Table of Contents

Dwight High School Diploma........................................................................................................3
Credit Requirements..................................................................................................................4
Language A: Literature ..............................................................................................................5
Language A Language and Literature .......................................................................................8
Grade 12 Language Acquisition ...............................................................................................11
G12 Economics .........................................................................................................................14
History ....................................................................................................................................16
Psychology .............................................................................................................................19
Biology .....................................................................................................................................22
Chemistry ..................................................................................................................................24
Physics .....................................................................................................................................26
Mathematics ............................................................................................................................28
Music .......................................................................................................................................30
Theatre ......................................................................................................................................31
Visual Arts ...............................................................................................................................33
Body, Mind and Soul .................................................................................................................36
Creativity, Activity and Service ...............................................................................................39
Dwight High School Diploma

All students following the school based curriculum at Dwight School Seoul are eligible for the High School Diploma. Students must fulfil all the requirements of the Dwight High School Diploma which includes passing Creativity, Activity and Service, having a 96% attendance and gaining at least a total of 24 credits in the corresponding categories.
Credit Requirements

To ensure that students receiving the Dwight School Seoul Diploma must meet internationally recognized standards, Dwight Seoul has adopted the following credit requirements:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences/Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Languages other than English</td>
<td>3</td>
</tr>
<tr>
<td>Arts/Technology</td>
<td>2</td>
</tr>
<tr>
<td>Body, Mind and Soul / PE (.5 credits/year)</td>
<td>2</td>
</tr>
<tr>
<td>Electives/Other</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

In addition:

- Eight (8) semesters of high school attendance are required for graduation.
- One credit will be awarded for each class in which a student earns a grade of 2 or higher for the year. Theory of Knowledge and Extended Essay each earn .5 credits each year which may be put in the Elective/Other category. Once the credit requirements are met for a particular category, further credits earned in that subject area may be used to fulfil the requirements of the Elective/Other category.
- Credits may be transferred from other accredited high schools at the discretion of Dwight School Seoul. Transfer of credits will be considered on a case-by-case basis.
- In addition, all students must compete a Personal Project in G10 and meet the requirements of the Service in Action Programme in Grades 9 and 10, and the Creativity, Activity and Service programme in Grades 11 and 12. All students must also abide by Dwight School Seoul attendance policy.
**Course Aims**
The aims of the course are to:
1. Develop the students’ understanding of various literary and authorial styles
2. Expand the students’ understanding of different approaches to literary criticism
3. Engage the students in investigation and detailed literary analysis
4. Extend the students’ ability to form personal interpretations to literature

**Course Objectives**
1. Knowledge and Understanding
   a. Demonstrate knowledge and understanding of literary works and genres
   b. Demonstrate understanding through referencing relevant examples
   c. Demonstrate understanding of how literature reflects cultural values
   d. Demonstrate understanding of how context influences a literary work

2. Analysis and Evaluation
   a. Demonstrate an ability to analyse language, structure, technique and style in a variety of literary works
   b. Demonstrate an ability to develop personal interpretations and evaluations of literary works

3. Presentation of Ideas
   a. Demonstrate an ability to communicate clearly and accurately with appropriate choices in language and style
   b. Demonstrate an ability to use relevant literary terminology
   c. Demonstrate an ability to organize ideas in written and spoken form

<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August-September</td>
<td><strong>Critical Analysis: Work 1</strong>&lt;br&gt;Students will participate in critical reading and thorough investigation of a literary work and its genre, and they will present their ideas in written and spoken commentaries.</td>
<td>Formative assessment to prepare for January's</td>
</tr>
<tr>
<td>October-November</td>
<td><strong>Critical Analysis: Work 2</strong>&lt;br&gt;Students will investigate a second literary</td>
<td>Formative assessment to prepare for January's</td>
</tr>
<tr>
<td>Time Period</td>
<td>Activity</td>
<td>Notes</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>December-January</td>
<td><strong>Assessment Preparation:</strong> Students will select one extract from each of the previous two works, and they will prepare a ten-minute spoken commentary for each extract. They will submit their outlines for feedback, and they will be able to use supporting notecards during the presentation, which will be submitted to the teacher before the day of the assessment.</td>
<td><strong>Spoken Commentary:</strong> Students will present their prepared critical commentary on one of the extracts, which will be selected by the teacher on the day of the assessment. They will be able to use their approved notecards as support.</td>
</tr>
<tr>
<td>February</td>
<td><strong>Mock Exam Preparation:</strong> Students will prepare for the Mock Analytical Response by reviewing the two Critical Analysis Works. This is to prepare them for the final assessment in May.</td>
<td><strong>Mock Analytical Response:</strong> Students will have 90 minutes to write an organized, literary commentary analysing a teacher-selected extract from one of the Critical Analysis works. Students will not see the extract until the day of the exam.</td>
</tr>
<tr>
<td>February</td>
<td><strong>Comparative Study: Work 1</strong> Students will investigate a literary work, its context, and the conventions of the genre.</td>
<td>Formative assessment preparing for May’s Comparative Essay.</td>
</tr>
<tr>
<td>March-April</td>
<td><strong>Comparative Study: Works 2-3</strong> Students will investigate a second literary work of the same genre and its context, and they will compare how the authors’ innovate with genre conventions and techniques to create meaning.</td>
<td>Formative assessment preparing for May’s Comparative Essay.</td>
</tr>
<tr>
<td>April-May</td>
<td><strong>Development of the Comparative Essay:</strong> Students will select a topic from</td>
<td><strong>Comparative Essay:</strong> Students will submit a</td>
</tr>
</tbody>
</table>
the teacher provided list, and write a comparative essay addressing the topic through evaluation of the two works.  

