

TEACHING + LEARNING GUIDE

GRADES 9 - 12

GRADES 7 + 8

IB LEARNER PROFILE

WHAT DO IB LEARNERS STRIVE TO BE?

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

For more information about the IB curriculum, please visit <https://www.ibo.org/programmes/>.



LITERATURE | Grades 9-12

GOALS + ASSESSMENT OBJECTIVES

Know, understand, and interpret

- a range of texts, works and/or performances, and their meanings and implications
- contexts in which texts are written and/or received
- elements of literary, stylistic, rhetorical, visual and/or performance craft
- features of particular text types and literary forms

Analyze and evaluate

- ways in which the use of language creates meaning
- uses and effects of literary, stylistic, rhetorical, visual, or theatrical techniques
- relationships among different texts
- ways in which texts may offer perspectives on human concerns

Communicate

- ideas in clear, logical and persuasive ways
- in a range of styles, registers, and for a variety of purposes and situations

LITERATURE | Grades 9-12

APPROACHES TO LEARNING

Thinking Skills: fostering thinking through the juxtaposition of texts from different times, cultures, literary forms, and text types

Communication Skills: articulating a well-developed and well-supported personal response to a text

Social Skills: creating, through attitude and example, a safe classroom environment where challenging and diverse texts can be studied in a respectful manner

Self-Management Skills: encouraging self-reflection on progress against criteria, but also self-reflection based on aims as broad as developing an interest in and enjoyment of language and literature

Research Skills: creating group research tasks in relation to contextual concerns of texts studied

LANGUAGES | Grades 9-12

GOALS + ASSESSMENT OBJECTIVES

Communicate clearly and effectively in a range of contexts and for a variety of purposes.

Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.

Understand and use language to express and respond to a range of ideas with fluency and accuracy.

Identify, organize and present ideas on a range of topics.

Understand, analyze and reflect upon a range of written, audio, visual, and audio-visual texts.

LANGUAGES | Grades 9-12

APPROACHES TO LEARNING

Thinking Skills: Through language acquisition, students develop a body of thinking skills that may include, but are not limited to, metacognition, reflection, critical thinking, creative thinking and transfer.

Research Skills: In language acquisition, research allows students to use authentic sources to explore questions from different cultural perspectives and to expand their linguistic and intercultural knowledge in any direction that presents a particular interest for them.

Communication Skills: Utilize interpretation and negotiation of meaning; coherent exchange of ideas; and the ability to inform, describe, narrate, explain, persuade and argue to a variety of audiences and in different contexts.

Social Skills: To function effectively in the language acquisition classroom, students need to be adept at both peer-related and adult-related social communication and behavior.

Self-Management Skills: Students should set their own goals and reflect on their progress as they grow and improve their linguistic and cultural competence.

