



CHADWICK
INTERNATIONAL

► Grades 6-12

MIDDLE SCHOOL
AND UPPER SCHOOL
**COURSE
HANDBOOK**

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01

The Chadwick Mission, Core Values and the IB Learner Profile



MISSION STATEMENT

Chadwick Schools develop global citizens with keen minds, exemplary character, self-knowledge, and the ability to lead.

Chadwick Schools employ five Core Values as guides for all Chadwick community members to conduct themselves within their communities:



HONESTY We expect Chadwick community members to be honest in all dealings with representatives of the school and the broader community.

RESPECT We expect Chadwick community members to respect differences of class, intellect, race, and background, and we support individual learning targets of students.

RESPONSIBILITY We expect Chadwick community members to take responsibility for their actions, to apologize if necessary, and to bring up productive conversations with relevant community members as soon as an issue arises.

FAIRNESS We expect Chadwick community members to approach situations free from bias and to understand that “fair” does not always mean “equal”, as our goal is to support each student and family as best we can.

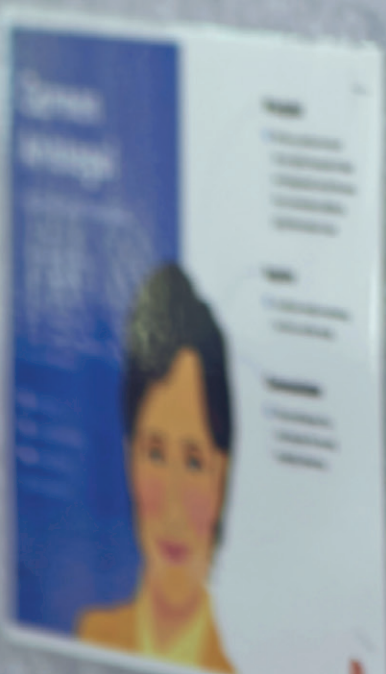
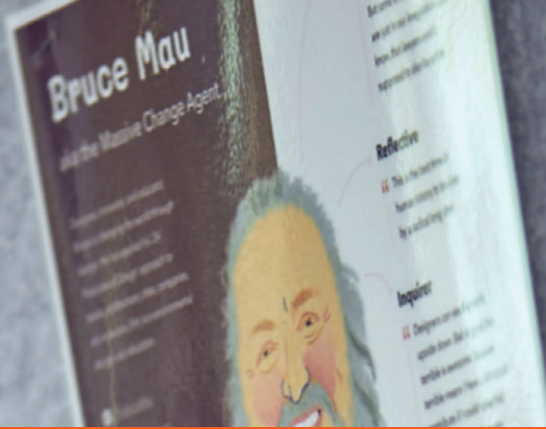
COMPASSION We expect Chadwick community members to approach others with compassion; this means that we maintain a belief in the best in others and support behaviors in compassionate ways.

Excerpted from Chadwick International Parent Handbook 2017-2018

These Core Values align with many of the traits of the IB Learner Profile, most notably the attitudes of principled, open-minded, caring, and courageous.

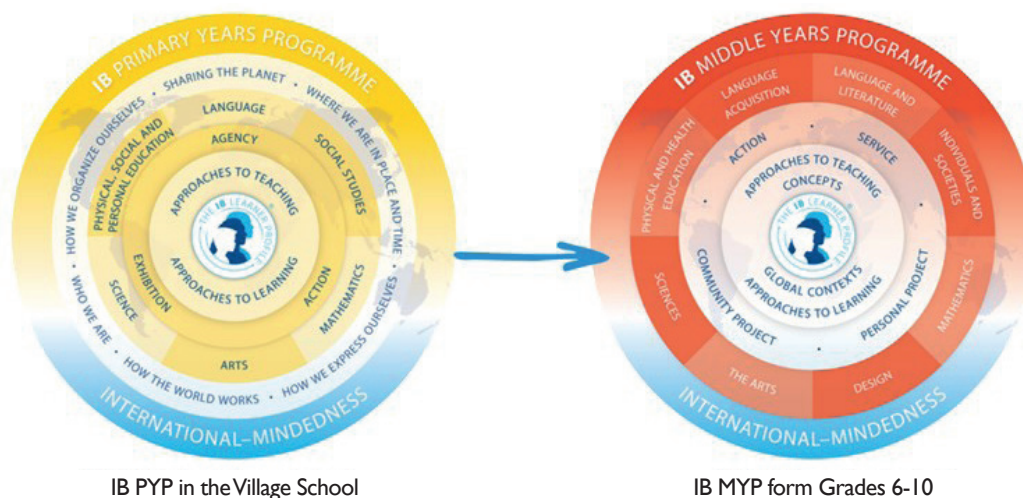
02

Introduction



ACADEMIC PROGRAMMES IN THE MIDDLE SCHOOL

Chadwick International is an IB continuum school. We value eagerness to learn, inquiry, and development of skills to become life-long learners.



IB PYP in the Village School

IB MYP form Grades 6-10

Grades 6-8 IB Middle Years Programme

The Middle School at Chadwick International follows the IB MYP. The MYP aims to help students develop the knowledge, attitudes, and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. This means teaching them to become independent learners who can recognize relationships between school subjects and the world outside, and learn to combine relevant knowledge, experience, and critical thinking to solve authentic problems. Inquiry is a central idea in IB approaches to teaching. Inquiry, interpreted in the broadest sense, is the process initiated by students or the teacher that moves students from their current level of understanding to a new and deeper level of understanding. (From *Principles into Practice*, 2022) This statement conceals, perhaps, the most significant way in which teaching and learning in MYP differs from the educational experience of parents and teachers.

To support this, the MYP requires teachers to provide learning experiences that draw on students' prior knowledge and provide the time and opportunity for reflection.

This is supported in the MYP by the acquisition of knowledge and the development of skills and attitudes in context.

In the Middle School, they are invited to investigate personally and globally significant issues by:

- Formulating their own questions
- Designing their own inquiries
- Assessing the various methods available to support their inquiries
- Proceeding with research, experimentation, observation, and analysis that will help them find their own responses to the issues.

Teaching and learning through inquiry help students to grow in their capacity to:

- Make connections between previous learning and

current learning

- Make predictions and take action to see what happens
- Experiment and play with various possibilities
- Make and test theories
- Collect data and report findings
- Clarify existing ideas and reappraise perceptions of events
- Deepen their understanding through the application of a concept
- Research and seek information
- Take and defend a position
- Solve problems in a variety of ways.

Assessment in the MYP

The MYP offers a criterion-related model of assessment. This model assesses the key areas of specific subjects to allow the best chance for students to show their progress.

Some of the key features of MYP assessment are listed below:

1. Each of the MYP subject areas has four different assessment criteria. These criteria have been designed to assess the specific knowledge, skills, and attitudes required for success in each subject area.
2. Teachers organize continuous assessments over the duration of the programme. This provides students with ongoing feedback about progress and highlights how performance can be improved.
3. The MYP criteria require teachers to develop a range of different assessment methods. We

know that students learn in different ways, and this allows students to develop and demonstrate different strengths.

4. Each criterion is assessed more than once, giving students multiple opportunities to demonstrate their knowledge and skills. This gives a better overall indication of performance and balances an occasional poor result or off-day.

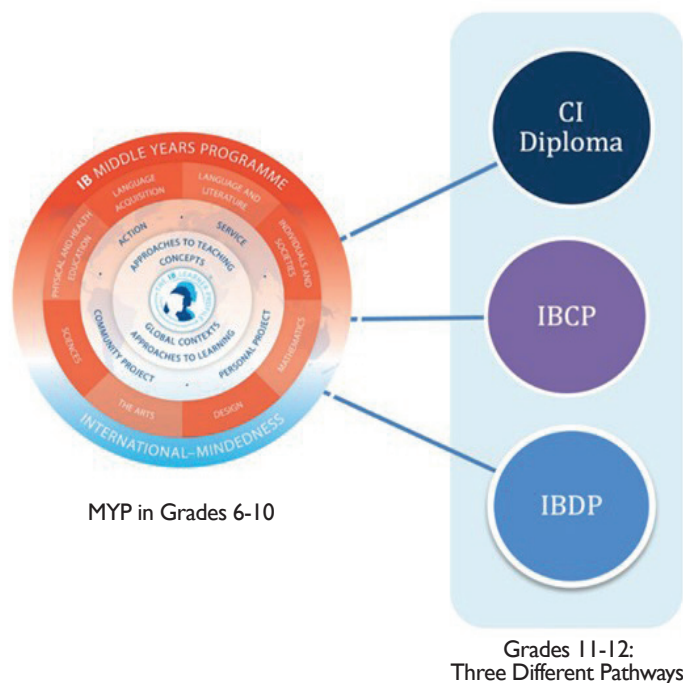
At Chadwick we believe that assessment is to build the student, hence it has the following characteristics:

- Collaborative
- Authentic
- Inclusive and Equitable
- Explicit and Transparent
- Varied
- Provides opportunity for feedback and reflection



ACADEMIC PROGRAMMES IN THE UPPER SCHOOL

At Chadwick International, we aim to find the most successful pathway through Grades 9-12 for each student. The “best pathway” is the one that enables students to achieve the qualifications necessary to take the next steps in their education or career path. As such, it is very important to fully understand the options that are available and make informed choices.



Grades 9-10 IB Middle Years Programme

The International Baccalaureate Middle Years Programme (MYP) provides a framework of academic challenges and life skills for students between the ages of 11-16. This five-year program offers an educational approach that embraces yet transcends traditional school subjects.

Students at this age are in an important phase of personal and intellectual development. An educational program needs to provide them with discipline, skills, and challenging standards, but also with creativity and flexibility. The IB builds the MYP around these considerations, but it is also concerned with students developing a personal value system for guiding their own lives as thoughtful members of local and global communities.

Grades 11-12: Three different pathways

The three pathways by which the graduation requirements of Chadwick International can be met are:

Chadwick International Diploma (CI Diploma)

Summary:

The most flexible option with a combination of CI and IB DP subject courses.

IB Career-related Programme (IB CP)

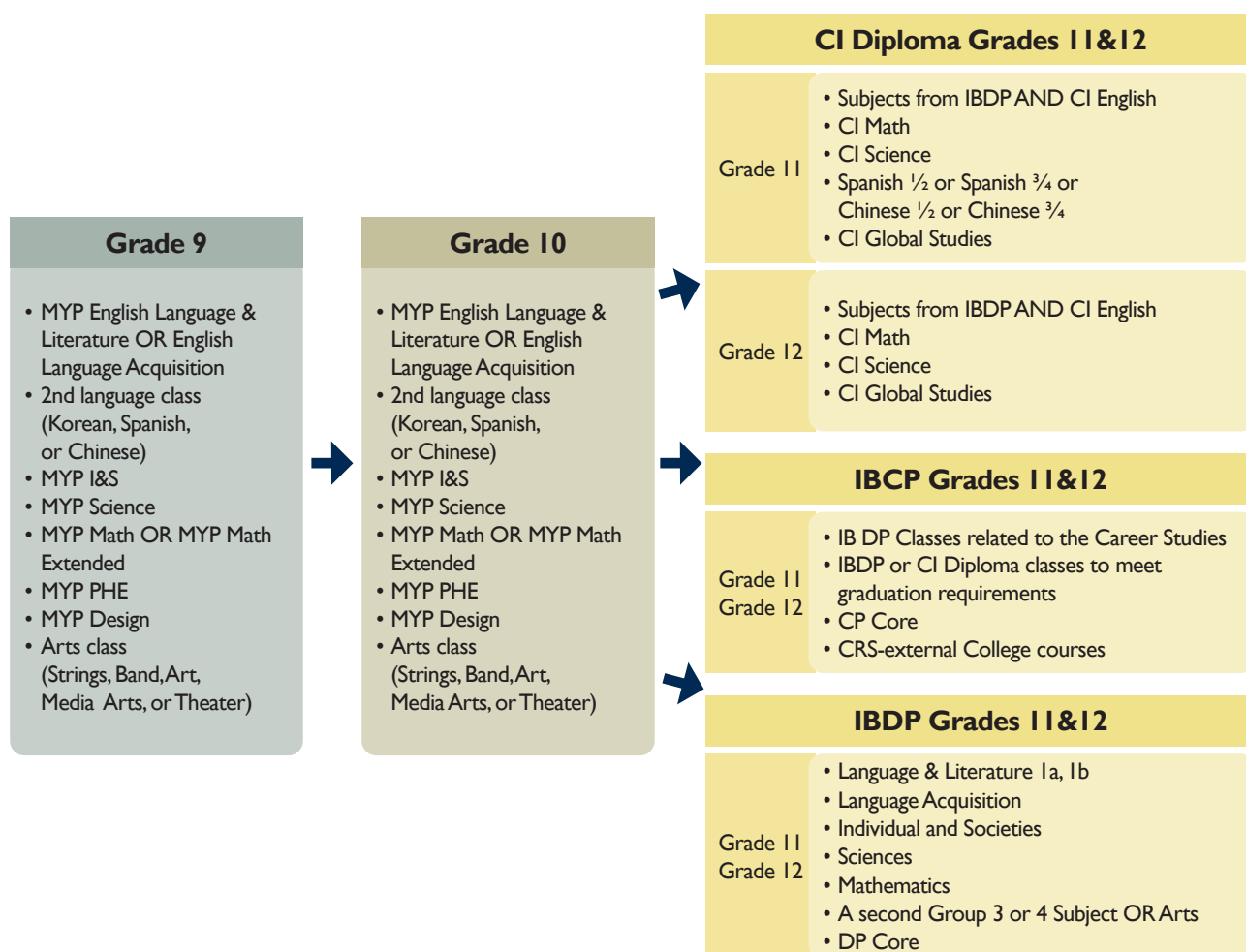
Summary:

A course from the Career-related studies options and two or more subject choices from the IB Diploma Programme (DP) plus the CP core.

IB Diploma Programme (IB DP)

Summary:

Three Higher Level (HL) and three Standard Level (SL) subject choices plus the DP core. All courses are for two years.

► **PATHWAYS**

Grades 9-10 students continue with the MYP as this provides a broad base for their selection of pathways in Grade 11 and 12. In Grades 11 and 12 students can select any one of the three pathways to meet the final graduation requirements. The details for each of the pathways are further clarified in the handbook. In Grades 11 and 12, students must meet the core requirements as given below, as well as meet other CI requirements as well.

► **CORE REQUIREMENTS OF THE GRADES 11 AND 12 PATHWAYS**

CI Diploma	IBCP	IBDP
Senior Project	Personal & Professional Skills Classes	Theory of Knowledge
CAS-service component	Language Development Portfolio	Extended Essay
Core Classes	Service Learning	CAS
	Reflective Project	

IB MYP FRAMEWORK GRADES 6-10

The MYP program provides a thorough study of the traditional Secondary School disciplines, but it also emphasizes the interrelatedness of these disciplines.

In addition to the eight subject areas, the MYP curriculum model has concepts and global contexts at its center. These two aspects of the MYP help guide and focus student learning in all subject areas, interdisciplinary learning, and the Personal Project.

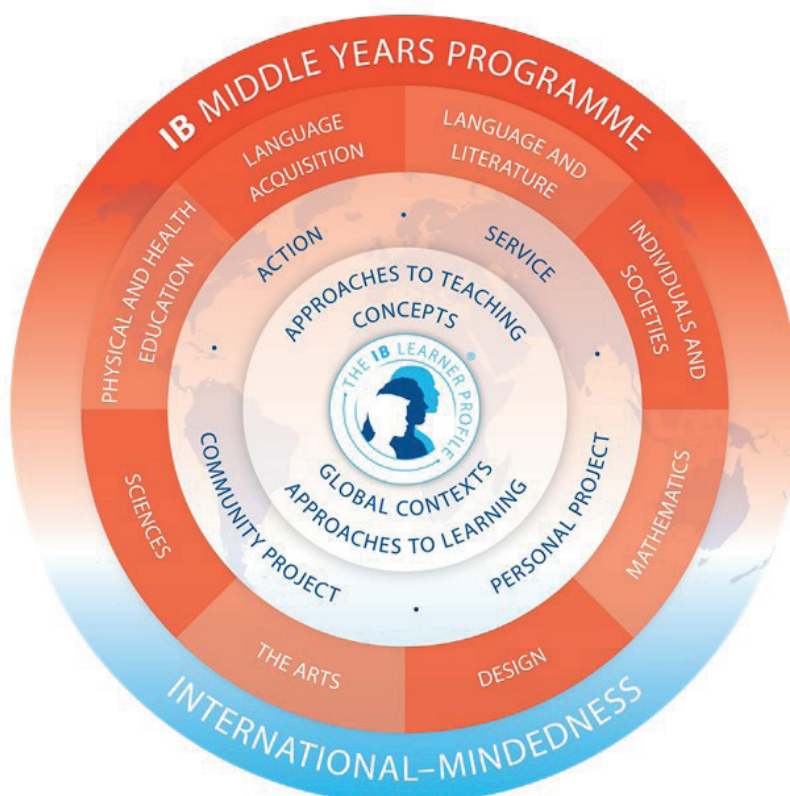
The IB publishes a set of MYP “General Regulations for MYP Schools”. These regulations can be accessed through the Chadwick parent portal. MYP students and their parents should read these regulations and ensure that they understand them. The MYP Coordinator is available to answer questions about these “General Regulations for MYP Schools” if needed.

The MYP is a framework for inquiry-based learning. It consists of:

1. Concepts and contexts – Learning via inquiry – the “what”, the “why”, and the “how”
2. Approaches to Learning (ATL) skills - the “learning muscles” to succeed.
3. 8 MYP subjects, interdisciplinary learning, and the Personal Project to frame the learning.

MYP Subject Groups

- Language & Literature
- Language Acquisition
- Individuals and Societies (I&S)
- Sciences
- Mathematics
- Arts
- Design
- Physical & Health Education (PHE)
- Personal Project and Interdisciplinary Learning





WHAT ARE THE CORE COMPONENTS OF THE MYP FOR GRADES 6-10?

MYP is a holistic education framework, which means that it provides for a whole-person education. The academic aspects of the MYP are infused with many components that provide for lifelong learning, real-world application of knowledge, and transfer of skills and ideas beyond the classroom and the discrete disciplines of school. Thus, the core components of the program are related to achieving such aims.

MYP Requirements

AT THE END OF GRADE 10

Participate in Outdoor Education

Students must meet the Chadwick OE requirements.

Personal Project

All students must have completed the personal project and scored 3 or above as the overall grade from IB.

Service as Action

All students must have completed service activities such that all seven service outcomes have been met.

Eight Subject Groups

Students study subjects from each of the eight subject groups or meet

the subject flexibility requirements.

Language Requirements

Students meet the MYP Language requirements at CI.

The MYP uses a conceptual framework to engage students and help them develop their learning using real-life contexts. This interplay between the concepts placed in a real-life context is helpful in students' being able to make sense of the world around them, develop their learning style by using different approaches to learning, and take "action" through service activities, interdisciplinary units, or the Personal Project.

GLOBAL CONTEXTS

All learning in the MYP involves understanding concepts in context. MYP learning contexts involve students in authentic, real-world settings, events, and circumstances. They are chosen from global contexts to encourage international-mindedness and global engagement. In a world of increasing interconnection and complexity, learning in context provides MYP students with opportunities to explore multiple dimensions of meaningful challenges that young people face today. This helps MYP students to develop creative solutions and understanding.

The MYP identifies six global contexts for learning. Each MYP unit of study is focused on exploring one of these contexts

**GLOBAL
CONTEXT****FOCUS QUESTION(S)
DESCRIPTION****EXAMPLE EXPLORATIONS****IDENTITIES AND
RELATIONSHIPS****WHO AM I? WHO ARE WE?**

Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

POSSIBLE EXPLORATIONS TO DEVELOP :

- competition and cooperation; teams, affiliation and leadership
- identity formation, self-esteem, status, roles and role models
- personal efficacy and agency; attitudes, motivations, independence; happiness and the good life
- physical, psychological and social development, transitions, health and well-being, lifestyle choices
- human nature and human dignity, moral reasoning and ethical judgment, consciousness, and mind

**ORIENTATION IN
TIME AND SPACE****WHAT IS THE MEANING OF
'WHERE' AND 'WHEN'?**

Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.

