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STAMFORD AMERICAN INTERNATIONAL SCHOOL CURRICULUM GUIDE

VISION AND MISSION

Our vision and mission are reviewed on a regular basis and provides the framework around which the program is constructed. We deliver education based upon our guiding statement and strive to ensure that success of each individual child in his/her day of study as described in our vision and mission.

VISION

Inspiring students to create their unique future

MISSION

Together we cultivate a culture of optimism, excellence and empowerment for everyone by developing the mind-set and skills to thrive in a complex world.

STAMFORD OFFERS THE INTERNATIONAL BACCALAUREATE (IB) PRIMARY YEARS PROGRAMME, THE IB MIDDLE YEARS PROGRAMME, THE IB DIPLOMA PROGRAMME AND ADVANCED PLACEMENT PROGRAM, TOGETHER WITH OUR HIGH SCHOOL DIPLOMA.

Welcome from our academic leadership team

Our leadership team warmly welcomes you to Stamford American International School. We comprise of a team of education professionals, who are all experienced in American International education and the International Baccalaureate (IB) program.

High school team

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Ms. Lauren Windle
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Middle school team

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Ms. Stephanie Grafe
Middle School Deputy Principal
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Ms. Alison Churchill
Academic Counselor
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IB / CURRICULUM COORDINATORS

The International Baccalaureate/Curriculum Coordinators work with teams of teachers and individuals throughout the year to support the development and implementation of engaging, challenging and connected-learning experiences for students.

Ms. Rhonda Wiens
MYP Coordinator
rhonda.wiens@sais.edu.sg

Ms. Natalie Martino
MYP Coordinator
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Mr. Athan Rodostianos
Advanced Placement/Diploma Programme Coordinator
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OUR FRAMEWORK

ENRICHED, ENGAGED LEARNING – THAT IS STAMFORD.

The core frameworks that guide the crafting of our curriculum — the International Baccalaureate Programmes along with challenging American standards and the College Board’s Advanced Placement program — guarantee teaching and learning that is student-centered and rigorous.

Our Curriculum Team, which consists of Program Coordinators in the PYP, MYP, DP and AP and a Director of Curriculum, works alongside our experienced, professional faculty to develop curriculum throughout all divisions of the school.

THE MISSION OF THE INTERNATIONAL BACCALAUREATE

TO DEVELOP INQUIRING, KNOWLEDGEABLE AND CARING YOUNG PEOPLE WHO HELP TO CREATE A BETTER AND MORE PEACEFUL WORLD THROUGH INTERCULTURAL UNDERSTANDING AND RESPECT

This means that our curriculum design and development focuses on learning experiences that are Stamford rigorous. They seek to encompass:

- Multiple entry points and pathways for learning
- Personal engagement and challenge for each individual learner
- Exploration of student inquiries and multiple perspectives
- Connections — interdisciplinary and transdisciplinary — in subject areas and to local and global contexts
- Authentic student voice
- Conceptual learning that reaches beyond knowing to deep understanding
- Development of skills and approaches to learning that support lifelong learning

ACCREDITING ORGANIZATIONS

The school is authorized and accredited by the International Baccalaureate Organization (IBO), EduTrust in Singapore, Council of International Schools (CIS) and Western Association of Schools and Colleges out of the United States (WASC).

OUR TEACHERS

Our teachers bring to Stamford a wide range of experiences that serve to enrich our collaborative community with diverse perspectives and a deep commitment to students and learning.

Teachers continue to grow through rich professional experiences within established learning communities at Stamford, formal external training, internal learning with colleagues and educational consultants and daily interaction with their students and colleagues. At Stamford, we believe strongly that learning takes place every day for everyone.

At specific times during the year, parents receive formal feedback on their children’s progress through the form of report cards and Parent Teacher Conferences. Teachers also keep parents informed of class progress via teacher pages on myStamford throughout the year. Please feel free to contact your children’s teachers at any time using their email addresses with any questions, comments or concerns.

MR. ATHAN RODOSTIANOS
Advanced Placement/Diploma Programme Coordinator
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MS. NATALIE MARTINO
MYP Coordinator
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All in a balanced interweaving of teaching, learning and multiple assessment methods where each informs the other as learning unfolds. We believe strongly that challenging students to intellectually engage in their academics, interests, and the diversity of the world around them as open-minded and reflective inquirers and thinkers equips them for excellence within and beyond Stamford. Ultimately, Stamford students will move on to success in college, career, and life as learned, thoughtful, courageous individuals and global citizens.

Our overarching frameworks bring the best of American and international curricula together in a unique blend of guaranteed and responsive education. Through our American standards, students are ensured of vertically aligned, connected learning within discipline areas. Through the IB Programme frameworks, our students involve themselves as inquirers within disciplinary and interdisciplinary learning in order to construct and personalize their learning – much like the real world demands of all learners. It’s the Stamford advantage!

STANDARDS AND BENCHMARKS

As an international school, Stamford is proud to utilize high quality standards frameworks from the U.S. These frameworks outline specific, aligned learning outcomes for students and ensure challenging and aligned learning over grade levels and across teachers in specific discipline areas. The combination of high quality standards for learning and the holistic, student-centered IB Programme framework enables quality assurance that we provide a rigorous and balanced educational experience, which serves students well if they remain with us or transition to other American or International schools.

