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SCHOOL CURRICULUM DOCUMENT

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THE ST JUDE SCHOOL STORY

In 1963, Mrs. Helia Placencia de Betancourt, who had arrived in Costa Rica in 1961 from Cuba, launched her project to open a small kindergarten, which later became the Active Catholic School. As the number of students increased and the need for a larger space became evident,

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Doña Helia partnered with Doña Hortensia de Luconi, who at that time owned a large property in Barrio Don Bosco, San José, and that became the perfect place for the school to grow.



They worked hard to make their dream come true. More than sixty years later, the Catholic Kindergarten, the Active Catholic School and the San Judas Tadeo Bilingual School have educated thousands of children and adolescents with academic excellence and Christian values.

In order to create a more innovative school, in 1992 they decided to buy land in Lindora, Santa Ana and thus build a "comprehensive school" from Preschool to High School. This project would become St. Jude School.

In the year 2000 the new Preschool was inaugurated. In 2001, the Elementary School began and in 2006, the Secondary School, all as part of a planned growth process. Finally, in 2008, the old San José building was closed and all students moved into a single project at Lindora's St. Jude School.

In 2018, St. Jude School joined the International Schools Partnership group to add more value and international opportunities and unite it with what has always been a high-quality school, combining tradition, Christian values and innovative teaching and learning. and bilingual.

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INTERNATIONAL SCHOOLS PARTNERSHIP


International Schools Partnership (ISP) is a growing group of more than 50 financially responsible schools around the world, all with the goal of being the school of choice in their local area.



With more than 45,000 students and more than 6,000 employees, ISP aims to:

- Help students learn at levels that surprise them.
- Inspire students to succeed now and prepare them to succeed later.
- Be genuinely international, working in partnerships within and across regions, cultures and languages.
- Aspire to be the first choice for students and their families, wherever we are.

The following principles guide the operation of ISPs:

- Begin with our students; our students are the heart of our business. Simply put, your success is our success.
- Treat everyone with kindness and respect; we care for each other, we accept similarities and differences, we promote the well-being of others.
- Operate effectively; we relentlessly focus on the things that matter most and make a difference.

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- Be financially responsible; we make financial decisions carefully, based on the needs of students and our schools.
- Continuously learn; improvement is what drives us.

STRUCTURE OF THE INSTITUTION


St. Jude School consists of three sections: Preschool, Elementary and Secondary, each level having its own distinctive name. Each section has its own academic director.



Section	Level	Age Group	Costa Rica	Equivalent In USA	Equivalent In UK
Preschool	Cocoons	6-14 months	Babies	Babies	Daycare
Preschool	Green Caterpillars	1.3 -2.2	Nursery 1	Preacher 1	Daycare
Preschool	Blue Butterflies	2.3-3.2	Nursery 2	Preacher 2	Preschool
Preschool	Yellow Bees	3.3-4.2		Preacher 3	Nursery
Preschool	Brown Squirrels	4.3-5.2	Children	Preacher 4	Reception

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Preschool	Red Ladybugs	5.3-6.2	Prepa	Children	Year 1
Primary	Rabbits	6.3-7.2	Grade 1	Grade 1	Year 2
Primary	Toucans	7.3-8.2	Grade 2	Grade 2	Year 3
Primary	Owls	8.3-9.2	Grade 3	Grade 3	Year 4
Primary	Raccoons	9.3-10.2	Grade 4	Grade 4	Year 5
Primary	Frogs	10.3-11.2	Grade 5	Grade 5	Year 6
Secondary	Hawks	11.3-12.2	Grade 6	Grade 6	Year 7
Secondary	Pumas	12.3-13.2	Grade 7	Grade 7	Year 8
Secondary	Dolphins	13.3-14.2	Grade 8	Grade 8	Year 9
Secondary	Sharks	14.3-15.2	Grade 9	Grade 9	Year 10

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Secondary	Crocs	15.3-16.2	Grade 10	Grade 10	Year 11
Secondary	Eagles	16.3-17.2	Grade 11	Grade 11	Year 12
Secondary	Golden Eagles *	17.3-18.2		Grade 12	Year 13


*** Athletes, Retakes, Late Arrivals, Late Entries For IB, AP.**



VISION, MISSION, VALUES AND ATTRIBUTES OF STUDENTS

Our vision

Our vision is to be the school chosen by parents and students in Costa Rica, a school that promotes excellence, an exclusive and different but inclusive school for everyone. Taking others with us on this exciting adventure of amazing learning.

Our excellence is not perfection. Our excellence is daily, constant and continuous mastery. Saint

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Jude is the saint of lost causes, he is the saint of excellence.



