



# Secondary Curriculum Guide

  
**SOMERSFIELD**  
Montessori & Middle Years Programme ACADEMY

# Table of Contents

	Page
The Somersfield Learner Profile	2
What is the IB Middle Years Programme?	3
How is the curriculum structured?	4
What are the core features of the MYP?	4
What courses are taught and at what grade level?	11
What is an example of a regular school day?	12
What are the home-learning requirements?	13
What school resources are available to support students in their learning?	16
How are students assessed?	16
What about grading and reporting?	20
What kind of honours and awards are given to students?	21
What are the graduation requirements?	22
Subject Descriptions	23
English Language and Literature	23
Language Acquisition (French and Spanish)	29
Sciences	40
Mathematics	46
Individuals and Societies	52
Arts (Visual Art and Music)	58
Design	69
Physical and Health Education	75
Appendix A. Grade Descriptors and Boundaries	82

# Profile of a Somersfield Learner

(based on the IB Learner Profile, Baccalaureate Organization, 2013)

Somersfield Academy encourages students to achieve high academic standards and to become peaceful, global citizens who are curious, life-long learners. These goals are clearly reflected in the principles of the Montessori and IB Programmes, and in the school's 'Promise' and 'Core Values'.

Our teachers inspire students to strive to be:

<b>Inquirers</b>	<b>Students nurture their curiosity</b> , developing skills for inquiry and research. Both independent and collaborative learners, they learn with enthusiasm and sustain a love of learning throughout life.
<b>Courageous</b>	<b>Students use courage and take risks</b> when confronted with new and difficult situations and face obstacles with assertive communication. They have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Knowledgeable</b>	<b>Students explore concepts, ideas and issues</b> that have both a local and global significance.
<b>Imaginative</b>	<b>Students use creative thinking</b> to generate novel ideas and consider existing ideas from new perspectives. They recognise the value of ideas when developing innovative responses to problems. Imagination and creativity are present in the student's process, products and solutions.
<b>Thinkers</b>	<b>Students think critically</b> to engage themselves in solving complex problems.
<b>Communicators</b>	<b>Students express themselves</b> and their knowledge through various modes of communication. They exercise initiative in making reasoned, ethical decisions.
<b>Peacemakers</b>	<b>Students learn to be open-minded</b> , to accept and appreciate cultural differences, and to develop a sense of peace and harmony. They seek and evaluate a range of points of view, and they are willing to grow from the experience.
<b>Principled</b>	<b>Students act honestly</b> and with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities.
<b>Responsible</b>	<b>Students are given freedom</b> to plan their work and to choose appropriate and challenging tasks. They take responsibility for their actions and their consequences.
<b>Compassionate</b>	<b>Students show empathy, compassion, respect and humility</b> . They have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<b>Reflective</b>	<b>Students work to understand personal strengths and weaknesses</b> in order to support learning and personal development.
<b>Balanced</b>	<b>Students understand the importance of balancing different aspects of their lives</b> – intellectual, physical and emotional – to achieve well-being for themselves and others. Students recognize their interdependence with other people and with the world in which they live.

# What is the IB Middle Years Programme?

Somersfield Academy's International Baccalaureate Middle Years Programme (MYP), for 11 - 16 year old students, is authorised by the International Baccalaureate (IB) based in Geneva, Switzerland.

The MYP is a five- year programme for students in M1 - M5. The programme complements the Montessori curriculum offered in our Primary Division, and provides our students with an excellent, internationally recognised education.

The MYP is designed to help students develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. It provides a framework of learning which encourages students to become creative, critical and reflective thinkers.

The MYP aims to enable students to:

- build upon their spirit of discovery to develop an understanding and enjoyment of the process of learning independently and in cooperation with others;
- acquire knowledge and understanding and prepare for further learning;
- recognise the extent to which knowledge is interrelated;
- learn to communicate effectively in a variety of ways;
- develop a sense of personal and cultural identity and a respect for themselves and for others;
- acquire insights into local and global concerns affecting health, the community and the environment and develop a sense of individual and collective responsibility and citizenship.

Upon completion of the Middle Years Programme, students receive a certificate issued by the IB and/or a Record of Achievement. They are well prepared at this stage for entry into the International Baccalaureate Diploma Programme (IBDP), A-levels and other internationally recognised programmes for 16 - 18 year olds.



# How is the curriculum structured?

The IB Middle Years Programme (MYP) is made up of the following subject areas:

- English Language and Literature
- Language Acquisition\*
- Individuals and Societies
- Sciences
- Mathematics (Standard and Extended)
- Arts
- Design
- Physical and Health Education

The following programme components are also requirements to graduate with an MYP certificate:

- M1 - M5 Service and Action
- M3 Community Project
- M5 Personal Project
- Interdisciplinary Studies



\*M1 students currently take both Spanish and French. At the end of the first semester, they choose either Spanish or French.

A 'Life Skills' class with the Counsellor is also scheduled once per week in M1.

## What are the core features of the MYP?

### 1. Concept Driven Curriculum

The MYP is a **concept driven curriculum**. A concept is a big idea- a principle or conception that is enduring and goes beyond a particular subject or place in time or history. For example: "Amazon" is a topic, while "cooperation" is a concept. What distinguishes a concept from a topic is that topics are based in a specific time and place, like the "American Revolution." Concepts, on the other hand, transgress these boundaries to be applied across time and space.

Key concepts engage students in higher order thinking, helping them to connect facts and topics with more complex conceptual understanding. Key concepts provide a focus for transferring knowledge and understanding across disciplines and subject groups. These concepts ensure the development of a rigorous curriculum and promote a shared community of practice among IB world schools. Teachers use key concepts from their own subject group or from others to plan units of work. Teachers identify one key concept that drives the unit's development.

The MYP identifies sixteen key concepts to be explored across the curriculum.

<b>Concepts</b>	<b>Definitions</b>
<b>Aesthetics</b>	develops skills for the critical appreciation and analysis of art, culture and nature.
<b>Change</b>	involves understanding and evaluating causes, processes and consequences.
<b>Communication</b>	involves the activity of conveying information or meaning. Effective communication requires a common “language” (which may be written, spoken or non-verbal).
<b>Communities</b>	are groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.
<b>Connections</b>	are links, bonds and relationships among people, objects, organisms or ideas.
<b>Creativity</b>	is the process of generating novel ideas and considering existing ideas from new perspectives.
<b>Culture</b>	encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities.
<b>Development</b>	is the act or process of growth, progress or evolution, sometimes through continual improvements.
<b>Form</b>	is the shape and underlying structure of an entity or piece of work, including its organisation, essential nature and external appearances.
<b>Global interactions</b>	as a concept, focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.
<b>Identity</b>	refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences.
<b>Logic</b>	is a method of reasoning and a system of principles used to build arguments and reach conclusions.
<b>Perspective</b>	is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.
<b>Relationships</b>	are the connections and associations between properties, objects, people and ideas—including the human community’s connections with the world in which we live. Any change in relationship brings consequences- from small to far-reaching.
<b>Systems</b>	provide structure and order in human, natural and built environments. They can be static or dynamic, simple or complex.
<b>Time, Place and Space</b>	focuses on how we construct and use our understanding of location (“where” and “when”).