<table>
<thead>
<tr>
<th>STANDARDS AND BENCHMARKS</th>
<th>SUBJECTS</th>
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<tbody>
<tr>
<td>American Education Reaches Out (AERO) Standards</td>
<td>Mathematics</td>
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<td></td>
<td>English Language Arts</td>
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<td></td>
<td>Humanities/Social Studies</td>
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<tr>
<td>AERO/New Generation Science Standards (NGSS)</td>
<td>Science</td>
</tr>
<tr>
<td>American Council on the Teaching of Foreign Languages (ACTFL)</td>
<td>Language Acquisition (Spanish and Mandarin)</td>
</tr>
<tr>
<td>International Society for Technology in Education (ISTE)</td>
<td>Design Technology</td>
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<tr>
<td>Massachusetts Arts</td>
<td>Music: Theater Visual Arts</td>
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<tr>
<td>IB Personal, Social, Physical, Ed. Society of Health and Physical Education (SHAPE) National Health Education Standards (NHES)</td>
<td>Personal/Social Physical Education</td>
</tr>
</tbody>
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STAMFORD AMERICAN INTERNATIONAL SCHOOL CURRICULUM GUIDE
SECONDARY SCHOOL
INTERNATIONAL MINDEDNESS AND THE IB LEARNER PROFILE

THE IB LEARNER PROFILE ATTRIBUTES

The ultimate aim of all IB schools is to create IB graduates who are internationally-minded. This is exemplified by a student who consistently exhibits all of the attributes of the IB learner profile.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

As IB learners we strive to be:

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

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

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

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

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

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

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

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

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

- **REFLECTIVE**
  We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
STAMFORD AMERICAN INTERNATIONAL SCHOOL CURRICULUM GUIDE
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OUR FRAMEWORK

TIME

MIDDLE SCHOOL (G6-G8) | HIGH SCHOOL (G9-G12)

8:30am - 8:40am | Morning advisory | Morning advisory
8:40am - 10:00am | Block 1 | Block 1
10:00am - 11:15am | Morning break | Morning break
11:15am - 11:55am | Block 2 | Block 2
11:55am - 12:15pm | Advisory or Flextime (no library) | -
12:15pm - 12:35pm | Break: G6 and G7B | Lunch: G7A and G8
12:35pm - 2:20pm | Block 3 | Block 3
2:25pm - 3:45pm | Block 4 | Block 4

ADVISORY

Each student is assigned to an Advisory Group and Advisor. Much of the advisory time is devoted to the idea of learning how to learn. As well as focusing on pastoral care, academic skills and strategies such as goal setting, note taking, time management, and study and test taking strategies will also be emphasized. The Advisory Program also focuses on health and social education issues, which are appropriate and relevant to the particular grade. Students learn to accept responsibility for their actions, and through positive and negative consequences begin to understand the link between their behavior and its effect on themselves and others.

ADVISORY AIMS

The aims of the Advisory Program are to:
- Create a sense of community
- Provide a time in the day when the focus is on the overall development of each individual student
- Engage students in learning how they learn
- Provide strategies for learning
- Offer a source of guidance for the student
- Offer opportunity for social and emotional education
- Serve as the organizational and informational hub of the school

SOCIAL AND EMOTIONAL EDUCATION PROGRAM

At Stamford, we want all of our students to be successful and to achieve more than they believe they can. Success in school is not just about academic disciplines; it is also about knowing how to learn and how to work constructively with others.

PATHWAYS

All students in Grades 6-10 complete the Middle Years Program, with eight pre-determined courses each year. In Grade 10, students may choose to do one or two AP courses. In Grades 11 and 12, students choose between three different pathways outlined below.

Students and their parents spend several weeks during Grade 10 getting information about these pathways and the courses available, considering their options and making selections that will prepare them for university studies after high school.

IBDP PATHWAY

International Baccalaureate Diploma Program
Students choose one subject from each of six groups, with some special clauses. Students must choose three subjects at Higher Level (HL) and three subjects at Standard Level (SL). All six courses run for two years. This pathway is sometimes referred to as 'the full DP'.

APID PATHWAY

Advanced Placement International Diploma
Students complete at least five one-year AP courses in a broad range of subjects. The five AP courses must be from two different language courses, one that offers a global perspective, one from either the sciences or mathematics and a fifth one that cannot be another language. The student must take and pass the AP Final Exams. Students usually complement this with other two-year DP courses.

BLENDED PATHWAY

Advanced Placement / Diploma Program
Students may take any combination of AP, DP and Stamford courses, provided they meet basic Stamford credit requirements. While students complete all the same coursework, they may choose whether or not to take external final exams. This pathway offers the most flexibility to the student because it can be designed to be at any level of difficulty and rigor.
## OUR FRAMEWORK

Middle School students at Stamford begin to undertake the IB Middle Years Programme (MYP) in Grade 6. They transition into High School in Grade 9, where they will continue the MYP program of study and then onto either Diploma Programme (DP) courses in Grade 11 and/or Advanced Placement (AP) program courses starting in Grade 10. Courses completed in High School will contribute towards earning a Stamford American High School Diploma.

### HIGH SCHOOL DIPLOMA

The Stamford American High School Diploma is awarded to Grade 12 students who complete all the graduation requirements and pass their courses in good standing.

### THE GRADUATION REQUIREMENTS ARE AS FOLLOWS:

<table>
<thead>
<tr>
<th>4 CREDITS IN ENGLISH</th>
<th>3 CREDITS IN SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 CREDITS IN FOREIGN LANGUAGE</td>
<td>1 CREDIT IN ARTS (THEATER, MUSIC, VISUAL ARTS)</td>
</tr>
<tr>
<td>3 CREDITS IN INDIVIDUALS AND SOCIETIES</td>
<td>1 CREDITS IN PHYSICAL AND HEALTH EDUCATION</td>
</tr>
<tr>
<td>3 CREDITS IN MATHEMATICS</td>
<td>2 ELECTIVE CREDITS</td>
</tr>
</tbody>
</table>

20 TOTAL MINIMUM DURING GRADES 9-12

Each semester of coursework is equivalent to 0.5 credit. Credits for courses can be derived from either the IB or AP programs. In addition, all Stamford students participate in Service Learning as part of their High School program.

There are six key pedagogical principles that underpin all IB programs. Teaching in IB programs is:

1. Based on inquiry
2. Focused on conceptual understanding
3. Developed in local and global contexts
4. Focused on effective teamwork and collaboration
5. Differentiated to meet the needs of all learners
6. Informed by assessment (formative and summative)

## MIDDLE YEARS PROGRAM

### IB MIDDLE YEARS PROGRAMME (GRADE 6 TO GRADE 10)

The MYP is a holistic program with a course of study designed to meet the educational needs of students in Grades 6 - 10 (ages 11 to 16). It provides a framework of learning that emphasizes intellectual challenge and encourages connections between traditional subjects and the real world. The MYP focuses on “learning how to learn” through the systematic development of Approaches to Learning (ATL) skills: for communication, collaboration, organization, self-management, reflection, research, information literacy, media literacy, creative and critical thinking and transfer of learning.

