



The International Baccalaureate (IB)

# Middle Years Programme

# Curriculum Guide





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# Mission and Vision



# Mission and Vision

## Mission

As an IB World School, ISHCMC constructs a Culture of Achievement in an environment where students are energized, engaged and empowered to become active participants in their communities.

## Vision

ISHCMC's vision is to be widely recognized as a school that nurtures a creative and collaborative learning environment in which students and teachers seek to achieve beyond their goals, flourish as individuals, display compassion, embrace challenge, take principled action on local and global issues and enjoy being part of their community.

## Values

At ISHCMC we value:

- Individual learners
- Creative and inquiring thinkers
- Learning beyond the classroom
- International mindedness
- Reflection and goal setting
- Collaboration and connectivity
- Environmental sustainability
- Healthy and mindful choices
- Honest and principled actions

## ISHCMC Principles of Learning

- All learners are capable of achieving their goals in a guided environment where there is an appropriate balance of standards, challenge and support.
- Learning builds on prior knowledge and experiences and is contextual, meaningful and valuable.
- Learning is an active process that takes time and is strengthened through opportunities for errors, practice, reflection, and further revision of ideas.
- Motivation is a key factor in learning.
- Learning is effective when differentiated.
- Learning should take place in a safe engaging environment.
- Learning should encompass the personal, local and global, aiming to make for a better world.



# The IB Learner Profile



# The IB Learner Profile

## The IB Learner Profile

The IB aims to provide the framework to develop “caring young people who help to create a better and more peaceful world through intercultural understanding and respect.” The IB Learner Profile describes the attributes fostered in students at ISHCMC in support of these aims. ISHCMC students are:

### Inquirers

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

### Thinkers

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

### Principled

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

### Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### Knowledgeable

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

### Communicators

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

### Open-minded

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

### Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

# 10 Reasons

why the IB Middle Years Programme (MYP) encourages you to become a creative, critical and reflective learner

- 1**  **Become a life-long learner**

Learn 'how to learn' using communication, research, self-management, collaboration and critical thinking skills.
- 2**  **Learn by doing and experiencing**

Through the MYP community project you learn to service the community and connect what you learn in the classroom to "real life".
- 3**  **The MYP encourages critical thinking**

It teaches you to analyse and evaluate issues, generate novel ideas and consider new perspectives.
- 4**  **Explore global challenges**

The MYP helps you increase your understanding of the world by exploring globally significant ideas and issues.
- 5**  **Learn for understanding**

Not just to memorize facts or topics and prepare for exams.
- 6**  **Train yourself to:**

  - organize and plan your work
  - meet deadlines
  - concentrate
  - bounce back
  - persist
  - think positively.
- 7**  **Subjects are not taught in isolation**

You are encouraged to make connections between subjects.
- 8**  **It empowers you to develop your talents**

Feel empowered to prove what you know and earn the MYP certificate or MYP course results.
- 9**  **It prepares you for future education**

Prepare yourself for the IB Diploma Programme or IB Career-related Programme delivered by IB World Schools globally.
- 10**  **It encourages international-mindedness**

The MYP helps you critically appreciate your own culture and personal history, as well as the values and traditions of others.



## Introduction

The Middle Years Programme (MYP) is a program of international education designed for students aged 11–16, a period that is a particularly critical phase of personal and intellectual development. It provides a framework of learning that encourages ISHCMC students to engage in creative, critical and reflective thinking and it empowers them for a lifetime of learning, both independently and in collaboration with others.

Learning in the MYP focuses on:

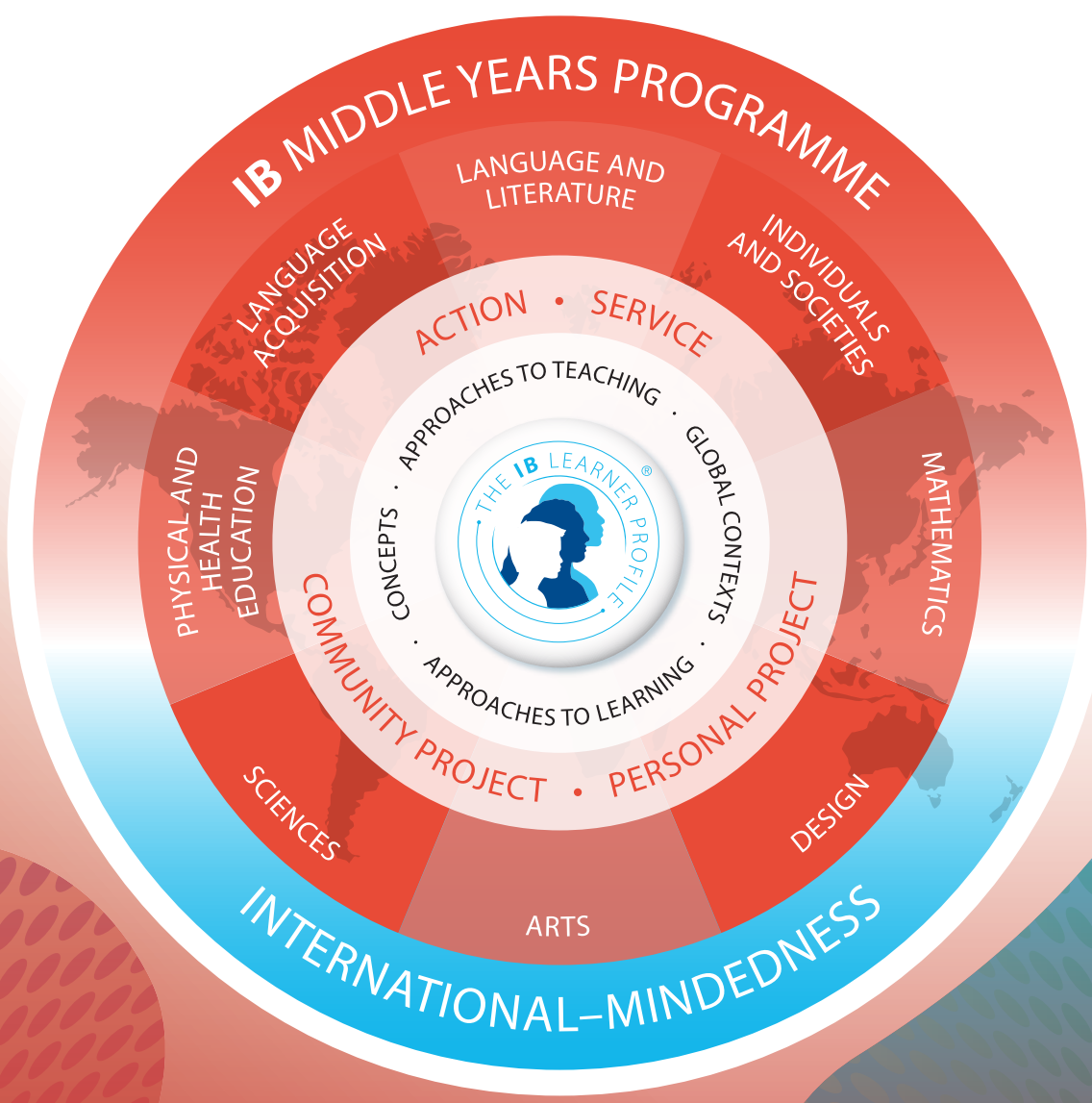
- **Concepts** — powerful, broad ideas that have relevance within and across subject areas
- **Approaches to Learning** — the essential skills and attitudes needed for successful learning
- **Global Contexts** — a lens through which students make connections between traditional subjects and the real world
- **Service learning** — allowing students to take meaningful action arising from the curriculum
- **Authentic assessments** — real-life challenges and problems that students are presented with, often with a genuine audience in mind
- **Connecting subjects** — interdisciplinary teaching and learning enables students to transfer knowledge, understanding and skills across different subject areas

The MYP emphasizes intellectual challenge and sets out rigorous learning objectives within each subject area. The MYP fosters the development of skills for communication, intercultural understanding and global engagement — skills necessary to participate actively and responsibly in an interrelated, complex and changing world. These international perspectives are further promoted through the sustained learning of more than one language.

There is a focus on learning how to learn, along with the development of flexible thinking that prepares students to evaluate information critically and apply knowledge in complex, unfamiliar situations. The MYP builds on the work of the IB Primary Years Programme (PYP) and prepares students for entry to the IB Diploma Programme (DP).