## 2. Interdisciplinary Learning

**Interdisciplinary learning** is a central feature of the MYP, particularly from M1 - M3. The aim is for our students to demonstrate interdisciplinary understanding of a particular topic when they can bring together concepts, methods, or forms of communication from two or more disciplines or established areas of expertise to explain a phenomenon, solve a problem, create a product, or raise a new question in ways that would have been unlikely through a single disciplinary means.

Year Level	Unit Description	Subjects
M1	Ahead of the Game: Creating a Foreign Language App	Design; Language Acquisition
M3	Earth Aware! Taking Steps to Protect Environmental Systems	Science and Individuals and Societies
M5	Colonial and Post-Colonial Perspective	English Language and Literature and Individuals and Societies

There is one interdisciplinary unit of study in every year of the programme. Student performance in interdisciplinary units are measured against specific criteria:

**Criterion A:** Disciplinary Grounding

**Criterion B:** Synthesizing

**Criterion C:** Communicating

**Criterion D:** Reflecting

### Snapshot of an M3 Interdisciplinary Unit

In Semester Two, M3 students take part in an interdisciplinary unit that integrates English Language and Literature and Individuals and Societies. The unit challenges students to consider the attributes of an effective leader. In Language and Literature, the students study excerpts from Homer's *Odyssey* and analyse Odysseus's various demonstrations of leadership.

In Individuals and Societies, students examine a range of leaders throughout time, place and space. Both subjects use the Learner Profile as a common tool to help students articulate the strengths and limitations of contemporary, historical and fictional leaders. The culminating interdisciplinary assessment is a persuasive speech on the nature of effective leadership using knowledge and understanding from both disciplines.

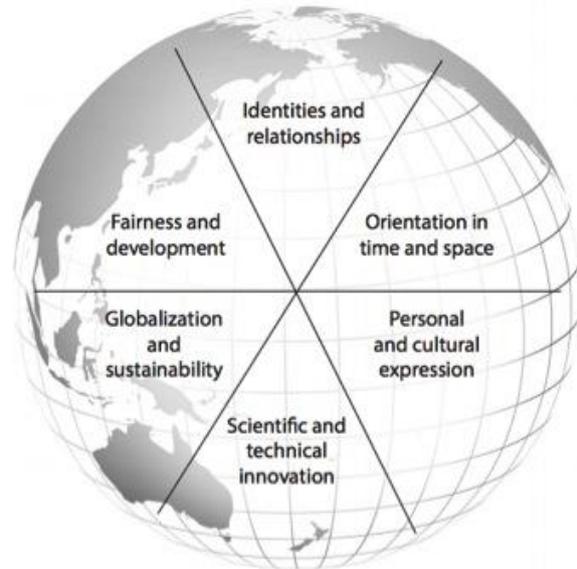
## 3. Global Contexts

Subject content is organised around themes or perspectives called **Global Contexts**. They are designed to encourage the students to make worthwhile connections between the real world and classroom learning. Global contexts provide a common language for contextual learning.

The six MYP Global Contexts inspire explorations of our common humanity and shared guardianship of their planet. They invite reflection on local, national and global communities, as well as the real-life issues and concerns of students.

For each MYP unit, teachers identify one global context that establishes a focus for meaning teaching and learning.

Over the course of the MYP, students should encounter all six global contexts in each subject group.



### MYP Global Contents

#### Identities and relationships

Students will **explore** identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

#### Orientation in space and time

Students will **explore** personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives.

#### Personal and cultural expression

Students will **explore** the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

#### Scientific and technical innovation

Students will **explore** the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

#### Globalization and sustainability

Students will **explore** the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.

#### Fairness and development

Students will **explore** rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

## 4. Approaches to Learning (ATL)

Through **Approaches to Learning (ATL)**, students develop skills that have relevance across the curriculum that help them ‘learn how to learn’. The MYP has divided these skills into ten developmentally appropriate clusters. ATL skills can be learned and taught, improved with practice and developed incrementally. They provide a common language that students and teachers can use to reflect on, and articulate on – the process of learning. While ATL skills are not formally assessed, teachers provide students with regular, specific feedback on the development of ATL skills.

ATL Areas	ATL Skills Clusters
Communication	<p><b>Communication Skills</b>  <b>How can students communicate through interaction?</b>  <i>Exchanging thoughts, messages and information effectively through interaction</i></p> <p><b>How can students demonstrate communication through language?</b>  <i>Reading, writing and using language to gather and communicate information</i></p>
Social	<p><b>Collaboration Skills</b>  <b>How can students collaborate?</b>  <i>Working effectively with others</i></p>
Self-management	<p><b>Organisation Skills</b>  <b>How can students demonstrate organization skills?</b>  <i>Managing time and tasks effectively</i></p> <p><b>Affective Skills</b>  <b>How can students manage their own state of mind?</b>  <i>Managing state of mind</i></p> <p><b>Reflective Skills</b>  <b>How can students be reflective?</b>  <i>(Re)considering the process of learning; choosing and using ATL skills</i></p>
Research	<p><b>Information Literacy Skills</b>  <b>How can students demonstrate information literacy?</b>  <i>Finding, interpreting, judging and creating information</i></p> <p><b>Media Literacy Skills</b>  <b>How can students demonstrate media literacy?</b>  <i>Interacting with media to use and create ideas and information</i></p>
Thinking	<p><b>Critical Thinking Skills</b>  <b>How can students think critically?</b>  <i>Analysing and evaluating issues and ideas</i></p> <p><b>Creative Thinking Skills</b>  <b>How can students be creative?</b>  <i>Generating novel ideas and considering new perspectives</i></p> <p><b>Transfer Skills</b>  <b>How can students transfer skills and knowledge across disciplines and subject groups?</b>  <i>Using skills and knowledge in multiple contexts</i></p>

# Other Special Features of the MYP

## A. Service and Action

**Service and Action (S&A)** is another compulsory feature of the MYP which supports the Somersfield community school ethos. It provides students in M1 - M5 with the opportunity for helping the school and local community. The experience is designed to develop personal awareness of the importance of reaching out to help others, to encourage responsible citizenship, and allows students to discover new skills, talents and interests.

