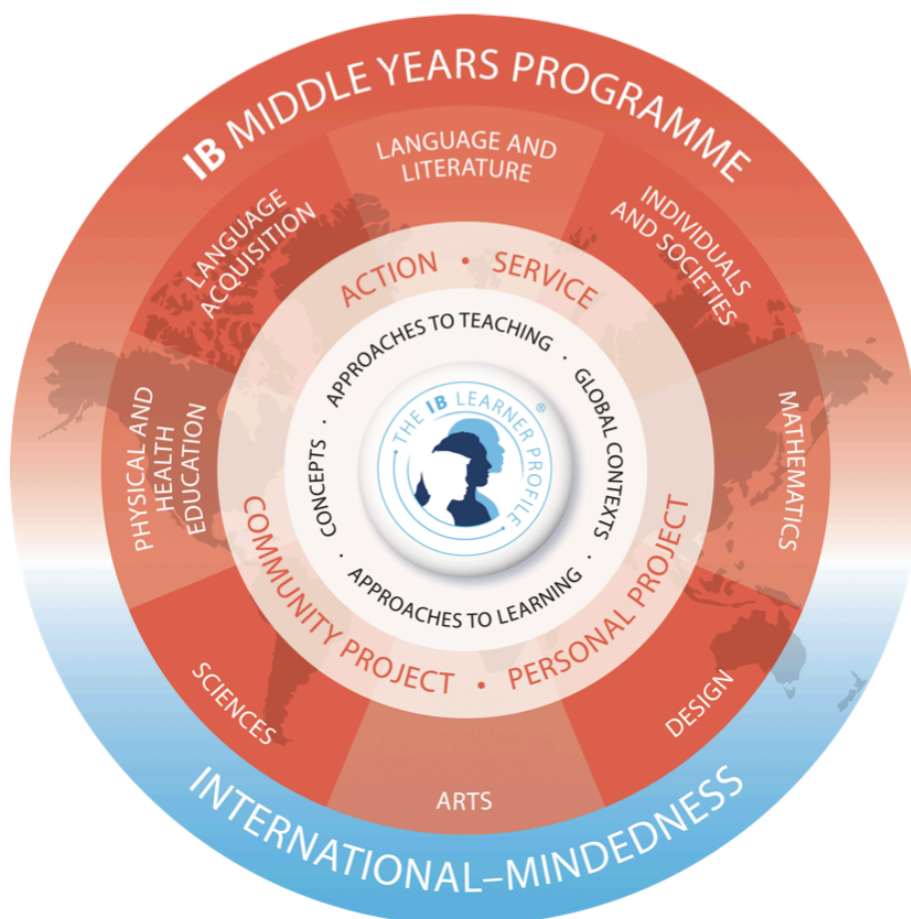




CHATSWORTH
INTERNATIONAL SCHOOL

MYP 1-5 (Years 7-11) Curriculum Guide 2026-27



Contents

	Page
Structure of Secondary School Day	2
Assessments and Reports	4
Subject Information	6
Scope and Sequence by Subject	11
For Additional Subject Information	12

Structure of Secondary School Day

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	Periods per week		
	MYP 1-3	MYP 4	MYP 5
Language and Literature (as mother-tongue/home language)	4	4	4
Language Acquisition - French, Mandarin or English (as an additional language)	3.5	4.5	4
Individuals and Societies	3.5	4	4
Mathematics	4	4.5	4.5
Sciences (Physics, Chemistry, Biology)	3.5	4.5	4.5
Physical and Health Education	3	3	3
Arts-Music, Drama and Visual Arts	4.5	4	4
Design	2.5		
Pastoral Session (MYP 5: Pastoral and MYP Core)	1.5	1.5	2
Total lessons per week	30	30	30

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
10:50-11:10	Break	20 min
11:10-12:05	Period 3	55min

12:05-13:00	Period 4	55 min
13:00-13:45	Lunch	45 min
13:45-14:40	Period 5	55min
14:40-15:35	Period 6	55 min
15:45- End	CCAs	Various

