



Upper School  
Academic Handbook  
2025–2026



**IB Diploma  
Programme**

**SCIS High  
School Diploma**

**IB Middle Years  
Programme**

**SCIS Learning  
Support Academy**

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## SCIS MISSION STATEMENT

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



## IB MISSION STATEMENT

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

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

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

## INTERNATIONAL- MINDEDNESS

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



# SCHOOLWIDE LEARNER OUTCOMES

## SCIS students are **Innovative Thinkers** who:



- Think critically and creatively
- Apply learning to real-life situations
- Show flexibility in analyzing and evaluating resources, strategies, and perspectives

Approaches to Learning: Thinking Skills  
IB Learner Profile: Thinkers

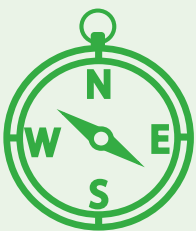
## SCIS students are **Knowledgeable Inquirers** who:



- Ask questions and seek answers as a result of intrinsic motivation and curiosity
- Seek factual and conceptual connections
- Determine bias and perspective
- Acknowledge challenges and actively develop solutions

Approaches to Learning: Research Skills  
IB Learner Profile: Inquirers, Knowledgeable

## SCIS students are **Self-Directed Learners** who:



- Act with integrity
- Maintain an active, balanced, and healthy lifestyle
- Embrace new opportunities and challenges
- Reflect for self-improvement

Approaches to Learning: Self-Management Skills  
IB Learner Profile: Balanced, Principled, Risk-Taker, Reflective

## SCIS students are **Positive Contributors** who:



- Initiate action to impact their communities
- Nurture caring and collaborative relationships
- Communicate with others effectively and respectfully

Approaches to Learning: Social Skills & Communication Skills  
IB Learner Profile: Caring, Open-Minded, Communicators

# THE IB LEARNER PROFILE

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

## IB learners strive to be:

### Inquirers

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

### Knowledgeable

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

### Thinkers

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

### Communicators

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



### Principled

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

### Open-minded

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

### Caring

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

### Risk-takers

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

### Balanced

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

### Reflective

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





# The IB Diploma Programme

# THE IB DIPLOMA PROGRAMME

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

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

The IB Diploma Programme (DP) was established in 1968 to provide an international education that would enable young people to better understand and manage the complexities of our world, and to provide them with the skills and attitudes to take action to improve it. Such an education was grounded in the more progressive educational thinking of the time but also in the belief that the world could be made better through an education that focused on concepts, ideas and issues that crossed disciplinary, cultural, national and geographical boundaries.

The Diploma Programme (DP) provides a challenging, internationally focused, broad and balanced educational experience for students aged 16 to 19. Students are



required to study six subjects and a curriculum core concurrently over two years. The programme is designed to equip students with the basic academic skills needed for university study, further education and their chosen profession. Additionally the programme supports the development of the values and life skills needed to live a fulfilled and purposeful life.

# THE DIPLOMA PROGRAMME STRUCTURE

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

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

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

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

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

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

# COURSE OFFERINGS FOR GRADES 11–12

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



## GROUP 1: STUDIES IN LANGUAGE AND LITERATURE

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

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

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

### **Korean A: Literature SL/HL** **Mother Tongue Language A: Literature SL (school-supported, self-taught)**

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

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

Students whose dominant language is not taught at SCIS may opt for the school-supported self-taught (SSST) option for their Language A: Literature SL course. These students have a block scheduled in the school day and earn credit for their independent study of literature. They follow the defined IB syllabus and complete the standard IB external assessments. The school will provide an SSST supervisor who teaches a course in language and literature, while the family is required to privately arrange an off-campus tutor who is proficient in the student's first and best language for SSST.

## GROUP 2: LANGUAGE ACQUISITION

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

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

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

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

### **English B SL/HL      French B SL/HL (online only)** **Mandarin B SL/HL      Spanish B SL/HL**

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

### **Mandarin ab initio SL      Spanish ab initio SL** **French ab initio SL (online only)**

Language ab initio is a language acquisition course designed for students with no prior experience of the

target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only.

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



## GROUP 3: INDIVIDUALS AND SOCIETIES

Studying any one of the Individuals and Societies subjects provides for the development of a critical appreciation of:

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

In addition, each subject is designed to foster in students the capacity to identify, to analyze critically and to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.

### Economics SL/HL

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. Owing to scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories, models and key concepts to examine the ways in which these choices are made: at the level of producers and consumers in individual markets (microeconomics); at the level of the government and the national economy (macroeconomics); and at an international level, where countries are becoming increasingly interdependent (the global economy). The DP economics course allows students to explore these models, theories and key concepts, and apply them, using empirical data, through the examination of six real-world issues. Through their own inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes. By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

### Environmental Systems and Societies SL/HL

Environmental Systems and Societies is an interdisciplinary course that draws together knowledge, concepts, and skills from a wide range of disciplines; ecology, chemistry, geography, physics, law, philosophy, anthropology, and sociology. Students will investigate the interdependency of humans and their activities on the environment and develop a nuanced understanding of a diverse range of human-environment interactions.