S&A extends beyond the classroom allowing students to participate in the community where they live, paying special importance to developing their sense of social responsibility, improving those skills that will enable them to make effective contributions to society.

S&A service activities can take a wide variety of forms, for example, recycling or helping with school or community events. At the start of the school year, each student receives an account on the Managebac system where they record the service activities completed throughout the year.

They are also introduced to the types of activities that will qualify for Service and Action. The school keeps students and their parents informed of school or community activities offered throughout the school year on the school's website Blackboard. Students are, subsequently, assessed on their overall performance in Service and Action through careful analysis of their selection of activities, activity supervisor reviews and personal reflections.

Students are required to meet the following expectations:

Year Level	Service and Action Requirement
M1 – M2	1 long-term and 1 short-term activity
M3 – M5	2 long-term and 2 short-term activities

Further to the completion of the minimum requirements of short-term and long-term activities, students are expected to submit meaningful reflections of their activities to demonstrate and reinforce their service learning.

## B. M3 Community Project

A culminating requirement of M3, the MYP Community Project focuses on community and service, encouraging students to explore their rights and responsibility to implement service as action in the community.

The Community Project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the Community Project engages in a sustained, in-depth inquiry leading to service and action in the community. The Community Project also fosters collaborative learning and is completed by groups of a maximum of three students.

The Community Project consists of the following components:

Community project component	How it is assessed
Focus on service as action	Evident in the presentation
Process journal	A selection of extracts in appendices of the report
Presentation	The content of the report assessed using all four criteria

Each student group is assigned a staff supervisor who helps support the success of the project.

## C. M5 Personal Project

A unique feature of the MYP is that all M5 students are required to complete a Personal Project at the end of the programme in order to receive their MYP certificate. The Personal Project is an excellent opportunity for students to produce a truly personal and creative work and to demonstrate a consolidation of their learning in the MYP. The Personal Project may take the form of a research essay, an artistic production, the construction of an artifact, an investigation, or another means of expression. Each M5 student develops a personal project independently.

There are three core components that students must produce: a process journal detailing the student's research and product development, the final product or outcome, and a 3500 word report demonstrating the student's overall learning experiences.

Once a student has decided on a subject for their project, they are assigned a supervisor from the faculty, who helps them design a timeline, assists with choices about their presentation, helps with any difficulties that may arise, and makes sure that they stay on task. The process is as important as the final project, and careful record keeping and reflection are vital components of the end product.

Each student receives access to a *Personal Project Guidebook* that provides a timeline for the project, gives valuable background information, and contains the assessment criteria. The student needs to become very familiar with the support materials, follow the timeline, and meet his/her supervisor regularly to ensure the successful completion of their Personal Project.

Students are required to view their project through IB Global Contexts. The guiding questions relevant to each 'Area of Interaction' help the student focus and reflect on their project in a meaningful way.

Examples of Somersfield Personal Projects include: The Masks We Wear – Self-Discovery through Spoken Word Poetry; The Need for Speed – Constructing a Go-Kart from Scratch; Treasure of the Deep – An Installation Celebrating Bermuda's Underwater Bottles; Be the Perfect Pitcher – An Instructional Film on Effective Pitching; Designing and 3D printing a Rubik's Cube.

All M5 students must be registered for the Personal Project, which is subject to external moderation. Students who successfully complete the Personal Project will receive IB MYP course results, which will contribute to the awarding of the IB MYP Certificate.

## What courses are taught and at what grade level?

	M1	M2	M3	M4	M5
<b>English Language and Literature</b>	English and Literature	English and Literature	English and Literature	English and Literature	English and Literature
<b>Language Acquisition</b>	Sem. 1: French and Spanish Sem. 2: Student choice	French or Spanish	French or Spanish	French or Spanish	French or Spanish
<b>Individuals and Societies</b>	Individuals and Societies	Individuals and Societies	Individuals and Societies	Individuals and Societies	Individuals and Societies
<b>Sciences (Biology/Chemistry/Physics combined)</b>	Sciences	Sciences	Sciences	Sciences	Sciences
<b>Mathematics</b>	Math (Standard or Extended)	Math (Standard or Extended)	Math (Standard or Extended)	Math (Standard or Extended)	Math (Standard or Extended)
<b>Arts</b>	Visual Art and Music	Visual Art and Music	Visual Art and Music	Visual Art or Music	Visual Art or Music
<b>Design</b>	Design	Design	Design	Design	Design
<b>Physical and Health Education</b>	PHE	PHE	PHE	PHE	PHE
<b>M3 Community Project</b>		Introduction in June	Official start in February; completed in May		
<b>M5 Personal Project</b>				Process begins in June	Process finished in March
<b>Service and Action</b>	1 short-term; 1 long-term	1 short-term; 1 long-term	2 short-term, 2 long-term	2 short-term, 2 long-term	2 short-term, 2 long-term
<b>Interdisciplinary Studies</b>	Inter-disciplinary Units	Inter-disciplinary Units	Inter-disciplinary Units	Inter-disciplinary Units	Inter-disciplinary Units + optional inter-disciplinary onscreen exam

# What is an example of a regular school day?

Below is a sample timetable of an M1 student:

Period	Monday	Tuesday	Wednesday	Thursday	Friday
08:15 - 08:30	ATL Advisory	ATL Advisory	ATL Advisory	ATL Advisory	ATL Advisory
08:30 - 09:20	Assembly	Mathematics	Individuals and Societies	Sciences	Design
09:20 - 10:10	Sciences	Sciences	Arts (Music)	English and Literature	Language Acquisition-French
10:10 - 11:00	English and Literature	Physical and Health Ed	Mathematics	Mathematics	Mathematics
11:00 - 11:15	Break	Break	Break	Break	Break
11:15 - 12:05	Individuals and Societies	Design	Arts (Visual Art)	Physical and Health Ed	Sciences
12:05 - 12:55	Mathematics	Individuals and Societies	Design	Physical and Health Ed	Sciences
12:55 - 01:45	Lunch	Lunch	Lunch	Lunch	Lunch
01:45 - 02:35	Life Skills	Language Acquisition-Spanish	Language Acquisition-French	Language Acquisition-Spanish	English and Literature
02:35 - 03:30	Arts (Visual Art)	English	English and Literature	Individuals and Societies	Arts (Music)



# What are the home-learning requirements?

Home-learning is an essential part of the MYP at Somersfield. In addition to reinforcing skills that students have been exposed to in the classroom, home-learning requires students to internalise and reflect upon classroom work thus encouraging the development of more sophisticated study habits. Home-learning should be a positive experience, and is designed to support the learning of our students.