POSSIBLE EXPLORATIONS TO DEVELOP :

- civilizations and social histories, heritage; pilgrimage, migration, displacement, and exchange
- epochs, eras, turning points and 'big history'
- scale, duration, frequency and variability
- peoples, boundaries, exchange and interaction
- natural and human landscapes and resources
- evolution, constraints and adaptation

**PERSONAL AND
CULTURAL
EXPRESSION****WHAT IS THE NATURE AND
PURPOSE OF CREATIVE
EXPRESSION?**

Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

POSSIBLE EXPLORATIONS TO DEVELOP :

- artistry, craft, creation, beauty
- products, systems and institutions
- social constructions of reality; philosophies and ways of life; belief systems; ritual and play
- critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument
- metacognition and abstract thinking
- entrepreneurship, practice and competency

GLOBAL CONTEXT

SCIENTIFIC AND TECHNICAL INNOVATION

FOCUS QUESTION(S) DESCRIPTION

HOW DO WE UNDERSTAND THE
WORLDS IN WHICH WE LIVE?

Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

EXAMPLE EXPLORATIONS

POSSIBLE EXPLORATIONS TO DEVELOP :

- systems, models, methods; products, processes and solutions
- adaptation, ingenuity and progress
- opportunity, risk, consequences and responsibility
- modernization, industrialization and engineering
- digital life, virtual environments and the information age
- the biological revolution
- mathematical puzzles, principles and discoveries

GLOBALIZATION AND SUSTAINABILITY

HOW IS EVERYTHING
CONNECTED?

Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world- interconnectedness; the impact of decision-making on humankind and the environment.

POSSIBLE EXPLORATIONS TO DEVELOP :

- markets, commodities and commercialization
- human impact on the environment
- commonality, diversity and interconnection
- consumption, conservation, natural resources and public goods
- population and demography
- urban planning, strategy and infrastructure

FAIRNESS AND DEVELOPMENT

WHAT ARE THE
CONSEQUENCES OF OUR
COMMON HUMANITY?

Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

POSSIBLE EXPLORATIONS TO DEVELOP :

- democracy, politics, government and civil society
- inequality, difference and inclusion
- human capability and development ; social entrepreneurs
- rights, law, civic responsibility and the public sphere
- justice, peace and conflict management
- power and privilege
- authority, security and freedom
- imagining a hopeful future

CONCEPTS

The MYP identifies 16 key concepts to be explored across the curriculum. These key concepts represent understandings that reach beyond the eight MYP subject groups from which they are drawn. Teachers use key concepts from their own subject group to plan disciplinary and interdisciplinary units of work by identifying one key concept that drives the unit’s development.

MYP Key Concepts			
Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global Interactions	Identity	Logic
Perspectives	Relationships	Systems	Time, Place & Space

These concepts are not only “key” in the sense of being important; they also provide a key; a way into a body of knowledge through structured and sustained inquiry. They place no limits on the breadth of knowledge or the depth of understanding, and therefore provide access to every student, regardless of individual aptitudes and abilities.



APPROACHES TO LEARNING (ATL)

Every MYP unit of study identifies ATL skills that students will develop through inquiry and will then demonstrate in formative and summative assessments. Most ATL skills directly support the achievement of the subject objectives and assessment criteria.

The IB has identified five skill categories that are important to MYP students' growth and development. These skills are then broken down into ten different skill clusters, as shown in the tables below. MYP teachers provide students with regular, specific feedback on the development of their ATL skills throughout the school year.

ATL Skill Categories	MYP ATL Skill Clusters	
Communication	I. Communication Skills	
	Exchanging thoughts, messages and information effectively through Interaction. Reading, writing and using language to gather and communicate information.	How can students communicate through interaction? How can students demonstrate communication through language?
Social	II. Collaboration Skills	
	Working effectively with others	How can students collaborate?
Self-management	III. Organization skills	
	Managing time and tasks effectively	How can students demonstrate organizational skills?
	IV. Affective Skills	
	Managing state of mind	How can students manage their own state of mind?
	V. Reflection Skills	
	(Re)considering the process of learning; choosing and using ATL skills	How can students be reflective?
Research	VI. Information Literacy Skills	
	Finding, interpreting, judging and creating information	How can students demonstrate information literacy?
	VII. Media Literacy Skills	
	Interacting with media to use and create ideas and information	How can students demonstrate media literacy?
Thinking	VIII. Critical Thinking Skills	
	Analyzing and evaluating issues and ideas	How can students think critically?
	IX. Creative Thinking Skills	
	Generating novel ideas and considering new perspectives	How can students be creative?
	X. Transfer Skills	
	Using skills and knowledge in multiple contexts and knowledge across disciplines	How can students transfer skills and knowledge across disciplines and subject groups?

SERVICE AS ACTION

The main requirements for Service as Action for all students in MYP are:

- To be involved in service learning and to meet the seven learning outcomes each year.
- Engage in action within the curriculum, which will involve activity and creativity.

There are seven MYP Service as Action learning outcomes. All student learning outcomes for service are closely associated with IB learner profile attributes and approaches to learning (ATL) skills:

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

The objective of MYP service as action is for students to engage in action that enables them to demonstrate evidence of all seven learning outcomes in each year of the programme.

Action can become part of the MYP unit-planning process at several points: adding specific learning engagements (using a service-learning model) to meet curriculum objectives through principled action through service with others; providing students with ideas and opportunities through which they might choose to take or organize action themselves through service with others; using global contexts that invite students to initiate their inquiry into local expressions of global challenges. (MYP From Principles into Principles, IBO).

Students build an MYP Service as Action portfolio as part of their evidence of their achievement of the seven MYP Service as Action learning outcomes. This portfolio is in ManageBac.

Chadwick provides several opportunities within the classroom and outside of class time for MYP students to engage in Service as Action. These include:

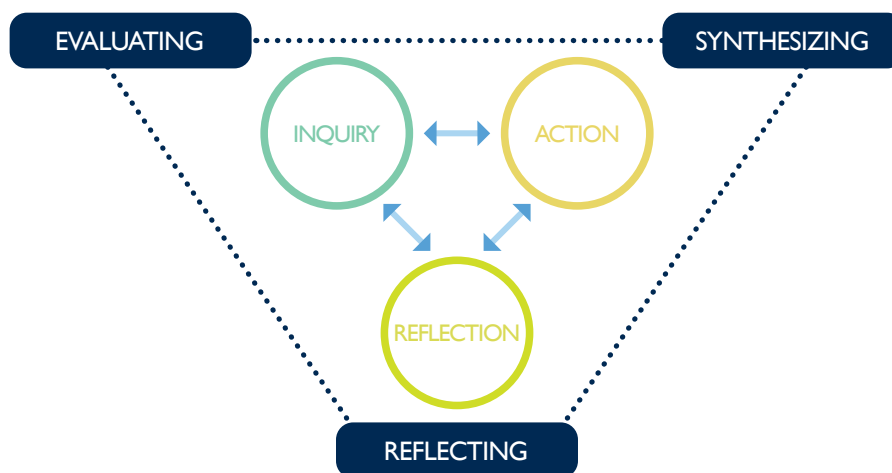
- Middle School Clubs
- Upper School Clubs
- Middle School in Action (MSA)
- Co-curricular activities such as sports, the arts, etc.

Chadwick staff support MYP students with the achievement of the MYP Service as Action outcomes through filling these roles within the school community.



ROLE	RESPONSIBILITIES
ADVISORS	<ul style="list-style-type: none"> • Allocate time within advisory to give verbal feedback on evidence of meeting the service as action outcomes.
CLUB ACTIVITY ATHLETICS MSA SUPERVISORS	<ul style="list-style-type: none"> • Supervise student action. • Help students select appropriate service outcomes. • Dialogue with students to discuss with their progress in meeting the learning outcomes. • Complete supervisor review at the completion of the experience. • Chaperone students' visits to organizations and events when needed.
SERVICE AS ACTION COORDINATOR FOR GRADES 6-10	<ul style="list-style-type: none"> • Collaboratively develop, review, and implement the MYP Service as Action programme. • Facilitate logistics for service as action clubs and time within club blocks and assemblies for students to complete their demonstration of the seven learning outcomes. • Chaperone students' visits to organizations and events when needed. • Mentor student-led service club leaders.
SERVICE AS ACTION COORDINATOR	<ul style="list-style-type: none"> • Support activity supervisors and sponsors in their understanding of the philosophy and procedures. • Support school-wide events related to Service as Action. • Provide guidance to service as action lead(s) in VS, MS, and US. • Recruit and train parent chaperones and allocate them appropriately to students' service activities.
MYP COORDINATOR	<ul style="list-style-type: none"> • Follow up with students who are not meeting Service as Action requirements. • Ensure the curriculum provides sufficient opportunities for students to meet the learning outcomes for service as action in every year of the MYP.
MIDDLE SCHOOL AND UPPER SCHOOL PRINCIPALS	<ul style="list-style-type: none"> • Approve service as action activities calendar; annual events/activities. • Approve time within club blocks and assemblies etc. for students to complete their demonstration of evidence of the seven learning outcomes. • Collaboratively develop, review, and implement the service as action / CAS programme. • Make decisions on validity of fundraising events.

INTERDISCIPLINARY LEARNING



*The text below is excerpted from IB's MYP Subject Brief for Interdisciplinary Learning.

Interdisciplinary learning can take place between different subject groups and between different disciplines within a subject group to encourage broader perspectives on complex issues and deeper levels of analysis and synthesis. Interdisciplinary connections must be meaningful.

In the MYP, interdisciplinary learning is the process by which students come to understand bodies of knowledge and modes of thinking from two or more disciplines and then integrate them to create a new understanding. Students demonstrate this by bringing together concepts, methods or forms of communication to explain a phenomenon, solve a problem, create a product or raise a new question in ways that would have been unlikely through a single discipline.

MYP schools must engage students in at least one collaboratively planned interdisciplinary unit in

each year of the MYP to integrate knowledge and skills from two or more subject groups in an interdisciplinary manner.

The aims of interdisciplinary learning in the MYP are to:

- develop a deeper understanding of learning skills and apply them in meaningful contexts.
- integrate conceptual learning, ways of knowing and methods of inquiring from multiple disciplines.
- inquire into compelling issues, ideas and challenges by creating products or explaining phenomena.
- reflect on and communicate understanding of the interdisciplinary learning process experience the excitement of intellectual discovery—including insights into how disciplines complement and challenge one another.



OUTDOOR EDUCATION AND MYP INTERDISCIPLINARY LEARNING

Classrooms and school buildings are important learning environments, but outdoor activities and environmental studies also provide powerful learning opportunities. Education beyond the classroom contributes to a range of important societal goals that can promote health and well-being, pro-social behaviour and community cohesion.

Outdoor adventure can be another valuable component in a well-rounded and rich educational experience, providing settings in which young people can engage in self-discovery and develop environmental awareness. MYP students benefit from regular opportunities to learn in outdoor settings, understand a natural place over time, and put theory into practice beyond the classroom.

Education outside the classroom often incorporates responsible action and critical reflection in ways that are essential in the process of learning through inquiry.

(MYP From Principles into Practice, p.76)

MYP students engage in Outdoor Education during every year of the MYP (as well as in the PYP and in Grades 11-12). Chadwick's Outdoor Education curriculum is designed to provide opportunities for students to develop their approaches to learning. As well, Outdoor Education courses help Chadwick MYP teachers address the aims and objectives of MYP Interdisciplinary learning.



PERSONAL PROJECT

*The text below is excerpted from IB's MYP Subject Brief for Personal Project.

The MYP personal project is a student-centered, age-appropriate practical exploration in which students consolidate their learning throughout the MYP. This long-term project is designed as an independent learning experience of approximately 25 hours. The personal project formally assesses students' ATL skills for self-management, research, communication, critical and creative thinking, and collaboration.

The personal project encourages students to practice and strengthen their ATL skills, to connect classroom learning engagements with personal experience, and to develop their interests for lifelong learning. Students must identify a global context for their MYP personal project to establish the project's relevance and significance.

The MYP personal project aims to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context.
- generate creative new insights and develop deeper understandings through in-depth investigation.
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations.
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

Students address personal project objectives through:

- the process they follow
- the product or outcome they create
- the report or presentation they make that explains what they have done and learned.

Students document their thinking, research process and development of their initial ideas by developing an

outline of a challenging but manageable goal. Example goals include the development of original works of art, models, business plans, campaigns, blueprints, investigative studies, scientific experiments, performances, fieldwork, narrative essays, courses of study or learning engagements, films, computer programmes, and many other forms of work. Students document their project work in the process journal. This learning strategy helps students record and learn from their work, and it promotes academic honesty. As a record of progress, journals can take many forms and can be recorded in a variety of media. They represent an evolving record of plans, ideas, and accomplishments. The process journal provides a repository for essential reflections on learning and formative feedback on students' work.

Extracts from the journal, which demonstrate achievement in all criteria, are submitted as appendices of the report or presentation at the conclusion of the personal project.

The personal project report explains the project process in a concise and succinct form. The report contains a formal bibliography and a statement of academic honesty.



03

Middle School Curriculum for Grades 6-8



GROUP I: Language and Literature in Grades 6-8

MYP language and literature courses include a balanced study of genres and literary texts, including a world literature component. Students' interactions with texts generate moral, social, economic, political, cultural, and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning.

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, 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.

As students progress through their MYP language and literature studies, they are expected to engage with and explore an increasing range and sophistication of literary and informational texts and works of literature extending across genres, cultures, and historical periods. These texts will also provide models for students to develop the competencies to communicate appropriately and effectively in an increasing range of social, cultural, and academic contexts, and for an increasing variety of audiences and purposes.



Language and Literature Criterion - MYP Grade 6

Criterion A: Analysing

- i. identify and comment upon significant aspects of texts
- ii. identify and comment upon the creator's choices
- iii. justify opinions and ideas, using examples, explanations, and terminology.
- iv. identify similarities and differences in features within and between texts.

Criterion B: Organizing

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Criterion C: Production Text

- i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to support ideas.

Criterion D: Using Language

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in an appropriate register and style
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication technique

- iv. interpret similarities and differences in features within and between genres and texts.

Criterion B: Organizing

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Criterion C: Production Text

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



Language and Literature Criteria- MYP Grades 7-8

Criterion A: Analysing

- i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ii. identify and explain the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology

Criterion D: Using Language

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in an appropriate register and style
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.

GROUP 2: Language Acquisition in Grades 6-8

Students in the MYP can be placed in these phases by the teacher as per the level of the student. The phases are selected such that the student finds language learning engaging yet at an appropriately challenging level.

► LANGUAGE ACQUISITION PROGRESSION

Emergent Phase

Identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts

Capable Phase

Identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts

Proficient Phase

Identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of complex authentic texts

These phases are independent of the year level, so students can move from one phase to the next even within one year if they are meeting the phase expectation as seen above.

LANGUAGE ACQUISITION ASSESSMENT CRITERIA: EMERGENT LEVEL

Criterion A: Listening

At the end of the emergent level, students should have been exposed to a wide variety of simple authentic spoken multimodal texts and be able to:

- i. identify explicit and implicit information (facts and/or opinions, and supporting details)
- ii. analyse conventions
- iii. analyse connections.

Criterion B: Reading

At the end of the emergent level, students should be exposed to a wide variety of simple authentic written multimodal texts and be able to:

- i. identify explicit and implicit information (facts and/or opinions, and supporting details)
- ii. analyse conventions
- iii. analyse connections.

Criterion C: Speaking

At the end of the emergent level, students should be able to:

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

Criterion D: Writing

At the end of the emergent level, students should be able to:

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

LANGUAGE ACQUISITION ASSESSMENT CRITERIA: CAPABLE LEVEL

Criterion A: Listening

At the end of the capable level, students should be exposed to a wide variety of simple and some complex authentic spoken multimodal texts and be able to:

- i. identify explicit and implicit information (facts and/or opinions, and supporting details)
- ii. analyse conventions
- iii. analyse connections.

Criterion B: Reading

At the end of the capable level, students should be exposed to a wide variety of simple and some complex authentic written multimodal texts and be able to:

- i. identify explicit and implicit information (facts and/or opinions, and supporting details)
- ii. analyse conventions
- iii. analyse connections.

Criterion C: Speaking

At the end of the capable level, students should be able to:

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in a comprehensible manner
- iv. during interaction,

Criterion D: Writing

At the end of the emergent level, students should be able to:

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

LANGUAGE ACQUISITION ASSESSMENT CRITERIA: PROFICIENT LEVEL

Criterion A: Listening

At the end of the proficient level, students should be exposed to a wide variety of complex authentic spoken multimodal texts and be able to:

- i. identify explicit and implicit information (facts and/or opinions, and supporting details)
- ii. analyse conventions
- iii. analyse connections.

Criterion B: Reading

At the end of the proficient level, students should be exposed to a wide variety of complex authentic written multimodal texts and be able to:

- i. identify explicit and implicit information (facts and/or opinions, and supporting details)
- ii. analyse conventions
- iii. analyse connections.

Criterion C: Speaking

At the end of the proficient level, students should be able to:

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in a comprehensible manner
- iv. during interaction, communicate all or almost all the required information clearly and effectively.

Criterion D: Writing

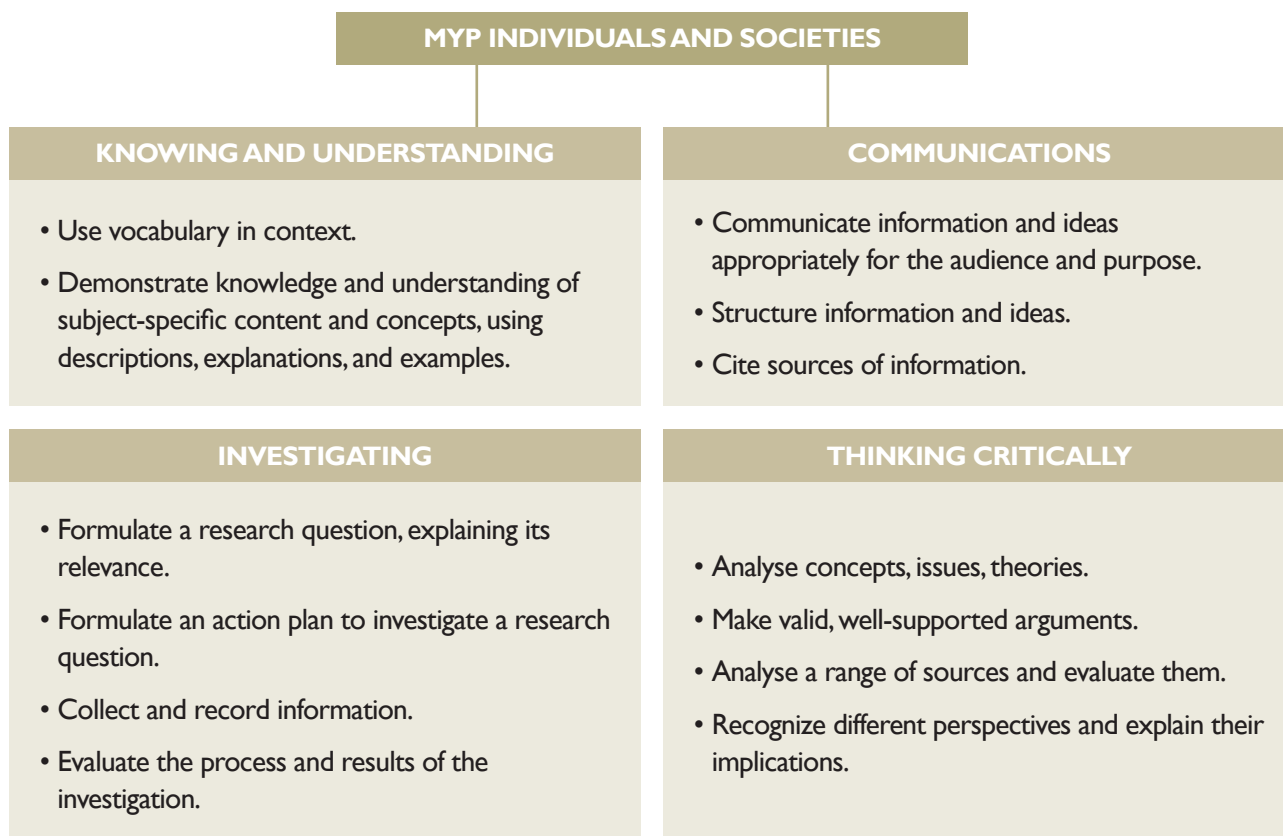
At the end of the proficient level, students should be able to:

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices
- iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

GROUP 3: Individuals and Societies

► ASSESSMENT CRITERIA

The way the students develop the various skills and knowledge in MYP



INDIVIDUALS AND SOCIETIES IN GRADES 6-8

Beginning with the student's current knowledge base and experience, subject-specific terminology, concepts and skills are developed during an individuals and societies course. In times in which information is abundant and easily accessible, students need to become experts at critically assessing it and at asking intelligent questions, and thus make informed decisions and take responsible action.