# The Curriculum



**The IB Middle Years Programme**  
 Preparing students to be successful in school  
 and to be active, lifelong learners

# The Curriculum

The program model of the MYP places the student at its centre. This student-centered approach to teaching and learning places particular importance on student inquiry and student action. Our MYP students develop the skills and attitudes for lifelong learning and foster responsible approaches that help them discover how to use what they learn to take principled action. The MYP's focus on independent learning and critical thinking makes it the ideal preparation for the IB Diploma

The MYP organizes teaching and learning through eight subject groups:

- Language & Literature
- Language Acquisition
- Individuals & Societies
- Sciences
- Mathematics
- Arts
- Physical & Health Education
- Design

In Grades 6 and 7, English Language & Literature and Individuals & Societies is combined into one course called "Ensoc". This interdisciplinary subject allows students to make connections across the two subject areas throughout the school year. There are opportunities for interdisciplinary teaching and learning in other Grade levels depending on the units being studied.

In some subjects at ISHCMC, discrete disciplines are taught and assessed within a subject group: for example, History, Geography, Business, Economics, and Psychology within the integrated Individuals & Societies subject; Biology, Chemistry or Physics within the integrated Sciences subject.



# Concept-Based Learning



# Concept-Based Learning

Concepts are “big ideas” that have relevance within specific disciplines and across subject areas. They ensure breadth and depth in the curriculum and promote learning within and across traditional disciplines. ISHCMC students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically. Teaching and learning focused on concepts allows for enduring understanding and develops an ability to transfer knowledge. The MYP identifies 16 key concepts to be explored across the curriculum:

<b>AESTHETICS</b>	<b>CHANGE</b>	<b>COMMUNICATION</b>	<b>COMMUNITIES</b>
<b>CONNECTIONS</b>	<b>CREATIVITY</b>	<b>CULTURE</b>	<b>DEVELOPMENT</b>
<b>FORM</b>	<b>GLOBAL INTERACTIONS</b>	<b>IDENTITY</b>	<b>LOGIC</b>
<b>PERSPECTIVE</b>	<b>RELATIONSHIPS</b>	<b>TIME, PLACE AND SPACE</b>	<b>SYSTEMS</b>



The following broad descriptions of these concepts apply across subject groups. These concepts are not only “key” in the sense of being important; they also provide a key — a way in — to a body of knowledge through structured and sustained inquiry. They place no limits on breadth of knowledge or on depth of understanding, and therefore provide access to every ISHCMC student, regardless of individual aptitudes and abilities.

- **Aesthetics** deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.
- **Change** is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.
- **Communications** is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common “language” (which may be written, spoken or non-verbal).
- **Communities** are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.
- **Connections** are links, bonds and relationships among people, objects, organisms or ideas.
- **Creativity** is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.
- **Culture encompasses** a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behavior created by human communities. The concept of culture is dynamic and organic.
- **Development** is the act or process of growth, progress or evolution, sometimes through iterative improvements.
- **Form** is the shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance.
- **Global interactions**, as a concept, focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.
- **Identity** is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences.

# Concept-Based Learning

- **Logic** is a method of reasoning and a system of principles used to build arguments and reach conclusions.
- **Perspective** is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.
- **Relationships** are the connections and associations between properties, objects, people and ideas — including the human community’s connections with the world in which we live. Any change in relationship brings consequences — some of which may occur on a small scale, while others may be far-reaching, affecting large networks and systems such as human societies and the planetary ecosystem.
- **The intrinsically linked concept of time**, space and place refers to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location (“where” and “when”).
- **Systems** are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.



# Global Contexts





# Global Contexts

Students learn best when their learning experiences have a context and are connected to their lives and to the world that they have experienced. A learning context is a specific setting, event or set of circumstances, designed or chosen, to stimulate learning. The context, therefore, should have a relationship to the learner, the learner's interests and identity, or the learner's future. Learning that occurs out of context is often shallow and short term in character.

Contexts for learning in the MYP are chosen from global contexts to encourage international-mindedness, intercultural understanding and global engagement within the programme.

The MYP identifies six global contexts for teaching and learning:

<b>Identities and relationships</b> Who am I? Who are we?	Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.
<b>Orientation in time and space</b> What is the meaning of 'where' and 'when'?	Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.
<b>Personal and cultural expression</b> What is the nature and purpose of creative expression?	Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
<b>Scientific and technical innovation</b> How do we understand the worlds in which we live?	Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.
<b>Globalization and sustainability</b> How is everything connected?	Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.
<b>Fairness and development</b> What are the consequences of our common humanity?	Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.



# Approaches to Learning Skills



# Approaches to Learning (ATL) Skills

Approaches to learning (ATL) skills provide the foundation for independent learning and encourage the application of students' knowledge and skills in unfamiliar contexts. Through ATL, students develop skills that have relevance across the curriculum that help them "learn how to learn". ATL skills empower students to succeed in meeting the challenging objectives of the MYP subject groups and prepare them for further success in the Diploma Program. At ISHCMC, these skills are taught both through the subject groups as well as through the Advisory program.

