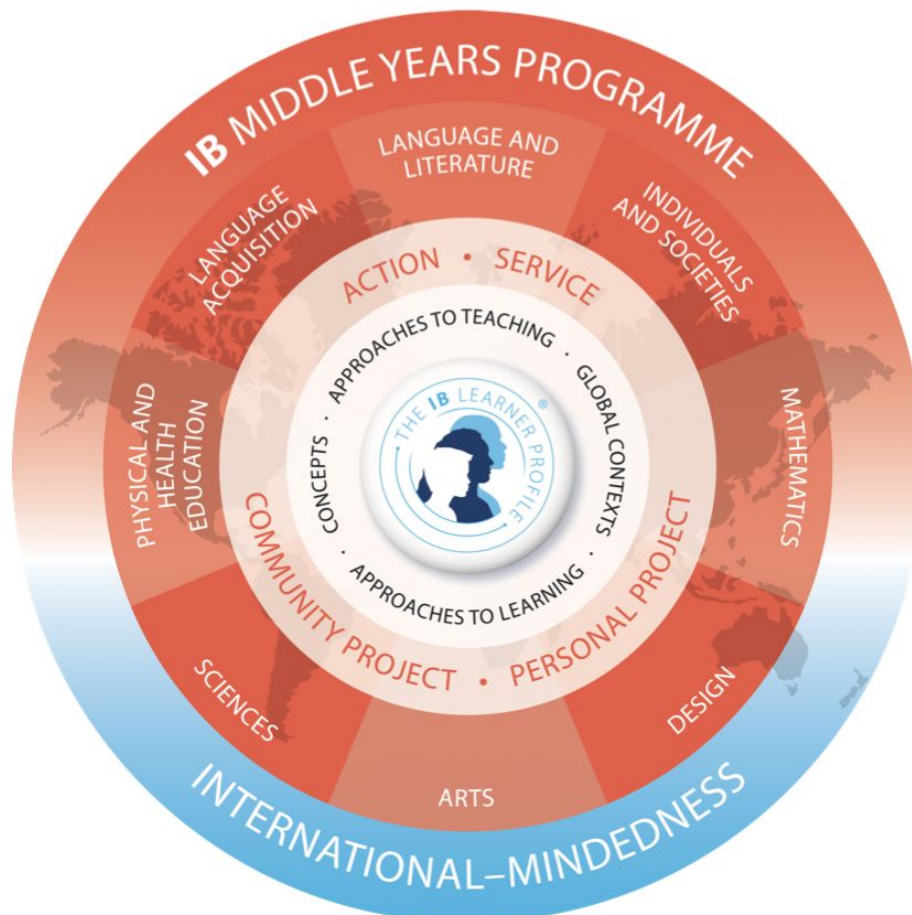




CHATSWORTH  
INTERNATIONAL SCHOOL

# MYP 1-5 (Years 7-11) Curriculum Guide



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## Introduction

Chatsworth International School is a Kindergarten to Year 13 international school that offers the International Baccalaureate (IB) Primary Years Programme (PYP), IB Middle Years Programme (MYP) and the IB Diploma Programme (DP). For more information about the International Baccalaureate MYP (and other IB Programmes), please visit: <http://www.ibo.org/myp/> and Chatsworth Google Site.

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasises intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement - essential qualities for young people who are becoming global leaders.

### Organisation of Subjects

For Years 7 to 11 (Grades 6-10), Chatsworth MYP offers the following subjects from 8 subject groups:

Subjects	Period per 7 day cycle
MYP Language and Literature (as mother-tongue/home language)	5
MYP Language Acquisition - French, Mandarin or English (English as an additional language)	5
MYP Individuals and Societies	5
MYP Mathematics	5
MYP Sciences (Physics, Chemistry, Biology)	5 for MYP 1-3 6 for MYP 4-5
MYP Physical and Health Education	4
MYP Design	5
MYP Arts-Music, Drama and Visual Arts	2 for MYP 1-3 5 for MYP 4-5
Pastoral Lesson	2
<b>Total lessons per week</b>	<b>38</b>

## Structure of Secondary School Day

The typical schedule of a Secondary Student is as follows:

Lesson Time	Period	Time
8:50-9:00	Homeroom Registration	10 min
9:00-9:55	Period 1	55 min
9:55-10:50	Period 2	55min
10:50-11:45	Period 3	55min
11:45-12:30	Lunch	45 min
12:30- 13:25	Period 4	55 min
13:25-13:45	Break	20 min
13:45-14:40	Period 5	55min
14:40-15:35	Period 6	55 min
15:45- End	CCAs	Various

## Pastoral Lessons

Pastoral lessons occur once per 7 day cycle and are linked with the homeroom. Both provide motivation and support for students. Lessons are designed to encourage teamwork and individual growth as well as foster school spirit. Activities are discussed and planned by students and the homeroom teacher. Students are encouraged to participate and cooperate with each other.

The homeroom teacher is the first staff member students have contact with each day. It is the homeroom teacher's role to assist you and to communicate with students and their family.

Time in Weeks	Concept	Activities
2	Introductions, Organisations	Getting to know each other activities. Using the Student Planner to get organised for the year.
2	Group Identity and Bonding	Through team building activities and Homeroom Bulletin Board, create group support for studying during the year.
3	Resilience and Responsibility (Interpersonal Relationships)	Activities relating to how we interact with one another, learning to become more resilient and/or take responsibility for our actions.
6	Character Education	Activities based on Keeping Safe child protection program and CBK Associates Advisory program.

Throughout the year, there are also assemblies and other projects (like UN and Identity Project), as well

as activities related to MYP Approaches to Learning (Communication, Social, Thinking, Self Management and Research), that run in conjunction with the Pastoral Program.

## Assessment and Reports

MYP teachers use a variety of means to assess student progress regularly, applying assessment criteria established by the IB. Criterion-related assessment is based upon predetermined criteria that all students have access. The MYP identifies a set of objectives for each subject group, which are directly related to the assessment criteria of that particular subject group. The level of student success in reaching the objectives of each subject group is measured in terms of levels of achievement described in each assessment criterion.

For each different criterion a maximum of 8 marks are awarded, based on student performance at the time of assessment. Each criterion has a descriptor that explains as clearly as possible what each student has been able to achieve. The MYP assessment criteria across the subjects groups are listed in the table.