GOALS + ASSESSMENT OBJECTIVES

Assessment objective 1: Knowledge and understanding

Assessment objective 2: Application and analysis

Assessment objective 3: Synthesis and evaluation

Assessment objective 4: Use and application of appropriate skills

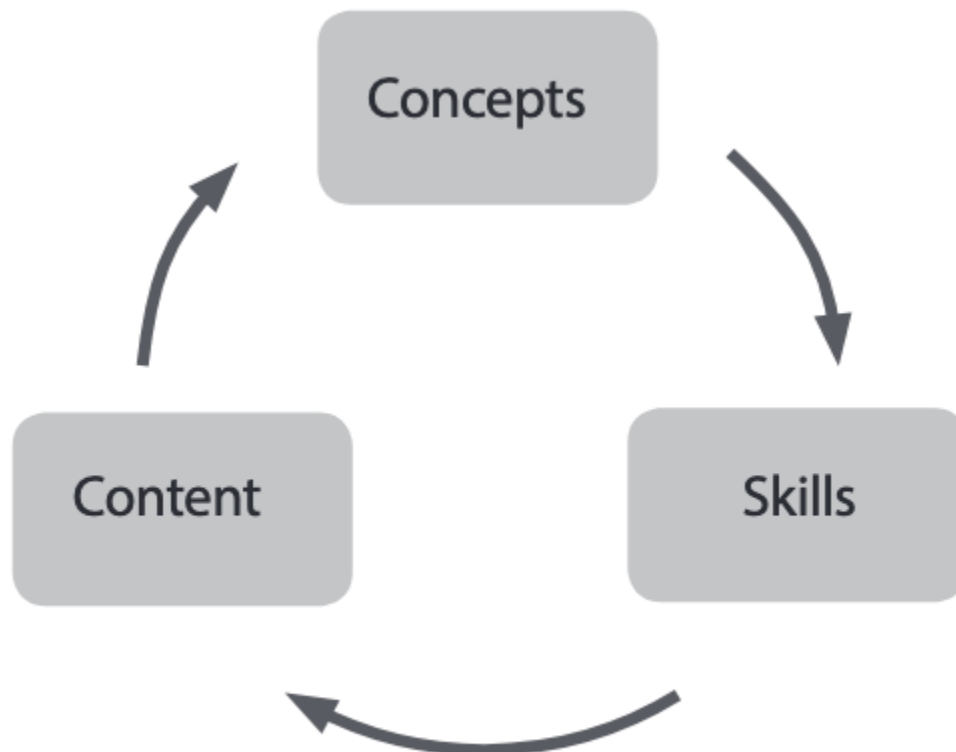


Figure 9
Three key elements

SCIENCE S | Grades 9-12

GOALS + ASSESSMENT OBJECTIVES

Demonstrate knowledge and understanding of:

- facts, concepts and terminology
- methodologies and techniques
- communicating scientific information

Apply:

- facts, concepts and terminology
- methodologies and techniques
- methods of communicating scientific information.

Formulate, analyze, and evaluate:

- hypotheses, research questions and predictions
- methodologies and techniques
- primary and secondary data
- scientific explanations.

Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations

SCIENCES | Grades 9-12

APPROACHES TO LEARNING

Experimentation Skills: Integral to the experience of students in any of the group four courses is their experience in the classroom, laboratory, or in the field. Practical activities allow students to interact directly with natural phenomena and secondary data sources. These experiences provide the students with the opportunity to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. Experiments can be used to introduce a topic, investigate a phenomenon or allow students to consider and examine questions and curiosities.

MATHEMATICS | Grades 9-12

GOALS + ASSESSMENT OBJECTIVES

Knowledge and Understanding: Recall, select, and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.

Problem Solving: Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems.

Communication and Interpretation: Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation; use appropriate notation and terminology.

Technology: Use technology accurately, appropriately, and efficiently both to explore new ideas and to solve problems.

Reasoning: Construct mathematical arguments through use of precise statements, logical deduction, and inference and by the manipulation of mathematical expressions.

Inquiry Approaches: Investigate unfamiliar situations, both abstract and from the real world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity.

ARTS | Grades 9-12

GOALS + ASSESSMENT OBJECTIVES

Assessment Objective 1: demonstrate knowledge and understanding of specified content

- Identify various contexts in which the visual arts can be created and presented.

Assessment Objective 2: demonstrate application and analysis of knowledge and understanding

- Express concepts, ideas, and meaning through visual communication.

Assessment Objective 3: demonstrate synthesis and evaluation

- Critically analyze and discuss artworks created by themselves and others and articulate an informed personal response.

Assessment Objective 4: select, use and apply a variety of appropriate skills and techniques

- Experiment with different media, materials, and techniques in art-making.

A R T S | Grades 9-12

APPROACHES TO LEARNING

Reflection Skills: The visual arts journal, a central element of the visual arts course, brings together a number of ATL skills through the process of reflection, which features as a taught activity throughout the course.

LANGUAGES + LITERATURE | Grades 7 + 8

GOALS + ASSESSMENT OBJECTIVES

- 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 analyzing literary and non-literary texts.
- Engage with text from different historical periods and a variety of cultures.
- Explore and analyze 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.

FOREIGN LANGUAGES | Grades 7 + 8

GOALS + ASSESSMENT OBJECTIVES

- 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 communication skills necessary for further language learning, and for study, work and leisure in a range of contexts.
- Develop multiliteracy skills through the use of a range of learning tools.
- 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.
- Recognize and use language as a vehicle of thought, reflection, self-expression, and learning in other subjects.
- Understand the nature of language and the process of language learning.
- Gain insight into the cultural characteristics of the communities where the language is spoken.
- Gain an awareness and understanding of the perspectives of people from their own and other cultures.
- Develop curiosity, inquiry, and a lifelong interest in, and enjoyment of, language learning.

MATHEMATICS | Grades 7 + 8

GOALS + ASSESSMENT OBJECTIVES

- 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; the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics; the international dimension in mathematics; and 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.

SCIENCES | Grades 7 + 8

GOALS + ASSESSMENT OBJECTIVES

- Understand and appreciate science and its implications.
- Consider science as a human endeavor 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.

HUMANITIES | Grades 7 + 8

GOALS + ASSESSMENT OBJECTIVES

- 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.

