Apply language skills and knowledge in a variety of real-life contexts
- Develop sensitivity towards the living and non-living environments
- Reflect on learning experiences and make informed choices.

### MAIN OBJECTIVES

#### Objective A: Knowing and understanding

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments. To reach the highest level students must make scientifically supported judgments about the validity and/or quality of the information presented to them. Assessment tasks

could include questions dealing with “scientific claims” presented in media articles, or the results and conclusions from experiments carried out by others, or any question that challenges students to analyse and examine the information and allows them to outline arguments about its validity and/or quality using their knowledge and understanding of science. In order to reach the aims of sciences, students should be able to:

- Explain scientific knowledge
- Apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- Analyse and evaluate information to make scientifically supported judgments

#### Objective B: Inquiring and designing

Intellectual and practical skills are developed through designing, analysing and performing scientific investigations. Although the scientific method involves a wide variety of approaches, the MYP emphasizes experimental work and scientific inquiry. When students design a scientific investigation they should develop a method that will allow them to collect sufficient data so that the problem or question can be answered. To enable students to design scientific investigations independently, teachers must provide an open-ended problem to investigate. An open-ended problem is one that has several independent variables appropriate for the investigation and has sufficient scope to identify both independent and controlled variables. In order to achieve the highest level for the strand in which students are asked to design a logical, complete and safe method, the student would include only the relevant information, correctly sequenced. In order to reach the aims of sciences, students should be able to:

- Explain a problem or question to be tested by a scientific investigation



## SCIENCES

- Formulate a testable hypothesis and explain it using scientific reasoning
- Explain how to manipulate the variables, and explain how data will be collected
- Design scientific investigations

### Objective C: Processing and evaluating

Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached. MYP sciences helps students to develop analytical thinking skills, which they can use to evaluate the method and discuss possible improvements or extensions. In order to reach the aims of sciences, students should be able to:

- Present collected and transformed data
- Interpret data and explain results using scientific reasoning
- Evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- Evaluate the validity of the method
- Explain improvements or extensions to the method

### Objective D: Reflecting on the impacts of science

Students gain global understanding of science by evaluating the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language will be applied in order to demonstrate understanding. Students are expected to become aware of the importance of documenting the work of others when communicating in science. Students must reflect on the implications of using science, interacting with one of the following factors: moral, ethical, social, economic, political, cultural or environmental, as appropriate to the task. The student's chosen factor may be interrelated with other factors. In order to reach the aims of sciences, students should be able to:

- Explain the ways in which science is applied and used to address a specific problem or issue
- Discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue
- Apply scientific language effectively
- Document the work of others and sources of information used

### KEY CONCEPTS

#### Change

In sciences, change is viewed as the difference in a system's state when observed at different times. This change could be qualitative (such as differences in structure, behaviour, or level) or quantitative (such as a numerical variable or a rate). Change can be irreversible, reversible or self-perpetuating.

#### Relationships

Relationships in sciences indicate the connections found among variables through observation or experimentation. These relationships also can be tested through experimentation. Scientists often search for the connections between form and function. Modelling is also used to represent relationships where factors such as scale, volume of data, or time make other methods impractical.

#### Systems

Systems in sciences describe sets of components that function due to their interdependence or complementary nature. Common systems in science are closed systems, where resources are not removed or replaced, and open systems, where necessary resources are renewed regularly. Modelling often uses closed systems to simplify or limit variables.



## Mathematics 6–10

### Extended Mathematics 8–10

MYP Mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.

While the vast majority of students are placed in the standard Math class for their grade level, those students who have already mastered grade level content may be placed accordingly at the discretion of the administration who have already mastered grade level content may be placed accordingly at the discretion of the administration.

### AIMS

The aims of MYP Mathematics are to encourage and enable students to:

- Enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- Develop an understanding of the principles and nature of mathematics
- Communicate clearly and confidently in a variety of contexts
- Develop logical, critical and creative thinking
- Develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- Develop powers of generalization and abstraction
- Apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- Appreciate how developments in technology and mathematics have influenced each other
- Appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- Appreciate the contribution of mathematics to other areas of knowledge
- Develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- Develop the ability to reflect critically upon their own work and the work of others

### MAIN OBJECTIVES

#### Objective A: Knowing and understanding

Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This objective assesses the extent to which students can select and

apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts. In order to reach the aims of mathematics, students should be able to:

- Select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- Apply the selected mathematics successfully when solving problems
- Solve problems correctly in a variety of contexts

#### Objective B: Investigating patterns

Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery. Working through investigations encourages students to become risk-takers, inquirers and critical thinkers. The ability to inquire is invaluable in the MYP and contributes to lifelong learning.