In the MYP there are five ATL skill categories, expanded into skill clusters:

IB ATL skill categories	MYP ATL skill clusters	Focus of the skills
Communication	Communication	Exchanging thoughts, messages and information effectively through interaction
		Reading, writing and using language to gather and communicate information
Social	Collaboration	Working effectively with others
Self management	Organization	Managing time and tasks effectively
	Affective	Managing state of mind (e.g. mindfulness, perseverance, emotional management, self-motivation, resilience)
	Reflection	(Re)considering the process of learning; choosing and using approaches to learning
Research	Information literacy	Finding, interpreting, judging and creating information
	Media literacy	Interacting with media to use and create ideas and information
Thinking	Critical thinking	Analyzing and evaluating issues and ideas
	Creative thinking	Generating novel ideas and considering new perspectives
	Transfer	Using skills and knowledge in multiple contexts

Over their time in the MYP, ISHCMC students develop clear and sophisticated understandings of how they learn best and how they can evaluate the effectiveness of their learning.



# The Personal Project



# The Personal Project

A unique feature of the MYP programme is the Personal Project. In Grade 10, all students complete a guided, independent creative project which is a culminating demonstration of the acquisition of all of the Approaches to Learning (ATL) skills developed over the course of their time at ISHCMC. The Personal Project offers ISHCMC students the opportunity to show initiative and creativity whilst also reflecting upon their MYP experience.

The Personal Project provides an opportunity for all students to select and create their own, truly personal, piece of work. The Personal Project process requires each student to show a commitment to the completion of a project, demonstrating his/her ability to organize and create a work of significant importance. The process of reflection is carried out throughout the project, not just at the end, with students keeping a process journal on the actions they have taken at various stages of their project.



# Service as Action



# Service as Action

Action (learning by doing and experiencing) and service have always been key values at ISHCMC. The school fosters and encourages students to be caring members of the community who demonstrate a commitment to service-making a positive difference to the lives of others and to the environment. Service as action is an integral part of school life, whether that be through the Global Issues Network (GIN) groups or other service groups that build links with individuals or groups in the community.

## **MYP learning outcomes for service**

Through their engagement with service as action, ISHCMC students will:

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

All of these learning outcomes are closely associated with IB Learner Profile attributes and ATL skills. Through their participation in service, ISHCMC students also become more confident, self-regulated learners.



# Assessment in the MYP





# Assessment in the MYP

The main purpose of assessment is to improve teaching and learning and remain in line with our school's mission, vision, and stated 'Principles of Learning.' In the MYP, teachers assess the prescribed subject group objectives using the assessment criteria for each subject group in each year of the program. In order to provide students with opportunities to achieve at the highest level, ISHCMC teachers develop rigorous tasks that embrace a variety of assessment strategies. These assessment tasks provide evidence of student understanding and not simply the recall of factual knowledge. Typical MYP assessment tasks include open-ended, problem-solving activities and investigations, organized debates, tests and examinations, hands-on experimentation, analysis and reflection.

Teachers use a variety of formative assessment methods that involve the learner, including self-assessment and peer-assessment. Feedback is given to individual students to ensure learning is focused on specific goals. ISHCMC teachers also use assessments in order to develop and adapt their own planning and teaching in line with students' understanding.

There are also summative assessments as part of every MYP unit. In Grades 6–10, each unit taught has Key Common Assessments within them to support learning. Over the course of a year, these assessments also provide students with experience of the type of assessment that they will be required to undertake in the IBDP. All assessments are required to follow a set of assessment guidelines.

## Summary of assessment criteria:

Subject Group	Criterion A	Criterion B	Criterion C	Criterion D	Total points
Language & Literature	Analyzing	Organizing	Producing text	Using language	32
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language	32
Individuals & Societies	Knowing and understanding	Investigating	Communicating	Thinking critically	32
Sciences	Knowing and understanding	Knowing and understanding	Processing and evaluating	Reflecting on the impacts of science	32
Mathematics	Knowing and understanding	Investigating patterns	Thinking creatively	Applying Mathematics in real-life contexts	32
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding	32
Design	Inquiring and Analyzing	Developing ideas	Creating the solution	Evaluating	32
Physical & Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance	32
Personal Project	Investigating	Planning	Taking action	Reflecting	32



# Grading within the MYP



# Grading within the MYP

The MYP uses a criterion-referenced model of assessment. This means that students' results are determined by performance against set standards, not by each student's position in an overall rank order. There are four assessment criteria for each subject group, and the maximum score for each criterion is eight points. These criteria represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, applicative, analytical, and evaluative dimensions of knowledge.