The process of inquiring into the subject content through the different perspectives provided by the global contexts enables students to develop a deeper understanding of both the subject and the dimensions of the global contexts. Through this inquiry cycle of experimentation to achieve understanding and awareness, and undertake principled action and critical reflection, students develop positive attitudes and a sense of personal and social responsibility.

Assessment Criteria for MYP Grade 6

Criterion A: Knowing and Understanding

At the end of year 1, students should be able to:

- i. use vocabulary in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

Criterion B: Investigating

At the end of year 1, students should be able to:

- i. explain the choice of a research question
- ii. follow an action plan to explore a research question
- iii. collect and record relevant information consistent with the research question
- iv. reflect on the process and results of the investigation.

Criterion C: Communicating

At the end of year 1, students should be able to:

- i. communicate information and ideas with clarity
- ii. organize information and ideas effectively for the task
- iii. list sources of information in a way that follows the task instructions.

Criterion D: Thinking Critically

At the end of year 1, students should be able to:

- i. identify the main points of ideas, events, visual representation or arguments
- ii. use information to justify an opinion
- iii. identify and analyse a range of sources/data in terms of origin and purpose
- iv. identify different views and their implications.



Assessment Criteria for MYP Grades 7-8

Criterion A: Knowing and Understanding

At the end of year 3, students should be able to:

- i. use vocabulary in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

Criterion B: Investigating

At the end of year 3, students should be able to:

- i. formulate/choose a clear and focused research question, explaining its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use methods to collect and record relevant information
- iv. evaluate the process and results of the investigation, with guidance.

Criterion C: Communicating

At the end of year 3, students should be able to:

- i. communicate information and ideas in a way that is appropriate for the audience and purpose
- ii. structure information and ideas according to the task instructions
- iii. create a reference list and cite sources of information.

Criterion D: Thinking Critically

At the end of year 3, students should be able to:

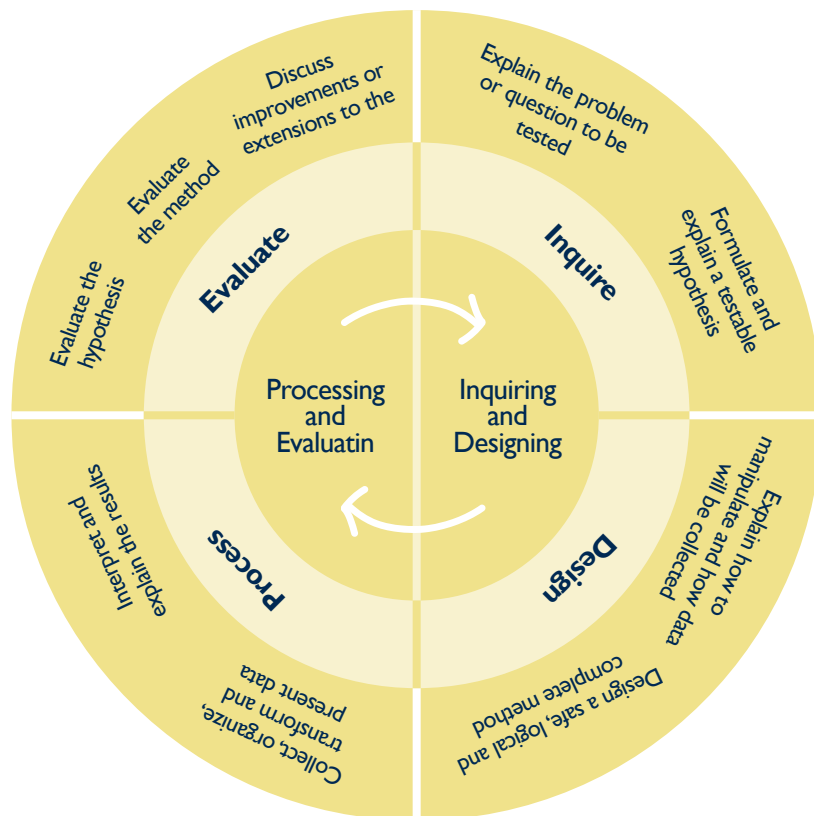
- i. analyse concepts, issues, models, visual representation and/or theories
- ii. summarize information to make valid, well-supported arguments
- iii. analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations
- iv. recognize different perspectives and explain their implication

GROUP 4: Sciences

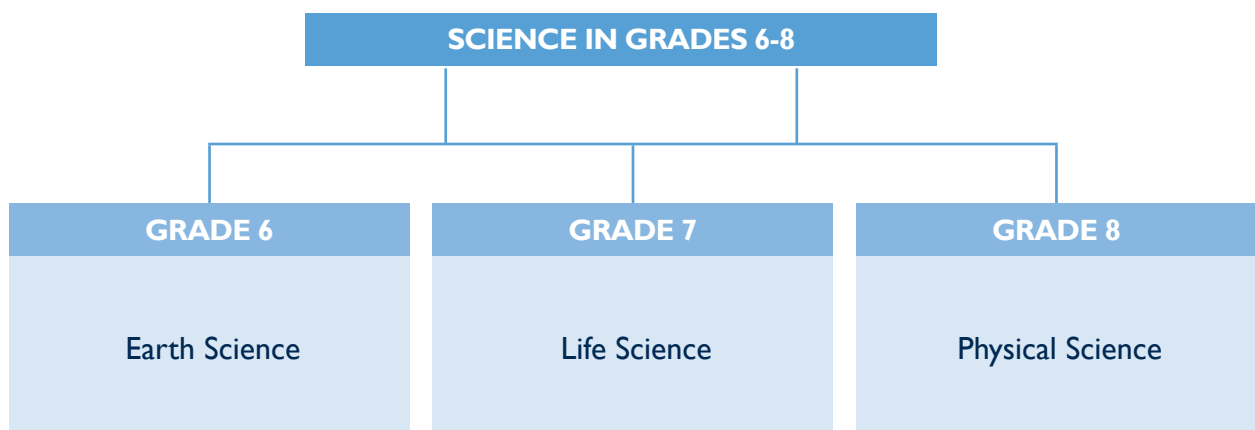
MYP SCIENCES IN GRADES 6-8

The taught curriculum in sciences focuses on three main areas.

- Scientific knowledge and understanding and its application
- The scientific process, leading from scientific inquiry and design through to processing and evaluating
- How students can reflect on the impact of scientific development



► SCIENCE COURSES FROM GRADES 6-8



Assessment for Grade 6

Criterion A: Knowing and Understanding

- outline scientific knowledge
- apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations
- interpret information to make scientifically supported judgments.

Criterion B: Inquiring and Designing

- outline an appropriate problem or research question to be tested by a scientific investigation
- outline a testable prediction using scientific reasoning
- outline how to manipulate the variables, and outline how data will be collected
- design scientific investigations.

Criterion C: Processing and Evaluating

- present collected and transformed data
- interpret data and outline results using scientific reasoning
- discuss the validity of a prediction based on the outcome of the scientific investigation
- discuss the validity of the method
- describe improvements or extensions to the method.

Criterion D: Reflecting on the Impact of Science

- describe the ways in which science is applied and used to address a specific problem or issue
- discuss and analyse 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.

Assessment for Grades 7-8

Criterion A: Knowing and Understanding

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

Criterion B: Inquiring and Designing

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

Criterion C: Processing and Evaluating

- present collected and transformed data
- interpret data and describe results using scientific reasoning
- discuss the validity of a hypothesis based on the outcome of the scientific investigation
- discuss the validity of the method
- describe improvements or extensions to the method.

Criterion D: Reflecting on the Impact of Science

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



GROUP 5: Mathematics

MATHEMATICS IN GRADES 6-8

MYP mathematics relies on a progression in the complexity of the level of mathematics throughout the programme. For this reason, the objectives listed below for years 1 and 3 are quite similar; however, the complexity of the mathematics being assessed is increasing. Throughout the programme, students should engage with the curriculum and demonstrate their understanding at increasing levels of sophistication.



Assessment Criteria for Grade 6

Criterion A: Knowing and Understanding

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

Criterion B: Investigating Patterns

- apply mathematical problem-solving techniques to recognize patterns
- describe patterns as relationships or general rules consistent with findings
- verify whether the pattern works for other examples.

Criterion C: Communicating

- use appropriate mathematical language (notation, symbols and terminology) in both oral and written statements
- use appropriate forms of mathematical representation to present information
- (not demonstrated at this level)
- communicate coherent mathematical lines of reasoning
- organize information using a logical structure.

Criterion D: Applying Mathematics in Real-Life Contexts

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

Assessment Criteria for Grades 7-8

Criterion A: Knowing and Understanding

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

Criterion B: Investigating Patterns

- i. select and apply mathematical problem-solving techniques to discover complex patterns
- ii. describe patterns as relationships and/or general rules consistent with findings
- iii. verify and justify relationships and/or general rules.

Criterion C: Communicating

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

Criterion D: Applying Mathematics in Real-Life Contexts

- i. identify relevant elements of authentic real-life situations
- ii. select appropriate mathematical strategies when solving authentic real-life situations
- iii. apply the selected mathematical strategies

successfully to reach a solution

- iv. explain the degree of accuracy of a solution
- v. explain whether a solution makes sense in the context of the authentic real-life situation.

As students move from Grade 8 to Grades 9 and 10 the framework for mathematics is organized so that students in years 4 and 5 can work at two levels of challenge: standard mathematics and extended mathematics.

Standard mathematics aims to give all students a sound knowledge of mathematical principles while allowing them to develop the skills needed to meet the objectives of MYP mathematics.

Extended mathematics consists of the standard mathematics framework supplemented by additional topics and skills. This level provides the foundation for students who wish to pursue further studies in mathematics: for example, HL mathematics courses as part of the DP. Extended mathematics provides greater breadth and depth to the standard mathematics framework.

Within the prescribed framework, all MYP mathematics courses should ensure that students:

- apply mathematics to authentic real-life situations
- perform investigations to discover patterns.



GROUP 6: The Arts

ARTS IN GRADES 6-8

The MYP values the process of creating, performing and presenting artwork, and gives students opportunities to function as artists and to develop as learners. Students learn to use the arts to convey feelings, experiences and ideas about the world, and in doing so they acquire and develop techniques and creative skills. They learn the value of reflection and evaluation as a means of developing their ideas, their skills and their work.

Assessment Criteria in Grade 6

Criterion A: Investigating

- Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry.
- Describe an artwork or performance from the chosen movement(s) or genre(s).

Criterion B: Developing

- Practically explore ideas to inform development of a final artwork or performance.
- Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

Criterion C: Creating/Performing

- Create or perform an artwork.

Criterion D: Evaluating

- Appraise their own artwork or performance.
- Reflect on their development as an artist.

Assessment Criteria in Grades 7-8

Criterion A: Investigating

- Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry.
- Analyse an artwork or performance from the chosen movement(s) or genre(s).

Criterion B: Developing

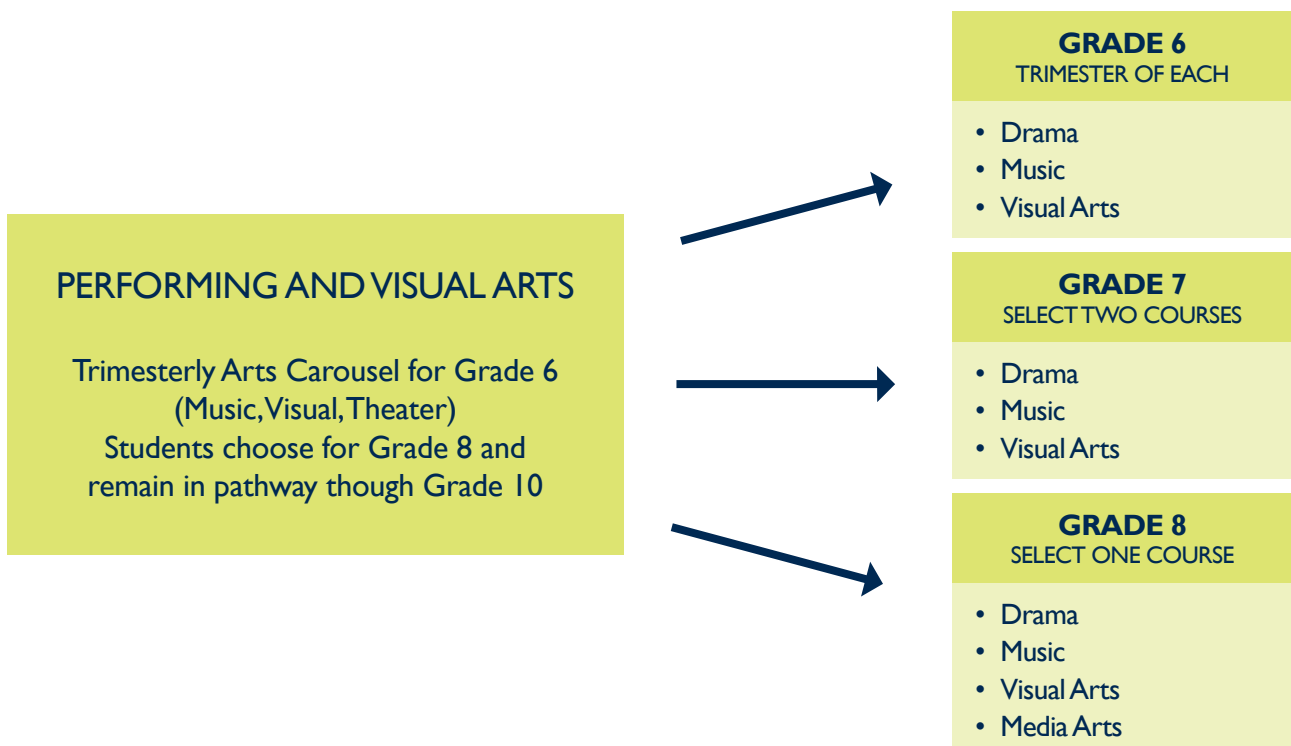
- Practically explore ideas to inform development of a final artwork or performance.
- Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

Criterion C: Creating/Performing

- Create or perform an artwork.

Criterion D: Evaluating

- Appraise their own artwork or performance.
- Reflect on their development as an artist.



GROUP 7: Physical and Health Education

MYP PHYSICAL AND HEALTH EDUCATION- GRADE 6

The taught curriculum of physical and health education focuses on three main areas.

- Physical- and health-related knowledge
- The skills and techniques needed to put this knowledge into practice
- The attitudes required to lead a physically active and healthy lifestyle

A well-rounded and balanced course that provides opportunities for students to develop physical- and health-related knowledge, skills and attitudes is crucial, this is what the CI curriculum aims to develop.

Assessment Criteria for Grade 6

Criterion A: Knowing and Understanding

- outline physical and health education factual, procedural and conceptual knowledge
- identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations
- apply physical and health terminology to communicate understanding.

Criterion B: Planning for Performance

- identify goals to enhance performance
- construct and outline a plan for improving physical activity and health.

Criterion C: Applying and Performing

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

Criterion D: Reflecting and Improving Performance

- identify and demonstrate strategies to enhance interpersonal skills
- describe the effectiveness of a plan based on the outcome
- describe and summarize performance.

Assessment Criteria for Grades 7-8

Criterion A: Knowing and Understanding

- describe physical and health education factual, procedural and conceptual knowledge
- apply physical and health education knowledge to

explain issues and solve problems set in familiar and unfamiliar situations

- apply physical and health terminology effectively to communicate understanding.

Criterion B: Planning for Performance

- outline goals to enhance performance
- design and explain a plan for improving physical performance and health.

Criterion C: Applying and Performing

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

Criterion D: Reflecting and Improving Performance

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



GROUP 8: Design

DESIGN IN GRADES 6-8

Assessment in Grade 6

For students to develop understandings detailed by the statement of inquiry, and to engage with the project that facilitates this understanding, teachers present the students with a design situation.

Criterion A design situation :

- is drawn from the statement of inquiry
- presents the context of the project
- frames the scope of the project in terms of:

the nature of the problem to be addressed, or an area from which students will identify a problem that needs to be solved.

Criterion A: Inquiring and Analysing

- i. interpret a given design situation that has a limited range of possible outcomes
- ii. state their needs to solve a problem
- iii. explore contrived, teacher-led design problems or challenges set in familiar contexts
- iv. design products.

Criterion B: Developing Ideas

- i. list what the solution must do and understand the concept of a design specification as a justified list of requirements against which ideas are evaluated and products/solutions are assessed.

Criterion C: Creating the Solution

- i. with guidance, outline each step required to create the solution
- ii. with guidance, outline a plan to create the solution that considers the use of resources and time
- iii. understand the need for plans to be clear and concise for others to be able to create the solution.

In objective C, the role of the student switches from designer to prototype-developer or manufacturer. Objective C focuses on the realization or creation of a solution to a problem.

One of the most difficult aspects of design is to take an idea from paper and create a product that someone can interact with: a solution to a problem. In objective B, students developed planning drawings and

/ or diagrams to clearly depict what they are making. In this first strand of objective C, students detail how they will make their solution.

By constructing a logical plan that details the steps required to make a solution, students will demonstrate their knowledge and understanding about how solutions can be made.

Criterion D: Evaluating

- i. with guidance, design simple tests to evaluate the solution against the requirements of the design specification.

Assessment in Grades 7-8

Criterion A: Inquiring and Analysing

- i. interpret an open-ended design situation
- ii. outline the needs to solve a problem
- iii. explore identified, real-life design problems set in familiar and unfamiliar contexts
independently explore real-life design problems set in unfamiliar contexts
- iv. design products.

Criterion B: Developing Ideas

- i. list the specific requirements that must be met by the solution based on the data collected and presented.

Criterion C: Creating the Solution

- i. with guidance, describe a series of logical steps to create the solution, using charts, diagrams and / or text that include aspects of quality control and quality assurance
- ii. with guidance, construct a plan to create the solution that makes effective use of resources and time
- iii. with guidance, outline a clear and concise plan that peers will be able to follow to create the solution.

Criterion D: Evaluating

- i. with limited guidance, design tests to evaluate the solution against the requirements of the design specification.

04

Graduation Requirements



All students who graduate from Chadwick International will receive a Chadwick Diploma, which is a U.S.-accredited high school diploma. In Grades 9-12, one credit per course is awarded each year for the full-time study of a subject when a final grade of 3 or above on the 1 to 7 scale is achieved.



Chadwick International Graduation Requirements

1. A total of 22 credits attained in Grades 9-12.
2. The required subjects and minimum credits are:
 - English: 4 credits
 - Individuals and Societies: 3 credits
 - Mathematics: 3 credits
 - Sciences: 3 credits
 - Global Languages: 2 credits
 - Arts: 1 credit
 - Physical and Health Education: 1 credit
 - Design: 1 credit
 - Electives: 4 credits
3. The study of a minimum of four courses in Grade 12 for the entirety of the school year.
4. The following components must also be completed:
 - Outdoor Education: participation in each year of Upper School at Chadwick International
 - Creativity, Activity, and Service (CAS)
 - Extended Essay in the IB DP, Reflective Project in the IB CP, or the CI Senior Project in the CI Dip.

Please note, that the IB Diploma is not “the Diploma” but one of the possible pathways at CI; this is a common misunderstanding.