Home-learning is essential in helping students to:

- review and prepare for work assigned in class;
- extend and enrich their knowledge, understanding and skills which cannot always be taught in class time alone;
- learn independent study skills which require time management and research.

## Students are responsible for:

- ensuring that they understand the home-learning and asking for clarification if needed;
- recording home-learning in the student agenda;
- referring to the Somersfield Academy Managebac System (SAM) calendar for home-learning deadlines and instructions;
- completing their home-learning in a timely manner and to the best of their ability;
- managing time and materials;
- completing home-learning assigned during absences of any kind and for checking-in with teachers and/or on Somersfield Academy Managebac (SAM) for missed work.

## Parents are responsible for:

- ensuring that students are free from distractions and have the space and materials required to complete their home-learning;
- monitoring/assisting students with deadline management;
- checking the student agenda on a regular basis (for M1-M2 students, parents should check and sign the agenda Monday-Friday)
- monitoring SAM for home-learning deadlines;
- contacting Division Head and/or Coordinator if home-learning workload seems too high for the student.

## Teachers are responsible for:

- meeting on a monthly basis to coordinate home-learning;
- meeting three weeks prior to reporting periods to coordinate summative assessments;
- ensuring students record home-learning and assessments in the student journal;
- posting home-learning, formative and summative assessments on SAM;
- reviewing home-learning and assessment calendar on SAM.

## The Student Agenda

All students are issued with homework agendas and are expected to use them to note assignment due dates and daily home-learning. This information can then be used to prioritise and plan completion of the work. The agenda is a very important first step in successful homework completion, and it is important for students to realise its value in helping them organise their work effectively. Its use is also essential in helping to form organisational and time management habits which will be valuable to them in the future.

Parents play a valuable role in actively advocating and encouraging proper use of the agenda by their sons and daughters. Parents of students in M1 and M2 should check and sign the agenda each evening. Students in M3 through M5 should have their agendas signed a minimum of once a week.

The agenda is also a valuable means of communication between parents and teachers on how students are succeeding at completing homework and developing time-management skills. Teachers have a limited idea as to how students are organising themselves at home. Parents, however, have more insight, positive encouragement, and input on a child's approaches to home-learning which can be invaluable. Such parental interest and involvement helps to create a sense of partnership between teachers and parents which can only be to the benefit of the students.

Student home-learning is also available on Somersfield Academy Managebac (SAM) for parents and students to ensure the accuracy of agenda entries. SAM should be considered the definitive source for home-learning assessments.

The approximate amount of time expected to complete nightly home learning is as follows:

	M1	M2	M3	M4	M5
Time (amount per evening)	1 hour 1.5 hours during peak times (end of reporting periods)	1 hour 1.5 hours during peak times (end of reporting periods)	1.5 hours 2 hours during peak times (end of reporting periods)	2 hours 2.5 hours during peak times (moderation or end of reporting periods)	2 hours 2.5 hours during peak times (moderation or end of reporting periods)
Weekly Total (approx. hours expected)	8-9 hours	8-9 hours	11-12 hours	14-15 hours	14-16 hours

## Home-Learning during Holidays

One of the aims of the MYP is to foster a balanced learning community. We want our students to understand the importance of balancing different aspects of their lives – intellectual, physical, and emotional – to achieve well-being for themselves and others. After periods of intense academic study, students are encouraged to focus on academic reflection, reading for pleasure, service and action and spending quality time with family. Holidays also provide valuable time for students to work on MYP Projects.

Home-Learning During Holidays	M1	M2	M3	M4	M5
Mid Term 1	Reading Log Service and Action	Reading Log Service and Action	Reading Log Subject Review and Reflection Community Project Preparation	Maximum of 2 criterion-Related assessments	Maximum of 2 criterion-related assessments Personal Project
Winter Holiday	Exam review	Exam review	Exam review	Exam review	Personal Project Maximum of 2 criterion-related assessments Exam Review
Mid-Term 2	Reading Log Service and Action	Reading Log Service and Action	Reading Log Subject Review and Reflection Community Project	Maximum of 2 criterion-related assessments	Personal Project Report
Spring Holiday	Reading Log Service and Action	Reading Log Service and Action	Reading Log Community Project	Maximum of 2 criterion-related assessments	Maximum of 2 criterion-related assessments
Summer Holiday	Assigned Reading	Assigned Reading	Assigned Reading	Personal Project Assigned Reading	IB-DP preparation package

## Non-Completion of Home-Learning

If a student is absent for illness, appointments, or travel, the responsibility for making up work is placed on the student to check the Somersfield Academy Managebac (SAM) system for assessments. Teachers are not required to make pre-holiday work arrangements for students.

Upon return, it is the responsibility of the student to check with each teacher whose lessons they have missed and to ask for assistance, if necessary, in order to catch up on missed work. If the student missed an exam, the student is expected to complete the exam at a rescheduled time determined by the teacher or Division Head. Parents will be contacted and a meeting requested if the student is repeatedly failing to hand in or complete assessments satisfactorily.

# What school resources are available to support students in their learning?

## Computer Lab and Tech Facilities

Somersfield has a computer lab with Dell computers connected to a colour laser printer. In addition there are Dell computers in the library computer lab and iPads for classes to borrow. Each classroom has a SMART board and projector connected to a laptop for interactive displays. Students have access to the entire Adobe Creative Suite software, Microsoft Office and a variety of specialized programmes for multimedia and programming.

## ManageBac

Managebac is an online learning platform designed for IB world schools. It enables efficient curriculum planning, assessment and reporting, while eliminating paperwork and enhancing communication to parents and students. The system is used in the Secondary Division for unit planning, communicating home-learning and assessment information, grading criterion-referenced assessments using the built-in gradebook, and supporting students with MYP Service and Action and M5 Personal Projects.

Secondary parents and students receive login information when they enroll. Parents use ManageBac to access their children's assessment calendar for all major summative assessments, summative grades, and to review the curriculum. If you are unsure how to access your account please contact Anthony Outerbridge at [aouterbridge@somersfield.bm](mailto:aouterbridge@somersfield.bm).

Students are expected to access their ManageBac account frequently in order to maintain effective communication with their teachers and to check for assignment deadlines.

ManageBac has an online drop box for assessment, and many teachers require students to use this as a means of submitting their learning. All assignments are then stored in each individual student's ManageBac account. Students should be aware that the online submission of assignments includes an automated check for plagiarism.

## Office 365

Office365 for Education is a free resource hosted by Microsoft in the cloud. It provides secondary students to install desktop versions of Microsoft Office on secondary student home computers and tablets.