1,200-1,600-word comparative essay discussing the two works from Semester 2 using a prescribed topic.

| May | **Final Assessment:**  
Students will prepare for the Analytical Response by reviewing the two Critical Analysis works and three Comparative Study works. Students will receive a list of works to review, and the teacher will select one poem and one prose passage from these works for the assessment. | **Analytical Response:**  
Students will have 90 minutes to write an organized, literary commentary analysing a teacher-selected extract from works studied during the academic year. Students will not know the extract until the assessment. |

### Report Grade

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Analysis Presentation</td>
<td>30%</td>
</tr>
<tr>
<td>Analytical Response</td>
<td>30%</td>
</tr>
<tr>
<td>Comparative Essay</td>
<td>40%</td>
</tr>
</tbody>
</table>

### Pass Criteria

Students must receive a Grade of 2 on the Semester Two report and have a 96% attendance rate.

### Resources Required

Students are required to purchase the works prescribed in the May letter delivered to families for the upcoming academic year.
Course Aim
The aims of the course are:
1. Develop the students’ understanding of various literary and authorial styles
2. Engage students in detailed analysis and investigation of language and literature
3. Develop students’ understanding of the relationship between language, culture, and context in a variety of texts
4. Develop the students’ understanding of the relationships between the author, text, and audience.

Course Objectives
1. Knowledge and Understanding
   a. Demonstrate knowledge and understanding of a range of fiction and nonfiction texts
   b. Demonstrate an understanding of the use of language, structure, technique in a variety of texts
   c. Demonstrate an understanding of how the reader constructs meaning and the varying ways in which context and perspectives influence the reader.

2. Analysis and Evaluation
   a. Demonstrate an ability to use terminology relevant to the various text types studied
   b. Demonstrate an ability to analyse the effects of language, structure, technique and style on the reader
   c. Demonstrate an ability to substantiate and justify ideas with relevant examples
   d. Demonstrate an ability to compare and contrast the formal elements, content and context of texts and evaluate conflicting viewpoints
   e. Discuss the different ways in which language and image may be used in a range of texts

3. Presentation of Ideas
   a. Demonstrate an ability to communicate ideas clearly and accurately in both written and spoken forms
   b. Demonstrate an ability to use language, in a range of styles, registers and situations in written and spoken forms
   c. Demonstrate an ability to analyse texts in a logical manner
<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August-September</td>
<td><strong>Critical Study: Work 1</strong>&lt;br&gt;Students will engage in a detailed analysis of a literary work, investigating the context in which it was written, the literary features, and the impact on readers.</td>
<td>None.</td>
</tr>
<tr>
<td>October-December</td>
<td><strong>Critical Study: Work 2</strong>&lt;br&gt;Students will engage in a detailed analysis of a translated literary work, investigating the historical and cultural context in which it was written, the literary features, and the impact on readers.</td>
<td>None.</td>
</tr>
<tr>
<td>January</td>
<td><strong>Preparation for the Spoken Commentary:</strong>&lt;br&gt;Students will select one extract from each work of literature and prepare a ten-minute spoken commentary. They will submit their outline for teacher feedback, and they will develop notecards, which will be submitted for teacher approval before the day of the assessment.</td>
<td><strong>Spoken Commentary:</strong>&lt;br&gt;Students will present their prepared commentary on one of the extracts, which will be selected by the teacher on the day of the assessment. They will be able to use their approved notecards during the presentation.</td>
</tr>
<tr>
<td>February</td>
<td><strong>Mock Exam Preparation:</strong>&lt;br&gt;Students will prepare for the Mock Analytical Response by reviewing the two Literature &amp; Contexts Works. This is to prepare them for the final assessment in May.</td>
<td><strong>Mock Analytical Response:</strong>&lt;br&gt;Students will have 90 minutes to write an organized, literary commentary analysing a teacher-selected extract from one of the Literature &amp; Context works. Students will not see the extract until the day of the exam.</td>
</tr>
<tr>
<td>February-</td>
<td><strong>Literature &amp; Context: Work 1</strong>&lt;br&gt;Formative assessment</td>
<td></td>
</tr>
</tbody>
</table>
**March**

Students will investigate a literary work's context, content, form, and style, and how context informs formal elements and authorial choices. preparing for May's Comparative Essay.

**April-May**

**Literature & Context: Work 2**

Students will investigate a second literary work's context, content, form, and style, and they will compare how this context informs formal elements and authorial choices.

**Comparative Essay:**

Students will submit a 1,200-1,600-word comparative essay discussing the two works from Semester 2 using a prescribed topic.

**May**

**Final Assessment:**

Students will prepare for the Analytical Response by reviewing the two Critical Study works and two Literature & Context works. Students will receive a list of works to review, and the teacher will select two extracts from these works for the assessment.

**Analytical Response:**

Students will have 90 minutes to write an organized, literary commentary analysing a teacher-selected extract from works studied during the academic year. Students will not know the extract until the assessment.

### Report Grade

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Spoken Commentary</td>
<td>30%</td>
</tr>
<tr>
<td>Comparative Essay</td>
<td>35%</td>
</tr>
<tr>
<td>Analytical Response</td>
<td>35%</td>
</tr>
</tbody>
</table>

**Pass Criteria**

Students must receive a Grade of 2 on the Semester Two report and have a 96% attendance rate.

**Resources Required**

Students are required to purchase the works prescribed in the May letter delivered to families for the upcoming academic year.
Course Aim
This is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. This course uses a balance between approaches to learning that are teacher centred (teacher-led activities and assessment in the classroom) and those that are learner-centred (activities designed to allow the students to take the initiative, which can also involve student participation in the evaluation of their learning). The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the culture concerned. The course enables students to develop mastery of language skills and intercultural understanding.

Course Aims
The aims of this language course are to:
1. develop students' intercultural understanding
2. enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
3. encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
4. develop students' awareness of the role of language in relation to other areas of knowledge
5. develop students' awareness of the relationship between the languages and cultures with which they are familiar
6. provide students with a basis for further study, work and leisure through the use of an additional language
7. provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

Course Objectives
There are five assessment objectives for the language course. Students will be assessed on their ability to:
1. demonstrate an awareness and understanding of the intercultural elements related to set topics
2. communicate clearly and effectively in a range of situations
3. understand and use accurately the basic structures of the language
4. understand and use an appropriate range of vocabulary
5. use a register and a format that are appropriate to the situation.