Following a foundational introduction, students move on to study ecology, biodiversity & conservation, aquatic systems, atmospheric sciences, agriculture, climate change, natural resources and urban systems. Higher level students extend their thinking to apply concepts of law, economics and ethics to the previous units.

This course is suitable for students who have an interest in real world science and sociological systems, patterns and phenomena. Students studying ESS are well situated to follow tertiary education in Law, Sociology, or other Humanities programs.

As this course qualifies as a Group 4 (Sciences) subject, students undertake at least 30 hours of laboratory work in preparation for the Individual Investigation (10 hours) and Collaborative Sciences Project.

Environmental Systems and Societies qualifies as a Group 3 (Individuals & Societies) and / or Group 4 (Sciences) course for the IB Diploma depending upon scheduling possibilities.

### Psychology SL/HL (online only)

The Diploma Programme (DP) psychology course aims to develop students' knowledge and understanding of psychological concepts, content and contexts, as well as the models and theories associated with these areas. Through the course, students will develop the ability to engage in critical thinking, assess evidence and acknowledge the evolving nature of knowledge. They will acquire the ability to seek new information and generate understanding by employing research methodologies. The goal of the DP psychology course is not to create psychologists, but to promote psychological literacy.

The aims of the psychology course are for students to:

- develop knowledge and understanding of psychological concepts, content and contexts including models and theories.
- think critically and creatively about behaviour and cognitive processes.
- engage with problems facing individuals, groups and societies using psychological understanding and skills.

New course starts 2025 for DP1

Old course continues for DP2 only for 2025-2026

### Business Management SL/HL

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business

## GROUP 3: INDIVIDUALS AND SOCIETIES

decisionmaking. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Through the exploration of four interdisciplinary concepts: creativity, change, ethics and sustainability, this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management.

Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face up to the challenges and opportunities awaiting them in our ever-changing world.



## GROUP 4: SCIENCES

### Overview

The Diploma Level Sciences have been re-designed beginning teaching in 2023, for exams in 2025. All DP Science courses have an increased emphasis on conceptual understanding, how Science interacts with society, the “Nature of Science” and TOK links.

The Nature of Science comprises of five main themes: What is science and what is the scientific endeavour? The understanding of science; The objectivity of science; The human face of science; Scientific literacy and the public understanding of science. Students will be expected to relate subject content to these main themes.

All DP Science students must take part in the “Collaborative Sciences Project” which is a collaborative investigation allowing for sharing of expertise from different disciplines. This typically takes place at the end of Grade 11.

Experimental work is a necessary component of all Sciences. Practical investigations are conducted on a regular basis at the teachers’ discretion. The Practical Scheme of Work forms the basis of the skill set and experience that the student will draw from to complete the “Individual Investigation” (see below). There are also practical experiences that are specified in subject syllabi and will be addressed in the final exams. Data analysis and interpretation make up a significant aspect of the assessment in this course.

Finally, each course requires that the students submit an “Individual Investigation” which is designed and executed by the student and is graded on four criteria: Research Design, Data Analysis, Conclusion, and Evaluation. The Individual Investigation accounts for 20% of the Final Grade and is subject to external moderation.

### Subject Requirements

Higher Level Sciences move at an accelerated pace as they cover 60% more material in only 33% more time. Students are expected to have competency in mathematical, statistical, graphical and algebraic skills to deal with the experimental results and subsequent interpretation. In this regard, students should be enrolled in Math Standard as a minimum co-requisite for Higher Level Sciences.

### Biology SL/HL

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

Biology HL is an advanced course which is suitable for students pursuing higher education in biology or health / life sciences. Biology SL is designed for students with an interest in Biology.

### Chemistry SL/HL

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

Topics studied include: Quantitative Chemistry; Atomic Theory; Periodicity; Bonding; Energetics; Kinetics; Equilibrium; Acids and Bases; Oxidation and Reduction; Organic Chemistry and Measurement and Data Processing. HL Chemistry is suitable for students going on to study life / health sciences / medicine, physical sciences or engineering at university. Each unit has additional higher level material embedded.

## GROUP 4: SCIENCES

Standard Level Chemistry is designed for students with an interest in Chemistry or as a supplement to students taking Higher Level Physics or Biology.

### **\*Environmental Systems and Societies (ESS) SL/HL**

Environmental Systems and Societies qualifies as a Group 3 (Individuals & Societies) and / or Group 4 (Sciences) course for the IB Diploma depending upon scheduling possibilities. See Group 3 ESS for details.

### **Physics SL/HL**

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the subject's core. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. By studying physics students should become aware of how scientists work and communicate with each other. While the scientific

method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

Higher Level Physics is an advanced course for students who are interested in pursuing physical sciences and is a pre-requisite for students wishing to study physics, engineering or often medicine, at university. Strong mathematical ability is recommended.

Topics studied include: Measurement and Uncertainties; Mechanics; Thermal Physics; Waves; Electricity and Magnetism; Circular Motion and Gravitation; Atomic, nuclear and particle physics; Energy production; Wave phenomena; Fields; Electromagnetic Induction; Quantum and Nuclear Physics.

\*ESS is available as a Group 3: Individuals and Societies subject, or as a Group 3 and 4 combined Transdisciplinary Subject.