‘Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit.’ Aristotle

‘Excellence is an art earned through training and habit. We do not act correctly because we have excellent virtues, but we are virtuous because we act correctly. We are what we repeatedly do. Excellence, then, is not an event but a habit.’ Aristotle, 384-322 B.C., Greek philosopher and scientist.

Mission

St. Jude School is an inclusive, internationally-minded educational community built on Christian values; The institution is known for its innovation and excellence in developing students who are critical thinkers, adaptable, and responsible citizens who will make a positive and lasting contribution to both society and their environment.

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Values


St. Jude School has five values:



Faith, Integrity, Excellence, Sustainability and Kindness, which are the basis of everything we do.

student attributes

We instill in our students the following attributes of the International Baccalaureate.

- inquirers
- Informed
- thinkers
- good communicators
- Integrity
- open minded
- solidarity
- bold

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- balanced
- reflective



We instill in our students the following attributes of Fieldwork Education:

- Adaptable
- collaborator
- Communicator
- Empathic
- Ethical
- Resilient
- Respectful
- critical thinker

Parents' commitment

The relationship between the parents and St. Jude School is formally governed by the institution's enrollment contract and by this document. By enrolling their child at St. Jude School, parents agree to support the mission, vision, and values of the school, follow its rules, and abide by its decisions.

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HOUSES SYSTEM

When students enter St. Jude School, they are placed in one of four houses:

- Hippogriff (Verde)
- Red Dragon)
- Kraken (Azul)
- Phoenix (Amarillo)

The house system has three main advantages:

1. cooperation/collaboration


It allows younger students to meet older ones, encouraging students to work together and support each other.



2. Competence

It supports internal school competitions, such as sports festivals and cultural events, as well as being a way to encourage and reward positive behaviors.

3. student leadership

Create leadership roles for students and encourage older students to be good role models for younger ones.

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Students are randomly assigned to a house when they enter the institution and remain in the same house for the entire time they are a student at St Jude School. The brothers are grouped in the same house. Parents and school employees are also members of a house.



ACCREDITATIONS OF THE INSTITUTION

International Baccalaureate Organization
 Ministry of Public Education (MEP) of Costa Rica.
 AFEC (Athlete Friendly Education Center)- EN PROCESO
 UNESCO

Of the replenishment of evidence for absenteeism.

The tests for students can be replaced, as long as the absence is justified, in accordance with what is established in the Coexistence Manual. Likewise, the student can enter the premises where a test is held up to 10 minutes after the start of the test, after that period, it is considered absent. Evidence will not be replaced in cases of unjustified absenteeism. The student is responsible for justifying the absence to the subject teacher and to the section director in writing, no later than three business days after returning to the institution, providing

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a medical certificate in case of illness or accident. The Evaluation Committee and the teacher responsible for administering the test will determine the date for replacement in cases of justified absenteeism and the teacher who will take care of it during the test.



Community service

St. Jude School encourages all students to be actively involved in service activities both inside and outside the institution. All high school students are required to complete creativity, action, and service projects as part of their CAS program and graduation requirements. Participating in community service not only embodies the Christian foundation of the school, but also provides students with the opportunity to leave a legacy by making a positive impact in their communities. In addition, community service enables students to acquire important life and career skills, as well as live out student attributes.

WORK AT HOME

homework

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Learning doesn't just take place in the classroom, it takes place in our minds through the construction of new thoughts, memories, and thought patterns. Effective learners are active, questioning and resourceful, and reflect on their learning in class and at home.

At the end of each school day, the most effective students take time to reflect on the key knowledge, understandings, and skills developed during the day. They identify what they have learned and what they need to consolidate or complete. They then set clear goals for afternoon or evening learning at home, and work efficiently to have time to address aspects of their learning or homework assignments that need attention.

Here you can find some specific questions to guide children's reflection on their learning. Parents should encourage their children to ask questions such as the following:

- What does the theme "X" mean to me?
- What have I not been able to understand?
- Do I need to ask for help?
- Are my notes from today useful? Do I need to supplement them by consulting my textbook?
- How does today's work relate to the rest of the topic?
- Could you explain to someone else the main ideas and concepts we are learning now? If not, you probably don't have a complete understanding. What should I do about it?
- Can I give a clear meaning of the new terms introduced in the last few days? If not, I have to make a list of vocabulary and meanings for each term.

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•Can I list the main sub-themes and/or ideas of this theme? If not, I have to review what we've done, generate a list or mind map, and read up on what's coming.