<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August to September</td>
<td>Topic: Our Environment Focus on change, including topics such as changes in our environment, changes in society, looking at differences between the past and the present</td>
<td>Sentence writing, vocabulary and grammar skills, presentation skills</td>
</tr>
<tr>
<td>October to November</td>
<td>Topic: Migration Focus on emigration and immigration, and conflict arising from changes in demography. Linking between sentences, verb formation and tense, distinguishing between formal and informal text types</td>
<td>Writing skills test: verb formation, sentence structure</td>
</tr>
<tr>
<td>December to January</td>
<td>Topic: Current events Focus on current trends, fashions and issues that are important to different generations. Constructing and link simple, compound and complex sentences</td>
<td>Responding to visual prompts, reading comprehension skills test</td>
</tr>
<tr>
<td>February to March</td>
<td>Topic: Social Networks Focus on describing relationships, including school and work-related social networks. Considering the current popularity of social networking apps and their impact on daily life.</td>
<td>Oral Activity: ability to demonstrate an awareness of the similarities/differences between different cultures.</td>
</tr>
<tr>
<td>April to June</td>
<td>The Influence of the Media Focus on biases and stereotypes. Review for Final Assessment</td>
<td>Oral Interview Reading and writing skills test</td>
</tr>
</tbody>
</table>

(All dates are subject to change depending on the requirements of the class.)
**Report Grade**
Students will be summatively assessed at the end of each unit.

**Reading skills:** Receptive skills (30%)
Understanding of four written texts. Text-handling exercises (40 marks).

**Writing skills:** Productive skills 25%
Two compulsory writing exercises.
Section A: One question to be answered from a choice of two.
Section B: One question to be answered from a choice of three.

**Writing Project:** Receptive and productive skills (20%)
A piece of writing in the target language carried out in class under teacher supervision.

**Oral skills:** Speaking and listening (25%)
Group orals: Discussion skills
Oral Interview
- Part 1: Presentation of a visual stimulus
- Part 2: Follow-up questions on the visual stimulus

**Pass Criteria**
A Grade of 2 on semester two report, 96% attendance.

**Assessment outline**
Students will be assessed both formatively and summatively, and will receive detailed feedback based on their performance. Types of language assessment may include:
- Essays
- Reports
- Letters
- Structured discussions/debate
- Interview with the teacher
- Dialogues
- Presentations
- Reading comprehension tasks
- Visual interpretation tasks

Assessments will sometimes be timed, while others will be done as part of a larger assignment.
Course Aims
Student will develop the capacity to identify, to analyze critically and to evaluate economic theories, concepts and arguments about the nature and activities of the individual and society. We will enable the student to collect, describe and analyze data used in studies of society, to test hypotheses and interpret complex data and source material. Students will recognize that the content and methodologies of Economics are contestable and that their study requires the toleration of uncertainty. Economics seeks to develop international understanding and foster a concern for global issues, as well as to raise students’ awareness of their own responsibility at a local and national level. Economics also aims to develop values and attitudes that will help students reach a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected world.

Course Objectives
There are three assessment objectives for the school-based Economics course:
1. Demonstrate knowledge and understanding of specified content
2. Demonstrate application and analysis of knowledge and understanding
3. Select, use and apply a variety of appropriate skills and techniques

<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August-September</td>
<td>International Trade</td>
<td>Consider opportunity costs from a set of data in order to identify comparative advantage.</td>
</tr>
<tr>
<td></td>
<td>Absolute and comparative advantage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Types of trade protection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The World Trade Organization (WTO)</td>
<td></td>
</tr>
<tr>
<td>October-November</td>
<td>Exchange Rate systems and Balance of Trade</td>
<td>Consider the differences between a devaluation of a currency and a revaluation of a currency.</td>
</tr>
<tr>
<td></td>
<td>Evaluation of different exchange rate systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The components of the balance of payments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>accounts</td>
<td></td>
</tr>
<tr>
<td>December-January</td>
<td>Economic Integration</td>
<td>Examine the impact of economic integration on global trade. Mock exams</td>
</tr>
<tr>
<td></td>
<td>Different forms of integration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The European Union</td>
<td></td>
</tr>
<tr>
<td>February-March</td>
<td>Development Economics</td>
<td>Compare economically more developed countries with economically less developed countries.</td>
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<tr>
<td></td>
<td>Development and its relationship with growth.</td>
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</tr>
<tr>
<td></td>
<td>Can a growing economy also be a developing one?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The International World Bank and the IMF</td>
<td></td>
</tr>
</tbody>
</table>
April-May

Development Economics continued
Aid versus market based intervention

May Assessments:
Assessment of extended response, data response and quantitative skills

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended Response</td>
<td>40%</td>
</tr>
<tr>
<td>Data Response</td>
<td>40%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>20%</td>
</tr>
</tbody>
</table>

Pass Criteria
A Grade of 2 on semester two report, 96% attendance.

Resources Provided
Pearson Baccalaureate Economics

Resources Required
Ruler, calculator, graph paper
History

Group 3- History  
Grade 12  
Credits: 1  
Last Reviewed: June 16, 2016

Course Aim
The aims are to:
1. encourage the systematic study of: human experience and behavior; physical, economic and social environments; the history and development of social and cultural institutions
2. develop in the student the capacity to identify, analyze and to evaluate concepts and arguments about the nature and activities of the individual and society
3. enable the student to collect, describe and analyze data
4. promote learning that is relevant to both the culture in which the student lives and the culture of other societies
5. develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity
6. enable the student to recognize that the content and methodologies of the subjects are contestable and that their study requires the toleration of uncertainty.