## GROUP 5: MATHEMATICS

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

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

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

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

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

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

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

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



## GROUP 6: THE ARTS

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

### Film SL/HL

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

### Music SL/HL

The IB-DP Music course is designed to equip 21st-century students with the tools they need to thrive in a rapidly evolving global music landscape. By fostering a deep understanding of diverse musical cultures and practices, the course encourages students to explore, create, and critically analyze music. Through a balanced approach that emphasizes performance, composition, and research, students develop a well-

rounded musical education that prepares them for future success. The IB-DP Music course is designed to appeal to students with a keen interest in both the practical and theoretical aspects of music-making. Ideal candidates possess a creative disposition, value collaborative efforts, and seek a comprehensive arts education. Whether aspiring to pursue music studies in university or simply aiming to enrich their artistic journey, the IB-DP Music course offers a rewarding and enriching experience.

### Visual Arts SL/HL

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

## CORE REQUIREMENTS

The DP core lies at the heart of the programme and reflects the IB's strong commitment to the principle of developing the whole person.

The three elements of the core individually and collectively illuminate what it means to experience a DP education, and are driven by the IB's mission "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect" (IB mission statement).

The core strives to make a difference to the lives of students. It should provide opportunities for students to

think about their own values and actions, to deepen their understanding of their place in the world and to sensitively consider the contexts and views of others.

Every IBDP student must complete the three core elements.

- Theory of knowledge (TOK) explores questions about knowledge and the process of knowing. TOK emphasizes comparisons and connections between areas of knowledge and encourages students to become more aware of their own perspectives and the perspectives of others.
- Creativity, activity, service (CAS) provides students with the chance to participate in a range of experiences

alongside their academic studies. The three strands of CAS are creativity (arts, and other experiences that involve creative thinking), activity (physical exertion contributing to a healthy lifestyle) and service (an unpaid collaborative and reciprocal engagement with the community).

- The extended essay (EE) presents students with an opportunity to explore a topic of special interest, either through one of their six DP subjects or through an interdisciplinary approach. The EE helps students to develop the self-regulated research and writing skills that they need to fulfill their aspirations at university.

## Theory Of Knowledge (TOK)

All students will meet a Theory of Knowledge requirement for graduation. IBDP candidates are required to take Theory of Knowledge as an interdisciplinary two-three-semester course during their Grade 11-12 years.

The 100-hour TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking—as well as empowering—for students. The requirements of the course include an Exhibition and accompanying written commentary and essay. For IB Diploma students, these assessment tasks will be externally assessed and moderated.

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

## COURSE SELECTION

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

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

- At least one Language & Literature class (Language A).
- At least one Language Acquisition class (Language B).  
This requirement is waived for students enrolled in two Language A classes.
- At least one Individuals & Societies class
- At least one Science class

## Extended Essay (EE)

Facilitated by a school appointed EE Coordinator and guided by a school assigned subject supervisor, each student will complete an independent research project in a discipline of their choosing, leading to an original scholarly essay. The extended essay is an in-depth study of a focused topic. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. For IB Diploma students, the extended essay will be submitted to the IBO for assessment.

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

## Creativity, Activity, Service (CAS)

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

- Exactly one Math class
- The Core Block, which includes TOK, Core Research Skills, and coordination of EE and CAS.

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

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

## DP SUBJECT ONLINE OPTIONS

Diploma candidates with a successful record of independent learning have the option of taking one IB authorized on-line class through Course Providers, Pamoja Education or Lanterna Education. This option will provide additional course offerings and schedule flexibility, with an IB certified teacher leading a fully structured course in a virtual classroom environment. Pamoja is the only online provider fully authorized by the IBO itself. Students who elect an online course will have a regular block scheduled

to work on the course, under the supervision of the site-based coordinator. Students who complete at least 85% of the assigned tasks each semester will receive credit from SCIS. The costs associated with Pamoja or Lanterna courses from 2026 onwards are covered by the family in both Grades 11-12. Families may be billed for the non-refundable tuition for any online course that is dropped after a Course Provider's deadline.

## ASSESSMENT IN THE DP

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

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

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

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

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

Students may earn grades of 1-7 on semester reports, based on the IB Grade Descriptors and the work completed during the semester.<sup>2</sup>

### IB Diploma Points

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

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

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

### Grades for Extended Essay and Theory of Knowledge

A – Excellent	B – Good	C – Satisfactory
D – Basic	E – Rudimentary	

### The Core Points Matrix

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

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

## Levels of Achievement (Grades 11–12)

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

7

Exceptional

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

6

Excellent

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

5

Very Good

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

4

Good

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

3

Satisfactory

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

2\*

Basic

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

1\*

Rudimentary

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

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

# IB DIPLOMA REQUIREMENTS

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

# SCIS DIPLOMA REQUIREMENTS

All students are required to work toward the WASC accredited SCIS High School Diploma, as a corequisite or alternative to the IB Diploma. Students must complete a minimum of 25 year-long course credits during grades 9-12, and meet core requirements. Students who enter SCIS as transfer students after the beginning of Grade 9 may apply transfer credits and have requirements pro-rated.

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

Non-IB credit recovery courses or courses taught by external providers are permitted under special circumstances for students exclusively working towards an SCIS Diploma, or where credit recover might be required. Caregivers are guided to contact the Principal directly for further information.