At Stamford, MYP students study eight subject groups integrated through six Global Contexts that provide a framework for learning within and across the subjects. Students are required to study English (Language and Literature), Mathematics, Science, Individuals and Societies, Languages (Language Acquisition), Arts, Design and Physical and Health Education.

The curriculum is illustrated with eight academic areas or subject groups surrounding the Global Contexts. The emphasis is on the fluidity of the curricular framework and the interrelatedness of the subjects. Aspects of the Global Contexts are addressed naturally through the distinct disciplines. In particular, the framework is flexible enough to align with and enhance the AERO curriculum standards.
CURRICULUM

LANGUAGE AND LITERATURE

Language is fundamental to learning, thinking and communicating as well as providing an intellectual framework to support conceptual development. It plays a central role in developing critical thinking, cultivating international-mindedness, exploring and sustaining personal development and cultural identity and responsibly participating in local, national and global communities.

Language and Literature courses at Stamford equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains: listening, speaking, reading, writing, viewing and presenting, both independently and with others.

MYP Language and Literature courses include a balanced study of genres and literary texts including a world literature component. Students’ interactions with texts generate moral, social, economic, political, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions and engage in ethical reasoning.

Language and Literature builds upon the experiences in language learning that students have gained during their time in the IB Primary Years Programme (PYP). Knowledge, conceptual understanding and would will have been developed through trans-disciplinary units of inquiry or independent language inquiry. Students continuing on to the Diploma Programme (DP) will have grounding in Language and Literature, enabling them to undertake all the DP course options.

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

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

We also offer Language and Literature in Mandarin and Spanish to native and fluent speakers.
MYP SUBJECT GROUP DESCRIPTIONS

MATHEMATICS

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem solving skills that contribute to the development of logical, abstract and critical thinking. MYP Mathematics at Stamford promotes both inquiry and application, helping students to develop problem solving techniques that transcend the discipline and are useful in the world outside school. MYP Mathematics at Stamford is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Throughout the program students develop procedural fluency, conceptual understanding, communication skills and understanding and skills in real life applications. Mathematics at Stamford aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics as well as to prepare them to effectively use mathematics in problem solving and decision making in everyday life.

The Aims of MYP Mathematics courses are to encourage and enable students to:
- Enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- Develop an understanding of the principles and nature of mathematics
- Communicate clearly and confidently in a variety of contexts
- Develop logical, critical and creative thinking
- Develop confidence, perseverance and independence in mathematical thinking and problem solving
- Develop powers of generalization and abstraction
- Apply and transfer skills to a wide range of real life situations, other areas of knowledge and future development
- Appreciate how developments in technology and mathematics have influenced each other; the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics; the international dimension in mathematics and the contribution of mathematicians 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
- Motivate them to want to learn its principles

INDIVIDUALS AND SOCIETIES

Individuals and Societies encourages learners to respect and understand the world around them and equips them with a skill base appropriate for a learner in the 21st century. Individuals and Societies at Stamford 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. In these courses students collect, describe and analyze data used in studies of societies, test hypotheses and learn to interpret complex information including original source material.

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 the environment 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.
LANGUAGE ACQUISITION

The principal rationale for learning additional languages is to further intercultural awareness and international mindedness, through the acquisition of the language of a culture and the possibilities to reflect upon and explore cultural perspectives.

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 intercultural understanding. The role of language is valued as central to developing critical thinking, which is essential for the cultivation of intercultural awareness, international-mindedness and global citizenship. Language is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development. The study of an additional language provides students with the opportunity to: develop insights into the features, processes and craft of language and the concept of culture and realize that there are diverse ways of living, behaving and viewing the world.

The aims of MYP Language Acquisition are to encourage and enable students 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 communication skills necessary for further language learning and for study, work and leisure in a range of contexts
- Develop multiliteracy skills through the use of a range of learning tools
- 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
- Recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects
- Understand the nature of language and the process of language learning
- Gain insight into the cultural characteristics of the communities where the language is spoken
- Gain an awareness and understanding of the perspectives of people from own and other cultures
- Develop curiosity, inquiry and a lifelong interest in and enjoyment of language learning

At Stamford, MYP students have the option to study Mandarin or Spanish as a foreign language.
SECONDARY SCHOOL

STAMFORD AMERICAN INTERNATIONAL SCHOOL CURRICULUM GUIDE

AS THE LANGUAGE OF INSTRUCTION AT THE SCHOOL IS ENGLISH, WE HAVE DIFFERENTIATED PROGRAMS THAT PROVIDE FOR A VARIETY OF LEVELS OF PROFICIENCY.

DESIGN AND INNOVATION

Design and the resulting development of new technologies have given rise to profound changes in society, transforming how we access and process information, adapt to our environment, communicate with others, solve problems, work and live. MYP Design at Stamford American International School challenges students to apply practical and creative thinking skills to solve design problems; encouraging students to explore the role of Design in historical and contemporary contexts; raises students’ awareness of their responsibilities when making design decisions and taking action.

Stamford’s holistic approach to teaching and learning acknowledges that inquiry and problem solving contribute to students’ development of thinking skills and strategies that will equip them to face the rapidly changing demands of the 21st century.

DESIGN COURSES PROVIDE THE MEANS AND THE CONTEXT TO HELP STUDENTS BECOME SKILLFUL PROBLEM SOLVERS WHO CAN APPRECIATE THE ROLE OF TECHNOLOGY IN EVERYDAY LIFE AND SOCIETY AND WHO CAN RESPOND CRITICALLY AND RESOURCEFULLY TO REAL-LIFE CHANGES.

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

• Enjoy the design process and 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 the 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

PHYSICAL AND HEALTH EDUCATION

MYP Physical and Health Education (PHE) aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, at Stamford, PHE courses foster the development - whole world of knowledge, skills and attitudes contributing to a balanced and healthy lifestyle.

Throughout the five years of the MYP, students develop knowledge, critical thinking and reflection skills, and a sense of responsibility, as well as interpersonal and self-motivation al skills. This in turn encourages choices that will contribute to long-term healthy living. PHE will bring the unique perspective of learning through the physical, which can greatly contribute to students’ approaches to learning (ATL) skills, and is transferable across other subject groups.