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

- Select and apply mathematical problem-solving techniques to discover complex patterns
- Describe patterns as general rules consistent with findings
- Prove, or verify and justify, general rules

#### Objective C: Communicating

Mathematics provides a powerful and universal language. Students are expected to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing. In order to reach the aims of mathematics, students should be able to:

- Use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- Use appropriate forms of mathematical representation to present information
- Move between different forms of mathematical representation
- Communicate complete, coherent and concise mathematical lines of reasoning
- Organize information using a logical structure

#### Objective D: Applying mathematics in real-life contexts

MYP mathematics encourages students to see mathematics as a tool for solving problems in an authentic real-life context. Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon

## MATHEMATICS

their results. In order to reach the aims of mathematics, students should be able to:

- Identify relevant elements of authentic real-life situations
- Select appropriate mathematical strategies when solving authentic real-life situations
- Apply the selected mathematical strategies successfully to reach a solution
- Justify the degree of accuracy of a solution
- Justify whether a solution makes sense in the context of the authentic real-life situation

### KEY CONCEPTS

#### Form

Form in MYP mathematics refers to the understanding that the underlying structure and shape of an entity is distinguished by its properties. Form provides opportunities for students to appreciate the aesthetic

nature of the constructs used in a discipline.

#### Logic

Logic in MYP mathematics is used as a process in making decisions about numbers, shapes, and variables. This system of reasoning provides students with a method for explaining the validity of their conclusions. Within the MYP, this should not be confused with the subfield of mathematics called “symbolic logic”.

#### Relationships

Relationships in MYP mathematics refers to the connections between quantities, properties or concepts and these connections may be expressed as models, rules or statements. Relationships provide opportunities for students to explore patterns in the world around them. Connections between the student and mathematics in the real world are important in developing deeper understanding.

## THE ARTS

The SCIS is designed to provide a breadth of coverage during Middle School, with the opportunity for specialization during High School. Course offerings are as follows:

Grades 6–7: Arts Carousel – one year-long course rotating through **Music, Drama, and Visual Arts**

Grades 8: Arts Carousel – one year-long course rotating through **Music, Drama, Media and Visual Arts**

Grades 9: Arts – one year-long course **Media, Music, Visual Arts and Drama.**

Grades 10: Arts – one year-long course **Media, Music, Visual Arts and Drama.**

*If a student would like to change arts courses after GIO, a meeting with the Teacher, HOD and VP-Academic will occur to ensure it is possible.*

The arts are a universal form of human expression and a unique way of knowing that engage us in affective, imaginative, and productive activity. Learning through the arts helps us to explore, shape, and communicate our sense of identity and understanding of the world, while providing opportunities to develop self-confidence, resilience, and adaptability. The IB-MYP Arts value the process of creating artwork as much as the finished product.

### AIMS

The aims of MYP Arts are to encourage and enable students to:

- Create and present art
- Develop skills specific to the discipline
- Engage in a process of creative exploration and (self-)discovery
- Make purposeful connections between investigation and practice
- Understand the relationship between art and its contexts
- Respond to and reflect on art
- Deepen their understanding of the world

### MAIN OBJECTIVES

#### Objective A: Knowing and understanding

Through the study of theorists and practitioners of the arts, students discover the aesthetics of art forms and are able to analyse and communicate in specialized language. Using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context, students inform their work and artistic perspectives. In order to reach the aims of arts, students should be able to:

- demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- demonstrate an understanding of the role of the art form in original or displaced contexts
- use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork





## THE ARTS

### Objective B: Developing skills

The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. The point of realization could take many forms. However, it is recognized as the moment when the student makes a final commitment to his or her artwork by presenting it to an audience. Skills are evident in both process and product. In order to reach the aims of arts, students should be able to:

- Demonstrate the acquisition and development of the skills and techniques of the art form studied
- Demonstrate the application of skills and techniques to create, perform and/or present art