4 assessment criteria for each subject	Each criterion is out of 8	Total possible score for each subject is 32
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At the end of each semester, teachers determine their students' marks for each criterion. These criteria grades are then added together. These are converted using the MYP grade boundaries and then presented on a 1–7 scale. This grade reflects a student's overall performance and level in that subject during the semester.

**MYP Grade boundary table + equivalency chart**

Criteria Total Score	MYP Final Grade	UK Grades	USA Grades	GPA
28–32	7	A*	A+	4
24–27	6	A	A	3.75
19–23	5	B	B	3.25
15–18	4	C	C	2.75
10–14	3	D	D	2.00
6–9	2	E	F	0
1–5	1	U	F	0

## Reporting

Evaluations of Learning (EoL) are issued twice a year. These contain MYP criteria scores as well as an MYP final grade for that reporting period. Throughout the school year, teachers place criteria grades and comments on Managebac at the end of each summative assessment task. After each marking period, students set specific targets within each subject area; levels of attainment are monitored in order to focus on particular areas of difficulty or excellence. Students also receive a Learning Update (LU) twice a year which comments specifically on their work habits and the Learner Profile attributes.

*Please refer to the Secondary School Handbook "Learning at ISHCMC" section for further details on assessment, grading and reporting.*



# Award of the MYP Certificate



# Award of the MYP Certificate

At the conclusion of Grade 10 all students will receive a final grade in each subject from 1 (unsatisfactory) to 7 (excellent). The MYP graduation takes place in the final week of the school year. At graduation, ISHCMC students who successfully complete the MYP will receive the following:

- the ISHCMC MYP Certificate
- a Record of Achievement
- a Portfolio of Achievement

## ISHCMC MYP Certificate

ISHCMC will issue an MYP certificate to each student who satisfies the following conditions. The student must:

- have gained at least a grade 2 per subject group of the MYP
- have gained at least a grade 3 for the Personal Project
- have met the ISHCMC expectations of Creativity, Activity and Service (CAS)
- have gained a grade total of at least 36 from the eight subject groups plus the Personal Project (out of a possible maximum of 63).

## The Record of Achievement

The Record of Achievement will present a list of final grades for each subject studied in Grade 10.

## The MYP Portfolio of Achievement

The Portfolio of Achievement will provide evidence of achievement in all areas of a student's school life offering a personal transcript for transfer to other schools or for university applications. The MYP Portfolio of Achievement will include:

- the ISHCMC MYP certificate,
- a student statement on achievements and experiences over the MYP, including the Personal Project,
- an official school transcript including grade descriptors,
- a summary of the student's Creativity, Activity and Service (CAS) engagement,
- a record of the student's extra-curricular activities, special awards and references to contributions to school life.



# MYP Course Overview



# MYP Course Overview

## Subjects offered in the MYP at ISHCMC

Subjects	Additional information
Language & Literature	Students can take the following Language & Literature courses: <ul style="list-style-type: none"> <li>• English</li> <li>• Vietnamese</li> <li>• Korean</li> </ul>
Language Acquisition	Students can take the following Language Acquisition courses: <ul style="list-style-type: none"> <li>• English</li> <li>• French</li> <li>• Spanish</li> <li>• Mandarin</li> </ul>
Individuals & Societies	Integrated course covering History, Geography, Economics, Business and Psychology.
Sciences	Integrated course combining Physics, Chemistry, Biology and Environmental Systems.
Mathematics	Integrated course covering Number, Algebra, Geometry, Trigonometry, Statistics and Probability.
Arts	Students study three arts — Visual Art, Music and Drama in Grades 6–8 Media/Film is also offered in Grades 7–9. Students choose one of The Arts to study in Grades 9–10.
Design	Students partake in various activities including Robotics, Electronics, Woodworking, CAD/CAM, and Graphic Design. Food Technology is offered in Grade 6.
Physical & Health Education	

Note: Language & Literature is combined with Individual & Societies in Grades 6–7 and called Ensoc.



# Language A

Language is fundamental to learning, thinking and communicating. Mastery of one or more languages enables each student to achieve their full linguistic potential. The Language & Literature course encourages students to develop an appreciation of the nature of Language & Literature, of the many influences on Language & Literature, and of its power and beauty, recognizing that proficiency in language is a powerful tool for communication in all societies.