Students with ILPs under the Learning Support program, may work towards modified expectations, as appropriate.

^An English language total credit is required in either Language and Literature or Language Acquisition for all students.

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

### Core Requirements

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

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

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



# The IB Middle Years Programme

# THE IB MIDDLE YEARS PROGRAMME

The MYP has been designed as a coherent and comprehensive curriculum framework that provides academic challenge and develops the life skills of students from the ages of 11 to 16. These years are a critical period in the development of young people. Success in school is closely related to personal, social and emotional well-being. At a time when students are establishing their identity and building their self-esteem, the MYP can motivate students and help them to achieve success in school and in life beyond the classroom. The programme allows students to build on their personal strengths and to embrace challenges in subjects in which they might not excel. The MYP offers students opportunities to develop their potential, to explore their own learning preferences, to take appropriate risks, and to reflect on, and develop, a strong sense of personal identity.<sup>3</sup>

From *MYP: From Principles into Practice*, IBO, 2022.

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

**SCIS believes that successful Middle Years Programmes are characterized by a culture that includes...**

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

## THE MIDDLE YEARS PROGRAMME STRUCTURE

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

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

The second ring describes some important outcomes of the programme:

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

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

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

3. Taken directly from *MYP: From Principles into Practice*, IBO, 2022.

# MYP COURSE OFFERINGS FOR GRADES 6–10

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



## SCIS MYP COURSE REQUIREMENTS

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

- Unless indicated, all courses below are year-long courses.
- Each student is required to take eight courses, usually one per subject group. Grade 9–10 students have additional flexibility and may choose additional language or arts courses in lieu of courses in Groups 6 or 7.
- Korean and Chinese Language and Literature courses are only open to those who function in the language for a native level, and are able to use the language for academic purposes at grade level.
- Language Acquisition (second language), students may study Mandarin, or Spanish. Students identified for EAL may also take English Language Acquisition. Students will be placed in the Phase that best corresponds with their language levels, language acquisition abilities, attitude and effort.



	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
<b>Group 1</b> Language and Literature	English Language and Literature Chinese Language and Literature Korean Language and Literature				
<b>Group 2</b> Language Acquisition	English Phases 1-4 Mandarin Phases 1-6 Spanish Phases 1-6				
<b>Group 3</b> Individuals and Societies	Integrated Humanities				
<b>Group 4</b> Sciences	Integrated Sciences				
<b>Group 5</b> Mathematics	Mathematics			Mathematics Extended Mathematics	
<b>Group 6</b> The Arts	Performing Arts (Drama/Music)  Visual Arts (one semester)	Music, Theater, and Visual Arts (one course rotating through all three disciplines)	Music, Theater, and Visual Arts (one course rotating through all three disciplines)	Media Arts Theatre Arts Music Visual Arts	Media Arts Theatre Arts Music Visual Arts
<b>Group 7</b> Design	Design (one semester)	Design			
<b>Group 8</b> Physical and Health Education	Physical and Health Education				

## GROUP 1: LANGUAGE & LITERATURE

### English Language & Literature 6–10

### Chinese Language & Literature 6–10

### Korean Language & Literature 6–10

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

#### AIMS

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

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

#### MAIN OBJECTIVES

##### Objective A: Analysing

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

## GROUP I: LANGUAGE & LITERATURE

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

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

### Objective B: Organizing

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

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

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

### Objective C: Producing text

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

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

### Objective D: Using language

Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include, written, oral and visual text, as appropriate.

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

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

### Conceptual Learning in Language and Literature

Conceptual learning focuses on powerful organizing ideas that have relevance within Language and Literature and across other subjects. This helps students to integrate and transfer learning and deepen their understanding of Language and Literature. The specified concepts for Language and Literature include:

- aesthetics
- audience imperatives
- change
- character
- communication
- communities
- connections
- context
- creativity
- culture
- development
- form
- genre
- global interactions
- identity
- intertextuality
- logic
- perspective
- point of view
- purpose
- relationships
- self-expression
- setting
- structure
- style
- systems
- theme
- time, place, and space

## GROUP 2: LANGUAGE ACQUISITION

### Spanish, Phases 1–6      Mandarin, Phases 1–6 English, Phases 1–4

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

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

#### AIMS

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

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

- Foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning

#### MAIN OBJECTIVES

##### Objective A: 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 himself or herself in another's situation, or gain new perspectives and develop empathy, based on what he or she has 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, greetings.
  - What behavioural conventions can be seen? For example, dress code, gestures—shaking hands, bowing.
- **demonstrate** understanding of relationships between the various components of the multimodal text
  - What are the relationships between the various components of the multimodal text? Do they share the same context?
  - Does the text link to the student's personal world?

##### Objective 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. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

## GROUP 2: LANGUAGE ACQUISITION

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 text type?
  - 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 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 text
  - Do they share the same context?
  - Does the text link to the student's personal world?