PATHWAYS

1. IB Diploma Programme Pathway (IBDP - Grades 11 & 12)

To meet CI graduation requirements and IBO requirements:

- Students are required to study 6 subjects. All courses are for two years.
- 3 Higher Level (HL) & 3 Standard Level (SL)
- Students must study English plus a 2nd language and at least one subject from Groups 3, 4 & 5.
- A Group 6 Arts subject can be chosen or students can elect to do a second subject from Groups 1 to 4.

2. Chadwick International Diploma Pathway (Grades 11 & 12)

To meet CI graduation requirements in the CI Diploma Pathway:

- Students can elect to study subjects for one or two years except for English which must be studied for four years in Upper School.
- A combination of DP, CI, and supervised online classes can be taken.
- Only one online course can be taken each semester.

- For DP courses, Higher Level (HL) and/or Standard Level (SL) requirement; however up to 4HLs can be chosen.
- A minimum of four courses must be chosen in each grade but selection should be made based on college aspirations.

3. IB Career-related Programme (IBCP - Grades 11 & 12)

To meet CI graduation requirements in the IB CP Pathway:

- Select two or more subject choices from the IB Diploma Programme (DP) - Higher Level (HL) and / or Standard Level (SL) can be chosen. 3HL / 3SL is not a requirement.
- A Career Related Study (CRS) option
- Complete all components of the CP core (Reflective Project, Language Development, Personal and Professional Skills, Service Learning)
- A minimum of four courses must be chosen in each grade but selection should be made based on college aspirations. A combination of DP, CI, and supervised online classes can be taken.

SUBJECT DETAILS FOR THE GRADES 11 & 12 PATHWAYS *

CI DIPLOMA	IBDP		IBCP
Grade 11	2-year programme		2-year programme
(choices from IBDP) AND CI English CI Math CI Science Spanish 1/2 or Spanish 3/4 or Chinese 1/2 or Chinese 3/4 CI Global Studies	Group 1 English Literature SL/HL; Korean Literature SL/HL English Language & Literature SL/HL Korean Language & Literature SL/HL Group 2 Chinese Ab Initio; Chinese B; Spanish Ab Initio; Spanish B; self-taught languages; French Ab Initio (online only)	Group 4 Physics SL/HL; Chemistry SL/HL; Biology SL/HL; Environmental Systems & Societies SL/HL*; Design Technology SL/HL Group 5 Applications & Interpretations SL/HL; Analysis & Approaches SL/HL Group 6 (a second Group 3 or 4 OR) Music SL/HL; Film SL/HL; Visual Art SL/HL; Theater SL/HL	Minimum 2 IBDP subjects related to the CRS ND Career Related Studies International Sports Management
Grade 12			CP Core
(choices from IBDP) AND CI English CI Math CI Science CI Global Studies	Group 3 History SL/HL; Global Politics SL/HL; Psychology SL/HL; Economics SL/HL; Business Studies SL/HL; Environmental Systems & Societies SL/HL*		CP Service Learning Personal and Professional Skills Language Development Reflective Project
	Theory of Knowledge / Creativity, Activity, Service / Extended Essay		

* Other courses may be added to the course offerings, as per the needs of the students

SAMPLE OF 4-YEAR COURSE PLANNING

CI DIPLOMA	CI DIPLOMA			
Subject Area / Credits Required (Minimum)	Grade 9	Grade 10	Grade 11	Grade 12
English 4.0				
Social Studies 3.0				
Science 3.0				
Mathematics 3.0				
Global Languages 2.0				
Physical & Health Education 1.0				
Arts 1.0				
Design 1.0				
Other Electives 4.0				
Total Credits				

In Grades 9-12, one credit per course is awarded each year for the full-time study of a subject when a final grade of 3 or above on the 1 to 7 scale is achieved.

REVIEW AND CONFIRMATION OF COURSE REQUESTS IN THE UPPER SCHOOL:

Grades 11 and 12 Course Request

Students must be appropriately placed in DP Higher Level (HL), DP Standard Level (SL), and CI Diploma. Many university / college courses have specific entry requirements, in addition, misplacement in a course may not allow the student an appropriate degree of challenge for development in that subject or, conversely, may lead to a poor grade if a course presents too much challenge. For these reasons, all course requests will be reviewed by subject teachers, a College Counselor, and Programme Coordinator, as appropriate, prior to confirmation being given. When necessary, a member of the College Counseling team will reach out to parents and students to arrange a course selection meeting to ensure appropriate course placement.



05

Upper School Curriculum for Grades 9-12



GROUP 1: LANGUAGE AND LITERATURE

► PROGRESSION OF LANGUAGE & LITERATURE COURSES FOR CI STUDENTS

DIPLOMA PROGRAMME

Studies in Language and Literature
Language A: literature
Language A: language and literature
Literature and performance

MIDDLE YEARS PROGRAMME

Language Acquisition
Phase 5 or 6
Language and Literature

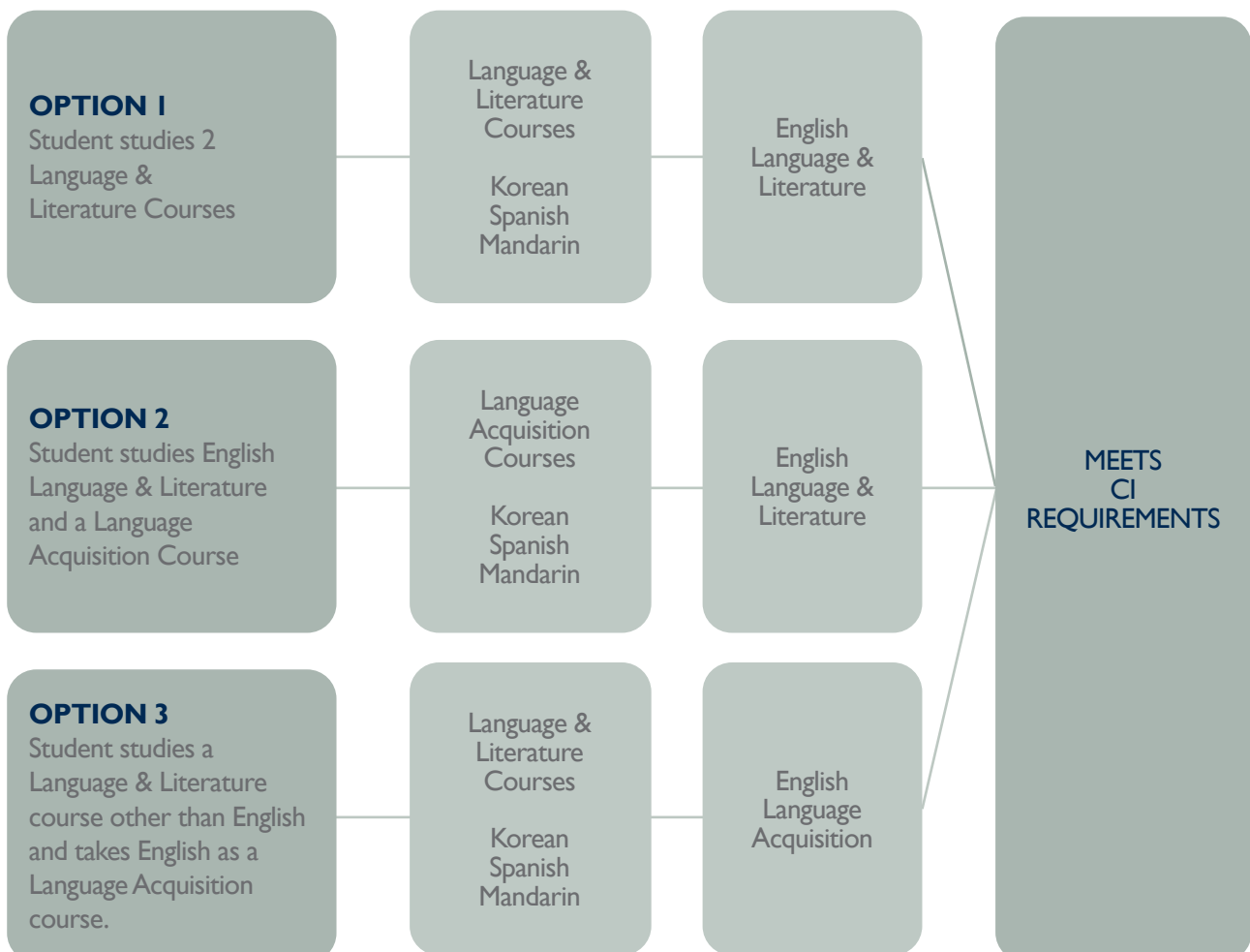
PRIMARY YEARS PROGRAMME

Language

MYP schools use IB's course description framework (aims and objectives) to develop their own school-based units of inquiry. These units of inquiry are then assessed with the IB's MYP assessment criteria, which are aligned to the aims and objectives of the IB's course descriptions.



► LANGUAGE REQUIREMENTS FOR GRADES 9 & 10 AT CI CAN BE MET THROUGH ANY OF THESE OPTIONS.





MYP LANGUAGE AND LITERATURE FOR GRADES 9 AND 10

Students in MYP Language and Literature need to develop an appreciation of:

- the nature of language and literature
- the many influences on language and literature
- its power and beauty.

Furthermore, MYP Language and Literature incorporates creative processes and encourages the development of imagination and creativity through self-expression.

MYP Language and Literature equips students with linguistic, analytical and communicative skills that are used to develop conceptual understanding. Students interact with texts and generate insight into moral, social, economic, political, cultural and environmental issues and develop opinion-forming, decision-making and ethical-reasoning skills.

► LANGUAGE AND LITERATURE COURSES AT CI

Language & Literature course

* Dependent on student numbers

- English Language & Literature
- Korean Language & Literature
- *Spanish Language & Literature
- *Chinese Language & Literature

Can select TWO instead of Language Acquisition

All students are placed in either English Language & Literature or English Language Acquisition.

► PROGRESSION OF LANGUAGE & LITERATURE COURSES FROM GRADES 6-12

MYP GRADES 6-10		
Middle school	US Grades 9&10	US Grades 11&12
MYP English Language & Literature		DP English Language & Literature DP English Literature CI English Language & Literature
MYP English Language & Literature		DP Korean Language & Literature DP Korean Literature
MYP Spanish Language & Literature MYP Chinese Language & Literature		DP Spanish Language & Literature DP Chinese Language & Literature DP School Supported Self-Taught

Criteria used to assess students' work at the end of MYP Grade 10

Criterion A: Analysing

- Analyse the content, context, language, structure, technique and style of text(s) and the relationship 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.

Criterion B: Organizing

- 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.

Criterion C: Producing Text

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

Criterion D: Using Language

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



LANGUAGE AND LITERATURE GRADES 11 AND 12

► CHADWICK INTERNATIONAL DIPLOMA PATHWAY

English Language and Literature (2 years)

Students will become more confident thinkers about life through the study of literature. The course is designed to foster deep personal engagement with concepts that are universal and central to the human experience. Importantly, we want our students to become successful in English, becoming more confident readers, writers, and speakers. Individualized instruction is a core component of this course; personalized learning goals are established to further develop students' thinking skills. This class is a strong alternative for students who do not require the IB Diploma.

GUIDANCE

Students in the IB Diploma Programme must select at least one course from Group 1.

Students who are highly proficient in two languages can make a second selection from Group 1 in place of a Language Acquisition course from Group 2. A bilingual diploma is awarded to candidates who complete and receive a grade 3 or higher in two languages selected from Group 1.

COURSES OFFERED

Chadwick International offers the following Group 1 courses:

- English Literature (SL & HL)
- English Language and Literature (SL & HL)
- Korean Literature (SL & HL)
- Korean Language and Literature (SL/HL)
- Mandarin Language and Literature (SL & HL)

OVERVIEW

Group 1 studies in language and literature courses are designed for students from a wide variety of linguistic and cultural backgrounds, who have experience of using the language of the course in an educational context. The courses are designed to support future academic study or career-related paths by developing social, aesthetic and cultural literacy, as well as improving language competence and communication skills.

The language profile of students taking these courses

► IB DIPLOMA PATHWAY (IBDP)

Subject Group	Grades 11 & 12 (All two-year courses)
I a. Language & Literature	English Language & Literature (HL/SL)
	English Literature (HL/SL)
I b. Language & Literature	Korean Language & Literature (HL/SL)
	Korean Literature (HL/SL)

will vary, but their receptive, productive and interactive skills should be strong, and the expectation is that the course will consolidate them further. Students are expected to develop their proficiency, fluency, and linguistic range, and in particular to acquire the vocabulary appropriate to the analysis of texts. In Group 1, it is intended that students are highly proficient in the target language, whether or not it is their mother tongue.

SCHOOL-SUPPORTED SELF-STUDY LANGUAGES

For students who are highly proficient in a language not supported by the school, there is the possibility of taking the school-supported self-study literature option using an external tutor.

CI has previously worked with MIH Unlimited to source tutors with appropriate DP Group 1 Literature experience. Please check the MIH website for further information.

FURTHER INFORMATION

Please consult the IB Subject Briefs linked below for more detailed information about Group 1, including the course description and aims; the curriculum model overview & the assessment model.

- Language A: literature SL & HL
- Language A: language and literature SL & HL

GROUP 2: LANGUAGE ACQUISITION

LANGUAGE ACQUISITION IN GRADES 9 AND 10

*The below text is excerpted from IB's MYP Subject Brief for Language Acquisition.

The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding and is central to the IB's mission. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

Acquiring an additional language and exploring and reflecting on the cultural perspectives of our own and other communities:

- is central to developing critical thinking and international-mindedness
- provides an intellectual framework to support personal development, cultural identity and conceptual understanding
- greatly contributes to the holistic development of students and to the strengthening of lifelong learning skills
- equips students with the necessary multi-literacy skills and attitudes to communicate successfully in various global contexts.

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

- gain proficiency in an additional language while supporting the 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 their own and other cultures, leading to involvement and action in their own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

MYP language acquisition encompasses the factual, conceptual, procedural and metacognitive dimensions of knowledge. The student's knowledge and understanding will be developed through:

- learning language
- learning through language
- learning about language (Halliday 1985).

Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation. The strands are subsets of each whole objective and must be considered when planning, teaching, assessing and reporting on the student's language development and communicative competence. These aspects focus on purpose, context, language control, accuracy and fluency.

► LANGUAGE ACQUISITION CRITERIA FOR GRADES 9 AND 10

Language & Literature course ** All students placed by level of proficiency	<ul style="list-style-type: none"> • **English Language & Literature • **Korean Language & Literature • **Chinese Language & Literature • **Spanish Language & Literature 	Can only select ONE with Language and Literature
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All students are placed in either English Language & Literature or English Language Acquisition.

A. Listening

Comprehending spoken language presented in multimodal text encompasses aspects of listening and viewing. The process involves the student in interpreting and constructing meaning from spoken and multimodal text to understand how images and other spatial aspects 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 themselves in another's situation, or gain new perspectives and develop empathy, based on what they have understood in the text.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- demonstrate understanding of explicit and implicit spoken information in multimodal texts
 - What is the content of the text? What details in the spoken language relate to the big ideas and explicit features of the multimodal text? (message: literal (explicit) and implicit)
- demonstrate understanding of conventions
 - What language conventions can be heard? For example, form of address, and greetings. What behavioral conventions can be seen? For example, dress code, gestures-shaking hands, bowing.
- demonstrate an understanding of relationships between the various components of the multimodal texts
 - What are the relationships between the various components of the multimodal texts? Do they share the same context?

B. Reading

Comprehending written language presented with multimodal text encompasses aspects of reading and viewing. It involves the student in constructing meaning and interpreting written, spatial and visual aspects of texts 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 text.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- demonstrate understanding of explicit and implicit written information in multimodal texts
 - What is the content?
 - What details in the written language relate to the big ideas and explicit features of the multimodal text? (message: literal/explicit, implicit)
- demonstrate understanding of conventions
 - What is the text type?
 - What are the language conventions used in the multimodal text? For example, formal and informal language, punctuation, word choice.
 - What is the communicative purpose of the text?
 - Who is the intended audience?
 - What text conventions are used in the multimodal text? For example, use of colour, structure, format-layout and physical organization of the text.
- demonstrate understanding of relationships between the various components of the multimodal texts
 - Do they share the same context?

C. Speaking

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, with the support of spoken, written and visual texts in the target language (multimodal texts). When speaking in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies and techniques with increasing skill and effectiveness. This is the use of the language system, including their use of grammar, pronunciation and vocabulary.



In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- use spoken language to communicate and interact with others
 - What is the role of the student/speaker?
 - What is the context?
 - Who is the audience?
 - What is the purpose of the interaction?
 - What is the message?

- demonstrate accuracy and fluency in speaking
 - How accurately is the language used?
 - To what extent is the conversation language intelligible?
- communicate clearly and effectively
 - How well does the student communicate information?
 - How accurately and fluently are the relevant information and ideas communicated?

D. Writing

This objective relates to the correct and appropriate use of the 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, and social and academic language. When writing in the target language, students apply their understanding of language, form, mode, medium and literary concepts to express ideas, values and opinions in creative and meaningful ways. They develop a variety of structures using strategies (spelling, grammar, plot, character, punctuation, voice, format, audience) and techniques with increasing skill and effectiveness.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- use written language to communicate with others
 - What is the role of the student/writer?
 - Who is the audience?
 - What is the purpose of the written text?
 - What is the message?
- demonstrate accurate use of language conventions
 - How accurately is the language used?
 - To what extent is the language comprehensible?
- organize information in writing
 - Does the student use an appropriate format?
 - To what extent are the cohesive devices used in the organization of the text?
- communicate information with a sense of audience and purpose.
 - How are the relevant information and ideas communicated?
 - How well does the student communicate such that the text makes sense to the reader?

Differences between Language Acquisition and Language & Literature

ELA VS. ELL



What are the
differences between
these two courses?

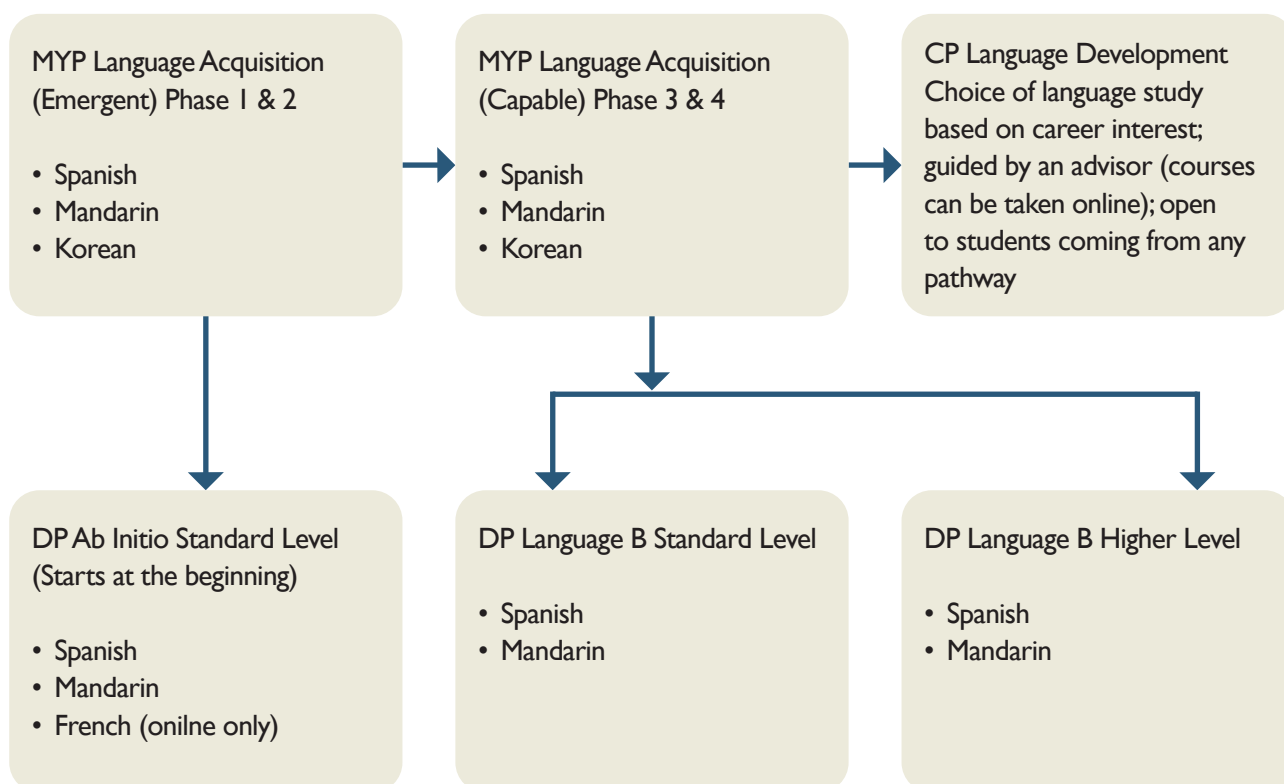
► MYP ASSESSMENT CRITERIA FOR ENGLISH LANGUAGE AND LITERATURE VS ENGLISH LANGUAGE ACQUISITION

	Language & Literature	Language Acquisition
Criterion A	Analyzing	Listening
Criterion B	Organizing	Reading
Criterion C	Producing Text	Speaking
Criterion D	Using Language	Writing

► MYP ENGLISH LANGUAGE ACQUISITION IS ORGANIZED INTO SIX PHASES THAT ARE BASED ON EMERGENT, CAPABLE AND PROFICIENT LEVELS OF ENGLISH:

Emergent level	Phase 1
	Phase 2
Capable level	Phase 3
	Phase 4
Proficient level	Phase 5
	Phase 6

► LANGUAGE ACQUISITION PATHWAYS AT CI FROM GRADES 6-12



LANGUAGE ACQUISITION IN S 11 AND 12

Chadwick International Diploma Pathway
The students who select the Chadwick International Diploma Pathway, have to select an IBDP language acquisition course.