ISHCMC offers the Language & Literature course in English, Vietnamese and Korean. Students are strongly encouraged to take the Language & Literature course in their mother tongue language if it is offered by the school.

The Language & Literature course incorporates analytical and creative processes in the study of: prose fiction, prose non-fiction, poetry, drama and media. It encourages the development of imagination and creativity through self-expression, and promotes the importance of language in establishing links between subjects, cultures and other areas of experience.



# Language & Literature (Language A)

As students progress through their MYP Language & Literature studies, they are expected to engage with and explore an increasing range and sophistication of literary and informational texts and works of literature extending across genres, cultures and historical periods. Reading and responding to texts also gives students the opportunity to view the world through different cultures and different perspectives, and to develop critical thinking, which is essential for the cultivation of intercultural understanding, as well as for becoming internationally minded.

In order to build and extend their language skills, students are given opportunities to communicate in a variety of styles and forms for a range of contexts, purposes and audiences. Oral skills are developed through presentations and interpretations and through formal/informal discussion such as literature circles, talks and speeches. Grammar, spelling and punctuation are taught in context and according to the individual needs of students.

Across all grades the aim is to promote an enjoyment of literature and language. Students are encouraged and expected to develop their love of literature and language through their own independent reading across a range of literary genres.

## Aims

The aims of MYP Language & Literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analyzing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyze aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

Assessment Criteria	Criterion A	Criterion B	Criterion C	Criterion D
Language & Literature	Analyzing	Organizing	Producing Text	Using Language



# Mathematics

The study of Mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Mathematics can help make sense of the world and allows phenomena to be described in precise terms. It also promotes careful analysis and the search for patterns and relationships, skills necessary for success both inside and outside the classroom. The program places emphasis on understanding and it is expected that skills will be developed and attitudes fostered, wherever possible, in the context of inquiry and interest.

As students progress from the MYP to the DP, the emphasis on understanding increases as students work towards developing a strong mathematical knowledge base that will allow them to study a wide range of topics. Through this process they also work on communicating their ideas in ways that allow others to understand their thinking. The MYP Mathematics objectives and criteria have been developed with both the internal and external assessment requirements of the DP in mind. The use of technology, which is required in DP Mathematics, is also emphasized in the MYP as a tool for learning, applying and communicating Mathematics.

# Mathematics

At ISHCMC all students have the opportunity to develop skills and understanding of concepts from the Extended Mathematics topics. From Grade 8, students will be placed into classes that will work through the material at different paces. The students working at a faster pace will cover the content in more depth and be extended further. The curriculum prepares students to continue their study of Mathematics in Mathematics Standard or Higher Level in Grades 11 and 12.

Students are encouraged to investigate mathematics independently, to explore relationships within the subject and to recognize and exploit the interaction between Mathematics and other subjects.

Calculators: A CASIO FX 9860 calculator is required in the MYP from Grade 8. This is priced at around VND 2,500,000 and available from ISHCMC Uniform shop. The students will be using it throughout their mathematical career at ISHCMC.

## 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.

Assessment Criteria	Criterion A	Criterion B	Criterion C	Criterion D
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-World Contexts



# Individuals & Societies

MYP Individuals & Societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, psychological, business, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners to consider local and global contexts.

At ISHCMC, Individuals & Societies is taught as an integrated course that incorporates disciplines traditionally studied under the general term “the humanities”: history, geography and economics. Students study interdisciplinary units that require inquiry from a number of perspectives, bringing together knowledge and conceptual understandings from multiple disciplines within the subject group.

The study of Individuals & Societies helps students to appreciate critically the diversity of human culture, attitudes and beliefs. The course is important for helping students to recognize that content and methodology can be debatable

# Individuals & Societies

and controversial, and for practising the tolerance of uncertainty. Elements of study within this subject include experimentation and observation, reasoning and argumentation, the use of primary sources, and data that can be used to propose knowledge claims about human existence and behavior. In this subject group, MYP students begin to explore these knowledge claims by assessing validity, reliability, credibility, certainty, and individual, as well as cultural perspectives.

The Individuals & Societies course also helps students to develop their identities as individuals and as responsible members of local and global communities. The course provides essential skills for developing empathy and international mindedness, including the idea that **“other people, with their differences, can also be right”** (*IB mission statement*).