### Objective 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?

### Objective 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?

### Conceptual Learning in Language Acquisition

Conceptual learning allows students to organize their language learning around powerful ideas about how humans use language in different situations. The deeper understanding of language and language learning that conceptual learning invites equips students to integrate and transfer their learning across the curriculum. The specified concepts that support learning in Language Acquisition include:

- aesthetics
- argument
- audience
- bias
- change
- communication
- communities
- connections
- context
- conventions
- creativity
- culture
- development
- empathy
- form
- function
- global interactions
- identity
- idiom
- inference
- logic
- meaning
- message
- patterns
- perspective
- point of view
- pronunciation
- purpose
- relationships
- structure
- stylistic choices
- systems
- theme
- time, place, and space
- voice

## GROUP 3: INDIVIDUALS AND SOCIETIES

### Integrated Humanities 6–10

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

### AIMS

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

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

### MAIN OBJECTIVES

#### Objective A: Knowing and understanding

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

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

#### Objective B: Investigating

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

- Formulate a clear and focused research question and justify its relevance
- Formulate and follow an action plan to investigate a research question
- Use research methods to collect and record relevant information
- Evaluate the process and results of the investigation

#### Objective C: Communicating

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

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

#### Objective D: Thinking critically

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

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

### Conceptual Learning in Individuals and Societies

Conceptual learning encourages students to organize and connect their understandings of the world we live in through a series of overarching ideas that have relevance to both the humanities and other subject groups. These understandings of the world's interconnectedness help students to integrate their learning and deepen their understanding across the different disciplines in humanities. The specified concepts explored in Individuals and Societies include:

- aesthetics
- change
- choice
- communication
- communities
- connections
- consumption
- creativity
- culture
- development
- equity
- form
- global interactions
- globalization
- growth
- identity
- logic
- models
- perspective
- poverty
- power
- relationships
- resources
- scarcity
- sustainability
- systems
- time, place and space
- trade

## GROUP 4: INTEGRATED SCIENCES

### Science 6–10

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

### AIMS

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

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

### MAIN OBJECTIVES

#### Objective A: Knowing and understanding

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments. To reach the highest level students must make scientifically supported judgments about the validity and/or quality of the information presented to them. Assessment tasks could include questions dealing with “scientific claims” presented in media articles, or the results and conclusions from experiments carried out by others, or any question that challenges students to analyse and examine the information and allows them to outline arguments about its validity and/or quality using their knowledge and understanding of science. In order to reach the aims of sciences, students should be able to:

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

#### Objective B: Inquiring and designing

Intellectual and practical skills are developed through

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

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

#### Objective C: Processing and evaluating

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

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

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

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

## GROUP 4: EXPERIMENTAL SCIENCES

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

### Conceptual Learning in Integrated Sciences

Conceptual learning offers a means for students to explore complex ideas, to recognize more deeply how those ideas can change in different contexts, and to recognize multiple potential solutions to problems within a scientific field. Working with a conceptual focus can help students to go beyond boundaries and to enhance their understanding

of different scientific disciplines. The specified concepts explored in Science include:

- aesthetics
- change
- communication
- communities
- connections
- consequences
- creativity
- culture
- development
- energy
- evidence
- form
- function
- global interactions
- identity
- interaction
- logic
- models
- movements
- patterns
- perspective
- relationships
- systems
- time, place, and space
- balance
- environment
- conditions
- transformation

## GROUP 5: MATHEMATICS

### Mathematics 6–10

#### Extended Mathematics 9–10

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

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

#### AIMS

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

- Enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- Develop an understanding of the principles and nature of mathematics
- Communicate clearly and confidently in a variety of contexts
- Develop logical, critical and creative thinking
- Develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- Develop powers of generalization and abstraction
- Apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- Appreciate how developments in technology and

mathematics have influenced each other

- Appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- Appreciate the contribution of mathematics to other areas of knowledge
- Develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- Develop the ability to reflect critically upon their own work and the work of others

#### MAIN OBJECTIVES

##### Objective A: Knowing and understanding

Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This objective assesses the extent to which students can select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts.

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

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

## GROUP 5: MATHEMATICS

### Objective B: Investigating patterns

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

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

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

### Objective C: Communicating

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

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

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

MYP mathematics encourages students to see

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

### Conceptual Learning in Mathematics

Conceptual learning offers students opportunities to organize their thinking around powerful ideas that are relevant within and across subject groups. In Mathematics and other subjects, concepts provide a way of connecting factual and procedural knowledge in real-world situations. The specified concepts explored in Mathematics include:

- aesthetics
- approximation
- change
- communication
- communities
- connections
- creativity
- culture
- development
- equivalence
- form
- generalization
- global interactions
- identity
- logic
- models
- patterns
- perspective
- quantity
- relationships
- representation
- simplification
- space
- systems
- time, place, and space
- validity



## GROUP 6: THE ARTS

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

- Grade 6: **Performing Arts, Visual Arts** (one semester)
- Grades 7-8: Arts Carousel – one year-long course rotating through **Music, Theater, and Visual Arts**
- Grades 9-10: Students may elect up to two of the three year-long Arts offerings **Media Arts, Music, Visual Arts, Theater Arts**

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

### AIMS

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

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

### MAIN OBJECTIVES

#### Objective 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. Students use and further develop information literacy skills to evaluate and select relevant information about the art movements or genres and artworks/performances. While contextual information should be included, the focus of the investigation is the art genre or movement and artworks/performances, not extensive biographical information about artists. Students learn how to critique the artworks/performances of others and to communicate in subject-specific language or terminology. 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).