Course Objectives

Knowledge and Understanding
- Demonstrate, relevant historical knowledge.
- Demonstrate understanding of historical concepts.
- Demonstrate understanding of historical sources.

Application and analysis
- Formulate clear arguments.
- Use relevant historical knowledge to support analysis.
- Analyze a variety of sources.

Synthesis and evaluation
- Integrate evidence to produce a coherent response.
- Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.
- Evaluate sources as historical evidence, recognizing their value and limitations.
- Synthesize information from a selection of sources.

Use and application of appropriate skills
- Structure and develop focused essays that respond effectively to a question.
- Formulate an appropriate, focused question to guide a historical inquiry.
- Demonstrate evidence of research skills, organization, referencing and selection of sources.
<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Aug-Nov | Japan (1912–1990)  
  - Review and learn about post-Meiji Japan and the reasons for Japan’s failure at establishing a democratic system of parliamentary government.  
  The impact of the First World War and the post-war conferences  
  Reasons and impact: the rise of militarism and extreme nationalism: increasing influence of the army  
  Invasions of Manchuria (1931) and China (1937)  
  Japan and the Pacific War (1941–1945): decision to attack Pearl Harbor; initial successes; reasons for defeat  
  Social, political and cultural changes (1950–60)  
  Economic miracle (1960–1990), what changes occurred within Japan that allowed it to become an Asian powerhouse.                                                                 | A researched based essay on a topic of approval that has not happened in the previous 10 years.  
  Two exams: one short answer and the other as a short essay, structured around the content taught up to November                                                                                      |
  This section focuses on China under the rule of the Chinese Communist Party  
  Consolidation of the communist state (1949–1961) under Mao Zedong; key policies; land reforms;  
  rectification campaigns successes and failures in economic developments (1949–1961); First Five-Year Plan; Great Leap Forward; Second Five-Year Plan focus on the cause and effect of each.  
  Great Proletarian Cultural Revolution: causes; Gang of Four; political, social and cultural impact  
  Foreign policy and foreign affairs 1949–1976; what changes occurred during this time period especially with the US and USSR?  
  China under Deng Xiaoping (1976–1997); what changes did he bring about in China domestically  
  China as a regional and global power (1990-2005)  
  Cold War conflicts in Asia:  
  This section focuses on the impact of the Cold War on Asia in two countries after the Second World War. Students will rely on information they have gained through the two years for this section.  
  Korea: Korean War (1950–1953): causes; international responses; outcome, with focus on US relationship with South Korea and North Korea  
  Vietnam War (1956–1975): causes; nature of conflict; international involvement; outcome, with focus on the US involvement and how this conflict changed US foreign relations with Vietnam and Asia                                                                 | Short answer based exam focused on one area of study covered during this time period.  
  Final exam on topics covered for the year.                                                                                                                      |
Report Grade

Made up of: Final assessment, assessments, written essay

Weighting of types:
Essay 20%
3 Assessments 20%
Final Exam 40%

Pass Criteria
A Grade of 2 on semester two report, 96% attendance.

Resources Provided
Internet based websites.
Pearson Baccalaureate textbook: ‘Causes and Effects of Wars’. (Provided)
Pearson Baccalaureate textbook: ‘The Cold War’. (Provided)

Resources Required
Laptop
Psychology

Group 3 Psychology

Credits: 1

Grade 12

Last Reviewed: 2016

Course Aim

The aims are to:

1. Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions.

2. Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society.

3. Enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material.

4. Promote the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies.

5. Develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity.

6. Enable the student to recognize that the content and methodologies in Psychology are contestable and that their study requires the toleration of uncertainty.

7. Develop an awareness of how psychological research can be applied for the benefit of human beings.

8. Ensure that ethical practices are upheld in psychological inquiry.

9. Develop an understanding of the biological, cognitive and sociocultural influences on human behaviour.

10. Develop an understanding of alternative explanations of behaviour.


Course Objectives

Psychology students will be expected to demonstrate the following:

1. Knowledge and comprehension of specified content:
   - Demonstrate knowledge and comprehension of key terms and concepts in psychology.
   - Demonstrate knowledge and comprehension of psychological research methods.
   - Demonstrate knowledge and comprehension of a range of appropriately identified psychological theories and research studies.
   - Demonstrate knowledge and comprehension of the biological, cognitive and sociocultural influences on human behaviour.
2. Application and analysis
   · Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question

3. Synthesis and evaluation
   · Evaluate psychological theories and empirical studies
   · Discuss how biological, cognitive and sociocultural influences can be used to explain behaviour
   · Evaluate research methods used to investigate behaviour

4. Selection and use of skills appropriate to psychology
   · Demonstrate the acquisition of knowledge and skills required for experimental design, data collection and presentation, data analysis and interpretation
   · Write an organized response

<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August/September/October</td>
<td>Replication of a Psychological Study:</td>
<td>Mock Psychology Study</td>
</tr>
<tr>
<td></td>
<td>• Ethics</td>
<td></td>
</tr>
<tr>
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<td>• Sampling</td>
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<tr>
<td></td>
<td>• Extraneous Variables</td>
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<td></td>
<td>• Statistics</td>
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</tr>
<tr>
<td></td>
<td>• Limitations of study</td>
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<tr>
<td></td>
<td>• Limitations of research methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Future considerations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Citation</td>
<td></td>
</tr>
<tr>
<td>October/November/December</td>
<td>Human Relationships:</td>
<td>Presentations, Formative</td>
</tr>
<tr>
<td></td>
<td>• Social responsibility</td>
<td>assessments</td>
</tr>
<tr>
<td></td>
<td>• Interpersonal relationships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Violence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Biological, cognitive, and sociocultural factors that</td>
<td></td>
</tr>
<tr>
<td></td>
<td>influence human relationships</td>
<td></td>
</tr>
</tbody>
</table>
January/February/March

Health:
- Stress
- Substance abuse, addictive behavior, and obesity
- Health promotion
- Biological, cognitive, and sociocultural factors that influence health related behavior

Presentations, Formative assessments

April/May

Review for Final Exam
- All content covered in the High School Diploma Curriculum will be assessed on this assessment

Summative Assessment

(All dates are subject to change depending on the requirements of the class)

Report Grade
Unit tests (formative): 30%
Class work and presentations: 20%
Replication of Psychological Study: 20%
Final Exam (summative): 30%

Criteria for passing the course
A Grade of 2 on semester two report, 96% attendance.