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

ARTS

The arts is a universal form of human expression that engages us in affective, imaginative and productive activity. Learning through the arts helps us to explore, shape and communicate our sense of identity and understanding of the world, while providing opportunities to develop self-confidence, resilience and adaptability. In the MYP, the arts challenge students to consider authentic issues and develop their skills beyond superficiality and imitation. Students are provided with opportunities to function as artists as well as learners of the arts. To be an artist one has to be curious, and by developing curiosity about themselves, others in the world, students become effective learners, inquirers and creative problem solvers. In the MYP, students are guided to create, perform and present art in ways that engage and convey their own feelings, experiences and ideas.

Ongoing reflection, along with self-evaluation and peer evaluation, allows students to identify their progress and organize their learning for themselves. MYP Arts value the process of creating the artwork as much as the finished product; the two elements combined tell us what students have experienced, learned and attempted to convey. In this way, the educational value of any artwork is seen by placing it within the context of its creation.

Involvement with the Arts can contribute to an inquiring and empathetic world view, stimulate imaginations, challenge perceptions, develop thinking and analytical skills, enrich emotional cultural and spiritual lives, uplift and entertain; this is the goal of MYP Arts.
PERSONAL PROJECT

Completed in Grade 10, the MYP Personal Project is a capstone of the MYP and a requirement of the IB. It is a student centered and age appropriate practical exploration in which students consolidate their learning throughout the program. This long-term project is designed as an independent learning experience. The Personal Project formally assesses students’ Approaches To Learning skills for self-management, research, communication, critical and creative thinking, and collaboration.

The Personal Project encourages students to use a combination of skills developed through the five-year program. In particular, the project encourages students to practice and strengthen their Approaches To Learning (ATL) skills, to connect classroom-learning engagements with personal experience, and to develop their own interests for lifelong learning. The Personal Project is an excellent opportunity for students to produce truly creative pieces of work of their own choice even if it has not been represented by one of the subject areas. Students will keep a process journal documenting their problem-solving strategies and the learning process, enabling them to examine and reflect upon their experience. This reflection is captured in the student’s final essay, the Personal Statement, which is submitted for final assessment.

MYP Year 9 (Grade 10) students must successfully complete the externally moderated Personal Project to be eligible to for IB MYP course results. At Stamford, successful completion of the project is required and can be a determining factor in a students' eligibility to enroll in IB Diploma Programme for Grades 11 and 12.

The aims of the MYP Personal Project are to encourage and enable students to:
• Participate in a sustained, self directed inquiry within a global context
• Generate creative new insights and develop deeper understandings through in depth investigation
• Demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
• Communicate effectively in a variety of situations
• Demonstrate responsible action through, or as a result of, learning
• Appreciate the process of learning and take pride in their accomplishments.

THE PROJECT ENCOURAGES STUDENTS TO PRACTICE AND STRENGTHEN THEIR APPROACHES TO LEARNING (ATL) SKILLS.

The aims of MYP Arts are to encourage and enable students to:
• Create and present art
• Develop skills specific to the discipline
• Engage in a process of creative exploration and (self) discovery
• Make purposeful connections between investigation and practice
• Understand the relationship between art and its contexts
• Respond to and reflect on art
• Deepen their understanding of art

For detailed descriptions of each grade-level course please see the Course Description Guide.

MYP SUBJECT GROUP DESCRIPTIONS

MYP STUDENTS AT STAMFORD STUDY DRAMA, MUSIC AND VISUAL ARTS IN ALL FIVE YEARS OF THE PROGRAM

The aims of MYP Arts are to encourage and enable students to:
• Create and present art
• Develop skills specific to the discipline
• Engage in a process of creative exploration and (self) discovery
• Make purposeful connections between investigation and practice
• Understand the relationship between art and its contexts
• Respond to and reflect on art
• Deepen their understanding of art
Through Approaches to Learning (ATL) in the IB, students develop skills that have relevance across the curriculum that help them “learn how to learn”. The focus of Approaches to Learning in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning. ATL skills empower students to succeed in meeting the challenging objectives of MYP subject groups and prepare them for further success in the IB Diploma Programme.

### ACADEMIC SKILLS

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<th>Component</th>
<th>How I learn</th>
<th>How can I communicate my thoughts, feelings and ideas?</th>
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</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Learning to communicate</td>
<td>How can I communicate my thoughts, feelings and ideas?</td>
</tr>
<tr>
<td>Research</td>
<td>Information literacy, Media literacy</td>
<td>How can I find, interpret, judge and create information? How can I interact with media to use and create ideas and information?</td>
</tr>
<tr>
<td>Thinking</td>
<td>Metacognition - Thinking about my thinking, Creative thinking, Transfer thinking skills</td>
<td>How do I know what I know? How can I create new ideas and consider new perspectives? How can I transfer skills and knowledge from one subject to another?</td>
</tr>
</tbody>
</table>

### AFFECTIVE SKILLS

<table>
<thead>
<tr>
<th>Component</th>
<th>How I learn</th>
<th>How can I work effectively with others?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td>Collaboration skills</td>
<td>How can I work effectively with others?</td>
</tr>
<tr>
<td>Self-Management</td>
<td>Taking responsibility for my learning, Management of time and materials (mindfulness, perseverance, emotional management, self-management, self-motivation, resilience), Learning from my mistakes</td>
<td>How do I learn best? How can I manage my time and materials effectively? How can I manage my state of mind? What can I learn from this experience?</td>
</tr>
</tbody>
</table>
MYP ASSESSMENT

ASSESSMENT

At Stamford, we believe that assessment is a vital part of the teaching and learning process. When planning students’ assessments, teachers understand that students think and behave differently. Therefore, a variety of strategies and tools and multimodal formats for self-expression are critical. Students are involved in the assessment process and are empowered to view assessment as a vehicle for describing and improving their learning.

Individual assessment tasks are evaluated as a level of achievement on a 1-8 scale. Teachers will use the best professional judgement to determine the overall criterion score for each student in each course. The scores for each criterion are added together and placed on the MYP Grade Boundary table to determine the overall MYP score 1-7.