A R T S | Grades 7 + 8

GOALS + ASSESSMENT OBJECTIVES

- Enjoy lifelong engagement with the arts.
- Explore the arts across time, cultures and contexts.
- Understand the relationship between art and its contexts.
- Develop the skills necessary to create and to perform art.
- Express ideas creatively.
- Reflect on their own development as young artists.

DESIGN | Grades 7 + 8

GOALS + ASSESSMENT OBJECTIVES

- 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.

PHYSICAL HEALTH + EDUCATION | Grades 7 + 8

GOALS + ASSESSMENT OBJECTIVES

- 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 demons.

ATHLETICS + CO-CURRICULARS | All Grades

Co-curricular clubs, activities, and sports are encouraged and required.

GRADES 7 + 8

optional and encouraged

GRADES 9, 10, 11

varying requirements and individual exemptions

GRADE 12

optional and encouraged

Co-curricular activities aim to develop students in becoming more confident, regulated learners and involved in the community. Co-curricular activities are an integral part of the curriculum at The Newman School.

All students participate in a set number of self-selected activities during and after school by semester, and by “season,” such as “fall, winter, and spring.”

Successful participation in co-curricular activities at The Newman School, or in an approved program outside of school, is required for promotion from the middle school and graduation from the high school.

Newman Co-curricular Graduation Requirements

Newman’s co-curricular requirements fall into 3 major categories. Students joining Newman in subsequent grades must fulfill all applicable co-curricular category 1 and 2 requirements to graduate.

All Newman Students

Grade	Category 1	Category 2	Category 3
7	Fulfilled by academic curriculum	3 seasons	Optional
8	Fulfilled by academic curriculum	3 seasons	Optional
9	3 seasons	3 seasons	Optional
10	2 seasons	3 seasons	Optional
11	1 season	3 seasons	Optional
12	Requirement fulfilled by CAS for full DP candidates.	3 seasons	Optional

ATHLETICS + CO-CURRICULARS | All Grades

There are four categories of co-curricular activities:

ATHLETICS | CREATIVITY | ACTION | SERVICE

ATHLETICS

Students participating in athletic teams learn invaluable skills outside of the classroom. Skills like teamwork, self-sacrifice, the ability to stay composed under pressure, and how to push oneself mentally and physically to achieve a collective goal are some skills explored. The Newman School students acquire these skills through engaging in teams such as basketball, soccer, crew, tennis and many more.

CREATIVITY

Students participating in creativity-oriented activities learn new strategies and tools to further develop their creative and critical thinking skills. Opportunities involving creativity at The Newman School include yearbook, theater and music, among others.

ACTION

Students engaging in action-oriented activities use classroom learning to address issues facing their community. Students can write for the school newspaper, join the environmental club, serve on student council, engage in junior achievement, or social justice club, amongst other options.

SERVICE

Students interested in service activities meeting a need, involving others, or demonstrating care for the community can engage in The Newman School's peer tutoring, Chinatown tutoring, and MUN, amongst other options. Students can also design their own service activity for school review, approval, and credit.

ATHLETICS + CO-CURRICULARS | All Grades

CATEGORY 1 co-curricular activities		
FALL	WINTER	SPRING
Theater Varsity Soccer - Boys Varsity Soccer - Girls Middle School Soccer - Co-ed Sailing Crew Varsity Volleyball - Girls Varsity Cross Country - Coed Approved Outside Activity Fencing YMCA Fitness Program Music Art Club Robotics	Theater Varsity Basketball - Boys Varsity Basketball - Girls Mock Trial Tennis (club) Approved Outside Activity YMCA Fitness Program Music Art Club Rock Climbing	Theater Varsity Tennis - Boys Varsity Tennis - Girls Middle School Sailing - Co-ed Sailing Crew Ultimate Frisbee Baseball Outdoor Club Approved Outside Activity YMCA Fitness Program Music Art Club Robotics Rock Climbing

CATEGORY 2 ALL SEASONS clubs during the day		
Environmental Club Social Justice Club Model UN Film & Media Club Newsman Chess Club A Capella / Music Practice	Ancient Languages Junior Achievement Yearbook Math Club Mock Trial (winter only) Creative Writing Gender Equality Club	Computer Science Club NASA Club Robotics Club Peer Tutoring Student Council Book Club Music Creation

CATEGORY 3 ALL SEASONS meet on a club by club basis		
Gender + Sexuality Alliance Cardinals Connect Table Tennis Club Newman Band Peer Mentor A.C.E		