Assessment and Reports

Assessment

Assessment is the measurement of students' achievement against defined IB learning objectives. It is carried out both for the purposes of guiding further learning (formative - assessment for learning) and formal reporting on progress (summatively - assessment of learning). A wide range of assessment strategies are employed at Chatsworth. These vary from daily informal observations and conversations through to formal, controlled assessments. Assessment helps us to:

- Understand student needs
- Strengthen our learning process and practices as educators
- Differentiate instruction, as appropriate
- Track progress and growth within a community of learners
- Evaluate teaching and student inquiry
- Use the collated assessment evidence to guide instruction and curriculum planning
- Encourage student reflection and responsibility for learning

Some examples of assessment tools may include but not be exclusive to:

- Written or oral test/exam
- Investigations and lab reports
- Essay
- Journal writing
- Practical work
- Performance, speech, presentation, art work
- Collaborative work
- Process journal
- Visual interpretations

In the MYP teachers use a variety of tools to assess student progress, applying the assessment criteria prescribed by the IB. These will be available and familiar to all students through the teaching and learning process. Each subject is assessed against four criteria (see table below) with each criterion being assessed a minimum of twice per academic year. Each criterion awards **points** on a scale of 0-8. Please note that summative assessments may not not assess all four criteria at one time.

Subject Group	Criteria A	Criteria B	Criteria C	Criteria D
Language and Literature	Analysing	Organising	Producing Text	Using Language
Language and Acquisition	Listening	Speaking	Reading	Writing
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	Investigating	Developing	Creating/ Performing	Evaluating
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	Planning	Applying Skills	Reflecting	
Interdisciplinary	Evaluating	Synthesising	Reflecting	

Calculating the MYP Summative Grade

Reporting

Full academic reports are published at the end of each semester in a report card which reflect a student's achievement in each of the four criteria. **The MYP Grade is based on a scale of 1 to 7.** MYP Grades are calculated by adding the points earned in each of the 4 criteria to give a total score out of 32. This is then converted into an overall MYP Semester Subject Grade (see table below). Please note that we do not award MYP Semester Subject Grades for Year 7/MYP1 in Semester 1. This will allow a smoother transition into the MYP.

MYP Semester Grade Boundaries and Descriptors

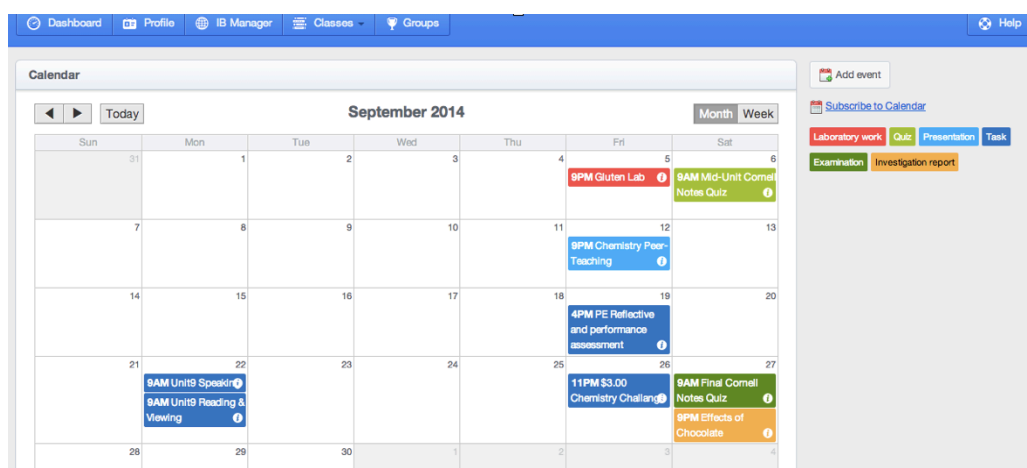
Grade	Boundary Guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces 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.