### Objective C: Thinking creatively

The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. Thinking creatively enables students to discover their personal signature and realize their artistic identity. In order to reach the aims of arts, students should be able to:

- Develop a feasible, clear, imaginative and coherent artistic intention
- Demonstrate a range and depth of creative-thinking behaviours
- Demonstrate the exploration of ideas to shape artistic intention through to a point of realization

### Objective D: Responding

Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings. Through

reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate change as well as being a response to change. In order to reach the aims of arts, students should be able to:

- Construct meaning and transfer learning to new settings create an artistic response that intends to reflect or impact on the world around them
- Critique the artwork of self and others

## KEY CONCEPTS

### Aesthetics

In the arts, the concept of aesthetics is perceived differently around the world and across cultures. Aesthetics does not only address the rules and principles of beauty but should also include cultural perspectives and perception through the senses.

### Identity

In the arts we often explore the self and self-discovery through the concept of identity; however, identity may also refer to the identity of a genre, style, movement, particular artist or place.

### Change

The arts may be a reflection of change, or an inspiration for change. Change may be considered as external to the arts or incorporated within an artwork. In the arts, change can also be termed as metamorphosis or transformation—a marked change, in appearance, form, nature or character.

### Communication

Communication is often regarded in the arts as a message between the artist and an audience, or between performers. Without intended communication the arts become solely self-expressive.

MYP Design covers two areas, digital design and product design. In Grades 6, students take one semester of Design. In grades 7–8, Design is a mandatory year-long course. Students in High School may elect Design as a year-long course.

## AIMS

The aims of MYP design are to encourage and enable students to:

- Enjoy the design process, develop an appreciation of its elegance and power
- Develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- Use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- Develop an appreciation of the impact of design innovations for life, global society and environments
- Appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- Develop respect for others' viewpoints and appreciate alternative solutions to problems
- Act with integrity and honesty, and take responsibility for their own actions developing effective working practices

## MAIN OBJECTIVES

### Objective A: Inquiring and analysing

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

- Explain and justify the need for a solution to a problem for a specified client/target audience
- Identify and prioritize the primary and secondary research needed to develop a solution to the problem
- Analyse a range of existing products that inspire a solution to the problem
- Develop a detailed design brief which summarizes the analysis of relevant research

### Objective B: Developing ideas

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

- Develop a design specification which clearly states the success criteria for the design of a solution
- Develop a range of feasible

- Design ideas which can be correctly interpreted by others
- Present the final chosen design and justify its selection
- Develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution

### Objective C: Creating the solution

Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation. In order to reach the aims of design, students should be able to:

- Construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- Demonstrate excellent technical skills when making the solution
- Follow the plan to create the solution, which functions as intended
- Fully justify changes made to the chosen design and plan when making the solution
- Present the solution as a whole, either:
  - In electronic form, or
  - Through photographs of the solution from different angles, showing details

### Objective D: Evaluating

Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience. In order to reach the aims of design, students should be able to:

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

## KEY CONCEPTS

### Communication

While exploring the concept of communication, students develop an awareness and understanding of how, why and when we need to ensure that clear messages are given and received throughout the design process. It ensures that ideas can be communicated clearly and each person involved in the development of an idea from conception to use has a common and consistent understanding of the solution and its function. Communication drives invention to become innovation. When inquiring and analysing, students



## DESIGN

need to communicate with clients and target markets to identify the design need. When developing ideas, students engage in internal dialogue, using design sketches and models to think through the feasibility of their ideas. When creating the solution, students need to develop clear plans that can be followed easily. The final product must also clearly communicate its intent and how a user interacts with it.

### Communities

Through MYP design, students will develop an understanding that a solution to a problem for one community will create problems for another, some on a small or even personal scale, while others may be far-reaching, affecting communities thousands of miles away or the global community. When establishing the need and developing the design brief, the student always considers the community, whether this is a community that affects the design (target audience) or one that is affected by it. When developing ideas, engagement with the target audience and client drives the development to ensure it is fit-for-purpose, and the student must engage with the communities that effect and are affected by the solution when evaluating its effectiveness in solving the problem.

### Development

All ideas need refinement, through development, to become successful, appropriate and feasible. The development of solutions allows problems to be solved with greater success. Even though the name suggests that the main focus of development would be found in developing ideas, students have to develop research plans as and when they realize that there is further information they need in order to solve the problem. Students constantly adapt and change their plans when creating the solution, dependent on the thoroughness of their planning and, when evaluating, students develop testing methods to assess the success of the solution.