## The Learning Commons - An Evolving Learning Hub

The aim of The Learning Commons is to be a physical and virtual catalyst where connections are made, ideas are explored and students are engaged. All members of the Somersfield family, including parents and teachers, from the Children's House to the Middle Years Programme use the Learning Commons as a community gathering place, research centre, library, and collaboration hub.

The Learning Commons serves as a second classroom where students make personal connections, collaborate, experiment, solve problems and reflect. Presently The Learning Commons is undergoing an extensive collection, physical space and digital media transformation. The existing collection contains over 10,000 books and an online research database that provide students with up to date scholarly resources. The Learning Commons has an open door policy – classes come and go, individual students visit and drop-ins are encouraged. Students also use the Learning Commons after school to work on projects and catch up on homework until 4:00 each day.

## How are students assessed?

Somersfield Academy promises to honour the hidden talents of the individual. The school recognises that students learn in different ways, and in keeping with a holistic view of education, we think it is important to provide a variety of different ways for students to demonstrate what they have learned. This is the guiding principle of MYP assessment.

The programme provides teachers with a structure for assessment based on fixed objectives.

### Assessment in the IB-MYP is:

#### 1. Varied in approach

Students are assessed in a variety of ways: written assignments, oral presentations, performance, tests and examinations, field work, practical work, role-play, debates, exhibitions, research papers, peer and self-assessment.

#### 2. Formative

Formative assessment of learning is informal and is given in the form of on-going feedback. This provides students with opportunities to analyse their learning and to understand what needs further work or improvement. Samples of formative assessment

tasks include: process journals, self-peer and group assessment, portfolios, group work and collaboration, and tests and quizzes.

### **3. Summative**

Summative assessment is the assessment of learning based on the judgment of the teacher at the end of each major unit of work, and is graded against IB international standards. Summative tasks are designed to address unit objectives, and the form that they take are dependent on the subject. Examples of summative assessment tasks include: examinations, essays, performances, investigations, research, presentations, and projects.

### **4. Criterion-related**

Assessment is criteria-related, so that students are assessed against published, agreed learning objectives. These learning objectives are published by the IB for each subject and each grade level, and are available to parents and students.

Assessment should be on-going and reflective, allowing the students to evaluate their progress and set targets for improvement; and for the school to evaluate the measure of success in meeting specific learning objectives.

Each subject is assessed according to the criteria below:

<b>Subject Criteria</b>	<b>English Language and Literature</b>	<b>Language Acquisition – French and Spanish</b>	<b>Individuals and Societies</b>	<b>Sciences</b>
<b>A</b>	Analysing	Comprehending spoken and visual text	Knowing and understanding	Knowing and understanding
<b>B</b>	Organising	Comprehending written and visual text	Investigating	Inquiring and designing
<b>C</b>	Producing text	Communicating	Communicating	Processing and evaluating
<b>D</b>	Using language	Using language	Thinking Critically	Reflecting on the impact of science
<b>Subject Criteria</b>	<b>Mathematics – Standard and Extended</b>	<b>Design</b>	<b>Arts – Visual and Music</b>	<b>Physical and Health Education</b>
<b>A</b>	Knowing and understanding	Inquiring and analysing	Knowing and understanding	Knowing and understanding
<b>B</b>	Investigating Patterns	Developing ideas	Developing skills	Planning for performance
<b>C</b>	Communicating	Creating the solution	Thinking creatively	Applying and performing
<b>D</b>	Applying mathematics in real-world contexts	Evaluating	Responding	Reflecting and improving performance

<b>Subject Criteria</b>	<b>M5 Personal Project</b>	<b>M3 Community Project</b>	<b>Interdisciplinary Studies</b>
<b>A</b>	Investigating	Investigating	Disciplinary grounding
<b>B</b>	Planning	Planning	Synthesizing and applying
<b>C</b>	Taking action	Taking action	Communicating
<b>D</b>	Reflecting	Reflecting	Reflecting

## Standardised Tests

## **MYP E-Assessment**

MYP eAssessment is a reliable, globally consistent and highly innovative assessment model that helps achieve greater student outcomes and provides greater quality assurance and recognition for International Baccalaureate® (IB) World Schools. The eAssessment process takes place in the M5 year and is implemented in two forms. Students write on-screen examinations in English, Mathematics, Science, Individuals and Societies and Interdisciplinary Learning. They also complete ePortfolios, a series of project-based assessments, in arts, language acquisition, design, and physical and health education.

Through the use of technology and the focus on deeper levels of understanding, the examination process is an engaging, positive experience for students, while the ePortfolios provide a stimulating and structured final unit of study. eAssessment provides a rigorous and standardized summative assessment to motivate teaching and learning. It is ideal as a culminating experience at Somersfield as it provides external verification of student achievement.

## **Canadian Achievement Tests (CAT)**

Students in M1 - M4 sit the Canadian Achievement Tests (CAT) annually which is a standardised test series designed to measure achievement in basic skills. It measures achievement in Reading, Language, Mathematics, Word Analysis, Vocabulary, Spelling/Diction, Language/Writing Conventions, Computations and Numerical Estimations.

The tests are administered to establish benchmarks in basic skill achievement and assess growth and progress over time; to provide diagnostic information to help identify individual student strengths and instructional needs; and to obtain information for instructional planning. Results are shared with the respective teachers, including the Learning Resource Coordinator and the Counsellor, and subsequently forwarded to parents.

## **Preliminary Scholastic Aptitude Test (PSAT)**

Students in M5 sit the PSAT, which is a standardised test that provides firsthand practice for the SAT®, a required US college admissions test, taken during the last two years of secondary school. The test measures skills learned over many years rather than measuring specific facts from classes taken. The PSAT measures critical reading skills, math problem-solving skills, and writing skills. This test provides students with feedback on their strengths and weaknesses on skills necessary for college study.

# What about grading and reporting?

The academic year is divided into 2 semesters with formal reports being prepared as follows:

Semester	Grade Reports	General Reporting Period
Semester 1	Mid-Semester Progress Report 1 End of Semester Report 1	September - November September - January
Semester 2	Mid-Semester Progress Report 2 End of Semester Report 2	January - April January - June

## Progress Reports

The mid-semester progress reports are part of formative assessment and are designed to give a general, overall view of student progress at a mid-point in the semester. The timing of progress reports usually coincides with Parent/Teacher Conferences, providing discussion points for this dialogue. The progress reports show the student's global IB level and assess each area of ATL in every subject. There is also a general comment by the student's advisor. Progress reports are uploaded to the Parent/Student/Teacher Portals.