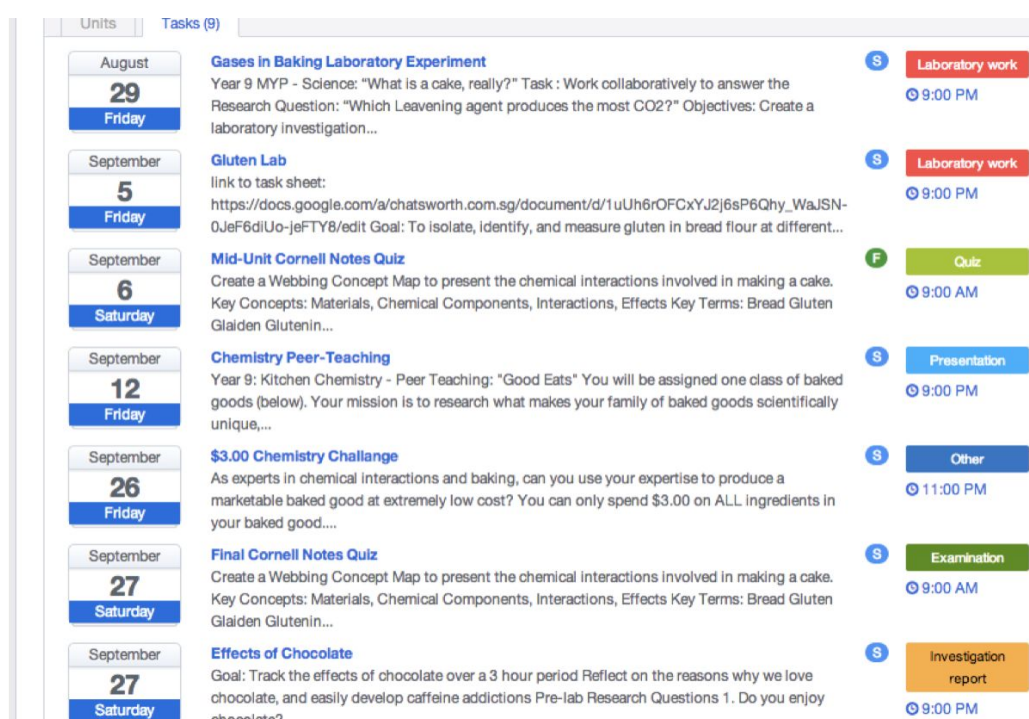
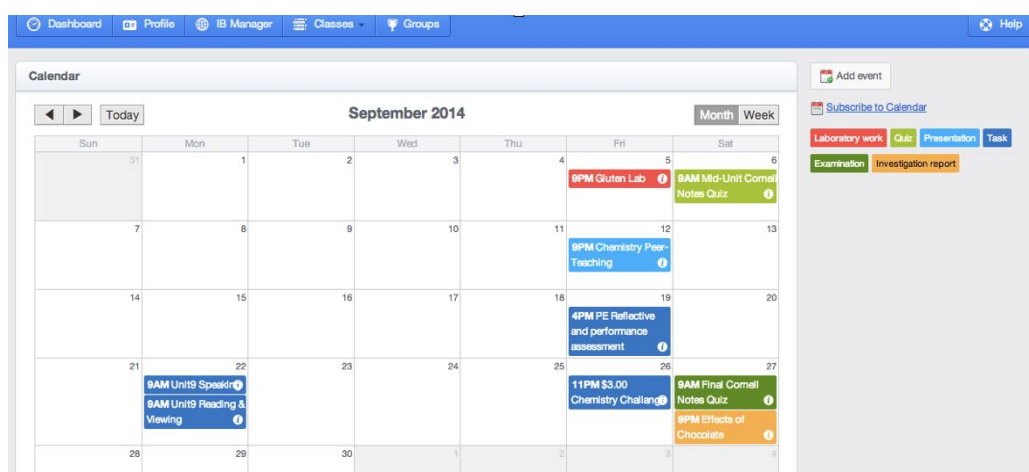
Subject Group	Criteria A	Criteria B	Criteria C	Criteria D
Language and Literature	Analysing	Organising	Producing Text	Using Language
Language and Acquisition	Comprehending Spoken and written text	Comprehending written and visual text	Communicating	Using Language
Individuals and Societies	Knowing and Understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and evaluating	Reflecting on the impacts of science
Maths	Knowing and Understanding	Investigating Patterns	Communicating	Applying mathematics in real life contexts
Arts	Knowing and Understanding	Developing skills	Thinking creatively	Responding
Physical and Health Education	Knowing and Understanding	Planning for Performance	Apply and Performing	Reflecting and improving performance
Design	Inquiring and Analysing	Developing Ideas	Creating the solution	Evaluating
MYP Projects	Investigating	Planning	Taking Action	Reflecting
Interdisciplinary	Disciplinary Grounding	Synthesising and Applying	Communicating	Reflecting

Full academic reports reflecting achievement on the subject area assessment criteria are communicated in two end of Semester reports in December and June. In Semester reports, teachers indicate achievement for each criterion in that subject area. These criterion marks are added up within each subject area using grade boundaries.

Advisory reports reflecting IBMYP criterion levels and Approaches to Learning (ATL) comments are issued at the end of Quarter 1 and 3, in October and March. IBMYP grades are issued at the end of Semester 1 and 2, in December and June (Year 7 receives only year-end grades). We also hold Parent-Teacher-Student conferences following the Advisory reports in October and March.

## Student Assessment Calendar

Students and parents have access to major course assessments via their personal Managebac accounts. Managebac manages communication of major assessments between teacher and students. Copied below are images of what students see within the calendar function of Managebac.



### Language and Literature - English, Japanese, Mother Tongue

The aims of Language and Literature in the MYP 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

Language and Literature: will provide students with the skills to respond to a variety of texts, develop a critical approach to literature, communicate formally and appropriately in various situations through written and oral forms, understand their own culture and those of others, as well as gaining a deeper understanding of human nature, and read for enjoyment. Students will be given copies of the Summer Reading Lists for the relevant year in May. [The Language and Literature Department website](#) always contains copies of these lists. Students must obtain books of their choice from the list and read these during the summer holidays BEFORE the return to school in August of the new year.