### Systems

While exploring the concept of systems, students develop an awareness and understanding that everything is connected to a single system or multiple systems. Products and solutions are systems of components combined to carry out a specific function. Systems also structure processes: the design cycle is an example of a system.





## PHYSICAL AND HEALTH EDUCATION

Student learning experiences in the PE program are diverse and comprehensive, allowing students to attain knowledge and experience within a supportive environment. The PE curriculum aims to guide students with their development of self and group confidence as well as emotional and physical competency. Individual sports activities offer students opportunities to strive for their personal best through a thorough understanding of their own limits. Partnered sports activities help students learn to manage their stress and emotions with respect to their physical effort that must be adapted to the environment and sports material.

### AIMS

The aims of MYP physical and health education are to encourage and enable students to:

- Use inquiry to explore physical and health education concepts
- Participate effectively in a variety of contexts
- Understand the value of physical activity
- Achieve and maintain a healthy lifestyle
- Collaborate and communicate effectively
- Build positive relationships and demonstrate social responsibility
- Reflect on their learning experiences

### MAIN OBJECTIVES

#### Objective A: Knowing and understanding

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems. In order to reach the aims of physical and health education, students should be able to:

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

#### Objective B: Planning for performance

Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education. In order to reach the aims of physical and health education, students should be able to:

- Design, explain and justify plans to improve physical performance and health
- Analyse and evaluate the effectiveness of a plan based on the outcome.
- Explain and demonstrate strategies that enhance interpersonal skills
- Develop goals and apply strategies to enhance performance
- Analyse and evaluate performance

#### Objective C: Applying and performing

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities. In order to reach the aims of physical and health education, students should be able to:

- Demonstrate and apply a range of skills and techniques effectively
- Demonstrate and apply a range of strategies and movement concepts
- Analyse and apply information to perform effectively

#### Objective D: Reflecting and improving performance

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others. In order to reach the aims of physical and health education, students should be able to:

- Explain and demonstrate strategies that enhance interpersonal skills
- Develop goals and apply strategies to enhance performance
- Analyse and evaluate performance

### KEY CONCEPTS

#### Change

In many ways, physical and health education involves inquiry into change. In response to stimuli from players and the environment, individuals and teams change strategies and tactics. Change is an essential aspect of human development, and adolescents are acutely aware of their changing bodies and abilities. Physical and health education courses can help to foster positive personal, social, emotional, mental and physical change that can lead to more balanced, healthy lives.

#### Communication

Physical and health education requires students to utilize, create, adapt and understand a variety of strategic communication tools. Communication within this subject relies on a strong connection between form and function. Students will understand that communication is not simply about giving and receiving information, but also how that information is transferred. Communication is an essential part of all personal and social development; it helps people to understand themselves, others and the world around them.

#### Relationships

In physical and health education, the concept of relationship offers opportunities to explore the connections human beings need in order to function and interact effectively. Through physical and health education, students will develop and reflect on a wide variety of personal and social relationships in which they can assess and develop their interpersonal skills.

# ASSESSMENT IN THE MYP

To determine the final achievement level in each of the criteria for each student, whether at the end of a marking period or the end of a year, teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgment. All units include summative tasks that are assessed according to one or more MYP criteria to ensure continuous assessment and feedback of students' performance against the MYP objectives. The planning of units and assessment tasks should ensure all criteria have been included over time, providing balanced evidence that is sufficient for determining a final achievement level.

The judgments will reflect the teacher's professional opinion

on the achievement level of each student in each of the criteria at the end of the marking period or year. In gathering the evidence for the judgment to be made, teachers will analyse the achievement levels of students over the course of the marking period or year, which represents their summative performance for that period, paying particular attention to patterns in the data (such as an increasing level of performance), consistency and mitigating circumstances.

In order to be assessed and considered as evidence of a student's level of achievement, an assessment task must be submitted by the deadline as published on ManageBac. Teachers will not give feedback on late work.