Individual assessment tasks are scored on a 1-8 scale for each criterion. Looking for the most recent, highest sustained criterion level demonstrated by the student and using professional judgment of best fit, the teacher determines a score that is a snapshot of where the student’s understanding and skill levels are at the end of each reporting period. These final scores in each criterion are added to derive a number out of 32 and the resulting number is applied to a MYP Grade Boundary to determine a 1 – 7 score.

USING MULTIPLE METHODS OF ASSESSMENT ALLOWS US TO CONSISTENTLY PROMOTE STUDENT LEARNING.

A - D Criteria for each subject can include:

<table>
<thead>
<tr>
<th>CRITERIA DESCRIPTORS</th>
<th>CRITERIA DESCRIPTORS</th>
<th>DESCRIPTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Verily rarely demonstrates critical or creative thinking. Very inflexible, rarely uses knowledge or skills.</td>
<td>1 1 - 5</td>
<td>1</td>
</tr>
<tr>
<td>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.</td>
<td>2 6 - 9</td>
<td>2</td>
</tr>
<tr>
<td>Produces work of 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.</td>
<td>3 10 - 14</td>
<td>3</td>
</tr>
<tr>
<td>Produces good quality work. Communicates basic understanding of many 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.</td>
<td>4 15 - 18</td>
<td>4</td>
</tr>
<tr>
<td>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 and unfamiliar classroom and with support, some unfamiliar-real world situations.</td>
<td>5 19 - 23</td>
<td>5</td>
</tr>
<tr>
<td>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 real-world situations, often with independence.</td>
<td>6 24 - 27</td>
<td>6</td>
</tr>
<tr>
<td>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.</td>
<td>7 28 - 32</td>
<td>7</td>
</tr>
</tbody>
</table>
**DIPLOMA PROGRAMME**

**IB DIPLOMA PROGRAMME (GRADE 11 TO GRADE 12)**

The International Baccalaureate Diploma Programme® (DP) is an academically challenging and balanced program of education for students in Grades 11-12. It prepares students for success at university and life beyond through a program that develops the intellectual, social, emotional and physical well-being of students. The program is acknowledged and respected by thousands of universities worldwide.

The cornerstones of the Diploma Programme prepares students for a rapidly evolving and increasingly global society as they:

- Develop physically, intellectually, emotionally and ethically
- Acquire breadth and depth of knowledge and understanding, studying courses from 6 subject groups
- Develop the skills and a positive attitude toward learning that will prepare them for higher education
- Study at least two languages and increase understanding of cultures, including their own
- Make connections across traditional academic disciplines and explore the nature of knowledge through the program’s unique theory of knowledge course
- Undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- Enhance their personal and interpersonal development through creativity, action and service

IB Diploma Programme students basically choose one subject from each of six groups, similar to traditional subject areas, with a few clauses and exceptions. In addition, they also complete three core elements:

- **The extended essay (EE)** asks students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The focus is on research and writing skills and students produce a 4,000-word essay.
- **Theory of knowledge (TOK)** develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.
- **Creativity, activity, service (CAS)** involves students in a range of activities alongside their academic studies throughout the Diploma Program. Creativity encourages students to engage in the arts and creative thinking. Activity seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for a new learning with academic value. The three strands of CAS enhance students’ personal and interpersonal development through experiential learning.

*The above adopted from the IBO.org website.

Stamford offers 26 DP courses at both Higher Level (HL) and Standard Level (SL). All courses below are offered at both the HL and SL, unless otherwise noted.

**GROUP 1**

**STUDIES IN LANGUAGE AND LITERATURE**

- DP English A: Language and Literature
- DP English A: Literature
- DP Mandarin A: Language and Literature
- DP Spanish A: Language and Literature
- DP Language A: Literature self-taught SL

**GROUP 2**

**STUDIES IN LANGUAGE ACQUISITION**

- DP Mandarin ab initio SL
- DP Spanish ab initio SL
- DP English B HL
- DP Mandarin B
- DP Spanish B

**GROUP 3**

**STUDIES IN INDIVIDUALS AND SOCIETIES**

- DP Business management
- DP Economics
- DP History
- DP Psychology

**GROUP 4**

**STUDIES IN SCIENCES**

- DP Biology
- DP Chemistry
- DP Design Technology
- DP Physics
- DP Sports, exercise and health science

**GROUP 5**

**STUDIES IN MATHEMATICS**

- DP Mathematical studies SL
- DP Mathematics HL
- DP Mathematics SL

**GROUP 6**

**STUDIES IN THE ARTS**

- DP Film DP Music
- DP Theatre
- DP Visual arts

For detailed descriptions of each course please see the Student Academic Guidebook.
There are two different types of grading that happen:

1. Stamford internally-generated and reported quarterly progress reports
2. End-of-course external IB grade

### STAMFORD QUARTERLY PROGRESS REPORTS

While the school has chosen to formally report these progress reports on a quarterly basis, it should be noted these are cumulative in nature, meaning the mark for the most recent quarter takes performance in all past quarters of the two-year program into consideration. Some of the tools teachers use to assess progress and give feedback include:

- IB- and teacher-created assessment criteria
- IB-prescribed assessment objectives
- IB-provided grade level descriptors
- Most recently published IB grade boundaries
- IB-published subject reports
- Student engagement with in-class activities and assigned tasks

As quarterly progress reporting time approaches, teachers use all the evidence available for a ‘best-fit’ approach - a set of guidelines to make a professional judgment about the mark for each of the course topics and ultimately about the course as a whole. It should be noted that for Quarter 1 of Grade 11, not all of the criteria and/or topics may have been addressed. But, beginning Quarter 2 and continuing for all remaining quarters of the two-year program, enough representative data will be gathered to form an increasingly clearer picture of a student’s level of progress. The teachers attempt to report the Grade 12 Quarter 3 and 4 DP Stamford grade as close as possible to what is believed will be earned by the student on the May external DP exam. Students taking only Year 1 of a DP Course are only assessed internally.

### END-OF-COURSE EXTERNAL IB GRADE

Students take written examinations at the end of the Diploma Programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. The marks awarded for each course range from 1-7 and students can also be awarded up to three additional points for their combined results on theory of knowledge and the extended essay.