IB DP PATHWAY

2. Language Acquisition

Chinese B (HL/SL)

Chinese ab initio (SL only)

Spanish B (HL/SL)

Spanish ab initio (SL only)

French ab initio (SL only & online)

GUIDANCE FOR LANGUAGE ACQUISITION IN IBDP

Students in the IB Diploma Programme must select at least one course in Group 2. Alternatively, students who are highly proficient in two languages can make a second selection from Group 1 in place of a Language Acquisition course in Group 2.

COURSES OFFERED IN 11/12 FOR IBDP

Chadwick International offers the following Group 2 courses:

- French ab initio (SL only) - Through Pamoja an online provider
- Spanish ab initio (SL only)
- Spanish B Language Acquisition (SL & HL)
- Mandarin ab initio (SL only)
- Mandarin B Language Acquisition (SL & HL)

OVERVIEW

Group 2 Language Acquisition consists of two modern language courses, language ab initio and language B. These language acquisition courses are 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. These language courses develop students' linguistic abilities through



the development of receptive, productive, and interactive skills. 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.

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.

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.

FURTHER INFORMATION

Please consult the IB Subject Briefs linked below for more detailed information about Group 2, including the course description and aims, the curriculum model overview & the assessment model.

- Language B SL & HL
- Language ab initio SL

GROUP 3: INDIVIDUALS AND SOCIETIES

INDIVIDUALS AND SOCIETIES IN GRADES 9 & 10

*The below text is excerpted from IB's MYP Subject Brief for Individuals and Societies.

The MYP individuals and societies subject group incorporates disciplines traditionally studied under humanities and social sciences. This subject group encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies, and environments.

The study of individuals and societies helps students to appreciate critically the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognize that both content and methodology can be debatable and controversial, and for practicing the tolerance of uncertainty.

The IB's approach to this subject area includes a strong focus on inquiry and investigation. Students collect, describe and analyse data; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research, and analysis is an essential aspect of the subject group.

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.

The objectives of MYP individuals and societies encompass the factual, conceptual, procedural, and metacognitive dimensions of knowledge.

MYP Individuals and Societies Criteria

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.

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.

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.

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 value and limitations
- interpret different perspectives and their implications.

Image taken from MYP Individuals & Societies guide 2023

INDIVIDUALS & SOCIETIES IN GRADES 11 AND 12

Chadwick International Diploma Pathway The students will pursue a course from the IB DP subject selections.

IB DP PATHWAY

3. Individuals and Societies

Business Management (HL/SL)

Economics (HL/SL)

Global Politics (HL/SL)

History (HL/SL)

Psychology (HL/SL)

Possible from August 2024

- Environmental Systems and Societies*

GUIDANCE FOR I&S IN IBDP

Students in the IB Diploma Programme must select at least one course in Group 3.

COURSES OFFERED IN IBDP IN I&S

Chadwick International offers the following Group 3 courses:

- Business Management (SL & HL)
- Economics (SL & HL)
- Environmental Systems and Societies (SL/HL)
- Global Politics (SL & HL)

- History (SL & HL)
- Psychology (SL & HL)

If there is sufficient interest, Environmental Systems and Societies (SL/HL) will be offered from August 2024. This is an interdisciplinary subject that is offered in Groups 3 & 4.

OVERVIEW

Each Group 3 subject is designed to foster in students the capacity to identify, to analyse critically and evaluate theories, concepts, and arguments relating to the nature and activities of individuals and societies. Studying any one of these subjects provides for the development of a critical appreciation of:

- human experience and behavior
- the varieties of physical, economic, and social environments that people inhabit.
- the history of social and cultural institutions.

ENVIRONMENTAL SYSTEMS AND SOCIETIES (ESS) IN GROUP 3

Environmental Systems and Societies aims to foster an international perspective, awareness of local and global environmental concerns and an understanding of the scientific method. Because ESS is an interdisciplinary course students can have it count as either a Group 3: Individuals and Societies course or a Group 4: Science course, or both. This allows students to study (an) additional subject(s) from any group. This may be particularly useful for students who wish to study more than one Arts subject, see Group 6.

FURTHER INFORMATION

Please consult the IB Subject Briefs linked below for more detailed information about Group 3, including the course description and aims, the curriculum model overview & the assessment model.

- Business Management SL
- Business Management HL
- Economics SL
- Economics HL
- Environmental Systems and Societies, SL & HL
- Global Politics SL & HL
- History SL
- History HL
- Psychology SL & HL

GROUP 4: SCIENCES

MYP SCIENCES IN GRADES 9 & 10

*The below text is excerpted from IB's MYP Subject Brief for Sciences.

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further

The MYP sciences group aims 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.

These objectives reflect the holistic nature of science and the real-world work of scientists. They enable students to engage with all aspects of science, either through individual objectives or connected processes.

MYP Sciences Assessment Criteria

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.

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.

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.

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

- formulate a testable hypothesis and explain it using scientific reasoning
- explain how to manipulate the variables, and explain how data will be collected
- design scientific investigations.

C. Processing and Evaluating

Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached. MYP science 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.

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.

Sample Units

E.g. Grade 9 Biotechnology unit:

- Super up to date (recent research used)
- Encouraged collaboration and debate
- Students were given multiple opportunities to show their knowledge as well as build skills

SCIENCE IN GRADES 11 AND 12

Chadwick International Diploma Pathway

Science - Forensics (One semester)

Students will apply concepts of biology, chemistry, physics, genetics, and anthropology as they explore topics such as toxicology, microscopy, DNA analysis, fingerprinting, and fiber analysis. Students will learn to observe, collect, analyze, and evaluate evidence associated with criminal cases. Through scientific reasoning and critical thinking, students will evaluate the use of scientific principles as they apply to crime scenes and other real-life situations.

Science - Environmental Systems and Sustainability (One semester):

Students will explore environmental issues, incorporate practical skills, and engage in data-driven decision-making, in order to develop strategies for creating positive change in their communities. To do this, students will analyze various environmental issues and their impact on ecosystems and communities; research the role of science in activism and the impact of environmental activists; explore the ethical considerations in environmental advocacy; and review case studies to understand the complex interactions between human activities and the environment. This course is aligned with the United Nations Sustainable Development Goals and Next Generation Science Standards.

IB DIPLOMA PATHWAY

4. Sciences

Biology (HL/SL)

Chemistry (HL/SL)

Physics (HL/SL)

Possible from August 2024

- Environmental Systems and Societies* (HL/SL)
- Design Technology (HL/SL)



GUIDANCE FOR SCIENCE IN IBDP

Students in the IB Diploma Programme must select at least one course in Group 4.

COURSES OFFERED

Chadwick International offers the following Group 4 courses:

- Biology (SL & HL)
- Chemistry (SL & HL)
- Environmental Systems and Societies (SL/HL)
- Design Technology (SL/HL)
- Physics (SL & HL)

If there is sufficient interest, the following IB Diploma courses will be offered from August 2024:

- Environmental Systems and Societies (ESS)*
- Design Technology

*Note: ESS is an interdisciplinary subject that is offered in Groups 3 & 4.

OVERVIEW

Through studying the natural sciences (biology, chemistry, and physics) students 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 these subjects.

GROUP 4 NATURAL SCIENCE COURSES ENABLE STUDENTS TO:

1. acquire a body of knowledge, methods, and techniques that characterize science and technology
2. apply and use a body of knowledge, methods and techniques that characterize science and technology
3. develop an ability to analyse, evaluate and synthesize scientific information
4. develop a critical awareness of the need for, and the value of, effective collaboration and communication

5. develop experimental and investigative scientific skills including the use of current technologies
6. develop and apply 21st-century communication skills in the study of science
7. become critically aware, as global citizens, of the ethical implications of using science and technology
8. develop an appreciation of the possibilities and limitations of science and technology
9. develop an understanding of the relationships between scientific disciplines and other areas of knowledge.
10. appreciate scientific study and creativity within a global context

DESIGN IN GROUP 4

The DP design technology course aims to foster the skill development in students required to use new and existing technologies to create new products, services and systems. Both science and technology have a fundamental relationship with design. 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.

ENVIRONMENTAL SYSTEMS AND SOCIETIES IN GROUP 4

Environmental Systems and Societies (ESS) aims to foster an international perspective, awareness of local and global environmental concerns, and an understanding of the scientific method. Because ESS is an interdisciplinary course students can have it count as either a Group 3: Individuals and Societies course or a Group 4: Science course, or both. This allows students to study (an) additional subject(s) from any group. This may be particularly useful for students who wish to study more than one Arts subject, see Group 6.

FURTHER INFORMATION

Please consult the IB Subject Briefs linked below for more detailed information about Group 4, including the course description and aims, the curriculum model overview & the assessment model.

- Biology SL & HL
- Chemistry SL & HL
- Physics SL & HL
- Environmental Systems and Societies SL & HL
- Design Technology SL & HL

GROUP 5: MATHEMATICS

MATHEMATICS IN GRADES 9 AND 10

Course Description for MYP Mathematics

*The below text is excerpted from IB's MYP Subject Brief for Mathematics.

The framework for MYP mathematics outlines four branches of mathematical study.

1. Number
2. Algebra
3. Geometry and trigonometry
4. Statistics and probability

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. The MYP mathematics and extended mathematics courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school.

Mathematics in the MYP is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students should see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations.



► MATHEMATICS ACROSS THE IB PROGRAMMES AT CI

Diploma Programme	Analysis & Approaches SL
	Applications & Interpretations SL
	Applications & Interpretations HL
	Analysis & Approaches HL
Middle Years Programme	Mathematics (Grade 9-10)
	Mathematics Extended (Grade 9-10)
	Mathematics Grade 6-8
Middle Years Programme	Mathematics

The aims of MYP mathematics courses 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; 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.

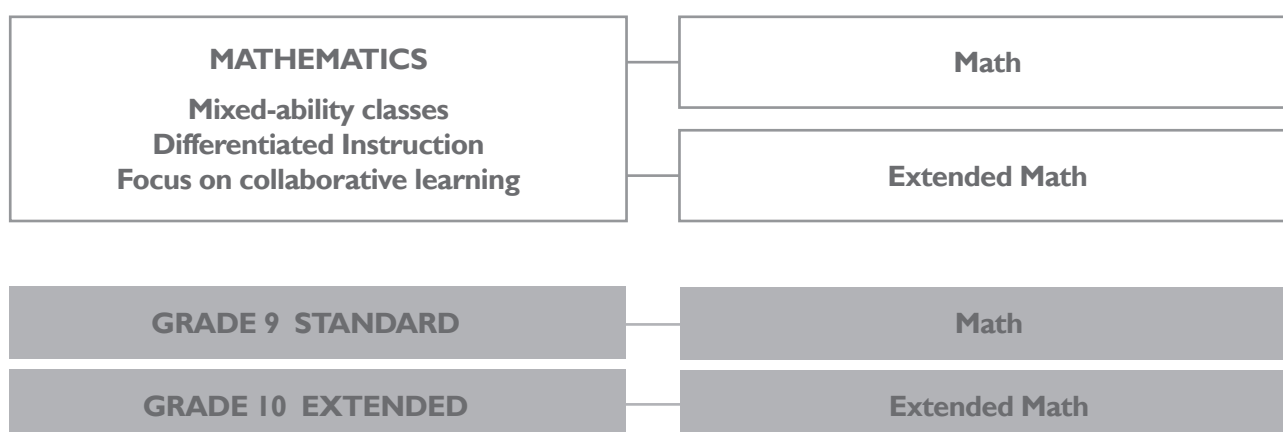
The objectives of MYP mathematics encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

► DOMAIN PROGRESSION IN MATHEMATICS AT CI

K	1	2	3	4	5	6	7	8	HS
Counting & Cardinality									
Number and Operations in Base Ten						Ratios and Proportional Relationships			Number & Quantity
			Number and Operations - Fractions			The Number System			
Operations and Algebraic Thinking						Expressions and Equations			Algebra
									Fuctions
Geometry									Geometry
Measurement and Data						Statistics and Probability			Statistics & Probability

AERO Common Core Standards Domain Progression

► MATHEMATICS IN GRADES 9 AND 10



► MYP CRITERIA

CRITERION A

Knowing and Understanding

CRITERION B

Investigating Patterns

CRITERION C

Communicating

CRITERION D

Applying Mathematics in the Real-Life Context

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.

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.

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.

D. Applying Mathematics in Real-Life Contexts

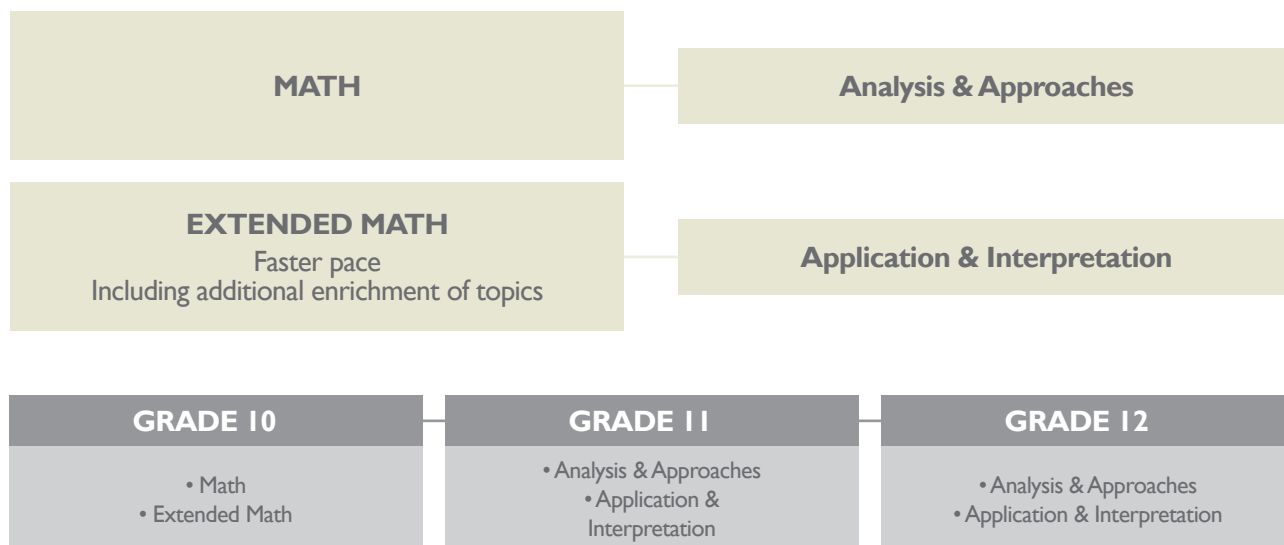
MYP mathematics encourages students to see mathematics as a tool for solving problems in an authentic real-life context. Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect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

MATHEMATICS IN GRADES 11 AND 12

► MATHEMATICS FROM GRADES 10 TO 11 & 12



Chadwick International Diploma Pathway

Mathematics (1 & 2 year options)

Students will develop mathematical thinking, often in the context of practical problem-solving and by using technology to justify conjectures. 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 modeling. Topics include Personal Finance, Modeling, Statistics & Probability and Number & Algebra.

IB DP PATHWAY

5. Mathematics

Maths Analysis and Approaches (HL/SL)

Maths Applications and Interpretations (HL/SL)

IB DP Pathway

GUIDANCE FOR IB DP MATHEMATICS

Students in the IB Diploma Programme must select at least one course in Group 5

COURSES OFFERED

Chadwick International offers the following Group 5 courses:

Mathematics: analysis and approaches (SL & HL)

Mathematics: applications and interpretation (SL & HL)

OVERVIEW

Group 5 mathematics courses serve to accommodate the range of needs, interests, and abilities of students, and to fulfill the requirements of various university and career aspirations.

These courses aim to enable students to:

- develop mathematical knowledge, concepts, and principles.
- develop logical, critical, and creative thinking.
- employ and refine their powers of abstraction and generalization.

Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives. All DP mathematics courses require students to appreciate the use of technology in mathematics and become proficient with graphic display calculators.

FURTHER INFORMATION

Please consult the IB Subject Briefs linked below for more detailed information about Group 5, including the course description and aims, the curriculum model overview & the assessment model.

Mathematics: analysis and approaches SL & HL

Mathematics: applications and interpretation SL & HL

GROUP 6: THE ARTS

ARTS IN GRADES 9 AND 10

Course Description for MYP Arts

*The below text is excerpted from IB's MYP Subject Brief for Arts.

In MYP arts, students function as artists as well as learners of the arts. Artists have to be curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem-solvers. Students create, perform and present arts in ways that engage and convey feelings, experiences and ideas. Through this practice, students acquire new skills and master those developed in prior learning.

Development in the arts is a dynamic process, and not necessarily linear. Students move freely through a creative process towards a deeper understanding of the arts. The process of creating artwork, as well as the product, demonstrates what students have experienced, learned and attempted to convey.

Arts in the MYP stimulate young imaginations, challenge perceptions, and develop creative and analytical skills. The course encourages students to understand the context and cultural histories of artworks, supporting the development of an inquiring and empathetic world view. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.

MYP arts has four objectives of equal importance and value: knowing and understanding; developing skills; thinking creatively; responding. Although the objectives can be addressed separately to scaffold learning, collectively they enrich teaching and learning of the arts.

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.

The four objectives can be considered as dynamic, interrelated and integrated elements of an arts process. They can also be used sequentially in the planning of units of work and in the creation/performance of artworks. However, for the purpose of learning and teaching, and in the development of units, the strands do not need to be covered in any particular sequence or order. It is important to note that investigating, for example, is also part of developing, of creating / performing, as well as being key to evaluating.



Criterion A: Investigating

Through the study of art movements or genres and artworks/performances, students come to understand and appreciate the arts. They use and further develop their research skills to draw on a range of sources, understanding that, in the arts, sources are not limited to texts; they can also include audio and video recordings, images and musical notation. All sources used must be referenced in accordance with the school's academic integrity policy.

In order to achieve the aims of arts, students should be able to:

- investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry
- critique an artwork or performance from the chosen movement(s) or genre(s).

Criterion B: Developing

Development of ideas through practical exploration provides the opportunity for active participation in the art form. Practical exploration requires students to acquire and develop skills/techniques and to experiment with the art form. Evidence of practical exploration cannot be limited to written form; for example, if a student is composing music, evidence should include musical notation and/or audio recordings; if a student is creating a piece of theatre, evidence should include script extracts and/or video recordings. To achieve the higher levels in criterion B i, students must evidence extensive and varied practical exploration and refinement of their idea(s). Students use both practical exploration and knowledge and understanding of art and artworks to purposefully inform artistic decisions.