#### Objective B: Developing skills

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. 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.

#### Objective 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.

#### Objective 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. 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.

## GROUP 6: THE ARTS

### Conceptual Learning in Arts

Conceptual Learning encourages students to consider large ideas that go beyond time and place or subject. By using concepts to examine issues, decisions and ideas of personal, local and global significance, students have the means to explore the essence of arts. The concepts explored in Arts include:

- aesthetics
- audience
- boundaries
- change
- communication
- communities
- composition
- connections
- creativity
- culture
- development
- expression
- form
- genre
- global interactions
- identity
- innovation
- interpretation
- logic
- narrative
- perspective
- play
- presentation
- relationships
- representation
- role
- structure
- style
- systems
- time, place, and space
- visual culture



## GROUP 7: DESIGN

### Design 6–10

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

### AIMS

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

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

### MAIN OBJECTIVES

#### Objective A: Inquiring and analysing

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

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

#### Objective B: Developing ideas

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

- Develop a design specification which clearly states the success criteria for the design of a solution
- develop a range of feasible
- Design ideas which can be correctly interpreted

by others

- Present the final chosen design and justify its selection
- Develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution

#### Objective C: Creating the solution

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

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

#### Objective D: Evaluating

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

- Design detailed and relevant testing methods, which generate data, to measure the sustainability 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
- culture
- development
- ergonomics
- evaluation
- form
- function
- global interactions
- identity
- innovation
- invention
- logic
- markets and trends
- perspective
- relationships

#### Conceptual Learning in Design

Conceptual learning in Design encourages students to seek out new ways of seeing the world and making connections in search of new solutions. As students develop ideas, conceptual learning affords them opportunities to examine the interactions between big ideas and minute details and everything in between. The concepts explored in Design include:

- invention
- logic
- markets and trends
- perspective
- relationships

## GROUP 8: PHYSICAL AND HEALTH EDUCATION

### Physical and Health Education (PHE) 6-10

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

### AIMS

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

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

### MAIN OBJECTIVES

#### Objective A: Knowing and understanding

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

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

#### Objective B: Planning for performance

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

- Design, explain and justify plans to improve physical performance and health
- Develop goals and apply strategies to enhance performance

#### Objective C: Applying and performing

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

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

#### Objective D: Reflecting and improving performance

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

- Explain and demonstrate strategies that enhance interpersonal skills
- Analyse and evaluate performance
- Analyse and evaluate the effectiveness of a plan based on the outcome

### Conceptual Learning in PHE

Conceptual learning in MYP Physical and Health Education (PHE) fosters a deeper understanding of health and fitness by promoting informed decision-making and the critical thinking needed to apply knowledge in real-life situations. By cultivating lifelong skills and understandings, it prepares students for healthier, more active futures. The concepts explored in PHE include:

- adaptation
- aesthetics
- balance
- change
- choice
- communication
- communities
- connections
- creativity
- culture
- development
- energy
- environment
- form
- function
- global interactions
- identity
- interaction
- logic
- movement
- perspective
- refinement
- relationships
- space
- systems
- time, place and space

# ASSESSMENT IN THE MYP

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

The judgments will reflect the teacher's professional opinion on the achievement level of each student in each of the criteria at the end of the marking period or year. In gathering the evidence for the judgment to be made, teachers will analyse the achievement levels of students over the course of the marking period or year, which represents their summative performance for that period,

paying particular attention to patterns in the data (such as an increasing level of performance), consistency and mitigating circumstances.

Each summative assessment task will earn a level of 1-8 on one or more of the published MYP subject criteria. At the conclusion of each semester, the teacher determines the best-fit level for each criterion based on this collective evidence. For each subject, the four criterion scores of 1-8 are added together for a maximum combined score of 32, to which MYP published boundaries are applied to determine the semester grade of MYP 1-7.

In order to be assessed and considered as evidence of a student's level of achievement, an assessment task must be submitted by the deadline as published on Toddle. Teachers will not give feedback on late work. Students who fail to submit work on time may be required to complete an alternate task to demonstrate their progress towards the course criteria.

## MYP Semester Grade Calculation

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32



## Levels of Achievement (Grades 6-10)

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

7

Exceptional

Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

6

Excellent

Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.

5

Very Good

Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.

4

Good

Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.

3

Satisfactory

Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.

2\*

Basic

Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.

1\*

Rudimentary

Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

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

## MYP PROJECTS

MYP projects are student-centered and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the

attributes of the IB learner profile; provide students with an essential opportunity to demonstrate ATL skills developed through the MYP; and foster the development of independent, lifelong learners.

## MYP PERSONAL PROJECT

All Grade 10 students at SCIS are required to complete a Personal Project. The Personal Project encourages students to practice and strengthen their approaches to learning skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation

of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students' individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.

## MYP COMMUNITY PROJECT

All Grade 8 students at SCIS are required to complete a Community Project. The community project focuses on community and service, encouraging students to explore their rights and responsibilities to implement service as action in the community. The community project gives students an opportunity to develop awareness of

needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The community project may be completed individually or by groups of a maximum of three students.