An IB Diploma is awarded to students who gain at least 24 points in their six courses, subject to certain minimum levels of performance across the whole program and to satisfactory participation in the Creativity, Activity, Service (CAS) requirement. The highest total score that a Diploma Programme student can be awarded is 45 points.

### ADVANCED PLACEMENT PROGRAM

#### ADVANCED PLACEMENT PROGRAM (GRADE 10 TO GRADE 12)

The Advanced Placement Program® (AP) courses are one-year college-level courses where students can get a feel for the rigor of college-level studies, while they still have the support of a high school environment. Administered by U.S.-based College Board, more than 6,000 institutions worldwide offer AP courses. When students take AP courses, they demonstrate to college admission officers that they have sought out an educational experience that will prepare them for success in college and beyond.

Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher’s course syllabus.

AP courses are available for students in Grades 10 to 12 at Stamford, and course selections take place in Quarter 3 of the preceding year. Students in Grade 10 are allowed to take up to two courses and students in Grades 11 and 12 choose courses to match their chosen two-year “pathway.”

Students take AP Exams at the end of the course in early May, measuring their mastery of college-level work. Rated 1-5, a score of 3 or higher on an AP exam can typically earn students college credit and/or placement into advanced courses in college. Students who complete AP courses enjoy some valuable benefits:

- Students learn rigorous college-level content and skills
- Taking AP is valued in the college admission process
- Courses are interesting and rewarding academic experiences
- Opportunity to earn valuable credit and advanced placement in college

Teachers use the AP Central course home page for their respective course(s) to access a number of valuable course resources when designing ongoing learning and assessments:

- Opportunity to earn valuable credit and advanced placement in college

Teachers also use the most recently published ‘scoring sheets’ to give students ongoing feedback about their progress toward performance in certain content areas.
STAMFORD OFFERS 19 ADVANCED PLACEMENT COURSES

SCIENCE, TECHNOLOGY, ENGINEERING & MATH (STEM)

- AP Biology
- AP Calculus AB
- AP Chemistry
- AP Environmental Science
- AP Physics 1
- AP Physics 2*
- AP Statistics

WORLD LANGUAGES AND CULTURES

- AP Spanish Language and Culture
- AP Chinese Language and Culture

ARTS

- AP Studio Art

ENGLISH

- AP English Language and Composition
- AP English Literature and Composition

HISTORY AND SOCIAL SCIENCES

- AP Comparative Government and Politics
- AP United States Government and Politics
- AP Psychology
- AP United States History
- AP World History
- AP Human Geography

Some courses alternate with each other, making them available every other year. For detailed descriptions of each course please see the Student Academic Guidebook.

AP ASSESSMENT

There are two different types of grading that happen:
1. Stamford internally-generated and reported quarterly progress reports
2. End-of-course external AP grade

STAMFORD QUARTERLY PROGRESS REPORTS

Quarterly progress reports use the same frameworks as end-of-course grades, but also incorporate some additional elements. To determine grades for the Quarters 1, 2 and 3 internal progress reports for Stamford, teachers may use the ‘composite score range’ for their subject plus other qualitative data, to arrive at a holistic ‘best-fit’ judgment. Teachers look at all the summative and formative evidence that they’ve gathered through student work and use the following guidelines to arrive at a decision:

- Patterns of generally sustained, consistent performance
- More recent performance as an indicator of current understanding
- Levels of understanding from basic to sophisticated
- Emphasis on summative assessment evidence – consideration of formative evidence as well
- If wide range of marks exist, outliers are eliminated and guidelines are re-applied

As Quarter 4 nears, external AP exam tools and composite score ranges are emphasized more so that in the end, the student understands where he or she is at on the AP 1-5 scale. Teachers aim to report the Quarter 4 AP Stamford grade as close as possible to what is believed will be earned by the student on the external AP exam that happens in May.

END-OF-COURSE EXTERNAL AP GRADE

The external AP final grades are based solely on the external final exams that a student sits in May and are in no way connected to internal Stamford grades. Each AP course has different scales for calculating final grades, so their percentage ranges for the different 1-5 scores are slightly different. Final exams are externally marked and available to students online in mid-July.
BEYOND THE CLASSROOM LEARNING

ACADEMIC FIELD STUDIES

The aim of the Stamford Academic Field Studies (AFS) Program is to provide a model of holistic, field-based learning in the effort to develop leaders who are ecologically literate, compassionate, and engaged global citizens. Research shows that well-designed, field-based experiences can produce learning which transfers from the field to students’ home environments. Through immersive and often challenging field study experiences, students will develop self-efficacy beliefs, leadership traits, and communication skills which are salient to success in today’s 21st century society.

Lastly, this program is integrated into the academic curriculum across the grades allowing the students to experience academic content, which extends outside the classroom and into real world contexts. Students participate in AFS as grade levels. Locations and timing of the trips are published at the beginning of the school year. AFS is a significant learning experience and all Stamford students are expected to participate.

AFTER SCHOOL AND CO-CURRICULAR ACTIVITIES

As part of the holistic program, Stamford students are encouraged to try, explore and learn new skills in the arts, sports, clubs and other Co-Curricular Activities. With the aim of helping students to understand and become responsible Global Citizens, students are encouraged to participate in Creativity, Activity & Service (CAS) and academic opportunities. Service opportunities for our students take in both the local and global communities. Some of the past opportunities for service have included the Student Buddy System, Student Council, Peer Mediation, the Positivity Club, Interact Club, Global Issues Network, Water for Sudan, Cambodia Hope School and Habitat for Humanity.

We offer a huge range of exciting choices for Secondary Clubs. A highly valued experience is important to us, so we put every effort into building a solid program, which is both fun and rewarding. Activities include sports, crafts, language and performing arts among others and vary by semester. Examples of Secondary Clubs are Model United Nations, Interact, EcoSchools, Yearbook, Habitat for Humanity and Stamford News.

In addition, Stamford has robust athletics, theater and music programs that students can participate in outside of their regular school hours. Tryouts and auditions are held throughout the school year.

ATHLETICS

Stamford’s Athletic program commits to sport for all while developing student athletes to reach their full potential. The competitive and recreational sports program supports Stamford’s core values of growth, community, integrity and caring by fostering the development of character, lifetime wellness skills, teamwork, sportsmanship, integrity, and a sense of fairness and respect.