## Levels of Achievement (Grades 6-10)

Semester grades are reported using the MYP 1–7 scale, based on the descriptors below.

|                                      |  |
|--------------------------------------|--|
| <b>7</b><br>Excellent performance    | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.      |
| <b>6</b><br>Very good performance    | Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.                                |
| <b>5</b><br>Good performance         | Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.                                  |
| <b>4</b><br>Satisfactory performance | Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.                    |
| <b>3</b><br>Mediocre performance     | Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. |
| <b>2*</b><br>Poor performance        | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.   |
| <b>1*</b><br>Very Poor performance   | Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.   |

\* Students who earn semester grades of 2 or below are considered to have failed the course. Grade 9–10 students who fail will not receive course credit.



## MYP PERSONAL PROJECT

All Grade 10 students at SCIS are required to complete a Personal Project. The Personal Project encourages students to practice and strengthen their approaches to learning skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students' individual needs. The personal nature of the project is important; the project should revolve around a

challenge that motivates and interests the individual student. Each student develops a personal project independently.

MYP projects are student-centered and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate ATL skills developed through the MYP; and foster the development of independent, lifelong learners.

## SERVICE AS ACTION

All MYP students engage and reflect on purposeful action, arising out of local or academic contexts. As students become more aware and acquire a better understanding of the context, and of their responsibilities, they become empowered to make choices about how to take thoughtful and positive action. This action will be different from student to student and from context to context. The action may involve students in:

- feeling empathy towards others
- making small-scale changes to their behavior
- undertaking larger and more significant projects
- acting on their own
- acting collaboratively
- taking physical action
- suggesting modifications to an existing system to the benefit of all involved
- lobbying people in more influential positions to act.

With appropriate guidance and support, MYP students should, through their engagement with service as action:

- become more aware of their own strengths and areas for growth
- undertake challenges that develop new skills
- discuss, evaluate and plan student-initiated activities
- persevere in action
- work collaboratively with others
- develop international-mindedness through global engagement, multilingualism and intercultural understanding
- consider the ethical implications of their actions.

These learning outcomes identify the substance of students' self-reflection on service as action. All of these learning outcomes are closely associated with IB learner profile attributes and ATL skills. Through their participation in service, students can become more confident, self-regulated learners.



# MAJOR AWARDS AND DEPARTMENTAL AWARDS

Major awards are given at the end of each school year to recognize outstanding students as nominated and awarded by teachers. In addition, each department selects students who have demonstrated outstanding performance throughout the year in that subject area. These students are recognized at the end of the year awards assembly.

## Honour Roll and Academic Growth

Every subject in the IB MYP and DP is graded on a 1-7 scale.

## Middle Years Programme

Students may qualify for the Honour Roll by having a combined achievement of 48 points in all 8 subjects. Students may qualify for the Principal's Honour Roll by

having a combined achievement of 52 points in all 8 subjects. The Academic Growth award is issued in the second semester to students who have had an increase of 6 points or more in their aggregate criteria scores from all of their 8 in the MYP.

## Diploma Programme

Students may qualify for the Honour Roll by having a combined achievement of 36 points in all 6 subjects. Students may qualify for the Principal's Honour Roll by having a combined achievement of 39 points in all 6 subjects. The Academic Growth award is issued in the second semester to students who have had an increase of 4 points or more in their aggregate criteria scores from all of their 6 subjects in the DP. This award is presented by the DP Coordinator.

## ACADEMIC HONESTY

As SCIS students develop into "inquiring, knowledgeable and caring learners who contribute positively to their communities," they have daily opportunities to read and write, to consider and create. They draw upon a broad base of shared information and ideas to construct and express their own understandings, support their own arguments, and articulate new ideas in their own unique voices.

We are committed to the practice of academic honesty in all aspects of teaching and learning, and expect that the conduct and work of all SCIS stakeholders will be consistent with Principled behavior described by the IB Learner Profile.

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

All SCIS students are expected to:

- Ensure that all submitted work is authentic in nature. This means that the work must be the student's original work and expression and that the work of any others included in the submission must be accurately and entirely acknowledged.
- Include a Bibliography or Works Cited page with any assignment that draws on sources.
- Cite the work of others, whether quoted or paraphrased, using the most current MLA format.
- Respect the concept of intellectual property for non-textual sources, whether creative or expressive, when working with publications, images, music, video or any other sources of others' work.
- Conduct themselves appropriately within a testing environment to ensure that both the fact and appearance of academic honesty are maintained at all times.









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