Homework or homework is a vital component of school life


Students and parents should expect homework to be done on a regular basis. As students progress through school, the amount of time spent on homework will increase. The purpose of the tasks is to identify areas of concern to raise them with teachers, as well as to review and consolidate learning, among others.



What are the tasks?

Homework should be considered just like any learning or homework assigned outside of class. Teachers can establish them as an extension or elaboration of classroom work, but students should also perceive them as something that includes their own review, preparation for an upcoming assignment or assessment, assignment work, or reading. With this view of tasks, it is clear that they are a central part of your responsibility.

Why are homework necessary?

- Provide the opportunity for additional individual work, allowing practice and consolidation of work done in class or research and preparation for future learning.
- Provide teachers with information about the degree of knowledge and understanding of class work and an opportunity to assess students' progress and mastery of the work.
- Develops effective learning habits and self-discipline, empowers children to plan and organize time, and encourages them to take ownership and responsibility for learning.

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- The most important thing is that it establishes the idea that learning is not something that is done only in school, but that it is continuous and that it implies the contribution of parents, family and other influences besides teachers.


Average time for each grade level	
1st degree	10-15 minutes
2do y 3er gradeo	15-30 minutes
4th and 5th grade	30-40 minutes
6to a 8vo grado	40-75 minutes
9th grade	90 minutes
10th and 11th grade	120 minutes



How should students view homework?

Tasks should be considered as a set of two components: "Set Tasks" and "Study".

practice tasks

Practice: Practice tasks are used to practice and reinforce skills that have already been learned in class.

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To complete: Completion assignments are used to complete assignments assigned in class.

Preparation: They help prepare students for later lessons or units. Homework of this type offers the opportunity to obtain basic information to increase the learning of the next lesson.

Extension: Extension homework requires students to develop self-directed projects that allow them to apply and analyze the information presented in class.


Creatives: Creative homework offers students the opportunity to think critically and engage in problem-solving activities. Creative tasks encourage them to apply a range of skills, concepts and to demonstrate their understanding in new situations.



personal study

Personal study is a task that is not specifically set by teachers. It is not an "extra". During effective study, powerful learning occurs. When studying, students reflect on their learning, their progress, and undertake activities that they consider most beneficial to their growth and improvement.

Depending on the topic and the learning required, activities could include:

- Resume
- Take notes
- Reading

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- Conceptual map
- Performing exercises
- To memorize
- Talk
- Practice
- rehearse



You should not dedicate the same time to all the subjects: most of the study time should be dedicated to the subjects in which you need to work the most.

Studying, unlike homework, should begin with the subject that needs to be reinforced the most and when the mind is clearer.

Tips to optimize the effectiveness of student work at home

- ✓ Doing homework and studying in the same room, at the same desk, chair and at the same time provides a routine that favors productive work.
- ✓ Controlling the time spent on each subject, homework and performing various tasks, helps keep children's minds active.
- ✓ Reflecting on your own thinking, understanding, and progress is vital to effective learning.
- ✓ Make a pause.

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- ✓ Walking away from the study area and doing something completely different during breaks has been proven to make learning more productive.
- ✓ Explaining to others and having someone ask questions can be very helpful.


PRESCHOOL



IEYC (International Early Years Curriculum)

In Preschool we work with the **International Early Years Curriculum (IEYC)**, a program that is designed to introduce students to a world of opportunity. Students will learn important topics through various units, which will help them develop subject knowledge and a sense of the world around them.

The IEYC uses international best practice, holistic inquiry, and play-based approaches that span all areas of the curriculum, including personal, social, and emotional development.

- student centered. This approach is an application within the field of child development that allows the child to have their own ideas. Student interests are incorporated into planning.
- Learning lines: Each activity suggested in the IEYC covers a wide range of learning strands, thus providing a holistic approach to learning and development.

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•The IEYC Learning Process. Describes the path to be followed through a unit. Stages are defined as "Entry Point"; "Capture Curiosity"; "environment enablement"; "General view"; "Exploration and Expression"; and "Exit Point". The IEYC comprises a diverse range of exciting and engaging learning units, which are designed around the IEYC learning process.

•Knowledge, skills and understanding: The primary goal of the IEYC is to help children develop their knowledge, skills, and bottom-up knowledge to support their development in the early years. The teacher must know what knowledge and skills need to be taught, but must also accept the students' own ideas and understand the direction they want to take in their learning. The result would be to prepare students for deeper learning.


In Preschool our students have a variety of subjects that are integrated into the units. The following are taught by professionals in the area:



- Playful Learning
- Music
- Physical education
- Spanish
- French
- Dance

Teachers develop technological and artistic activities during each cycle, critical thinking is part of the daily routine, but the most important thing is that children learn in a playful and fun way.