## COMMUNITY ENGAGEMENT

Community engagement involves students interacting respectfully and fairly with their communities, applying the knowledge and skills acquired in the classroom. It offers learners the chance to respond to opportunities and challenges within their communities and to make a positive impact through responsible actions.

This type of engagement plays a crucial role in participating in responsible decision-making across various interconnected communities, both locally and globally. By engaging in principled action, ongoing inquiry, and critical reflection, students can cultivate the qualities embodied by the IB learner profile, which are vital for future academic

success and life.

MYP students aim to be compassionate members of their communities. They show a personal dedication to community engagement and take action to create positive change. Through their community engagement experiences and projects, MYP students work towards achieving four learning objectives.

- Explore systems and develop awareness of their roles within these
- Foster dialogue and build relationships with others
- Engage in reflective and reflexive practices
- Develop and/or conduct principled action.

# ADDITIONAL SCIS COURSES

Students who have decided not to pursue the full IB Diploma or whose learning needs are not suited to the full MYP have additional flexibility in developing their course schedules. Such students must take care to meet full SCIS Diploma requirements. Their schedules may include:

- DP courses offered at the Higher or Standard Level. Students have the option of registering for IB external assessment if they wish to earn IB certificates for individual courses.
- MYP courses designed for students in Grades 9–10
- High school or Middle School (HS/MS) courses, listed below.

## English Foundations

This basic English course provides students with the opportunity to develop an understanding of cultures through the study of English. Using a range of text-types, the course will explore communications and media, global issues, social relationships, and two additional topics. Students will also read and respond to at least two works of literature.

## 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. The Design course 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. The course requires the use of the design cycle as a tool, which provides: the methodology to structure the inquiry and analyze problems; the development of feasible solutions; the creation of solutions; and the testing and evaluation of the solution. In Design, a solution can be a model, prototype, product or system independently created and developed by students.

## Visual Arts

In Visual 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 art in ways that engage and convey feelings, experiences and ideas. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context. This course is not open to students enrolled in IB-DP Visual Arts SL/HL.

## Music

In Music, students function as performers and also develop in their ability to appreciate, compose, and critique music. Students participate in ensembles that perform at a variety of venues in school and beyond. Students become effective

learners, inquirers and creative problem-solvers. Students perform music in ways that engage and convey feelings, experiences and ideas. This course is not open to students enrolled in IB-DP Music SL/HL.

## Film (Media Studies)

In Film, students analyze a range of films as literary text and cultural artifact at the same time they develop as filmmakers in their own right. Students explore a range of genres and develop an understanding of film as a mode of story-telling. Students become effective learners, inquirers and creative problem-solvers. Students create films in ways that engage and convey feelings, experiences and ideas. This course is not open to students enrolled in IBDP Film SL/HL.

## Physical and Health Education

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, the course fosters 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.

## Mandarin, Phases 1–6 Spanish, Phases 1–6

The aims of the study of modern foreign languages are to acquire the basis of a means of communication and an understanding of the linguistic, cultural, and social elements of the communities where these languages are spoken. In addition, we aim to develop an appreciation of a variety of literary and non-literary texts, thus giving access to multiple sources of information. Finally, it is hoped that this activity will be life-long and enjoyable. Students in Grades 11–12 are encouraged to pursue mastery of additional world languages, and will be placed according to their background in the languages.

## Independent Language Studies G6–10 Literature G6–10 Language Acquisition

Families in Grades 6–10 seeking to customize their child's language learning may opt out of school provided non-English language courses and embark on a non-credit accumulating Independent Language Studies. These students have a block scheduled in the school day and if in Grade 9 and 10, will earn credit for their independent study. Students are normally supported by an off-campus

tutor who provides feedback on their work. Arrangements for this support are made privately between the tutors and the students' family. Caregivers should contact the Upper School Principal for further information.

### **EAL Resources**

Students in the early phases of their English language development may opt for an additional block of English language support to support their access to the larger curriculum.

### **Core Research Skills**

This course aims to provide a practical foundation for all students in research, thinking and communication skills as approaches to learning. Students will practice information and media literacy skills across disciplines, and examine research questions, methods of gathering information, synthesis and analysis of data. They will also have opportunities to gather evidence through different modalities to build arguments, and develop the communication skills to put forward their findings in effective writing and speech. The course is normally offered in the first semester of Grade 11 only.

### **Core Research Project**

This course provides a framework for students to build on their foundation of research, thinking and communication skills as approaches to learning in completing an independent research project of their own devising. The course provides SCIS Diploma candidates with the opportunity to meet the SCIS Extended Essay requirement in the context of a credited class. This option is NOT available to IB Diploma candidates.

### **Academic Support**

Academic Support available to those students who have identified learning needs and have been admitted into the Learning Support program. Areas of focus may include, but are not limited to, academic course work, study skills, executive functioning skills, transition planning, self-advocacy, and specific goals stated in their Individualized Learning Plan (ILP). Students will participate in a lesson (or mini-lessons) that introduce or reinforce skills needed to be successful in and out of the classroom. Academic support may be used to meet Language Acquisition requirements

## **LEARNING SUPPORT**

Every effort is made to provide a learning environment that appropriately matches the needs of each student. SCIS is one of the few schools in Shanghai that provides support for students identified with additional learning needs. Between 10% to 12% of SCIS-Pudong students receive some level of learning support ranging from mild to extensive. SCIS's philosophy firmly supports the belief that all students benefit from an environment where students requiring support are a part of the community.