In order to achieve the aims of arts, students should be able to:

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

Criterion C: Creating/Performing

The acquisition and development of skills is evident in both process and outcome. Formative assessment supports students' acquisition and development of skills and techniques in the process stage. The students' command of skills and techniques is demonstrated through the creation or performance of a finalized artwork that is summatively assessed.

In order to achieve the aims of arts, students should be able to:

- create or perform an artwork.

Criterion D: Evaluating

MYP arts promote the development and application of reflection and critical-thinking skills so that students become reflective practitioners. Through reflecting on their work and on themselves, students become more aware of their own artistic development and the role that the arts play in their lives and in the world. When evaluating their own artwork or performance, students should consider elements, techniques and context. The arts process journal should be used throughout the process stage to keep a record of reflections that students can refer to when developing the final reflection. Development as an artist includes development of personal skills, such as affective skills and problem-solving skills, as well as development of artistic skills and techniques. Students' reflections should answer the questions: "What have I learned that can be taken forward and applied to other projects?" and "What would I do differently if I did this project again?"

In order to achieve the aims of arts, students should be able to:

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

TRIMESTERLY ARTS CAROUSEL

(Music, Visual, Theater)

Students choose for G8 and remain in pathway through G10



Music (Band, Strings, General, Choir)

Visual Art

Drama

Media Arts (Film)

ARTS IN GRADES 11 AND 12

Chadwick International Diploma Pathway
Media Studies (1 year)

Students will cultivate practical skills in the field of Filmmaking and Photography. The course provides students with the opportunity to acquire an understanding of the fundamental elements of media. The curriculum encompasses a blend of instruction, hands-on workshops, and the creation of student film projects.

IB DIPLOMA PATHWAY

6. Arts*

Film (HL/SL)

Music (HL/SL)

Theatre (HL/SL)

Visual Arts (HL/SL)

GUIDANCE

Students in the IB Diploma Programme may select one course in Group 6 or may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts.

Students who take Environmental Systems and Societies (ES&S) as a Group 3/4 course have the opportunity to select an additional Group 6 Arts course. In summary, a student may choose two, one or none of the courses in this group depending on course choices made in Groups 3 & 4.

COURSES OFFERED

Chadwick International offers the following Group 6 courses:

- Film (SL & HL)
- Music (SL & HL)
- Theatre (SL & HL)
- Visual arts (SL & HL)

OVERVIEW

Each Arts subject is designed to foster critical, reflective, and informed practice, help students understand the dynamic and changing nature of the arts, explore the diversity of arts across time, place and cultures, and express themselves with confidence and competence. All arts subjects allow a high degree of adaptability to different cultural contexts. The emphasis is on creativity in the context of disciplined, practical research into the relevant genres.

FURTHER INFORMATION

Please consult the IB Subject Briefs linked below for more detailed information about Group 6, including the course description and aims; the curriculum model overview & the assessment model.

- Film SL & HL
- Music SL & HL
- Theatre SL & HL
- Visual Arts SL & HL



GROUP 7: PHYSICAL AND HEALTH EDUCATION

COURSE DESCRIPTION FOR MYP PHYSICAL AND HEALTH EDUCATION

*The below text is excerpted from IB's MYP Subject Brief for Physical and Health Education.

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes contributing to a balanced and healthy lifestyle.

Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, as well as positive social interaction. Physical activity and health are of central importance to human identity and global communities, creating meaningful connections among people, nations, cultures and the natural world.

Through physical and health education, students learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility and intercultural understanding.



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.

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

Criterion 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:

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

Criterion 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 effectively
- analyse and apply information to perform effectively.

Criterion 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 to enhance interpersonal skills
- analyse and evaluate the effectiveness of a plan based on the outcome
- analyse and evaluate performance.



PHE GRADES 11 AND 12

Chadwick International Diploma Pathway

Health & Fitness Education (1 & 2 year options)

Students will gain the knowledge necessary to make informed decisions about the ways they treat their bodies and minds to enhance their quality and length of life. Students will co-construct learning experiences and participate in a range of movement, collaborative and real-world experiences to enable them to take action and to have a positive impact on others.

This course would be available if there is sufficient interest. Expected date: August 2024

GROUP 8: DESIGN

DESIGN IN GRADES 9 AND 10

Course Description for MYP Design

*The below text is excerpted from IB's MYP Subject Brief for Design.

Design, and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, adapt our environment, communicate with others, solve problems, work and live. MYP design challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

Inquiry and problem-solving are at the heart of design. MYP design requires the use of the design cycle as a tool, which provides: the methodology to structure the inquiry and analyse problems; the development of feasible solutions; the creation of solutions; and the testing and evaluation of the solution. In MYP design, a solution can be a model, prototype, product or system independently created and developed by students.

MYP design enables students to develop not only practical skills but also strategies for creative and critical thinking.

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

- enjoy the design process, and 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.



Criterion 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.

Criterion 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.

Criterion 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.

Criterion 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.

DESIGN IN GRADES 11 AND 12**Chadwick International Diploma Pathway**

Under the CI diploma, there could be a possible addition of:

CI Web and Animated Graphic Design
CI Product Design
CI Computer programming

IB Diploma Pathway

Under the Science Subject group for IBDP, there could be a possible addition of Design Technology (HL/SL) from August 2024



06

Grades 11-12 Course List



IB DIPLOMA PROGRAMME PATHWAY (IB DP)

To meet the CI graduation and IBO requirements:

- Students are required to study 6 subjects. All courses are for two years.
- 3 Higher Level (HL) & 3 Standard Level (SL) must be chosen.
- Students must study English plus a 2nd language and at least one subject from Groups 3, 4 & 5
- A Group 6 Arts subject can be chosen or students can elect to do a second subject from Groups 1 to 4; most usually from Group 3: I&S or Group 4: Science.

Subject Group	Grades 11 & 12 (All two-year courses)
1a. Language & Literature 1b. Language & Literature	English Language & Literature (HL/SL) English Literature (HL/SL) Korean Language & Literature (HL/SL) Korean Literature (HL/SL)
2. Language Acquisition	Chinese B (HL/SL) Chinese ab initio (SL only) Spanish B (HL/SL) Spanish ab initio (SL only) French ab initio (SL only & online)
3. Individuals and Societies	Business Management (HL/SL) Economics (HL/SL) Global Politics (HL/SL) History (HL/SL) Psychology (HL/SL) Possible from August 2024 • Environmental Systems and Societies*
4. Sciences	Biology (HL/SL) Chemistry (HL/SL) Physics (HL/SL) Possible from August 2024 • Environmental Systems and Societies* (HL/SL) • Design Technology (HL/SL)
5. Mathematics	Maths Analysis and Approaches (HL/SL) Maths Applications and Interpretations (HL/SL)
6. Arts*	Film (HL/SL) Music (HL/SL) Theatre (HL/SL) Visual Art (HL/SL)
7. DP Core	Theory of Knowledge, Extended Essay Creativity, Activity, Service

Note:

*Environmental Systems and Societies is an interdisciplinary subject that is offered in Groups 3 & 4. This gives students the opportunity to study an additional subject from another group. This is particularly useful for students who wish to study more than one Arts subject, see Group 6.

CHADWICK INTERNATIONAL DIPLOMA PATHWAY

In keeping with Chadwick's mission and philosophy, the CI Diploma pathway provides students with the opportunity to select a more flexible, personalized, and experiential education pathway that fosters personal and academic growth centered on a student's skills and interests.

To meet Chadwick International School graduation requirements:

- Students can elect to study subjects for one or two years except for English which must be studied for four years in Upper School.
- A combination of DP, CI, and supervised online classes can be taken.
- Only one online course can be taken each semester.
- For DP courses, Higher Level (HL) and/or Standard Level (SL) can be chosen. 3HL/3SL is not a requirement; however up to 4HLs can be chosen.
- A minimum of four courses must be chosen in each grade but selection should be made based on college aspirations.

Subject Group	Grade 11	Grade 12	Credits to Graduate (Grades 9-12)
1a. English	CI English (Y1) DP English Lang. & Lit. (Y1) DP English Literature (Y1)	CI English (Y2) English Lang. & Lit. (Y2) English Literature (Y2)	4
3. Individuals and Societies	CI Global Studies (Y1) DP Bus. Management (Y1) DP Economics (Y1) DP Global Politics (Y1) DP History (Y1) DP Psychology (Y1) DP Environmental Systems and Societies* (Y1)	Credit requirements met but students may continue into Year 2 of the chosen course.	3
4a. Sciences	CI Science DP Biology (Y1) DP Chemistry (Y1) DP Physics (Y1) DP Environmental Systems and Societies* (Y1)	Credit requirements met but students may continue into Year 2 of the chosen course.	3
5. Mathematics	CI Mathematics DP Analysis and Approaches (Y1) DP Applications and Interp. (Y1)	Credit requirements met but students may continue into Year 2 of the chosen course.	3
Chadwick Diploma & IB Diploma Credit Courses (Electives)			
1b. Language & Literature	DP Korean Lang. & Lit. (Y1) DP Korean Literature (Y1)	Credit requirements met but students may continue into Year 2 of the chosen course.	"Second language" credit
2. Language Acquisition	DP Chinese B (Y1) DP Chinese ab initio (Y1) DP Spanish B (Y1) DP Spanish ab initio (Y1) DP French ab initio (Online)	Credit requirements met but students may continue into Year 2 of the chosen course.	"Global language" credit
4b. Design & Technology	Possible from August 2024 DP Design CI Web and Animated Graphic Design CI Product Design CI Computer programming	Credit requirements met but students may continue into Year 2 of the chosen course. CI Design & Technology courses are for one year. A second DT course could be taken in Grade 12.	Credit course
6. Arts*	DP Film (Y1) DP Music (Y1) DP Theatre (Y1) DP Visual Art (Y1)	Credit requirements met but students may continue into Year 2 of the chosen course. It is highly recommended that students in any DP Arts course have a foundation in grade 9 or 10 arts courses that support that subject.	Credit course
7. Phys. & Health Ed.	CI Health & Fitness Education	Credit requirements met students may continue into Year 2 of the chosen course.	Credit course
Online Electives	Students can select more personalized and experiential pathways with online electives, see CI Diploma & IBCP Learning Pathways below.		

CI DIPLOMA & IBCP LEARNING PATHWAYS (2024-26)

There are many possible learning pathways through the CI Diploma & IB Career-related Programme. The table below shows five examples of how students can select more personalized and experiential pathways with CI Diploma courses and online electives. The list is not exhaustive and other pathways could be created.

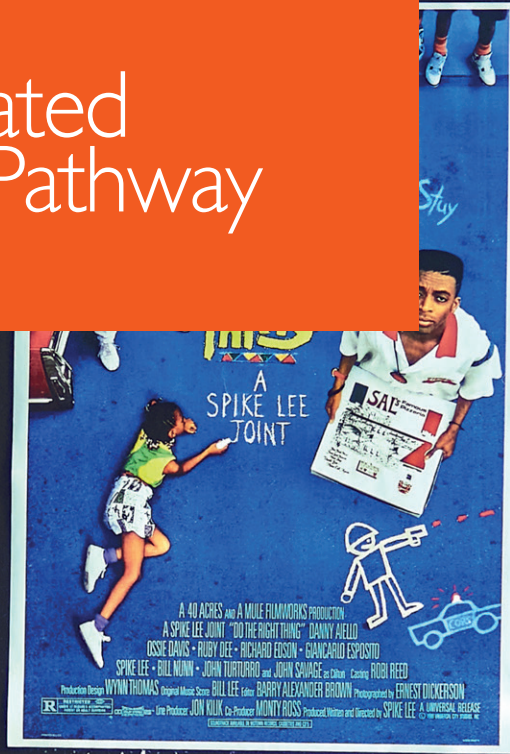


Art, Media & Design	Computer Science	Global Studies, Business & Finance	Health Science	STEM Interdisciplinary Studies
CI Diploma Courses: Web and Animated Graphic Design Product Design Media Studies	CI Diploma Courses: Computer Programming Web and Animated Graphic Design	CI Diploma Courses: Global Studies	CI Diploma Courses: Health Education & Fitness	CI Diploma Courses: Science (Forensic / Environmental) Product Design Computer Programming
Supervised online courses	Supervised online courses	Supervised online courses	Supervised online courses	Supervised online courses
Examples include: Architecture Digital Photography Filmmaking Creative Nonfiction Writing Creative Fiction Writing	Examples include: Computer Sci. 1 - Computational Thinking Computer Sci. 2 - Game Design & Development Introduction to Artificial Intelligence Problem solving with engineering and design	Examples include: International Relations Entrepreneurship in a Global Context Personal Finance & Business Mathematics (Maths credit) Digital Marketing Accountancy	Examples include: Bioethics Global Health Medical Problem Solving I & II Lifestyle and Nutrition Mental Health and Wellness	Examples include: Climate Change & Global Inequality Computational Thinking Principles of Engineering Problem solving with engineering and design

FILM OF THE WEEK

07

IB Career-related Programme Pathway



DIRECTOR: SPIKE LEE

GENRE: COMEDY/DRAMA

ELEMENTS: Cinematography, Mise-en-scène, motifs, inspirations, Scene

YEAR: 1989

IB CAREER-RELATED PROGRAMME DETAILS

The IB CP provides students with a clear career-focused pathway. The career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning; and the CP core helps them to develop skills and competencies required for lifelong learning.

To meet the graduation requirements students must:

- Select two or more subject choices from the IB Diploma Programme (DP) - Higher Level (HL) and / or Standard Level (SL) can be chosen. 3HL/3SL is not a requirement.
- A Career Related Study (CRS) option
- Complete all components of the CP core (Reflective Project, Language Development, Personal and Professional Skills, Service Learning)
- Take a minimum of four courses in each grade but selection should be made based on college aspirations. A combination of DP & CI classes can be taken.

The approximate time commitment for the CP:

Minimum of two DP classes (SL = 150 hours; HL = 240 hours). At CI as the students need to meet the graduation requirements as well, they will need to take additional subjects from the IBDP or the CI courses.

- 90 hours of study in the Personal and Professional Skills course
- 50 hours of Language Development
- 50 hours of Service Learning
- 50 hours (approximately) spent on the Reflective Project
- Students must engage in career-related study (CRS) over the two years of their time in the CP.

Courses	Grade 11	Grade 12	Credits to Graduate (Grades 9-12)
English (any 1 option)	CI English (Y1) DP English Lang. & Lit. (Y1) DP English Literature (Y1)	CI English (Y2) English Lang. & Lit. (Y2) English Literature (Y2)	4
DP Subjects	2 DP courses (Y1) (HL or SL) DP courses have to be related to the CRS.	2 DP courses (Y2) (HL or SL) DP courses must be related to the CRS	Selected to meet graduation requirements
Career-related study (CRS)	2 years required (different providers are available depending on the career path selected)		Usually equal to 1 DP HL course in terms of time requirements
CP Core	Completion of all core components over 2 years required. Reflective Project Language Development, Personal and Professional Skills Service Learning	Completion of all core components over 2 years required. Reflective Project Language Development, Personal and Professional Skills Service Learning	PPS is reflected on the school transcript
CI Diploma and online courses	Select 1- & 2-year CI Diploma and online courses to enrich the selected career pathway and meet graduation requirements. CI classes related to the CRS can be selected such that they meet university requirements		Selected to meet graduation requirements

COURSES AND CAREER PATHWAYS INFORMATION

The IBCP has a strong academic focus as students take the IBDP subjects that relate to their career pathway, but it also reflects a very practical approach that includes a personal and professional skills course and also a reflective project. These courses help the students to develop critical and ethical thinking and are useful in developing life-long skills for the workplace and or further study.

At Chadwick, the following Career pathways are available through various service providers (CRS August 2024)

- Business and Sustainability
- Art and Design
- Sports
- Digital Technology
- Accounts*
- Others*

* Depends on the number of students and the availability of CRS providers

Note:

The CRS providers are contacted by the IBCP coordinator to ensure that the path selected is available and seats as per the suitability of the students are available.

Business and Sustainability

The Business and Sustainability course with the Sustainability Management School (SUMAS). SUMAS is accredited by the Accreditation Council for Business Schools and Programs and the Swiss Private School Register. The students receive university credit for the courses they complete along with a transcript from SUMAS and the IBCP. The Business and Sustainability programme will be delivered via e-learning from the faculty at SUMAS.

An essential feature of the course will be connecting student learning around real-world applications. Units will involve simulations of business practices as well as case studies exploring the challenges faced as industry responds to the increased demands to operate sustainably. In addition, students will have the opportunity to apply their learning by participating in both a Sustainability Leadership Experience at the beginning of the course and an Integrative Project Experience during their second year of study.

Details about the Course:

Sustainability Leadership Camp

Students will take part in a Sustainability Leadership Camp at the beginning of the course. The camp is designed to introduce the concepts, styles, and practices of leadership.

Fundamentals of Sustainability

This unit will provide students with a solid basic understanding of the main aspects of sustainability and

prepare them for the advanced courses. The individual, company, and societal perspectives are explored and issues concerning energy, climate, and water are covered in more detail, to help students reach a deeper qualitative and quantitative understanding.

Technology and Sustainable Innovation

This course will be an introduction to “new thinking” on innovation and sustainable industry (SI). Students will explore this unit through topics such as the circular economy, performance economy and life-cycle analysis.

Leadership

This course is designed to raise awareness of the importance of new leadership styles to fit the challenges facing leaders today in times of fast changes and crises. Leaders must be skilled communicators and change promoters in the global arena.

Integrative Project

In addition, students will learn through an integrative project where they will have opportunities to apply their theoretical learning in a real-world setting. Students can choose to focus on a Business Externship, Sustainable Fashion, Sustainable Hospitality or Nature Conservation.

IBDP and CI Courses Which are Usually Suitable for this Pathway

Students following the Business and Sustainability

course would take three or four Diploma Courses with one or two at the higher level. Students could take humanities courses, science courses such as biology at the higher level, or, as well as a standard-level mathematics course and one other standard-level course to complement their studies. CI students should meet with college counselors to ensure that their course selection helps them meet the CI Diploma requirements. CI offers a wide range of online courses as well as face-to-face courses, from August 2024 additional courses will be added, these need to be discussed with the IBCP coordinator.

Art and Design

Savannah College of Art and Design (SCAD)

This program is offered online, SCAD is an internationally recognized and highly regarded university based in Savannah, Atlanta in the USA, and Lacoste in France. SCAD has an excellent reputation in the art world and impressive links to industry. The SCAD IBCP Pathway is an excellent and customizable platform that allows students to begin their journey toward an art and design career by completing university-level courses at SCAD before beginning full-time studies.

CP students will take one of the tracks offered by SCAD.

- Track 1A: General/Foundations – STEM eligible
- Track 1B: General/Foundations – Digital Media Majors – STEM eligible
- Track 2A: General/Foundations and Liberal Arts – STEM eligible
- Track 2B: General/Foundations and Liberal Arts (No DRAW 100 Required)
- Track 3: Advertising and Branding – STEM program
- Track 4: Graphic Design – STEM program
- Track 5: Interactive Design and Game Development – STEM program
- Track 6: Photography
- Track 7: Sequential Art
- Track 8: Fashion Marketing and Management
- Track 9: Social Strategy and Management – STEM program
- Track 10: Custom Tracks: Students can customize classes based on their needs and interests

Details about the Course

Example course outline for an Art Track 1A course

Drawing I: Form and Space

Students learn basic skills and techniques for drawing from direct observation using subjects such as still life, landscape, and architecture. The depiction of form, light, and spatial depth is emphasized along with accurate proportion and scale.

Design I: Elements and Organization

Students develop an understanding of the organizational methods used in two-dimensional work. They utilize the elements and principles of design while working in black-and-white and color media. Problem-solving processes and research are integrated into the development, refinement and evaluation of images. The work of professionals in a variety of art and design fields is analyzed to understand the application of two-dimensional design.