Resources Provided
ISBN 978 0 435032 88 3

ISBN 978 1 429261 91 3
Biology

Group 4 – Biology
Grade 12
Credits: 1
Last Reviewed: May 2016

Course Aim
1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterize science and technology
3. apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyse or evaluate scientific information
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. develop experimental and investigative scientific skills including the use of current technologies
7. develop and apply 21st century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

adapted from IB Biology Guide 2016

Course Objectives
1. Demonstrate knowledge and understanding of:
   a. facts, concepts and terminology
   b. methodologies and techniques
   c. communicating scientific information.
2. Apply:
   a. facts, concepts and terminology
   b. methodologies and techniques
   c. methods of communicating scientific information.
3. Formulate, analyse or evaluate:
   a. hypotheses, research questions and predictions
   b. methodologies
   c. primary and secondary data
   d. scientific explanations.
4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out ethical investigations.

adapted from IB Biology Guide 2016
<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug - Sept</td>
<td>Extended investigation</td>
<td>Practical work</td>
</tr>
</tbody>
</table>
| September - January | Human physiology  
                 muscular system, digestion, blood vessels, the heart,  
                 chemical responses to physical activity, the immune  
                 system, viral and bacterial infections,  
                 gas exchange in the lungs, ventilation, respiratory  
                 diseases, nervous system, signal transduction  
                 homeostasis, hormones, reproduction, positive and  
                 negative feedback mechanisms, diabetes  
                 Skills: modelling biological systems, annotating  
                 anatomical diagrams, identifying tissue layers,  
                 monitoring ventilation using a spirometer,  
                 analyzing oscilloscope traces               |                     |
| January - March | End of semester test  
                    Option  
                    Choice of:  
                     A. Neurobiology and behavior  
                     B. Biotechnology and bioinformatics  
                     C. Ecology and conservation  
                     D. Human physiology II         | End of semester test |
| April         | Revision                                                                              |                     |
| May           | End of year test                                                                       | End of year test (based on all work in Grade 12) |

(all dates are subject to change depending on the requirements of the class)

**Report Grade**

<table>
<thead>
<tr>
<th>Component</th>
<th>Overall weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of semester test</td>
<td>30</td>
</tr>
<tr>
<td>End of year test</td>
<td>30</td>
</tr>
<tr>
<td>Practical work</td>
<td>40</td>
</tr>
</tbody>
</table>

**Pass Criteria**
A Grade of 2 on semester two report, 96% attendance,

**Resources Provided**
Textbook: Oxford IB Diploma Programme Biology Course Companion (2014 Ed.);  

**Resources Required**
laptop, pen, pencil, ruler, eraser, calculator, notebook/binder
Chemistry

Group 4 – Chemistry
Credit: 1
Last Reviewed: May 2016

Course Aim
1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterize science and technology
3. apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyzze or evaluate scientific information
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. develop experimental and investigative scientific skills including the use of current technologies
7. develop and apply 21st century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

adapted from IB Chemistry Guide 2016

Course Objectives
1. Demonstrate knowledge and understanding of:
   a. facts, concepts and terminology
   b. methodologies and techniques
   c. communicating scientific information.
2. Apply:
   a. facts, concepts and terminology
   b. methodologies and techniques
   c. methods of communicating scientific information.
3. Formulate, analyse or evaluate:
   a. hypotheses, research questions and predictions
   b. methodologies
   c. primary and secondary data
   d. scientific explanations.
4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out ethical investigations.

adapted from IB Chemistry Guide 2016
<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| August - September | Periodicity  
Review of concepts                              |                                 |
| September - October | Kinetics  
Collision theory and rates of reaction, analysis of graphical  
and numerical data | Practical work                  |
| October - December | Organic chemistry  
Fundamentals of organic chemistry, structural formulas, benzene  
Functional group chemistry, writing chemical equations |                                 |
| January - March | Option  
Choice of:  
A Materials  
B Biochemistry  
C Energy  
D Medicinal chemistry | End of semester test (based on all work to this point) |
| March | Redox  
Oxidation and reduction, using half-equations, Winkler  
Method to calculate BOD  
Electrochemical cells, voltaic cells, electrolytic cells |                                 |
| April - May | Acids and Bases  
The pH scale | End of year test (based on all work in Grade 12) |
| May | End of year test | End of year test (based on all work to this point) |

(all dates are subject to change depending on the requirements of the class)

**Report Grade**

<table>
<thead>
<tr>
<th>Component</th>
<th>Overall weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of semester test</td>
<td>30%</td>
</tr>
<tr>
<td>End of year test</td>
<td>30%</td>
</tr>
<tr>
<td>Practical work</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Pass Criteria**
A Grade of 2 on semester two report, 96% attendance,

**Resources Provided**

**Resources Required**
laptop, pen, pencil, ruler, eraser, calculator, lab book, folder, note pad
Physics

Group 4 – Physics              Grade 12
Credits: 1                      Last Reviewed:

Course Aim
1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterize science and technology
3. apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyse or evaluate scientific information
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. develop experimental and investigative scientific skills including the use of current technologies
7. develop and apply 21st-century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Course Objectives
1. Demonstrate knowledge and understanding of:
   ● facts, concepts and terminology
   ● methodologies and techniques
   ● communicating scientific information.
2. Apply:
   ● facts, concepts and terminology
   ● methodologies and techniques
   ● methods of communicating scientific information.
3. Formulate, analyse or evaluate:
   ● hypotheses, research questions and predictions
   ● methodologies
   ● primary and secondary data
   ● scientific explanations.
4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out ethical investigations.
<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug - Sept</td>
<td>Energy Production</td>
<td></td>
</tr>
<tr>
<td>Sept - Oct</td>
<td>Practical work</td>
<td>Practical work</td>
</tr>
<tr>
<td>Oct - Dec</td>
<td>Electricity and Magnetism</td>
<td></td>
</tr>
<tr>
<td>Jan</td>
<td>Semester test</td>
<td>Semester test</td>
</tr>
<tr>
<td>Feb - Mar</td>
<td>Option</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>Revision</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>End of year test</td>
<td>End of year test</td>
</tr>
</tbody>
</table>

### Report Grade

<table>
<thead>
<tr>
<th>Component</th>
<th>Overall weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of semester test</td>
<td>30%</td>
</tr>
<tr>
<td>End of year test</td>
<td>30%</td>
</tr>
<tr>
<td>Practical work</td>
<td>40%</td>
</tr>
</tbody>
</table>

### Pass Criteria

A Grade of 2 on end of grade 12 report card
96% attendance

### Resources Provided


### Resources Required

Laptop, Calculator, Ruler, Protractor
Mathematics

Group 5 – Mathematics  Grade 12
Credits: 1  Last Reviewed: May 2016

Course Aim
1. enjoy mathematics, and develop an appreciation of the elegance and power of mathematics
2. develop an understanding of the principles and nature of mathematics
3. communicate clearly and confidently in a variety of contexts
4. develop logical, critical and creative thinking, and patience and persistence in problem-solving
5. employ and refine their powers of abstraction and generalization
6. apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
7. appreciate how developments in technology and mathematics have influenced each other
8. appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
9. appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
10. appreciate the contribution of mathematics to other disciplines.

adapted from IB Mathematical Studies Guide 2012

Course Objectives
1. **Knowledge and understanding**: recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
2. **Problem-solving**: recall, select and use their knowledge of mathematical skills, results and models in both real and abstract contexts to solve problems.
3. **Communication and interpretation**: transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation.
4. **Technology**: use technology, accurately, appropriately and efficiently both to explore new ideas and to solve problems.
5. **Reasoning**: construct mathematical arguments through use of precise statements, logical deduction and inference, and by the manipulation of mathematical expressions.
6. **Investigative approaches**: investigate unfamiliar situations involving organizing and analysing information or measurements, drawing conclusions, testing their validity, and considering their scope and limitations.

from IB Mathematical Studies Guide 2012
<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| August - September | Geometry and Trigonometry  
2-D and 3-D solids, distance between two points; angle between two lines Project:  
interpretation of results; validity; communication  
Project work       | Geometry and Trigonometry test                                      |
| October – December   | Mathematical Models  
function notation; linear models; quadratic models, exponential models; graphing | Mathematical Models test              |
| January - February  | Calculus  
rate of change; tangents; derivatives; graphing functions using GDC; equation of tangents; increasing and decreasing functions; local maxima and minima; optimization problems | Calculus test |
| March - April       | Project work  
Revision                                                            | Final project                           |
| May             | End of year test                                                                  | End of year test (based on all material in Grade 12) |

(All dates are subject to change depending on the requirements of the class.)

Report Grade

<table>
<thead>
<tr>
<th>Component</th>
<th>Overall weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic tests</td>
<td>30</td>
</tr>
<tr>
<td>End of year test</td>
<td>40</td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
</tr>
</tbody>
</table>

Pass Criteria
A Grade of 2 on semester two report, 96% attendance.

Resources Provided

Resources Required
TI-84 Plus, any edition
Music

Group 6 – Music
Grade 12
Credits: 1
Last Reviewed:

Course Aims
1. Enjoy lifelong engagement with the arts
2. Become informed, reflective and critical practitioners in the arts
3. Express ideas with confidence and competence
4. Develop perceptual and analytical skills.

Course Objectives

1. Demonstrate perception and analytical skills to reflect their critical understanding of music.
2. Demonstrate creative or performance skills through the composition or performance of musical works.

<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Music Theory 1</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Music Theory 1</td>
<td>Analysis Paper</td>
</tr>
<tr>
<td>October</td>
<td>Performance 1 or Creating 1</td>
<td>Perform at Fall DP Showcase</td>
</tr>
<tr>
<td>November</td>
<td>Performance 1 or Creating 1</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>Performance 2 or Creating 2</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>Performance 2 or Creating 2</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>Performance 2 or Creating 2</td>
<td>Perform at Spring DP Showcase</td>
</tr>
<tr>
<td>March</td>
<td>Music Theory 2</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>Music Theory 2</td>
<td>Analysis Paper</td>
</tr>
<tr>
<td>May</td>
<td>Performance 3 or Creating 3</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>Performance 3 or Creating 3</td>
<td>Independent Performance</td>
</tr>
</tbody>
</table>

Report Grade
Weighting of types
1. 2 Paper Assessments 30%
2. 3 Performances or Compositions 60%
3. Process Journal 10%

Pass Criteria
A Grade of 2 on Semester Two report - 96% attendance.