### Language Acquisition - English, Mandarin and French

The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding.

An overarching aim of teaching and learning languages is to enable the student to become a critical and competent communicator.

#### The specific 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
- 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

## Language Acquisition English (Second Language)

English Language Acquisition: The focus is on the English skills needed to communicate independently and confidently for academic and social purposes. Language Acquisition develops and enhances the four skills of speaking, listening, writing, and reading. Assessment throughout the year will be based on task-specific rubrics. Formal assessments will take place at the end of each semester and the language status of each student will be reviewed.

### English as an Additional Language (EAL)

In place of Language and Literature students who take Language Acquisition English also have EAL Support and Mother Tongue support lessons weekly. They do not take a third language such as French Language Acquisition or Mandarin Language Acquisition. The Language Acquisition English course is designed to concentrate on essential English language skills that will allow them to develop towards greater language proficiency, and become stronger academically. These EAL support lessons are designed to support the students in accessing other subjects in the curriculum. They will also receive specific, personalised EAL Support report cards alongside their subject reports.

### ***Important note for Japanese Language and Literature students:***

Please note that our Japanese students receive EAL support differently than others, as we offer dedicated Japanese Language and Literature classes.

### Language Acquisition Mandarin (Second Language)

Mandarin Language Acquisition will develop the student's ability to communicate information, ideas and opinions, provide access to varied sources of information and enable the student to develop an appreciation of host country culture. Please go to LOTE DEPARTMENT Website for all public curriculum documents and other relevant information about the course.

### Language Acquisition French (Second Language)

French Language Acquisition course introduces the French language to beginner learners. It encourages students to use French effectively as a means of basic communication and offers insight into the cultural characteristics of the Francophone world whilst fostering curiosity, lifelong interest, and enjoyment in language learning. Please go to LOTE DEPARTMENT Website for all public curriculum documents and other relevant information about the course.

## Individuals and Societies

Individuals and Societies encourages learners to respect and understand the world around them and equips them with a skills base appropriate for a learner in the 21st century. Individuals and Societies involves inquiring into historical, contemporary, geographical, political, social, economic, religious, technological and cultural contexts that influence and have an impact on individuals, societies and environments. This encourages learners, both students and teachers, to consider varied local and global contexts. Through the Individuals and Societies framework, knowledge and conceptual understanding, as well as thinking critically and communication, contribute to the development of the student as a whole.

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

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities



- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live

**The topics addressed in Individuals and Societies - Integrated Humanities are:**

- Demographics and human movements
- Settlement and urban morphology
- Superpowers, empires and supranational alliances and organisations
- Significant individuals
- Warfare and peacekeeping
- Rights and social protest
- Trade, aid and exchange
- Economic agents, their interests and role in the economy: consumers, producers, governments, banks
- Measurements and trends
- Ecological relationships
- Industrialisation and technological developments
- Resource management

## Mathematics

It is intended that MYP Mathematics students become competent users of the language of mathematics and begin to use it as a way of thinking, as opposed to seeing mathematics as a series of facts and equations to be memorised. It is also recognised that students can appreciate the intrinsic fascination of mathematics and explore the world through its unique perceptions

In the same way that students describe themselves as “authors” or “artists”, a school’s mathematics programme should also provide students with the opportunity to see themselves as “mathematicians”, who enjoy and are enthusiastic about exploring and learning about the subject.

**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 generalisation and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future development
- 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

## Science

With inquiry at the core, the MYP Sciences framework aims to guide students to independently and

collaboratively investigate issues through research, observation and experimentation. The MYP Sciences curriculum must explore the connections between science and everyday life. As they investigate real examples of science applications, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

**The specific 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

## Physical and Education

MYP Physical and Health Education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle.

**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

## Design

MYP Design challenges all students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in both 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 the subject group. MYP Design requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, the creation of solutions, and the testing and evaluation of the solution. In MYP Design, a solution can be defined as a model, prototype, product or system that students have developed and created independently.