## Aims

The aims of MYP Individuals & 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

Assessment Criteria	Criterion A	Criterion B	Criterion C	Criterion D
Individuals & Societies	Knowing and Understanding	Investigating	Communicating	Thinking critically

Note: In other educational systems this Individuals & Societies course may be called Humanities or Social Studies.



# Language B

The ability to communicate in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding, both of which are central to the IB's mission. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world. Language Acquisition in the MYP aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip the student with a skills base to facilitate further language learning.

The MYP structures additional language learning in phases so that the complexity and range of language profiles that students bring to their MYP classroom is acknowledged and fostered. There are six phases in the Language Acquisition subject group, and teachers decide the most suitable phase in which to place individual students based on the students' skills and knowledge. The phases do not correspond to particular age groups or MYP years.

Teaching and learning concentrates on each of the macro-skills of language: listening, speaking, reading, writing and viewing. Students engage in various productive, receptive and interactive processes of oral, visual and written communication. These processes are often carried out as interactional and transactional processes, simultaneously rather than as discrete skills. In all phases students study a range of text types, writing styles and techniques. In the later phases both literary and non-literary texts are studied.

# Language Acquisition (Language B)

## English Language Acquisition

As English is the school's language of instruction, the primary aim of the English Language Acquisition is to encourage students whose mother tongue is not English to gain competence in this language, with the goal of balanced bilingualism. As language learning is a continuum, English Language Acquisition students at ISHCMC are transitioned to the Language & Literature course as soon as they are deemed capable of profiting from this.

## French, Spanish and Mandarin Language Acquisition

Language Acquisition in French, Spanish or Mandarin aims to encourage students to respect and understand the world around them through the learning of a second language; to provide a skills base to facilitate further study; and to contribute to the development of the student as a whole. Students beginning their MYP studies may have studied this language previously or may have no prior knowledge or experience of the language to be studied in the MYP. Nonetheless, by the end of the MYP Language Acquisition course, students should be empowered for success in further formal study of languages, as the MYP framework for the Language Acquisition subject group reflects the concepts and skills for these DP courses. The knowledge, skills and attitudes that students develop in Language Acquisition courses provide a meaningful foundation for these further studies.

## 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.

Assessment Criteria	Criterion A	Criterion B	Criterion C	Criterion D
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language



The IB MYP Sciences program at ISHCMC sets out to educate students for life in the 21st century. The sciences and their methods of investigation offer a way of learning through inquiry that can contribute to the development of an analytical and critical way of thinking. MYP sciences encourage the development of not only scientific inquiry skills but also transferable thinking skills. Students are encouraged to investigate science by formulating their own questions and finding answers to those questions, including through research and experimentation.

The ISHCMC Sciences curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment. Scientific inquiry also fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global

# Sciences



communities. Students are also encouraged to engage with the complexities, intricacies and beauty of science, which arouses their curiosity and heightens their learning.

The MYP Sciences course at ISHCMC is structured around interdisciplinary science units that explore concepts, skills and processes from two or more science disciplines. The course provides a balanced selection of biology, chemistry, physics and environmental systems within this integrated framework. This means that students have experience in the key science disciplines in every year of the program.

## 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 endeavor with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices

Assessment Criteria	Criterion A	Criterion B	Criterion C	Criterion D
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science



Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation and adaptation. It is human-centred and focuses on the needs, wants and limitations of the end user.

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.

# Design

The Design course at ISHCMC offers opportunities for a balance of distinct digital and product design courses, with students working on these either as discrete disciplines or within an interdisciplinary unit in each year of the program.

## Digital Design

Courses use the design cycle to solve problems through the use of a computer system. The study of digital design equips students to create computer-generated digital products/solutions to solve a problem and meet a perceived need. Two-dimensional (2D) tangible solutions created using computer-aided manufacturing techniques are typically the result of a digital design course. Distinct digital design courses include web design, interactive media design, programming and control, and so on.

## Product Design

Courses use the design cycle to solve problems through the use of tools, materials and systems. The study of product design equips students to manipulate a variety of materials to create tangible products/solutions to solve a problem and meet a need. Three-dimensional (3-D) tangible solutions made using computer-aided manufacturing techniques are typically the result of a product design course.

## Aims

The aims of MYP Design is 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.

Assessment Criteria	Criterion A	Criterion B	Criterion C	Criterion D
Design	Inquiring and Analyzing	Developing ideas	Creating the solution	Evaluating



# The Arts

The Arts are a universal form of human expression and a unique way of knowing that engage us in effective, imaginative and productive activities. Learning through The Arts helps us to explore, shape and communicate our sense of identity and individuality. A focus on the individual enhances our self-confidence, resilience and adaptability. It encourages our sense of belonging and community through the recognition of identities. During adolescence, The Arts provide an opportunity for age-appropriate and holistic development of the social, emotional, intellectual and personal intelligences of the student.