Resources Provided
Dwight School Seoul will provide any applicable textbooks and workbooks.
Students must provide their own instruments, if applicable.
Theatre

Group 6 – Theatre  
Grade 12  
Credits: 1  
Last Reviewed: May 2016

Course Aims
1. Enjoy lifelong engagement with the arts
2. Become informed, reflective and critical practitioners in the arts
3. Understand the dynamic and changing nature of the arts
4. Explore and value the diversity of the arts across time, place and cultures
5. Express ideas with confidence and competence
6. Develop perceptual and analytical skills.
7. Explore theatre in a variety of contexts and understand how these contexts inform practice
8. Understand and engage in the processes of transforming ideas into action
9. Develop and apply theatre production, presentation and performance skills, working both independently and collaboratively

Course Objectives
1. To demonstrate knowledge and understanding of specified content
2. To demonstrate application and analysis of knowledge and understanding
3. To demonstrate synthesis and evaluation
4. To select, use and apply a variety of appropriate skills and techniques

<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>World Traditions in Theatre</td>
<td>Theatre e Journal</td>
</tr>
<tr>
<td>September</td>
<td>World Traditions in Theatre</td>
<td>Theatre e Journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E Presentation</td>
</tr>
<tr>
<td>October</td>
<td>Creating the Show</td>
<td>Theatre e Journal</td>
</tr>
<tr>
<td>November</td>
<td>Creating the Show</td>
<td>Theatre e Journal</td>
</tr>
<tr>
<td>December</td>
<td>Creating the Show</td>
<td>Theatre e Journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Performance</td>
</tr>
<tr>
<td>January</td>
<td>The Business of Theatre - Notebook</td>
<td>Theatre e Journal</td>
</tr>
<tr>
<td>February</td>
<td>The Business of Theatre - Notebook</td>
<td>Theatre e Journal</td>
</tr>
<tr>
<td>March</td>
<td>The Business of Theatre - Notebook</td>
<td>Theatre e Journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Production Pitch</td>
</tr>
<tr>
<td>April</td>
<td>Summary</td>
<td>Theatre e Journal</td>
</tr>
</tbody>
</table>
Report Grade

Weighting of types
1. Theatre e Journal Satisfactory / Not Satisfactory
2. World Traditions in Theatre 30%
3. Creating the Show Performance 35%
4. Production Pitch 35%

Pass Criteria

A Grade of 2 on Semester Two report - 96% attendance.

Resources Provided
Dwight School Seoul will provide basic technical and production support (costume, make-up, lighting, set pieces, audio playback, props). Students will be responsible for larger and case-specific items. Any audio recording will need to be completed by the student.
Course Aims

The aim of the visual arts course at Gr 12 is to develop capable, inquiring and knowledgeable young people. It encourages students to reflect on cultural and aesthetic differences and reflect on global contexts. Responding and Creating in the Visual Arts are dynamic processes that connect many areas of study and human experience. The process of designing and making art requires creativity, critical thinking and problem solving.

Course Objectives

1 RESPONDING:
   ● Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers
   ● Express concepts, ideas and meaning through visual communication
   ● Record observations in written form in a Process Journal

2 CREATING:
   ● Experiment with different media, materials and techniques in art-making
   ● Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience
   ● Make appropriate choices in the selection of images, media, materials and techniques in art-making

3 PRESENTING:
   ● Create an Artist's Statement that evaluates how and why art-making evolves and justify the choices made in their own visual practice
   ● Make appropriate choices in the selection of images that will be exhibited
   ● Design and present work so that it reflects the student’s artistic intentions
<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August - November</td>
<td>Development of a central idea or theme</td>
<td>Studio work</td>
</tr>
<tr>
<td></td>
<td>Students will...</td>
<td>Comparing Artworks worksheets</td>
</tr>
<tr>
<td></td>
<td>● Verbalise ideas and concepts for a cohesive body of works</td>
<td>Process Journal pages</td>
</tr>
<tr>
<td></td>
<td>● Expand ideas for works of art based on a concept</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Critique own work and the work of others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Investigate and research artists while making connections between own and others’ work</td>
<td></td>
</tr>
<tr>
<td>December - January</td>
<td>Developing as an artist</td>
<td>Studio work</td>
</tr>
<tr>
<td></td>
<td>Students will...</td>
<td>Comparing Artworks worksheets</td>
</tr>
<tr>
<td></td>
<td>● Discuss, present, and critically reflect on own artistic processes</td>
<td>Process Journal pages</td>
</tr>
<tr>
<td></td>
<td>● Critique own work and the work of others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Develop ideas, techniques, skills in journals</td>
<td></td>
</tr>
<tr>
<td>February - March</td>
<td>Demonstrating artistic organisational skills</td>
<td>Studio work</td>
</tr>
<tr>
<td></td>
<td>Students will...</td>
<td>Comparing Artworks worksheets</td>
</tr>
<tr>
<td></td>
<td>● Develop a layout for final exhibition</td>
<td>Process Journal pages</td>
</tr>
<tr>
<td></td>
<td>● Develop a curatorial rationale for own work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Develop exhibition texts for final pieces</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Finalise comparative studies for feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Select appropriate pages from journals that visually and textually communicate ideas and artistic intentions</td>
<td></td>
</tr>
</tbody>
</table>

**Report Grade**

**Weighting of types**
- COMPARING ARTWORKS – 30%
- PROCESS JOURNAL– 40%
- STUDIO WORK- 30%

**Pass Criteria**
A Grade of 2 on Semester Two report - 96% attendance.

Resources Provided Dwight School Seoul will provide basic materials, tools, and resources necessary for the creation of art. Learners are allowed to bring external resources and materials for their art-making practices.
Body, Mind and Soul

Course Aims
The aim of the Body, Mind and Soul course is to foster enjoyment through the acquisition of knowledge and understanding of physical activities, as a foundation to an active lifestyle. It encourages students to see physical activities as a vehicle to develop individual qualities and personal development. Students are educated about the importance of keeping a balance in Body, Mind and Soul to maintain a healthy and balanced lifestyle after they have left Dwight.