Stamford aims to offer appropriate pathways for sporting development from Kindergarten to Grade 12 in a wide range of individual and team sports. Team sports offered include soccer, basketball, swimming, tennis, rugby, touch rugby, volleyball, cross country, track and field, badminton, gymnastics, softball and golf.

THEATER

Stamford Theater performances take place in our Black Box Drama Studio and on the big Reagan Theater stage. Students as young as Kindergarten 2 have the opportunity to audition for a stage production. Theater productions are age-appropriate, providing our younger actors a taste of what it feels to perform in front of an audience and our older ones a chance to hone their acting, singing, dancing and stage production skills.

MUSIC

The Music Ensemble Program allows our students the opportunity to practice playing their music in groups. Recorder, percussion, strings, woodwind, choir and symphony orchestra are just a few of the ensembles in which our students can get involved. Music ensemble concerts take place at the end of each semester, allowing our students the opportunity to gain valuable performance experience and to show off their hard work.

IB DIPLOMA PROGRAMME EXTENSION

Diploma students have a number of opportunities to explore, learn and grow outside of the traditional classroom. Some of the opportunities are woven into the fabric of everyday life for students and are highlighted elsewhere in the Student Handbook:

1. Extended Essay
2. Internal Assessments

Students regularly participate in field trips connected to regular classes meant to enhance the topics they are studying. Following are just a few examples.

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VISUAL ART

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PHYSICS

Dr. Peter Silaghi, a physicist who has worked on high profile government projects in the U.S., came in to speak with physics students about the life of a physicist. Although a lot of the information was classified, apparently there is a glima they made back in the Reagan Star Wars days that they don’t know what to with. In addition, physics students generally spend a lot of their focus on the physical environment around them, looking at real life situations to try and solve what’s going on. This coming year, the group 4 project is likely to be centered around the cultural Singaporean news— the Hawker Centre.

BUSINESS AND MANAGEMENT

Four business and economics students participated in a business plan competition hosted by the University of Newcastle, Singapore and CPA Australia. Students were charged with developing an entirely new product or service idea that focused on innovation, improving the lives of people and sustainability. They submitted an entirely student-written business plan and then presented their plan to the student body in a 30-minute presentation.

MUSIC

Music students have helped teach younger students in class and in flex-lab workshops. Some of these lessons included, composing electronic dance music, strategies for performing in a music ensemble as well as tutoring G9 & 10 music theory. In addition, music students take part in at least two school music ensembles every year. They often assist ensemble leaders, by running warm-ups, sectional rehearsal and general logistics for the ensembles. They also take a leadership role in organizing and running concerts for these ensembles.

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Music students have helped teach younger students in class and in flex-lab workshops. Some of these lessons included, composing electronic dance music, strategies for performing in a music ensemble as well as tutoring G9 & 10 music theory. In addition, music students take part in at least two school music ensembles every year. They often assist ensemble leaders, by running warm-ups, sectional rehearsal and general logistics for the ensembles. They also take a leadership role in organizing and running concerts for these ensembles.
Secondary School students receive report cards at the end of each quarter. The first and third quarter reports are interim summary reports. The semester reports at the end of the second and fourth quarters provide a detailed summary of the students’ achievement with teachers’ comments. These report cards are shared with parents online via myStamford.

Formal Parent Teacher (Student) Conferences are arranged on non-school days during the year to allow a discussion in further detail of the progress each child is making. Parents can expect to be invited to meet their respective teachers or may request a meeting at their discretion. The outcome of these meetings will allow everyone to achieve a better understanding of the student and to identify measures that can be taken to support student progress.

Parents are also welcome to request a meeting any time during the course of the school year.

Back to School Nights take place at the beginning of each semester and allow the teacher to report the program of study. This is a time to review the program that students are studying but not an opportunity to discuss individual progress.

"USING MULTIPLE METHODS OF ASSESSMENT ALLOWS US TO CONSISTENTLY PROMOTE STUDENT LEARNING."
FREQUENTLY ASKED QUESTIONS

HOW DO I SIGN UP FOR COURSES FOR 11TH GRADE?
The ‘course interest process’ happens approximately in October of a student’s 10th Grade year. The academic counselor and program coordinator facilitate all communications with families regarding ‘pathways’ available, courses to choose from and handle individual counseling on an as-needed basis. Students and parents should make a mental note of this timeframe and make sure they are involved in the process during that time.

HOW ARE TEACHERS TRAINED FOR THE DP AND AP?
Most teachers come to Stamford already trained and experienced in their course, while others receive training and support once they arrive. Training and support is multi-faceted:

• formal external in-person training workshops
• formal internal workshops with other Stamford teachers
• online, multi-week training modules
• school-sponsored training workshops
• normal ongoing collaboration with on-site colleagues
• targeted training and support offered by DP coordinator

Professional development is an ongoing endeavor that permeates everything we do.

CAN A STUDENT EARN ADVANCED STANDING OR COLLEGE CREDIT FOR DP AND AP COURSES?
Yes, it’s possible, but all universities have their own policies on this. For both the DP and AP, depending on the score the student earns on the end-of-year external exam, they may be eligible to earn credit and therefore automatic advancement in their studies. Generally, although this varies, a DP score of ‘5’ (on 1-7 scale) or an AP score of ‘3’ (on a 1-5 scale) would qualify. Students should be careful to check with specific universities about what they will or will not recognize.

DOES STAMFORD OFFER STANDARDIZED TESTS LIKE THE SAT AND ACT?
Yes, Stamford offers both of these and all year long. A schedule of when they happen is published by our Academic Dean and can be accessed under the ‘Resources’ button on myStamford. The first ACT test is mid September and the first SAT test is early October.

HOW DO THE DP AND AP PROGRAMS COMPARE TO EACH OTHER?
The DP program is a two-year program that includes six courses and three additional ‘core’ elements meant to help students develop physically, intellectually, emotionally and ethically. The AP program consists of independent one-year courses that can be customized to allow the student to achieve the AP International Diploma (five courses). Both programs include externally administered end-of-course examinations.