In MYP Arts, students have opportunities to function as artists, as well as learners of The Arts. Students develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas. It is through this practice that students acquire new skills and master those skills developed in prior learning.

# The Arts

Thinking creatively fits naturally in MYP Arts, and the heightened awareness of thinking creatively encourages students to develop metacognitive skills and become self-regulated learners, not only in The Arts but across the whole program. There is rarely just one way to create art, and the process of creative thought and critical selection of ideas and solutions will take many paths before a student can determine the most beneficial way of working that suits him or her best. Students are encouraged and enabled to take creative risks and explore ideas in the process and creation of the product through both conventional and unconventional approaches.

Involvement in The Arts encourages students to understand The Arts in context and the cultural histories of artworks, thus supporting the development of an inquiring and empathetic world view. They challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.

In Grade 6, all students at ISHCMC study a rotation of Music, Art, Drama and Food Technology

In Grades 7–8, students study 4 courses in rotation Music, Visual Art, Drama and Media/Film, thereby having exposure to and experience of all three arts disciplines over the course of these years. In Grades 9–10 students select their choice of arts discipline and then follow this chosen discipline for those two years.

## Music

Music in the MYP gives students access to musical experiences that allow for the development of thinking skills, intuitive skills, practical abilities, communication and the ability to relate to others. Engagement with existing and emerging music from the local community and from around the world allows students to understand the significance of music to the cultures of the world and, by engaging in practical work, to develop understanding of how the act of making music is a significant and universal aspect of human expression.

## Drama

Drama in the MYP engages students in an active relationship with theater and encourages autonomous learning and exploration. It encourages the growth of creative, reflective and communication skills through practical work. Emphasis is placed on the artistic process and the students' understanding of this process as an essential component to their artistic development through continuous investigation, planning, goal setting, rehearsing, performing, reflection and evaluation.

## Visual Art

Experience in a wide range of visual art activities adds a creative and cultural dimension to student development that will benefit them for the rest of their life. The process of making ideas a reality using the skills and practices of visual art is an integral part of the substance of the MYP Arts curriculum.



## Media/Film

We all have our favourite movies, TV shows and YouTube clips. We’ve watched them over and over again and shared them with our friends — but what makes a great film great? How has film changed the way we express and share our creativity? How can we become great filmmakers ourselves?

Real news. Fake news. Journalism. Sensationalism. We are living in a time when we are plugged into the media 24/7. Own a phone? You’re a journalist. Use Snapchat or Instagram? You’re consuming media. How can we make sense of all this information? What’s worth our time to consume? And how can we share our stories with the world? Through the study of media, students can learn how to use the amazing tools we have at our disposal to create media in meaningful ways.

## Food Technology

Food technology is a new course offered in Grade 6 this year that will engage students in activities that allow them to be more self-sufficient in regards to food production and healthy eating. In addition to food preparation and consumption, the course will include such topics as kitchen hygiene and safety, food sustainability, and nutrition for optimum well-being. This important course will unleash the budding chef and empower them with knowledge to make informed choices about food in their lives now and in the future.

## Aims

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

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

Assessment Criteria	Criterion A	Criterion B	Criterion C	Criterion D
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding

# The Arts





# Physical & Health Education

The MYP Physical & 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 & Health Education courses foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Physical & Health Education focuses on both learning about and learning through physical activity. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being. MYP Physical & Health Education provides a balance of physical and health-related knowledge, aesthetic movement, team sports and individual sports.

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



# Physical & Health Education

Physical activity and health are of central importance to human identity and global communities. Given the diversity of nationalities at ISHCMC, physical activity and health is a key area for creating meaningful connections among people, nations, cultures and the natural world, offering a range of opportunities to build intercultural understanding and greater appreciation for our common humanity.

The curriculum is designed to enable students to learn and experience recreational and competitive activities in a safe and enjoyable environment. The aim is to create a positive school experience which will equip individuals with the motivation to lead a healthy lifestyle and continue being active in sport well beyond school life.

## Aims

The aims of MYP Physical & Health Education are to encourage and enable students to:

- use inquiry to explore Physical & 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.

Assessment Criteria	Criterion A	Criterion B	Criterion C	Criterion D
Physical & Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance







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