Percentage of languages that students receive per cycle:

	% English	% Spanish	% French
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Green Caterpillars	100%	0	0
Blue Butterflies	100%	0	0
Yellow Bees	97%	3%	0
Brown Squirrels	89%	8%	3%
Red Ladybugs	89%	8%	3%



Sport and physical exercise

At Preschool, we believe that the purpose of sports is to teach students the importance of physical activity and give them the opportunity to play both as a team and individually, as well as develop skills, all while having fun. Young children need to learn to use their bodies through gross and fine motor skills. We do not encourage the idea of "winners/losers" at any preschool level, instead we focus on participation and skill development. We focus on the student learning to enjoy and be a member of a team.

VIM Time

Vikings in Motion is a program that consists of 15 minutes of physical activity, before the first class of the day begins. The exercises are directed by the Physical Education staff. Teachers and students carry out this activity in the Preschool playground from Monday to Friday.

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PRIMARY


It is a stage of children's development that includes levels from first to fifth grade, where the student inquires and learns from the world around him, while developing aspects of his personality, self-awareness, and becoming more independent.



INTERNATIONAL PRIMARY CURRICULUM (IPC)

In the Primary area, the study plan is based on the IPC. The IPC is a philosophy, process, and pedagogy that offers a broader and more rigorous learning experience for our students. The IPC broadens knowledge, skills and understanding, develops personal attributes and supports an international perspective. The CPI is based on both topics and research units.

The following subjects are taught in the Primary area:

- English
- Mathematics
- Sciences
- Humanities

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- Music
- Art
- Design technology
- Spanish
- French
- Physical education
- Dance



Through the use of units of inquiry that link many topics, this allows children to make useful links and connections throughout their learning and thus assess how their learning relates to the world in which they live.

Learning objectives

The learning objectives are the foundation on which the IPC is built. They define what students are expected to know, what they should be able to do, and their understanding of their academic, personal, and international learning. At St. Jude School, we continually conduct assessments to ensure that students are improving and that parents can be aware of their child's progress against these learning goals.

The curriculum also fosters and develops independent thinkers based on eight attributes that will help them succeed in their future lives: adaptable, communicative, collaborative, empathetic, ethical, resilient, respectful, and critical thinker. It also helps younger students to create an increasingly sophisticated national, international and intercultural perspective and to develop a sense of 'international-mindedness'. Students become engaged and happy learners as they are involved in the entire learning and assessment process.

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SECONDARY



Philosophy

The curriculum is organized in such a way that it provides students with amazing learning experiences, both academically and in terms of their personal goals and values, thus providing international-mindedness. The curriculum encourages students to become better (improve) through consistent effort, inquiry-based approaches, self-reflection, and action.

We follow the requirements of the local Ministry of Education, as well as the curriculum of the International Middle Years Curriculum Program and the International Baccalaureate Diploma programme. Our curriculum is rigorous and sets a high bar for our students to achieve excellence in all areas of their school life and be prepared for the next stage of learning they choose.

El Programa Internacional Middle Years Curriculum(IMYC)

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The International Middle Years Curriculum (IMYC) recognizes that adolescents have particular needs and is designed to support and enhance their learning at this critical stage. Six important adolescent brain needs have been identified as influencing the design of the IMYC.