- Body: boost physical activity level, improving fitness level, improve
- Mind: healthy living, nutrition, health care and overall well-being
- Soul: develop leadership traits, develop relationship and communication performance level

Course Objectives
1) Demonstrates conceptual understanding of Body, Mind and Soul
2) Demonstrate the personal skills of cooperation, perseverance and responsibility
3) Demonstrates and applies a range of skills and techniques

<table>
<thead>
<tr>
<th>Month</th>
<th>Unit and Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug-Oct</td>
<td><strong>Soul - Teambuilding/Leadership:</strong> Working as a team requires you to adapt, make choices and communicate. Students will:</td>
<td>Students will be responsible for collaboratively planning a physical education class for students in grade 4 &amp; 5. As a group they must submit their lesson in advance, gather the materials needs, set up the area of play, provide a warm up and game for the students, be active officials and give feedback to the students after the lesson.</td>
</tr>
<tr>
<td></td>
<td>● understand how to work as a team</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● understand how to communicate in groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● deliver verbal instructions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● learn how to organize daily round robin and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● ladder tournaments.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● organize and balance teams.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● discuss rules or game modifications/conditions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● learn new rules and officiate the games.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● understand how to differentiate the games.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● be responsible for set-up and take down of equipment</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>Nov-Dec</td>
<td><strong>Soul - Leadership/Coaching</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● understand the meaning of feedback</td>
<td></td>
</tr>
</tbody>
</table>

Students will be continually assessed on their ability to lead a small group and provide feedback to their peers. They
- understand the importance of feedback
- understand how to give feedback
- regularly provide and be provided with feedback.
- will develop leadership and communication skills.
- will lead small groups in familiar and unfamiliar settings.

will be assessed as and when they are given the opportunity to take on this role.

| Jan-Feb | **Body - Physical Fitness**: How understanding the training methods can allow you to take control over your own fitness level. The student: This component boosts students' physical fitness to a higher level, through developing an understanding of training methods.

Students will need to use their knowledge of SPORT and FITT principles to adapt each training method to make it harder/ easier depending on their own fitness level.

Students will be tested on their Cardiovascular Endurance at the start and at the end of the unit. Between these tests, students will take part in many types of training.

- Circuit training
- Sprint Interval Training
- HIIT Training
- Tabatha Training
- Plyometric Training
- Agility Training
- Exercise to Music (Lighting)
- Aerobic Training|

Students will be given 3 training methods. Once selected, they will have 10 minutes to prepare their workout with which ever exercises they feel are required as well as deciding on time, effort, weight, intensity, rest time, music etc.

| March - April | **Mind - Relaxation**: Every individual prefers different activities to relieve stress, increase energy and enhance the overall well-being. Students will discuss the benefits of participating in sport and fitness. How it makes us feel before, during and after.

Learn different methods of stress relief. Playing sports, martial arts, yoga, dancing, singing, stretching and sleep. |

Assessment will take place through observation of the student engagement to the unit.
Importance of sleep in our lives. (Brain, Body, Emotions)
Healthy living and eating. (Learn how to prepare a basic meal)

Report Grade
The report grade is set against the assessment objectives and will fall in the category of:
Excellent – Very Good – Good – Satisfactory – Mediocre – Poor – Very Poor

Pass Criteria
A Grade of Satisfactory or above on Semester Two report - 96% attendance.

Resources Provided
Dwight School Seoul will provide all equipment provided to allow for engaging and active lessons. Students are required to attend lessons in their Dwight Physical Education uniform. Special, indoor, sport shoes are required. These shoes are not allowed to be the same as the ones worn during the school day.
Creativity, Activity and Service

“...if you believe in something, you must not just think or talk or write, but must act.”

(Peterson 2003)

CAS is organized around the three strands of creativity, activity and service defined as follows.

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need

CAS enables students to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS provides opportunities for self-determination, collaboration, accomplishment and enjoyment.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing.

Students must give CAS as much importance as any other element of the school based curriculum and ensure sufficient time is allocated for engagement in the CAS programme.

**Successful completion of CAS is a requirement for the award of the Dwight High School Diploma.**

The CAS programme formally begins at the start of the Grade 11 and continues regularly, until the end of Grade 12. Students are expected to have a balance between creativity, activity, and service, completing at least one experience in each strand in Grade 11, and again in Grade 12. Therefore, by the end of Grade 12, students are required to have a minimum of six CAS experiences (two in each strand) in order to be eligible to receive the Dwight High School Diploma.

Students must also achieve all of the seven CAS learning outcomes. Through their CAS portfolio on ManageBac, students provide the school with evidence demonstrating achievement of each learning outcome. All students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS.
### CAS STRANDS

**Creativity** is exploring and extending ideas, leading to an original or interpretive product or performance. Music, theatre, film, design technology, visual arts, dance, fashion and other experiences that involve creative thinking fall under creativity (for example, joining a choir or engaging with fashion design).

**Activity** is physical exertion contributing to a healthy lifestyle. Taking on a new sport or extending your ability (for example, with football, yoga, dance, aerobics classes, biking or hiking), counts as activity.

**Service** is collaborative and reciprocal community engagement in response to an authentic need. By investigating and identifying a community need, then determining a plan of action that respects the rights, dignity and autonomy of all involved (for example, reading to the aged or advocating for a cause), you are performing service.

CAS experiences may cover more than one strand; for example, planning sports events for disadvantaged children may involve both service and activity. Some CAS experiences may involve all three strands; for example, choreographing a performance that promotes the work of a non-profit organization involves creativity, activity and service.

### Responsibility of the Student

Key to a student’s CAS programme is personal engagement, choice and enjoyment of CAS experiences. Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator’s satisfaction.

Throughout the duration of Grade 11 and 12 CAS students are expected to:
- Approach CAS with a proactive attitude
- Develop a clear understanding of CAS expectations and the purpose of CAS
- Determine personal goals
- Discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
- Take part in a variety of experiences each year
- Become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
- Maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
- Understand the reflection process
- Communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings
- Ensure a suitable balance between creativity, activity and service in their CAS programme
- Behave appropriately and ethically in their choices and behaviours.

*Information in this handbook was taken from the IB DP 2017 CAS Guide*