**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. MYP Design aspires to develop creative problem solvers who are caring and responsible individuals, able to respond critically and resourcefully to the demands of the increasingly technological society and to appreciate the importance of technology for life, society and the environment.

In MYP Design the objective is for the students to develop their skills in applying the design cycle (Inquiring and Analysing, Developing ideas, Creating the Solution and Evaluating) and to produce increasingly complex products. In MYP1 (Year 7) There are guided Design tasks and as students progress through the years of MYP students are encouraged to develop their own inquiry and develop deeper ideas and Design outcomes. Students' tasks, as well as guidance on how to complete the task and explanations of the four criteria, are found in the Design folder that is shared with the students as well as on the Design website which is continuously updated.

Students will face challenges and solve problems through a range of units. MYP Design has a basic premise that design skills are achievable by all. The skills and associated successful design is not a talent that is held by a few but a skill that can be achieved by learning how to apply the design cycle. [What is Design?](#) is a Google presentation explaining the nature of the course.

## **Art (Music/ Drama/ Visual Arts)**

The fundamental concepts of the vision in MYP Arts is to motivate, encourage, educate and enlighten through a meaningful, comprehensive, contemporary education to all our students.

The IB learner profile provides the basis for our curriculum, instruction and assessments. Art, Drama and Music classes will create opportunities and experiences that will allow students to be genuine thinkers and inquirers, to increase their knowledge and encourage further connections across disciplines, to reflect upon themselves and their learning process, to become creative and critical thinkers, to be empowered to take responsibility for their own learning, to work effectively and cooperatively with others, to communicate ideas and thoughts confidently through different modes of expression, to show respect and empathy for the feelings of others, and to adopt a personal commitment to service.

### **The aims of MYP Arts are to encourage and enable students to**

- create and present art
- develop skills specific to the specific discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- respond to and reflect on art
- deepen their understanding of the world

[Further course information and resources and galleries to help students in their learning can be found on the Arts at Chatsworth site](#)

## **Music**

It's vital that young Music students can learn and develop their confidence for public performance and presentations through the Singing and Performance elements of the course. Two major Arts nights in the year will be used to partly assess Music students in their performance skills to supportive family and friends.

Learning instruments, music notation give the students another 'language' in which to express themselves and learning and practicing different ways to compose music as well as listening to a diverse range of music from different cultures will give Music students a solid underpinning in all the necessary skills to succeed in MYP Arts. The Developmental Workbook will be the means by which students keep formal tracking of their own learning and practice self analysis and evaluation as well as reflecting research skills to support their work.

### **Drama**

Drama students will develop awareness of dramatic structure and style. They learn how to organise a performance using a range of techniques. They are encouraged to develop skills in teamwork and collaboration. Through a range of activities they develop confidence to perform in front of others.

They document their progress through the use of the developmental workbook which is created using shared Google documents and inserted and sourced photographs and images. They use this to reflect on their work and record ideas.

### **Visual Arts**

Visual Arts focuses on art as visual communication. Students explore concepts in Art History and Theory gaining understandings of how to combine these foundational ideas with studio skills. The learning outcome is the ability to successfully create individual artwork which communicates a unique message.

The students' process is guided by the creative cycle as well as the elements and principles of art. Two key items act as a visual diary of students progress, the Developmental Workbook and a student blog. In every unit, these analogue and digital journals document research and record reflective writing. They are also important as a way to express creative ideas and to test new media skills and studio techniques.

## Curriculum Map Overview by Subject

<a href="#">Japanese Language and Literature</a>	<a href="#">Individuals and Societies</a>
<a href="#">English Language and Literature</a>	<a href="#">Science</a>
<a href="#">Mother Tongue Language and Literature</a>	<a href="#">Mathematics</a>
<a href="#">Mandarin Language Acquisition</a>	<a href="#">Visual Art and Drama</a>
<a href="#">French Language Acquisition</a>	<a href="#">Design</a>
<a href="#">English Language Acquisition</a>	<a href="#">Physical and Health Education</a>

## For Additional Information by Subject

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