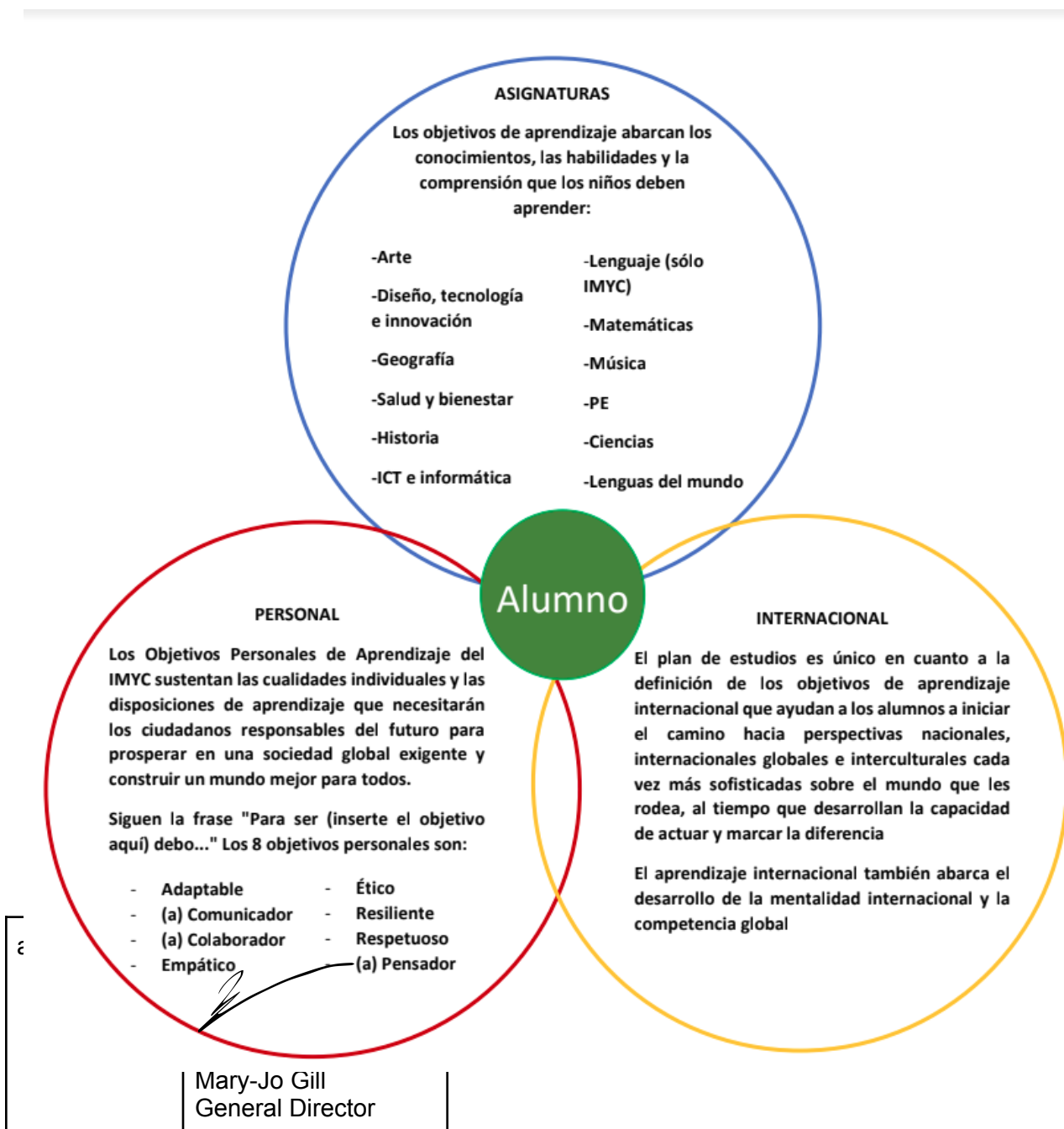
IMYC prepares students for the next stage of their learning and for future job opportunities.



IMYC students become globally competent learners, developing their understanding of the world.

Curriculum IMYC


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International Baccalaureate Diploma Program (IBDP)



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IBDP



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The International Baccalaureate Diploma Program (IBPD) curriculum is made up of six subject groups and the core of the International Baccalaureate programme, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the monograph.

Through the core of this program, students reflect on the nature of knowledge, complete independent research, and undertake a project that often involves community service.

Through the International Baccalaureate Program, schools are able to develop students who:


- They have an excellent breadth and depth of knowledge.
- They develop physically, intellectually, emotionally and ethically.
- They learn at least two languages.
- Excel in traditional academic subjects.
- Explore the nature of knowledge through the program's theory of knowledge course. (IBO.org)





The curriculum is made up of the core of the International Diploma and six subject groups.

Made up of the three required components, the core of the program aims to broaden students' educational experience and challenge them to apply their knowledge and skills.

The three basic elements are

- Theory of knowledge, in which students reflect on the nature of knowledge and how we know what we say we know.

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	<p style="text-align: center;">VERSION 1</p>	<p style="text-align: center;">February 2023</p>
	<p style="text-align: center;">CODE</p>	<p style="text-align: center;">1140223</p>
	<p style="text-align: center;">RESPONSIBLE</p>	<p style="text-align: center;">General Directorate</p>

- The monograph, which is a self-directed, independent research paper, ending with a 4,000-word paper.
- Creativity, activity and service, in which students carry out a project related to these three areas.


The six subject groups are:

- o language and literature studies
- o language acquisition
- o Individuals and societies
- o Sciences
- o Mathematics
- o Art

There are different courses within each subject group. (IBO.org)

In addition to the IB course offerings, students will engage with Enrichment, Social Studies, and Physical Education.

Our students will learn independently through periods of study and have the opportunity to work towards their college goals through our Career GPS course.

<p>approved by</p>	 <p style="text-align: center;">Mary-Jo Gill General Director</p>
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