Drawing II: Composition and Media

Students enhance observational drawing skills and produce work from imagination in linear perspective through research and experimentation with technique and media. Students refine the use of black-and-white media, learn to use color media, and skillfully integrate content, concept and composition.

Color: Theory and Application

This course continues the skills developed in Design I and develops an understanding of color properties and relationships through formal exercises, research and creative thinking. Students build a vocabulary for analyzing and identifying color and color phenomena. Concepts of color theorists and color use in a variety of fields are examined to understand the application of color theory.

Design II: 3D Form in Space

This course continues the skills developed in Design I and develops an understanding of color properties and relationships through formal exercises, research, and creative thinking. Students build a vocabulary for analyzing and identifying color and color phenomena. Concepts of color theorists and color use in a variety of fields are examined to understand the application of color theory.

Further details need to be discussed as these vary according to the track selected by the student. An appointment with the service provider can be booked if requested through the IBCP coordinator.

Other examples for tracks selected through SCAD:

► TRACK 5: INTERACTIVE DESIGN AND GAME DEVELOPMENT

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Quarter 5
DRAW 100 Drawing I: Form and Space	DSGN 100 Design I: Elements and Organization	DIGI 130 Digital Communication	ITGM 130 Digital Design Aesthetics (prerequisite: DIGI 130)	DRAW 101 Drawing II: Composition and Media (prerequisite: DRAW 100)

► TRACK 9: FASHION MARKETING AND MANAGEMENT

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Quarter 5
DRAW 100 Drawing I: Form and Space	DSGN 100 Design I: Elements and Organization	DRAW 101 Drawing II: Composition and Media (prerequisite: DRAW 100)	DSGN 101 Color: Theory and Application (prerequisite: DSGN 100)	FASH 105 Introduction to Textiles*

IBDP and CI Courses, Which are Usually Suitable for the Pathways

Students select IBDP arts and film or other DP courses that are related to their selected career path. The study of IBDP history and Language & Literature may also be beneficial if the students have selected an art course at SCAD. CI offers a wide range of online courses as well as face to face courses, from August 2024 additional courses will be added, these need to be discussed with the IBCP coordinator.

Sports

The World Academy of Sport

The CRS International Sport Management offers students practical, real-world approaches to learning designed to prepare them for higher education and the industry. Students will engage in career-related learning while gaining transferable and lifelong skills in applied knowledge, critical thinking, communication, and cross-cultural engagement.

Students undertaking the career related studies will participate in the following first year undergraduate courses from the International Sport Management degree offered by the World Academy of Sport-

Details about the Course: Introduction to International Sport Management

This course provides a comprehensive introduction to the practical application of core sport management principles within the context of the international and

national sport sector including non-profit and professional sports organizations.

Sport Performance Management

This course is designed to introduce students to the disciplines and professions within sports science and their role in sports performance, athlete welfare, and well-being. The coordination process to facilitate the deployment of the most appropriate sports sciences/ performance services at the most appropriate time will be considered throughout the course.

Managing Sport Development

This course provides students with an introduction to theoretical knowledge in the area of sports development and a basic understanding of the effective practical ways to implement this knowledge through

practical case studies across various countries and International Sports Federations.

Students completing the CRS, International Sport Management courses will receive on successful completion a non-award bearing certificate for each CRS course along with the IB Career-related Programme if they successfully meet all the requirements.

IBDP and CI Courses, Which are Usually Suitable for the Pathways

The students may take IBDP science subjects, language courses and other CI subjects that could relate to their graduation requirements as well as the admission requirements of universities dictate the choice of subjects. CI offers a wide range of online courses as well as face to face courses, from August 2024 additional courses will be added, these need to be discussed with the IBCP coordinator.

The students are strongly advised to meet the college counselors and set the selection of subjects in line with the college admission requirements, as these vary from institution to institution.

Digital Technology

Arizona State University*

Accelerate ASU works with IB as a CRS strategic provider to provide college courses in pathways that lead to further/higher education, apprenticeships, or employment to IB students enrolled in the Career-related Programme (CP). Students can choose from these Mastery Certificates:

Mastery Certificate – Google Information Technology Support

In this online program, students work through five ASU Universal Learner Courses (ULC) that leverage the Google IT Support Certificate, as well as supplemental industry material that is aimed at giving them the best preparation possible to begin a career in Information Technology.

Mastery Certificate – Applied Business Data Analytics

In this online program, students work through six ASU Universal Learner Courses and learn the skills used by business analysts to streamline business processes and decision-making with data.



Mastery Certificate – Project Management

In this online program, students work through four ASU Universal Learner Courses. They learn the skills used by project managers to understand a project life cycle, determine time and sequencing, create cost estimation as well as needs assessment, and plan project resource management.

Customizable Certificates

You can connect with the IBCP coordinator, and we can work on creating a customized certificate pathway that best suits the needs of the student using the Arizona Universal Learner courses.

As this is provided by Arizona State University, these courses that are taken by the students can be customized to suit the needs of the learner, and they provide college credits as well.

IBDP and CI courses

The courses are selected from the IBDP courses available as per the career pathways selected. The students would need to consult with the college counselors at CI to ensure that they have the

correct courses such that they can meet the admission requirements at various institutions of their choice. CI offers a wide range of online courses as well as face-to-face courses, from August 2024 additional courses will be added, these need to be discussed with the IBCP coordinator.

* ASU would be available from August 2024, if we have sufficient students registering in the courses. Kindly contact the IBCP coordinator for further information/details.

Other Courses

Accountancy-Online

The course is available through two different CRS providers and the students can set up a meeting with the IBCP coordinator to better understand the procedures etc.

Architecture- Online

The course is available through different service providers and students can set up a meeting with the IBCP coordinator to explore these.



IBCP CORE

Personal and Professional Skills:

This course is designed for students to develop attitudes, skills, and strategies to be applied to personal and professional situations and contexts now and in the future. It includes the exploration and application of ethics, particularly in relation to the chosen career-related field.

Language Development

The requirement ensures that all students have access to and are exposed to a language programme that will assist and further their understanding of the wider world. It encourages students to improve their proficiency in a language other than their best language.

There are a variety of ways in which students can undertake language development, including but not limited to:

- a school-designed course
- an extension to a DP language acquisition course
- an external provider of language development
- an online language course.
- a school-monitored self-directed language study.

The students maintain a journal of their language development throughout the IBCP.

Service Learning:

This requirement is the application of knowledge and skills toward meeting an identified and authentic community need. It uses a research-based approach to undertake service initiatives related to topics studied in academic disciplines, utilizing skills, understandings, and values developed in these studies.

Reflective Project:

This is an in-depth body of work produced over an extended period of time and submitted at the end of the CP. This allows students to identify, analyze, critically discuss, and evaluate an ethical issue arising from their career-related studies. It promotes high-level research, writing and extended communication skills, intellectual discovery, and creativity. Students will be assessed on the approach they use to complete the reflective project-the process, and the output from that process-the product. The reflective project is assessed using five assessment criteria designed to foster independent study and encourage students to use their initiative. The Reflective project is internally assessed and externally moderated by the IB.



IBCP ASSESSMENT

The IBCP core is assessed in a variety of ways.

Personal and Professional Skills

Assessment is designed by the school. Schools report to the IB whether each student has satisfactorily completed the course.

Service Learning

This is a research-based approach. Successful completion of the service-learning component as evidenced through the student's service-learning portfolio.

Language Development

Assessment determined by the school. Schools report to the IB whether each student has completed the language development programme as evidenced in the student's language portfolio.

Reflective Project

Internally assessed by the school against assessment criteria defined by the IB. Externally moderated by the IB.

08

Chadwick International
Diploma Pathway

08

Chadwick International
Diploma Pathway

The Chadwick International Diploma pathway provides students with the opportunity to select a more flexible, personalized, and experiential education pathway that fosters personal and academic growth centered on a student's skills and interests.

The CI Diploma is the most flexible pathway option as it can be achieved with a combination of one and two-year CI courses, IB Diploma courses plus supervised, accredited, online enrichment courses.

CHADWICK INTERNATIONAL DIPLOMA COURSES

Guidance

Students in the CI Diploma (CI) pathway must select courses to meet graduation requirements. As noted above, the CI pathway is the most flexible option as it can be completed with a combination of one and two-year CI courses, IB Diploma courses plus supervised online enrichment electives.

All students must study a minimum of four courses in Grade 12 for the entirety of the school year (including English). However, we typically advise students to maintain at least five courses in Grade 12.

As noted above, placement in courses is subject to review and confirmation to ensure an appropriate degree of challenge and that graduation and college requirements are met.

The Chadwick International Diploma courses are listed below:

- CI English
- CI Mathematics
- CI Science I
- CI Science II (revised for August 2024)

If there is sufficient interest, the following High School Diploma courses will be offered from August 2024:

- Computer Programming
- Global Studies
- Health & Fitness Education
- Media Studies
- Product Design
- Web and Animated Graphic Design

COURSE DESCRIPTIONS

Computer Programming (1 year)

Students will build upon their foundational programming knowledge and have the opportunity to explore Computer Science and object-oriented programming concepts. Students will begin to develop higher-order thinking skills (problem deconstruction, stepwise solution building, analytical thinking, analogical thinking, creative thinking, and critical thinking) and will learn how to program using Java.

Global Studies (1- & 2-year options)

Students will develop their ability to consider significant global issues from different perspectives by exploring topics such as: Conflict and Peace; Culture and Communities; Development, Trade and Aid; Globalization; Health and Well-being; Migration and Urbanization; Political Power and Action; Poverty and Inequality; Values and Beliefs. Students will continue to develop the skills of research, analysis and evaluation, reflection, communication, and collaboration by studying a selection of key topics together, after which they will have the opportunity to choose further topics to explore through both independent study and collaborative projects.

Health & Fitness Education (1 & 2 year options)

Students will gain the knowledge necessary to make

informed decisions about the ways they treat their bodies and minds to enhance their quality and length of life. Students will co-construct learning experiences and participate in a range of movement, collaborative

and real-world experiences to enable them to take action and to have a positive impact on others.

Media Studies (1 year)

Students will cultivate practical skills in the field of Filmmaking and Photography. The course provides students with the opportunity to acquire an understanding of the fundamental elements of media. The curriculum encompasses a blend of instruction, hands-on workshops, and the creation of student film projects.

Product Design (1- & 2-year options)

Using imagination and creativity students will design and make products to solve real world problems. Product design is a practical subject with theoretical content. Students will follow a cyclical interactive design process through research and analysis, development of design ideas, development of products, and testing and evaluation. They will acquire design knowledge by research, developing their design ideas, following a variety of manufacturing techniques and processes, and practicing their skills.



Web and Animated Graphic Design (1 year)

Students will investigate various facets of web and animated design. Students will explore the design process and develop websites written in a combination of HTML and CSS (cascading style sheets). As well as developing web-based components, students will also develop their knowledge of animation and animated graphics using a variety of software.

IB Diploma Courses within the CI Diploma

Students may also select some IB Diploma courses based on their interests and/or to meet the CI graduation requirements. Students in the CI Diploma have the following course options:

- Enroll in an IB DP course for two years and complete all related assessment components in order to receive the IB DP (HL or SL) course designation on their transcript. Students who take two-year DP courses are expected to take the external exams in order to receive the relevant DP subject certificates.
- Enroll in a DP course for one year and complete all related assessment components in order to receive the IB DP (HL or SL) course designation on their transcript.
- Students do not need to select 3 Higher Level/3 Standard Level courses.

There are many combinations of CI & DP courses a student can select to meet the requirements. A few

examples of course selections for the CI Diploma are given below for illustration:

Example 1 - Six subjects with a combination of CI and DP courses

- CI English
- DP Korean Language and Literature (SL or HL)
- CI Global Studies
- DP History (SL or HL)
- CI Science
- CI Mathematics

Example 2 - Five subjects with a combination of CI and DP courses

- DP English Language and Literature (SL or HL)
- DP Business Management (SL or HL)
- CI Computer Programming
- CI Mathematics
- DP Arts (SL or HL) - If credit requirements have been met in Grade 9 or 10, no arts option is needed.

Example 3 - Six subjects all DP courses

- DP English Language and Literature (SL)
- DP Korean Language and Literature (HL)
- DP Business Management (SL)
- DP Biology (SL)
- DP Mathematics (SL)
- DP Visual Art (SL)

In the three examples above, completion of the Creativity, Activity, Service (CAS) component & CI Senior Project are also requirements.



The background of the slide is a collage of various university pennants. Visible pennants include: a green one with a sunburst logo, a purple one with a white eagle logo, a red one with 'ALEXANDER' in white, a blue one with 'FAY' in white, an orange one with 'MAGUIRE' in white, a yellow one with '1951' in black, a white one with 'EMORY' in blue, a green one with 'SAN FRANCISCO' in white, a blue one with 'UC DAVIS' and 'UNIVERSITY OF CALIFORNIA' in yellow, a maroon one with 'SWARTHMORE' in white, a red one with 'Benz School' and 'Engineering' in white, a light blue one with 'HOLYOKE' in white, a dark blue one with 'JEFFAN' in white, and a maroon one with 'WILSON' in white. The pennants are arranged in a radial pattern, pointing towards the center.

09

IB Diploma Programme (DP)

The IB Diploma Programme (DP) is a rigorous,
academically challenging,
and balanced programme of education designed
to prepare students for success at university and life beyond.
The DP aims to encourage students to be knowledgeable, inquiring, caring,
and compassionate, and to develop intercultural understanding,
open-mindedness, and the attitudes necessary to respect
and evaluate a range of viewpoints.

To ensure both breadth and depth of knowledge and understanding, students must choose six courses from six distinct groups:

1. Studies in language and literature
2. Language acquisition
3. Individuals and societies
4. Sciences
5. Mathematics
6. The Arts

THE AWARD OF THE IB DIPLOMA

Higher Level (HL) and Standard Level (SL) courses

The IB recommends 240 teaching hours for HL

subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.

The IB awards the same number of points for higher level (HL) and standard level (SL) courses, reflecting the IB's belief in the importance of achievement across a broad range of academic disciplines.

HL and SL courses differ in scope but are assessed against the same grade descriptors, with HL candidates expected to demonstrate the various elements of the grade descriptors across a greater body of knowledge, understanding and skills.

Grade Descriptors

IB published grade descriptors are the foundation of awarding IB grades. Each subject is graded 1–7, with 7 being the highest grade.

Grade descriptors describe skills and understanding that should be evident within a student's body of written, oral, and practical work for a subject, in order to justify the award of a particular grade. The grade descriptors are used to provide feedback to students on their work and progress; report achievement to students and parents; and provide predicted grades to universities and the IB.

Requirements for the award of the IB Diploma

(Extract from DP: From Principles into Practice)

The IB diploma is awarded based on performance across all parts of the DP.

- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed in order to pass the diploma.
- The overall maximum points from subject grades, TOK, and the EE is therefore 45: $((6 \times 7) + 3)$.
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

Receiving a Bilingual Diploma

A bilingual diploma is awarded to candidates who complete and receive a grade of 3 or higher in two languages selected from the DP course studies in language and literature.

Additional Requirements

(Extract from DP: From Principles into Practice)

There are several additional requirements for the award of the diploma.

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has gained 12 points or more on HL subjects.
- The candidate has gained 9 points or more on SL subjects.
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

DP CORE: THEORY OF KNOWLEDGE, EXTENDED ESSAY AND CAS

Guidance

Completion of the three DP core components - Theory of Knowledge (ToK), Extended Essay (EE) and Creativity, Activity, Service (CAS) - is mandatory for all DP students.

Theory of Knowledge

The theory of knowledge (TOK) course plays a special role in the DP by providing an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know. TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies.

Extended Essay

The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research.

Creativity · Activity · Service

CAS is at the heart of the DP. The three strands of creativity, activity and service are defined as follows.

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance.
- Activity—physical exertion contributing to a healthy lifestyle.
- Service—collaborative and reciprocal engagement with the community in response to an authentic need. CAS requires students to take part in a range of experiences that should involve:
 - real, purposeful activities, with significant outcomes
 - personal challenge
 - thoughtful consideration, such as planning, reviewing progress, reporting
 - reflection on outcomes and personal learning.

Further Information

Please consult the IBO public webpages linked below for more detailed information about the DP Core, including descriptions, aims & assessment.

- Theory of Knowledge ([Link](#))
- Extended Essay ([Subject Brief](#))
- Creativity, Activity, Service ([Link](#))



10

Frequently Asked Questions for Grades 11 and 12



I. Pathway and Course Selection Process

When do students need to make their programme and course selection?

Students will submit their programme and course selections on 2nd February 2024 to be reviewed by subject teachers, college counselors & programme coordinators. There will be opportunities for Student / Parent / Counselors meetings. If subject courses are not approved, students and parents will be contacted to schedule a meeting. Changes can be made during this process.

Grace Period: Is it possible to change pathway and course selections after February 2nd? What is the process for making the change?

As noted above, pathway and course selections can change as part of the review and approval process, with the input from students, parents, teachers etc. after the February submission date. This process concludes in March when the data is used to design the schedule; however, see below for additional information.

As outlined in the US Student Parent Handbook 2023-24 (p. 39), there is a grace period during the first two weeks of the new academic year when students can submit a change of subject request form. However, such a move is subject to the availability of a place in the course desired, which cannot be guaranteed. As such, it is advisable to make a firm commitment to courses by March 2024.

Occasionally a student may wish to drop or change a course beyond the two-week grace period. While this is not encouraged, there are some acceptable reasons, see US Student Parent Handbook 2023-24 (p. 39); however, such a move can be difficult to manage due to missed classes and is subject to the availability of a place in the course desired, which cannot be guaranteed.

Are there any prerequisites in order to take a certain programme?

It is important that students make appropriate pathway

and subject choices. Many university / college courses have specific entry requirements, in addition, misplacement in a course may not allow the student an appropriate degree of challenge for development in that subject or, conversely, may lead to a poor grade if a course presents too much challenge.

Our aim is for students to make informed choices about the most appropriate pathway and subject selections based on their interests and ambitions. We do not work from a strict set of prerequisites for each pathway but subject teachers do review student choices to consider if they will be successful in their chosen courses; for example, Higher Level/Standard Level Dp subjects.

If a student would like to take a course (subject) that is not being offered at CI, what should he/she do?

We are developing our CI Diploma and IB Career-related programme so that students will be able to take a wide variety of accredited courses with external providers. We are confident this development will meet a wide range of interests and needs.

Within the DP, it is possible to support a wide range of mother-tongue/home languages through external providers and a more limited number of languages as the beginner (ab initio) level. Apart from these language options, all DP courses are taught in school.

Are Standard Level (SL) and Higher Level (HL) classes separate or combined?

This depends upon the numbers of students selecting a HL or SL subject and other scheduling constraints. The majority of DP classes are combined HL/SL but there are examples of separate HL and SL classes (e.g. English Language & Lit., Mathematics & Chemistry).

Are teachers assigned for two consecutive years?

Yes. The exception is if a teacher with a Grade 11 class decides to leave CI.

What is the timeline for Grade 10 to make their pathway and course selections?

Date	Description
Nov 2023	Pathways information web page available Non-binding course selection for planning
Nov - Jan 2024	Subject presentations in classes Students' opportunity to discuss subject options with teachers, coordinators & counselors
January	Subject Fair for students
February 2nd	Students submit subject choices
February	Choices reviewed by subject teachers, college counselors & coordinators for approval. Opportunity for Student/Parent/Counselors meetings
Feb - March	If subject courses are not approved, students and parents will be contacted to schedule a meeting.

2. IB DP Assessment

What are the requirements for the award of the IB Diploma?

The IB published grade descriptors are the foundation of awarding IB grades. Grade descriptors describe skills and understanding that should be evident within a student's body of written, oral and practical work for a subject, in order to justify award of a particular grade. In summary, the IB diploma is awarded based on performance across all parts of the DP. The six subjects are graded 1–7, with 7 being the highest grade. TOK and the EE contribute between 0 and 3 points to the total. The overall maximum points from subject grades, TOK and the EE is therefore 45. The minimum threshold for the award of the diploma is 24 points. Please read the section The award of the IB Diploma on the G11/12 Pathways webpage.

Are there any group projects in assessments in G11/12?