## Semester Reports

These end of semester summative reports are far more detailed and inform parents of the student's progress by means of semester grades, anecdotal comments and ratings on habits of an effective learner. The Secondary Division uses the IB 1-7 scale, with 7 being the highest grade. Both Semester Reports are uploaded to the Parent/Student/Teacher Portals. (*See Appendix A for more detailed information*).

## Parent/Teacher/Student Conferences

There are two Parent/Teacher/Student Conferences a year following each mid-semester reporting period where parents are invited to attend.

## Retention Policy

Promotion from each year level is not automatic. The purpose of this policy is to ensure that every student achieves the minimum academic learning expectations for a year level before advancing.

**Retention** = student is required to repeat a year level

**Academic Monitoring** = student is monitored by Student Support Team (SST) until he or she achieves the minimum academic requirements for a year level

The Student Support Team (SST), made up of the Division Head, Learning Resource Coordinator, IB Coordinator, and Counselor/Student Services Coordinator, can make a recommendation for academic/behaviour monitoring, student retention, or transfer to new school, based on any or all of the following criteria:

- Semester 1 or 2 reports indicate an academic average of less than 4.0 (score is determined by averaging final level of achievements in MYP subjects)
- Semester 1 or Semester 2 reports indicate the student has received multiple final levels of achievement of 3 in core MYP subjects (English, Math and Science)
- 15 or more days of unexcused absences
- Personal Project Final Grade of 2 or lower (M5 requirement)
- Community Project Final Grade of 2 or lower (M3 requirement)
- Persistent or escalating Level 2 or Level 3 Behaviours

## What kind of honours and awards are given to students?

At the end of each semester, the following MYP honours are given.

Grade	Average	Honours
5	Average: 5.0 - 5.9	Honours
6	Average: 6.0 - 6.9	High Honours
7	7.0	Distinction

Subject prizes in English Language and Literature, Language Acquisition (Spanish and French) Individuals and Societies, Mathematics, Sciences, Arts (Art and Music), Design, and Physical and Health Education are presented to students in M1 - M5 who have worked consistently well throughout the year. These prizes are awarded at the end of each school year. There are also awards given in M1 - M5 for outstanding Service and Action contributions, and to the student who has made the greatest overall academic progress in the programme.

# What are the Somersfield Graduation Requirements?

**Graduation Criteria** are as follows:

- Successful completion of M5 of the IB Middle Years Programme
- Required hours fulfilled in all 8 subject areas of IB Middle Years Programme

**Personal Project** completed in M5 to the following standard:

- Completion and presentation of project to satisfaction of supervisor
- Meetings kept with supervisor and deadlines for completion of sections kept
- Process journal maintained
- Minimum grade of 3

**Service and Action** completed by end of M5 to the following standard:

- Evidence of two short-term and two long-term activities
- Process journal maintained
- Satisfactory evaluations by supervisors

## **Somersfield Academy Diploma and Certificate of Attendance Requirements**

- **Honours Diploma** = Graduation requirements fulfilled, an average summative grade of 5.0 and no summative grade below 4, including the Personal Project
- **Diploma** = Graduation requirements fulfilled
- **Certificate of Attendance**= Graduation requirements not fulfilled

## **MYP Certificate Requirements**

The Secondary Division requests IB validated grades at the end of M5 in all subject areas. The IB will award an MYP certificate to students who have participated in M5 of the programme, satisfied Somersfield's requirements for Service and Action, and have achieved an overall standard in the following aspects of the MYP.

Students must gain:

- a total of at least 28 from six subject groups, the interdisciplinary on-screen examination and the personal project combined
- at least a grade 3 in at least one subject from each subject group
- at least a grade 3 for the personal project
- at least a grade 3 for the interdisciplinary on-screen exam

# Subject Descriptions

## English Language and Literature

Language is fundamental to learning, thinking and communicating, therefore it permeates the whole curriculum.

Students need to develop an appreciation of language and literature, of the nature of language and literature, of the many influences on language and literature, and of the power and beauty of language and literature. They will be encouraged to recognize that proficiency in language is a valuable life skill, a powerful tool both in societal communication and as a means of personal reflection. Learning that language and literature are creative processes encourages the development of imagination and creativity through self-expression.

MYP language and literature is academically rigorous, and equips students with linguistic, analytical and communicative skills that can also be used in an interdisciplinary manner across all other subject groups. The aims of the teaching and study 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 analyse 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.

### English Language and Literature Objectives and Assessment Criteria:

<b>Criterion A</b>	Analysing
<b>Criterion B</b>	Organizing
<b>Criterion C</b>	Producing Text
<b>Criterion D</b>	Using Language

# English Language and Literature

## M5 English

Unit Title	Concepts	Summative Assessment/ MYP subject group objectives-criteria
<b>Post-Colonial Perspective</b>  <b>Interdisciplinary Synthesis with Individuals and Societies</b>	Perspective Fairness and Development	<b>C, D:</b> Producing text: First contact – perspective writing <b>A, D:</b> Close textual analysis – individual oral presentation <b>A, INTD (A-D):</b> Interdisciplinary synthesis
<b>Crossing the Rubicon – The Point of No Return in Shakespeare’s <i>Macbeth</i></b>	Time, place and space <b>Orientation in time and space</b>	<b>A, B, D:</b> Individual oral commentary <b>A, B, D:</b> Essay – Literary analysis of Shakespeare’s theme
<b>1000 Words is All One Needs to Write a Short Story</b>	Creativity <b>Personal and Cultural Expression</b>	<b>C, D:</b> Producing Text: 1000 word short story with author’s notes <b>A, B, D:</b> Response to Literature: <i>Letter to Mr. Veneering</i>
<b>Manufacturing Consent in Dystopian Literature and the Media</b>	Connections <b>Scientific and Technical Innovation</b>	<b>B, D:</b> Writing Portfolio: Patterns of development <b>A, B, D:</b> Compare / contrast essay
<b>The Whole Package – Preparing for the Onscreen</b>	TBD by IB-MYP in November 2015	<b>A, B, C, D:</b> Onscreen final exam in Language and Literature <b>A, B, C, D:</b> Onscreen final exam in interdisciplinary Studies if selected in April by IB-MYP
<b>The Extended Literary Study – Individual Oral Presentation and Supporting Paper</b>	Communication <b>Identities and Relationships</b>	<b>A, B, D:</b> Individual oral presentation and supporting analytical essay  This is an independent study based on a literary work chosen by the student in consultation with the teacher.