3	10-14	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.
4	15-18	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.
5	19-23	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.
6	24-27	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.
7	28-32	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.

(MYP From Principles into Practice, 2022, p94)

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.



Units	Tasks (9)	
August 29 Friday	Gases in Baking Laboratory Experiment Year 9 MYP - Science: "What is a cake, really?" Task : Work collaboratively to answer the Research Question: "Which Leavening agent produces the most CO ₂ ?" Objectives: Create a laboratory investigation...	Laboratory work 9:00 PM
September 5 Friday	Gluten Lab link to task sheet: https://docs.google.com/a/chatsworth.com.sg/document/d/1uUh6rOFCxYJ2j6sP6Qhy_WaJ5N-0Jef6diUo-jeFTY8/edit Goal: To isolate, identify, and measure gluten in bread flour at different...	Laboratory work 9:00 PM
September 6 Saturday	Mid-Unit Cornell Notes Quiz Create a Webbing Concept Map to present the chemical interactions involved in making a cake. Key Concepts: Materials, Chemical Components, Interactions, Effects Key Terms: Bread Gluten Glaiden Glutenin...	Quiz 9:00 AM
September 12 Friday	Chemistry Peer-Teaching Year 9: Kitchen Chemistry - Peer Teaching: "Good Eats" You will be assigned one class of baked goods (below). Your mission is to research what makes your family of baked goods scientifically unique,...	Presentation 9:00 PM
September 26 Friday	\$3.00 Chemistry Challenge As experts in chemical interactions and baking, can you use your expertise to produce a marketable baked good at extremely low cost? You can only spend \$3.00 on ALL ingredients in your baked good....	Other 11:00 PM
September 27 Saturday	Final Cornell Notes Quiz Create a Webbing Concept Map to present the chemical interactions involved in making a cake. Key Concepts: Materials, Chemical Components, Interactions, Effects Key Terms: Bread Gluten Glaiden Glutenin...	Examination 9:00 AM
September 27 Saturday	Effects of Chocolate Goal: Track the effects of chocolate over a 3 hour period Reflect on the reasons why we love chocolate, and easily develop caffeine addictions Pre-lab Research Questions 1. Do you enjoy chocolate?	Investigation report 9:00 PM

Subject Information

Language and Literature - English, 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 nonliterary 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 provides both students and families with 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 these students, who all take Language Acquisition English, also have EAL Support and also have 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.

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.

Language Acquisition French (Second Language)

The 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.

Individuals and Societies

Individuals and Societies encourage learners to respect and understand the world around them and equip 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

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

Sciences

With inquiry at the core, the MYP Sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP Sciences curriculum 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; this cycle also has strong connections with the process of completing the MYP Personal Project in MYP5/Year 11

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

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 gives 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.

Keeping Safe: Child Protection Curriculum

The Keeping Safe: Child Protection Curriculum (KS:CPC) is an evidence based child safety and respectful relationship curriculum. The KS:CPC provides age and developmentally appropriate activities for children and young people from ages 3 to 17+.

It was developed collaboratively with child protection experts, teachers, educational leaders and other professionals, and has international recognition.

The KS:CPC is divided into 5 documents specific to the age and year level of students, starting from age 3 and progressing to age 17+. It is predicated on two main themes which are presented through topics and activities of increasing complexity. The two KS:CPC Themes are:

- Theme 1: We all have the right to be safe
- Theme 2: We can help ourselves to be safe by talking to people we trust.

The two KS:CPC Themes are explored through four Focus Areas, which are examined in growing complexity in accordance with the age of the students. The Focus Areas are:

- Focus Area 1: The right to be safe
- Focus Area 2: Relationships

- Focus Area 3: Recognising and reporting abuse
- Focus Area 4: Protective strategies

The activities are structured in a sequential nature and at an age and developmentally appropriate level covering a range of topics.

Keeping Safe Child Protection Curriculum. Government of South Australia, Department for Education. Revised Global edition, April 2022.

For Additional Information by Subject

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