Collaboration is an important life skill and group projects are an important part of teaching and learning for students to develop skills and master content knowledge. In the IB Diploma Programme, some assessments in the Arts group require collaboration, while in other subject groups external assessments are completed individually.

When are Predicted Grades submitted to colleges?

Predicted Grades (PG's) are collected from the teachers in early October for students applying to UK schools for Medicine or to Oxford or Cambridge (any major) to meet the UCAS deadline of mid-October and for any US school that has an October deadline and requires PGs. All other PG's are collected mid-October to submit to universities that require them (2023) after Nov 1 as universities cannot process IBPGs until an application is on file. IBPG's will be updated in mid-January and sent to all universities that require them. Starting in 2024, IBPGs will be sent with the transcript to all universities by each universities deadline, early and regular.

3. Extended Essay (EE)

For information about the DP Extended Essay, please see the DP Core section of the G11/12 Pathways webpage. Detailed information is also available on the IBO public website: [Extended Essay, including example essays.](#)

When and over what period is the EE conducted? Is an EE class provided?

The extended essay (EE) is a longitudinal task that offers the opportunity for DP students to investigate a topic of special interest in the form of a 4,000-word piece of independent research.

Initial guidance for the EE starts with lessons in Approaches to Learning, such as self-management, in September in Grade 11 in the Core/TOK classes. The EE is introduced in November; students choose their topics and subjects and start working with a supervisor in January in Grade 11. The final EE is submitted in October in Grade 12. The process, including the final reflection, ends in November in Grade 12. Students are expected to work approximately 40 hours on their EE's.

Is there an individual supervisor for EE? How is the supervisor decided? What is the supervisor's role?

All students are allocated an individual supervisor for the EE. The supervisor is most often allocated on the basis that they have a background in the topic chosen by the student (Literature, Mathematics, Biology etc.)

Students are supported through the supervision process, recommended to be 3–5 hours. There are three mandatory reflection sessions, and students are encouraged to seek support through informal meetings to ensure they understand the requirements of the task, such as the nature of the subject, relevant research methods, communication of ideas, critical thinking, and the assessment criteria. In addition, students receive ongoing guidance in their Core / TOK classes about the process and the skills applied in the EE.

The roles and responsibilities of the student and supervisor are clearly explained in the EE Subject Guide. The supervision process is “an active two-way process with the supervisor primarily there to support and guide the student, during the supervision and reflection sessions, at the planning stage, and when the student is carrying out and writing up their research.” The supervisor's role is to provide guidance and feedback to the student, authenticate the student's work and assess the final EE against the published assessment criteria.

How do students select a topic?

During the induction to the EE, students are surveyed about their initial areas of interest and topics. They are given time and opportunity to discuss their ideas with their subject teachers. In January in G11, students compose proposals, including a topic, a subject, and a preliminary research question. The process leading to the supervisor assignments is determined in collaboration with the department chairs, subject

teachers, and the Core Coordinator.

How is the Extended Essay assessed?

The EE is assessed by a set of specific assessment criteria. A final grade is awarded on the A to E scale; E is a “failing condition”. As stated above, the combined ToK and the EE final grades are combined to contribute between 0 and 3 points to the total.

- Criterion A: focus and method (6 marks)
- Criterion B: knowledge and understanding (6 marks)
- Criterion C: critical thinking (12 marks)
- Criterion D: presentation (4 marks)
- Criterion E: engagement (6 marks)

Is there a possibility to connect the EE to the MYP Personal Project?

The personal Project (PP) and Extended Essay (EE) are culminating projects of the MYP and DP, respectively. Both are student-driven longitudinal tasks that rely on the application of approaches to learning. On the other hand, the Extended Essay is more academic in nature and requires students to apply all approaches to learning developed thus far.

The EE must be an original piece of work and should not duplicate any work done in the MYP or any other assessed pieces of work in a Grade 11/12 subject, DP or CI. Students are not allowed to choose the same topic or issue they explored in their PP to ensure the authenticity of their work. All students must meet the requirements for the EE, including academic integrity. Note: self-plagiarism is any attempt to take any of your own previously published text, papers, or research results and make it appear brand new - students must be careful to avoid this.



4. Theory of Knowledge (ToK)

For information about the DP Theory of Knowledge, please see the DP Core section of the G11/12 Pathways webpage.

Is ToK a taught subject?

All students in the IBDP have a ToK block with an assigned teacher who will work with the students for the two year duration of the programme. The ToK course is assessed through an exhibition and a 1,600 word essay. The exhibition requires the students to create an exhibition of three objects that explores how ToK manifests in the world around us. The essay focuses on a conceptual issue in ToK.

The ToK block is also used to provide support with the Extended Essay, CAS & College Counseling.

5. CAS (Creativity, Activity, Service)

For information about CAS, please see the DP Core section of the G11/12 Pathways webpage. Please also see: [What is CAS? Parent Information Presentation](#).

What is CAS?

Creativity, Activity, Service is at the core of the Diploma Programme along with Theory of Knowledge (TOK) and the Extended Essay (EE). The skills learned through CAS are crucial in making students the type of responsible individual described in the IB Mission Statement and IB Learner Profile. For example CAS encourages self-awareness and an increased sense of identity when students reflect on their CAS experiences. Students discover other people's needs and find a way to help, either through direct action or advocacy, and in the process they develop individual and shared responsibility along with collaboration skills.

How long is the CAS period of study?

Students engage in CAS in both Grade 11 and 12. It starts in September of the Grade 11 with an orientation session and ends in April of Grade 12 with an exit interview.

Is there an individual supervisor for CAS?

For each CAS experience, students identify a supervisor when they document their participation on Managebac. Teachers who supervise school based clubs serve as CAS supervisors for those students who are members of the club. There is a CAS coordinator who oversees all aspects of the CAS programme.



How to select the CAS and can you share some good examples?

By Grade 11, there is an expectation that students will be able to select and/or initiate CAS experiences. For each experience, they need to meet one of the CAS strands and one of the learning outcomes.

What is the assessment method?

There is no examination for CAS. All students need to complete CAS requirements by documenting two experiences for each CAS strand in Grade 11 and 1 experience for each CAS strand in Grade 12. Reflections and evidence are to be included for each experience and fully documented on Managebac. The CAS coordinator goes into CORE classes across the school year to work with students in their CAS.

Can participation in school clubs, councils and athletic teams (e.g., Varsity Tennis, Cross Country) be used to meet CAS requirements?

Yes. What students do in clubs, athletics and other extracurricular service work can all be counted as CAS experiences. Students are required to identify and document CAS experiences in Managebac by writing reflections and providing evidence.

6. Class Schedules

Can you show some examples of the current 11/12th graders' class schedules?

The three pathways lead to a variety of schedules as there are different required courses and components within each. The IB DP requires 3 HL & 3 SL plus the completion of all core components (ToK, EE, CAS). In the CI Diploma, students can take a maximum 6 and a minimum 4 classes. Examples are shown below.

► SCHEDULE A: IB Diploma

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
8 AM	Math: Applications & Interpretation SL 2, BLOCK 1 8:25 – 9:45 (Period 81US) Mr. Karakoc – 8408	Film HL 2, BLOCK 2 8:25 – 9:45 (Period 82US) Ms. Newsome – 8117	Biology SL 2, BLOCK 3 8:25 – 9:45 (Period 83US) Ms. MacDonald – 8319	Korean Language & Literature SL 2, BLOCK 4 8:25 – 9:45 (Period 84US) Ms. Lee – 8402	English Language & Literature HL 2, BLOCK 5 8:25 – 9:45 (Period 85US) Ms. Patterson-Shin – 8426	Theory of Knowledge 2, BLOCK 6 8:25 – 9:45 (Period 86US) Mr. Probasco – 8305	Business Management HL 2, BLOCK 7 8:25 – 9:45 (Period 87US) Ms. Won – 8305	Office Hours (US) 8:00 – 8:30 (Period US DM) Unscheduled 8:25 – 9:00 (Period 88D-HL) English Language & Literature HL 2 9:10 – 9:45 (Period 88H-HL) Ms. Patterson-Shin –
9 AM						Break (US) – 9:45		
10 AM	Biology SL 2, BLOCK 3 9:55 – 11:15 (Period 83US) Ms. MacDonald – 8319	Korean Language & Literature SL 2, BLOCK 4 9:55 – 11:15 (Period 84US) Ms. Lee – 8402	English Language & Literature HL 2, BLOCK 5 9:55 – 11:15 (Period 85US) Ms. Patterson-Shin – 8426	Theory of Knowledge 2, BLOCK 6 9:55 – 11:15 (Period 86US) Mr. Probasco – 8305	Business Management HL 2, BLOCK 7 9:55 – 11:15 (Period 87US) Ms. Won – 8305	Unscheduled 10:00 – 11:15 (Period 88US) Unscheduled 10:40 – 11:15 (Period 88G-HL) Transition (US) – 11:15	Math: Applications & Interpretation SL 2, BLOCK 1 9:55 – 11:15 (Period 81US) Mr. Karakoc – 8408	Film HL 2, BLOCK 2 9:55 – 11:15 (Period 82US) Ms. Newsome – 8117
11 AM	English Language & Literature HL 2, BLOCK 5 11:20 – 12:40 (Period 85US) Ms. Patterson-Shin – 8426	Theory of Knowledge 2, BLOCK 6 11:20 – 12:40 (Period 86US) Mr. Probasco – 8305	Business Management HL 2, BLOCK 7 11:20 – 12:40 (Period 87US) Ms. Won – 8305	Business Management HL 2 11:20 – 11:55 (Period 88H-HL) Ms. Won – 8305 Film HL 2 12:05 – 12:40 (Period 88F-HL) Ms. Newsome – 8117	Math: Applications & Interpretation SL 2, BLOCK 1 11:20 – 12:40 (Period 81US) Mr. Karakoc – 8408	Film HL 2, BLOCK 2 11:20 – 12:40 (Period 82US) Ms. Newsome – 8117	Biology SL 2, BLOCK 3 11:20 – 12:40 (Period 83US) Ms. MacDonald – 8319	Korean Language & Literature SL 2, BLOCK 4 11:20 – 12:40 (Period 84US) Ms. Lee – 8402
12 PM								
1 PM	Business Management HL 2, BLOCK 7 1:20 – 2:40 (Period 87US) Ms. Won – 8305	Unscheduled 1:20 – 1:55 (Period 88A-HL) Unscheduled 2:05 – 2:40 (Period 88E-HL)	Math: Applications & Interpretation SL 2, BLOCK 1 1:20 – 2:40 (Period 81US) Mr. Karakoc – 8408	Film HL 2, BLOCK 2 1:20 – 2:40 (Period 82US) Ms. Newsome – 8117	Biology SL 2, BLOCK 3 1:20 – 2:40 (Period 83US) Ms. MacDonald – 8319	Korean Language & Literature SL 2, BLOCK 4 1:20 – 2:40 (Period 84US) Ms. Lee – 8402	English Language & Literature HL 2, BLOCK 5 1:20 – 2:40 (Period 85US) Ms. Patterson-Shin – 8426	Theory of Knowledge 2, BLOCK 6 1:20 – 2:40 (Period 86US) Mr. Probasco – 8305
2 PM	Unscheduled 2:55 – 3:35 (Period VS CT)	Unscheduled 2:55 – 3:35 (Period VS CT)	Unscheduled 2:55 – 3:35 (Period VS CT)	Unscheduled 2:55 – 3:35 (Period VS CT)	Unscheduled 2:55 – 3:35 (Period VS CT)	Unscheduled 2:55 – 3:35 (Period VS CT)	Unscheduled 2:55 – 3:35 (Period VS CT)	Unscheduled 2:55 – 3:35 (Period VS CT)
3 PM								

► SCHEDULE B: CI Diploma (4 classes)

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
8 AM	Personal & Professional Skills 1 8:25 – 9:45 (Period 81US) Ms. Hanspal – Telepresence	Math: Applications & Interpretation SL 1 8:25 – 9:45 (Period 82US) Mr. Martin – B411	Business Management HL 1 8:25 – 9:45 (Period 83US) Ms. Won – B305	Film HL 1 8:25 – 9:45 (Period 84US) Ms. Newsome – B117	English Language & Literature SL 1 8:25 – 9:45 (Period 85US) Ms. Saldarelli – B403	Theory of Knowledge (Core) 8:25 – 9:45 (Period 86US) Mr. Hawkes – B304	CI Science 8:25 – 9:45 (Period 87US) Mr. Chaput – B419	Office Hours (US) 8:00 – 8:30 (Period US DH) Unscheduled 8:30 – 9:45 (Period 88US)
9 AM								Unscheduled 9:10 – 9:45 (Period 88H-HL)
10 AM	Business Management HL 1 9:55 – 11:15 (Period 83US) Ms. Won – B305	Film HL 1 9:55 – 11:15 (Period 84US) Ms. Newsome – B117	English Language & Literature SL 1 9:55 – 11:15 (Period 85US) Ms. Saldarelli – B403	Theory of Knowledge (Core) 9:55 – 11:15 (Period 86US) Mr. Hawkes – B304	CI Science 9:55 – 11:15 (Period 87US) Mr. Chaput – B419	Business Management HL 1 9:55 – 10:30 (Period 88C-HL) Mr. Won – B305 Film HL 1 10:40 – 11:15 (Period 88G-HL) Ms. Newsome – B117	Personal & Professional Skills 1 9:55 – 11:15 (Period 81US) Ms. Hanspal – Telepresence	Math: Applications & Interpretation SL 1 9:55 – 11:15 (Period 82US) Mr. Martin – B411
11 AM	English Language & Literature SL 1 11:20 – 12:40 (Period 85US) Ms. Saldarelli – B403	Theory of Knowledge (Core) 11:20 – 12:40 (Period 86US) Mr. Hawkes – B304	CI Science 11:20 – 12:40 (Period 87US) Mr. Chaput – B419	Unscheduled 11:20 – 12:35 (Period 88H US) Unscheduled 12:05 – 12:40 (Period 88F-HL)	Personal & Professional Skills 1 11:20 – 12:40 (Period 81US) Ms. Hanspal – Telepresence	Math: Applications & Interpretation SL 1 11:20 – 12:40 (Period 82US) Mr. Martin – B411	Business Management HL 1 11:20 – 12:40 (Period 83US) Ms. Won – B305	Film HL 1 11:20 – 12:40 (Period 84US) Ms. Newsome – B117
12 PM				Lunch (US) 12:35 – 1:20 (Period US LU)				
1 PM	CI Science 1:20 – 2:40 (Period 87US) Mr. Chaput – B419	Unscheduled 1:20 – 1:55 (Period 88A-HL) Unscheduled 2:05 – 2:40 (Period 88E-HL)	Personal & Professional Skills 1 1:20 – 2:40 (Period 81US) Ms. Hanspal – Telepresence	Math: Applications & Interpretation SL 1 1:20 – 2:40 (Period 82US) Mr. Martin – B411	Business Management HL 1 1:20 – 2:40 (Period 83US) Ms. Won – B305	Film HL 1 1:20 – 2:40 (Period 84US) Ms. Newsome – B117	English Language & Literature SL 1 1:20 – 2:40 (Period 85US) Ms. Saldarelli – B403	Theory of Knowledge (Core) 1:20 – 2:40 (Period 86US) Mr. Hawkes – B304
2 PM								
3 PM	Unscheduled 2:55 – 3:35 (Period VS CT)	Unscheduled 2:55 – 3:35 (Period VS CT)	Unscheduled 2:55 – 3:35 (Period VS CT)	Unscheduled 2:55 – 3:35 (Period VS CT)	Unscheduled 2:55 – 3:35 (Period VS CT)	Unscheduled 2:55 – 3:35 (Period VS CT)	Unscheduled 2:55 – 3:35 (Period VS CT)	Unscheduled 2:55 – 3:35 (Period VS CT)

► SCHEDULE C: CP (with 4 DP classes & 1 CI class)

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
8 AM	Personal & Professional Skills 1 8:25 – 9:45 (Period 81US) Ms. Hanspal – Telepresence	Math: Applications & Interpretation SL 1 8:25 – 9:45 (Period 82US) Mr. Martin – B411	Business Management HL 1 8:25 – 9:45 (Period 83US) Ms. Won – B305	Film HL 1 8:25 – 9:45 (Period 84US) Ms. Newsome – B117	English Language & Literature SL 1 8:25 – 9:45 (Period 85US) Ms. Saldarelli – B403	Theory of Knowledge (Core) 8:25 – 9:45 (Period 86US) Mr. Hawkes – B304	CI Science 8:25 – 9:45 (Period 87US) Mr. Chaput – B419	Office Hours (US) 8:00 – 8:30 (Period US DH) Unscheduled 8:30 – 9:45 (Period 88US)
9 AM								Unscheduled 9:10 – 9:45 (Period 88H-HL)
10 AM	Business Management HL 1 9:55 – 11:15 (Period 83US) Ms. Won – B305	Film HL 1 9:55 – 11:15 (Period 84US) Ms. Newsome – B117	English Language & Literature SL 1 9:55 – 11:15 (Period 85US) Ms. Saldarelli – B403	Theory of Knowledge (Core) 9:55 – 11:15 (Period 86US) Mr. Hawkes – B304	CI Science 9:55 – 11:15 (Period 87US) Mr. Chaput – B419	Business Management HL 1 9:55 – 10:30 (Period 88C-HL) Mr. Won – B305 Film HL 1 10:40 – 11:15 (Period 88G-HL) Ms. Newsome – B117	Personal & Professional Skills 1 9:55 – 11:15 (Period 81US) Ms. Hanspal – Telepresence	Math: Applications & Interpretation SL 1 9:55 – 11:15 (Period 82US) Mr. Martin – B411
11 AM	English Language & Literature SL 1 11:20 – 12:40 (Period 85US) Ms. Saldarelli – B403	Theory of Knowledge (Core) 11:20 – 12:40 (Period 86US) Mr. Hawkes – B304	CI Science 11:20 – 12:40 (Period 87US) Mr. Chaput – B419	Unscheduled 11:20 – 12:35 (Period 88H US) Unscheduled 12:05 – 12:40 (Period 88F-HL)	Personal & Professional Skills 1 11:20 – 12:40 (Period 81US) Ms. Hanspal – Telepresence	Math: Applications & Interpretation SL 1 11:20 – 12:40 (Period 82US) Mr. Martin – B411	Business Management HL 1 11:20 – 12:40 (Period 83US) Ms. Won – B305	Film HL 1 11:20 – 12:40 (Period 84US) Ms. Newsome – B117
12 PM				Lunch (US) 12:35 – 1:20 (Period US LU)				
1 PM	CI Science 1:20 – 2:40 (Period 87US) Mr. Chaput – B419	Unscheduled 1:20 – 1:55 (Period 88A-HL) Unscheduled 2:05 – 2:40 (Period 88E-HL)	Personal & Professional Skills 1 1:20 – 2:40 (Period 81US) Ms. Hanspal – Telepresence	Math: Applications & Interpretation SL 1 1:20 – 2:40 (Period 82US) Mr. Martin – B411	Business Management HL 1 1:20 – 2:40 (Period 83US) Ms. Won – B305	Film HL 1 1:20 – 2:40 (Period 84US) Ms. Newsome – B117	English Language & Literature SL 1 1:20 – 2:40 (Period 85US) Ms. Saldarelli – B403	Theory of Knowledge (Core) 1:20 – 2:40 (Period 86US) Mr. Hawkes – B304
2 PM								
3 PM	Unscheduled 2:55 – 3:35 (Period VS CT)	Unscheduled 2:55 – 3:35 (Period VS CT)	Unscheduled 2:55 – 3:35 (Period VS CT)	Unscheduled 2:55 – 3:35 (Period VS CT)	Unscheduled 2:55 – 3:35 (Period VS CT)	Unscheduled 2:55 – 3:35 (Period VS CT)	Unscheduled 2:55 – 3:35 (Period VS CT)	Unscheduled 2:55 – 3:35 (Period VS CT)

SCHOOL POLICIES

Chadwick International is an IB continuum school and in compliance with the IB regulations, the school has several policies to support the growth of the students.

Detailed documents for each of these policies can be accessed via the school website.

CONTACTS

WEBSITE <https://www.chadwickinternational.org>

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