# English Language and Literature

## M4 English

Unit Title	Concepts	Summative Assessment/ MYP subject group objectives-criteria
<b>Effective Writing Strategies</b>	Communication Structure Self-expression <b>Personal and Cultural Expression</b>	<b>D:</b> Grammar/usage quizzes <b>A, B, D:</b> “Show What you Know” summative writing test
<b>Shakespeare in Action</b>	Perspective Audience- Imperatives Character <b>Orientation in Space and Time</b>	<b>C:</b> Creative Shakespeare skit <b>A, B, D:</b> Thematic essay <b>C:</b> Original sonnet
<b>Perfect Angels, Born Devils, or the Blank Slate- Human Nature in the Lord of the Flies</b>	Creativity Intertextuality Theme Style <b>Identities and Relationships</b>	<b>C:</b> Golding’s Lost Pages <b>A:</b> Literary devices analysis <b>A, B, C, D:</b> Compare and contrast response
<b>Stitching and Unstitching: Literary Analysis – Poems from Different Cultures and Traditions</b>	Self-expression Structure Style Purpose <b>Communication</b>	<b>A:</b> Poetic devices analysis <b>B, C:</b> Original poetry <b>A, B, D:</b> Poetry analysis essay
<b>Theodicy and Genocide- A study of Elie Wiesel’s Night</b>	Context Setting Point of View <b>Fairness and Development</b>	<b>B, C:</b> ‘Modern Day Genocide’ - persuasive group presentation <b>A:</b> Night analysis questions
<b>Writing an Effective Research Paper: M5 Personal Project Investigation</b>	Style Purpose Structure <b>Globalization and Sustainability</b>	<b>A, B, D:</b> Personal Project research paper

# English Language and Literature

## M3 English

Unit Title	Concepts / Global Context	Summative Assessment/ MYP subject group objectives-criteria
Effective Writing Strategies	Communication Personal and Cultural Expression	D: Grammar/usage quizzes A, B, D: 'Show What you Know' summative writing test
Down, But Not Out	Perspective Identities and Relationships	A, B, D: <i>Old Man and the Sea</i> literary analysis A: Non-fiction test C: Adversity Poetry
Greek Mythology	Creativity Personal and Cultural expression	A, B, C, D: Autobiographical essay C: Creation myth
Epic Leadership	Connections Identities and Relationships	A, B, C: <i>The Odyssey</i> "children's" novel A: Unit test A, B, C: Persuasive essay/speech (interdisciplinary)
The Devil's in the Details	Communication Personal and Cultural expression	C: Science Fiction short story A, B, C, D: Comparison/contrast essay A: reading comprehension questions
William Who?	Communication Identities and Relationships	A: 'William Who?' group presentations A: Excerpts analysis

# English Language and Literature

## M2 English

Unit Title	Concepts / Global Context	Summative Assessment/ MYP subject group objectives-criteria
<b>Oh, For a Perfect World</b>	Creativity <b>Fairness and Development</b>	<b>A, B, C, D:</b> Expository essay <b>A, B, C, D:</b> Creative writing essay <b>A:</b> Literary elements list
<b>Effective Writing Strategies</b>	Communication <b>Personal and Cultural Expression</b>	<b>D:</b> Grammar/usage quizzes <b>A, B, D:</b> 'Show What you Know' summative writing test
<b>In Friendship We Trust</b>	Connections <b>Identities and Relationships</b>	<b>A, B, C, D:</b> Persuasive essay <b>C:</b> Sonnet writing <b>A:</b> Plot outline
<b>The Pen is Mightier than the Sword</b>	Communication <b>Personal and Cultural Expression</b>	<b>A, B, C, D:</b> Persuasive essay <b>D:</b> Persuasive speech <b>A, B:</b> Powerful orator group presentation
<b>I am Somebody</b>	Perspective <b>Personal and Cultural Expression</b>	<b>C:</b> Vignette writing <b>A:</b> Theme study <b>A, C:</b> Short story analysis

# English Language and Literature

## M1 English

Unit Title	Concepts / Global Context	Summative Assessment/ MYP subject group objectives-criteria
<b>Identity</b>	Perspective Personal and Cultural Expression	<b>B, D:</b> 'How I Got My Name' project and presentation <b>B, C:</b> Bio poem w/ reflection <b>A, B, D:</b> Unit test - <i>Maniac Magee</i> <b>A:</b> Characterization <b>A:</b> Literature circle group project <b>A, B, D:</b> Weekly vocabulary words and paragraph writing
<b>Only the Strong Survive</b>	Creativity Identities and Relationships	<b>A, B, D:</b> Determination essay (compare/contrast) <b>C:</b> 'Idols' art (interdisciplinary project w/Art) <b>B:</b> Real life survival group presentations <b>C, D:</b> Fictional survival short story <b>A:</b> Literary elements list <b>B, D:</b> Journal entries <b>A, B, C, D:</b> Mid-year exam
<b>Non-Fiction Readers Read with Power</b>	Communication Other-Global context will vary from student to student	<b>B, D:</b> Vocabulary packets <b>A:</b> Main idea versus detail information gathering
<b>We're all in this Together (Interdisciplinary w/ Individuals and Societies)</b>	Connections Fairness and Development	<b>C:</b> Propaganda posters <b>A, B, D:</b> Biographical essay <b>A, B:</b> GNMT final exam <b>B, D:</b> Journal writing responses <b>B, D:</b> Vocabulary packets
<b>A Patchwork Quilt</b>	Perspective Personal and Cultural Expression	<b>B:</b> Diversity poetry <b>A:</b> Reading comprehension questions <b>A:</b> Literature circle group presentation <b>A, B, C, D:</b> Afghanistan paragraphs

## Language Acquisition (French and Spanish)

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

The IB acknowledges that learning additional languages greatly contributes to the holistic development of students and to the strengthening of lifelong learning skills. Language is central to learning, as well as to literacy. Learning a modern language in the MYP equips students with the necessary multi-literacy skills and attitudes to be inter-culturally competent, enabling them to communicate successfully in the global contexts of the 21st century.