HOW ARE STUDENTS ASSESSED IN DP AND AP COURSES?
Both programs are fairly prescriptive in the content of the courses and have well-detailed frameworks of assessment. Teachers generally design summative assessments to be similar in nature to end-of-course assessments. In addition, several holistic elements are considered for quarterly progress report purposes, to ensure more well-rounded and balanced feedback as the course is progressing.

HOW DO UNIVERSITIES VIEW THE DP AND AP?
Both programs have been around several decades and therefore are widely known and recognized. Neither program is considered more rigorous than the other. For students applying to the United States, their course selection for either program is fairly open as long as students are meeting Stamford high school graduation requirements. For students applying to specific subjects in the UK, Australia, Canada, and/or European countries, students will need to be careful when determining their courses (ie. for medicine courses, students may need two sciences in their IBDP or AP program; for some economics courses, students will need IB math HL or AP calculus AB). Regardless of the university(ies) a student is applying to, Stamford’s college guidance counselors work with universities on a case-by-case basis to ensure they understand the scope of the educational background of our students.

WHAT ARE THESE ‘PATHWAYS’ I KEEP HEARING ABOUT?
The three pathways a student may choose from are:

• IBDP pathway – International Baccalaureate Diploma Programme; all the requirements of the ‘full-DP’ program
• APID pathway – Advanced Placement International Diploma; special combination of five AP courses with external exams, will also involve some DP courses as well
• Blended pathway – any combination of AP, DP and Stamford courses that a student wishes, with no restrictions on required external exams or SL/HL combinations.

More details are shared during the ‘course interest process’.
ADDITIONAL INFORMATION

FEE PROTECTION
In compliance with the regulations under the Private Education Act 2009, all students’ fees must be insured under the Fee Protection Scheme (FPS). All Stamford students are covered by way of Insurance Protection as stipulated by the Council for Private Education. The Fee Protection Scheme serves to protect the course fees that are paid to Private Education Institutes in Singapore. Fees are only considered protected once they are paid to Stamford. Stamford then activates the insurance policy with the appointed provider. The provider will then issue a certificate to the family indicating the amount covered and the period of coverage. Stamford has appointed LONPAC Insurance Bhd to be the FPS provider for our students.

MEDICAL INSURANCE
Stamford American International School Ltd Pte has a medical insurance scheme in place for all students. The student’s parent/guardian is encouraged to seek advice on whether more comprehensive insurance cover is required or desired.

This scheme provides a basic annual coverage limit of up to $20,000 per student per year in B1 ward in government and restructured hospitals and up to overall maximum limit per policy year, with 24 hours coverage in Singapore and overseas (if the student is involved in the school-related activities) throughout the course duration as required by the Council for Private Education (CPE) under the EduTrust certification scheme. Stamford has appointed Sime Darby Insurance Brokers (Singapore) Pte Ltd. as the medical insurance provider for our students.

REFUND POLICY AND PROCEDURE
Non-Refundable Application Fee
The Application Fee is strictly non-refundable and non-transferable except in the following circumstances:

1. Stamford is unable to offer a place to a student applicant due to denial of student pass or failure to obtain approval by the relevant Singapore authorities.
2. Stamford is unable to offer a place to a student applicant due to waitlist at Stamford and the student elects not to be placed on the waitlist.
3. Student applicant does not meet the eligibility criteria for enrollment at Stamford.
4. Stamford is unable to offer a place to a student applicant due to sibling priority policy as published by Stamford.
5. The Application Fee will be refunded in full in the event a student application cannot be accepted at Stamford for the reasons set out in 1) to 4) as determined by Stamford in its sole discretion.

NON-REFUNDABLE FACILITY FEE
The Facility Fee is payable in full at the time of acceptance in order to secure a place. If payment is not received within 7 calendar days of receipt of the school’s invoice, priority will be given to other applicants. The Facility Fee is a one-time administrative fee that is non-refundable. The full amount applies regardless of enrolment date.

REFUND POLICY
2.1 Refund for Withdrawal Due to Non-Delivery of Course:
The PEI will notify the Student within three (3) working days upon knowledge of any of the following:

(i) It does not commence the Course on the Course Commencement Date
(ii) It terminates the Course before the Course Commencement Date
(iii) It does not complete the Course by the Course Completion Date
(iv) It terminates the Course before the Course Completion Date
(v) It has not ensured that the Student meets the course entry or matriculation requirement as set by the organization stated in Schedule A of the PEI Student Contract within any stipulated timeline set by CPE or
(vi) The Student’s Pass application is rejected by Immigration and Checkpoints Authority (ICA)
(vii) In relation to Singapore citizens, approval has not been received from Ministry of Education (MOE).
The Student should be informed in writing of alternative study arrangements (if any), and also be entitled to a refund of the entire Course Fees and Miscellaneous Fees already paid should the Student decide to withdraw, within seven (7) working days of the above notice.

2.2 Refund for Withdrawal Due to Other Reasons:
If the Student withdraws from the Course for any reason other than those stated in Clause 2.1, the PEI will, within seven (7) working days of receiving the Student’s written notice of withdrawal, refund to the Student an amount based on the table in Schedule D of the PEI Student Contract.

2.3 Refund During Cooling-Off Period:
The Private Education Institute (PEI) will provide the Student with a cooling-off period of seven (7) working days after the date that the Contract has been signed by both parties and Notwithstanding Schedule D of the PEI Student Contract, the Student will be refunded all fees already paid if the Student submits a written notice of withdrawal to the PEI within the cooling-off period, regardless of whether the Student has started the course or not.

Third Party Mediation:
In the event that the Student and the PEI are unable to resolve a dispute in accordance with the grievance procedure referred to in Clause 5.2, the Student and the PEI may refer the dispute to the Singapore Mediation Centre (SMC) or Singapore Institute of Arbitrators (SIArb) through the CPE Student Services Centre for mediation prior to instituting any legal action. The Student and the PEI hereby agree to such procedures and to pay such fees as the Singapore Mediation Centre (SMC) or Singapore Institute of Arbitrators (SIArb) may prescribe from time to time for the purpose of resolving their dispute.

Response Time for Feedback/Complaints
The PEI shall respond to any feedback or complaint, received in writing, within 30 days of the date of such feedback/complaint.