The Learning Support Program (LSP) is a collaborative

or applied as elective credit toward standard SCIS graduation requirements.

### **Individualized Math**

Individualized math provides students with a personally tailored course of study based on the SCIS math standards. This course is offered at the Middle School and a High School level. In order to earn High School credit, students must make progress toward meeting the SCIS math standards in grades 9-12. While the course will be individualized for each student, the goal for the course is that students are making a minimum of one year's growth as measured by the SCIS math standards. This course is only available to students enrolled in Learning Support.

### **Academy English Language & Literature Academy Humanities Academy Science**

Students enrolled in the SCIS Academy Program take three core subjects in a specialized and supported single classroom setting. Students engage in units of study based on common core standards and skill development, with assessment targets for each student based on individual ILP goals. Students in Academy courses are working towards a modified diploma.

### **Mathematics Basic Skills**

Students enrolled in the SCIS Academy Program may be placed in Mathematics Basic Skills. This course focuses on the application of mathematics in the practice of daily life-skills. Assessment targets for each student are based on individual ILP goals. Students in Math Basic Skills are working towards a modified diploma.

### **Teacher's Aide**

This course is designed to help students develop functional skills in the context of an academic setting. Students may be placed across a variety of Upper School and Lower School settings. Students will have individualized goals for what they will accomplish within these settings under the supervision of the cooperating teacher. These goals will be developed and monitored by the student in collaboration with their case manager. This course is only available to students enrolled in Learning Support.

approach to student academic growth. Students are identified for this program through psychoeducational evaluations that determine the appropriate areas of focus. Teachers with specialized training work with students, parents, and teachers to create individualized, comprehensive goals to maximize student learning. The delivery of services by a learning support teacher is dependent on each student's level of need, and may include one or more of the following supports: consultation, in-class support, small group instruction, or individual instruction.

# SCIS ACADEMY PROGRAM

SCIS is committed to supporting the individual needs of students in an academic environment, to the greatest extent possible. All SCIS students receive meaningful curriculum and are encouraged to become independent, lifelong learners in a global society. Every effort is made to provide a learning environment that appropriately matches the needs of each student.

The SCIS Academy is a specialized program within our Upper School campus. It is a combination of self-contained, specialized courses and main-streamed electives. We strive for the most inclusive environment possible. The program provides students identified with developmental or intellectual disabilities (Global Cognitive Delays, Autism Spectrum Disorder, etc.) with a positive learning

experience that builds on their strengths and supports self-advocacy. It is designed for students ages 11 to 19 years who will need a significantly modified school curriculum in order to achieve educational success. They are taught by highly trained learning support teachers with a focus on functional academics and life skills, while integrating with typically developing peers to the best extent possible. All Academy courses are designed to facilitate individual progress, with expectations explicitly modified from grade level standards.

SCIS does not have the necessary therapeutic supports for children with severe emotional or behavioral disabilities at this time. Students who need 1:1 support for physical issues will be reviewed on a case-by-case basis.

## ACADEMIC HONESTY

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

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

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

All SCIS students are expected to:

- Ensure that all submitted work is authentic in nature. This means that the work must be the student’s original work and expression and that the work of any others

included in the submission must be accurately and entirely acknowledged.

- Include a Bibliography or Works Cited page with any assignment that draws on sources.
- Cite the work of others, whether quoted or paraphrased, using the most current MLA format.
  - **Direct Quotation**  
According to Robert Goff, “Liberal studies are essential for transforming young people into thinking, civilized human beings” (93).
  - **Paraphrase**  
One study suggests that if adolescents are to develop into adults who are critical and civilized, it is important that they participate in liberal studies (Goff 93).
- Respect the concept of intellectual property for non-textual sources, whether creative or expressive, when working with publications, images, music, video or any other sources of others’ work.
- Conduct themselves appropriately within a testing environment to ensure that both the fact and appearance of academic honesty are maintained at all times.
- Seek clarity from teachers in the event of any confusion regarding academic integrity guidelines.

## FURTHER INFORMATION

For more information, please note sources and contacts below:

- The IB website ([www.ibo.org](http://www.ibo.org))
- SCIS Academic Integrity Policy

### Contacts:

**Ms Fritha Jameson**, Upper School Principal/DP Coordinator [fjameson@scis-china.org](mailto:fjameson@scis-china.org)

**Mr Robert Staples**, MYP Coordinator [rstaples@scis-china.org](mailto:rstaples@scis-china.org)

**Ms Hamila Asil**, Upper School Counselor [hamila\\_asil@scis-china.org](mailto:hamila_asil@scis-china.org)

**Ms Kristi Dahlstrom**, Director of Learning Support [kdahlstrom@scis-china.org](mailto:kdahlstrom@scis-china.org)



**SCIS - Pudong Campus**

198 Hengqiao Road • Zhoupu Town, Pudong • Shanghai, China 201318  
Telephone: 86-21-5812-9888 • FAX: 86-21-5812-9000

[www.scis-china.org](http://www.scis-china.org)