The aims of the teaching and learning of MYP language acquisition are to:

- Gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- Develop a respect for, and understanding of, diverse linguistic and cultural heritages
- Develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- Enable the student to develop multi-literacy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- Enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- Enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- Enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- Offer insight into the cultural characteristics of the communities where the language is spoken
- Encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- Foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

### Language Acquisition (French and Spanish) Objectives and Assessment Criteria Phases 1-6

<b>Criterion A</b>	Comprehending spoken and visual text
<b>Criterion B</b>	Comprehending written and visual texts
<b>Criterion C</b>	Communicating in response to spoke, written and visual text
<b>Criterion D</b>	Using language in spoken, written and visual form

## Language Acquisition (French)

### M5 French

Unit Title	Concepts / Global Context	Summative Assessment/ MYP subject group objectives-criteria
<b>En forme?</b>	Communication Form Message Structure Meaning <b>Identities and relationships</b>	<b>A:</b> Recognise spoken and visual information <b>B:</b> Recognise written information <b>C, D:</b> Write a response to a pen friend to talk about your lifestyle.
<b>Héros des temps modernes</b>	Culture Audience Purpose Point of view <b>Fairness and Development</b>	<b>B:</b> Recognise written information <b>C, D:</b> Engage in a conversation about your hero
<b>E-Portfolio Unit</b>	<b>TBD</b>	<b>A:</b> Recognise Spoken information <b>B:</b> Recognise written and visual information <b>C:</b> Communicate in response to a stimulus. <b>D:</b> Using language in spoken or written form
<b>La culture française</b>	Culture Purposes <b>Personal and Cultural Expression</b>	<b>A:</b> Recognise spoken and visual information <b>B:</b> Recognise written and visual information



# Language Acquisition (French)

## M4 French

Unit Title	Concepts	Summative Assessment/ MYP subject group objectives-criteria
<b>Mes loisirs et moi</b>	Communication Form Message <b>Identity and Relationships</b>	<b>A:</b> Recognise spoken information <b>C, D:</b> Engage in a conversation about themselves and their hobbies expressing and justifying opinions.
<b>Ma vie scolaire</b>	Communication Patterns Structure Message <b>Personal and Cultural Expression</b>	<b>A:</b> Recognise spoken information <b>B:</b> Recognise written information <b>C, D:</b> Write a response to a pen friend to talk about their school life and future jobs.
<b>Le monde du travail</b>	Culture Accent Audience Form <b>Personal and Cultural Expression</b>	<b>C, D:</b> Take part in a job interview. <b>C, D:</b> Write a job application letter
<b>Vacances ecole</b>	Connections Audience Form Purposes <b>Globalization and Sustainability</b>	<b>B:</b> Recognise written information <b>C, D:</b> Write a letter to a travel agency about your vacations and your aspiration to be more environmentally friendly on vacation



## Language Acquisition (French)

### M3 French

Unit Title	Concepts	Summative Assessment/ MYP subject group objectives-criteria
<b>Mon environnement</b>	Communication Form Message Word choice <b>Fairness and Development</b>	<b>A:</b> Recognise spoken information <b>C, D:</b> Engage in a conversation about where they live and how to protect their own living environment.
<b>Victime de la mode?</b>	Culture Context Message Meaning <b>Personal and Cultural Expression</b>	<b>A:</b> Recognise spoken information <b>B:</b> Recognise written information <b>C, D:</b> Write a response to a pen friend to talk about fashion in France and in your own community.
<b>Les nouvelles technologies</b>	Communication Audience Message Point of view <b>Scientific and Technical Innovation</b>	<b>B:</b> Recognise written information <b>C, D:</b> Write an article about pros and cons of new technologies
<b>Les contes de fées</b>	Connections Form Purposes Message <b>Identities and Relationships</b>	<b>B:</b> Recognise written information <b>C, D:</b> Re-tale or invent a story in spoken <u>or</u> written form



# Language Acquisition (French)

## M2 French

Unit Title	Concepts	Summative Assessment/ MYP subject group objectives-criteria
<b>Ma journée</b>	Culture Conventions Patterns <b>Personal and Cultural Expression</b>	<b>A:</b> Recognise recorded information on school subjects and opinions  <b>C, D:</b> Engage in a conversation about daily routine and school subjects, expressing and justifying opinions.
<b>On s’amuse</b>	Communication Patterns Structure Word choice <b>Identity and Relationships</b>	<b>B:</b> Recognise written information about leisure activities  <b>C, D:</b> Write a letter to a pen friend to talk about leisure activities expressing opinions and using future tense
<b>On fait la fête</b>	Culture/Connections Audience Convention Message <b>Identity and Relationships</b>	<b>C, D:</b> Take part in a conversation with your teacher about going out with friends, arranging a meeting, discussing past and future events as well as comparing celebrations in France and in Bermuda
<b>Mangez sain!</b>	Culture Audience Form Purposes <b>Identity and Relationships</b>	<b>A:</b> Recognise spoken information <b>B:</b> Recognise written information  <b>C, D:</b> Perform a dialogue with a partner at the restaurant using vocabulary of food and drinks, opinions, present tense and future tense



# Language Acquisition (French)

## M1 French

Unit Title	Concepts	Summative Assessment/ MYP subject group objectives-criteria
<b>C'est parti!</b>	Communication Audience Purpose Conventions <b>Identities and Relationships</b>	<b>A:</b> Recognise recorded information <b>B:</b> Recognise written information <b>C:</b> perform a short dialogue <b>D:</b> Write a short text giving information about yourself
<b>Famille et copains</b>	Culture Audience Form Purposes <b>Identity and Relationships</b>	<b>A:</b> Recognise information in a video about self and family <b>C, D:</b> Take part in a conversation with your teacher about your friends and family
<b>Chez moi</b>	Creativity Audience Form Purposes <b>Personal and Cultural Expression</b>	<b>B:</b> Recognise written information <b>C, D:</b> Write a text of at least 100 words about where you live and what you do after school.



## Language Acquisition (Spanish)

### M5 Spanish

Unit Title	Concepts	Summative Assessment/ MYP subject group objectives-criteria
<b>Las Vacaciones</b>	Connections Context Function Message <b>Globalization and Sustainability</b>	<b>B:</b> Comprehending written and visual text <b>C:</b> Communicating in response to written text <b>D:</b> Using language in written form
<b>La Tecnología y la Educación</b>	Communication Audience Purpose Form <b>Scientific and Technical Innovation</b>	<b>A:</b> Comprehending spoken and visual text <b>C:</b> Communicating in response to written text <b>D:</b> Using language in written form
<b>Estar Sano Como una Manzana</b>	Culture Message Word choice <b>Personal and Cultural Expression</b>	<b>C:</b> Communicating in response to spoken text <b>D:</b> Using language in spoken form
<b>El Planeta Tierra Eres Tú</b>	Creativity Function Purpose <b>Globalization and Sustainability</b>	<b>C:</b> Communicating in response to spoken text <b>D:</b> Using language in spoken form
<b>Cuba</b>	Change Context Message <b>Globalization and Sustainability</b>	<b>B:</b> Comprehending written and visual text <b>C:</b> Communicating in response to written text <b>D:</b> Using language in written form

## Language Acquisition (Spanish)

### M4 Spanish

Unit Title	Concepts	Summative Assessment/ MYP subject group objectives-criteria
<b>¡Perdidos!</b>	Connections Form Word choice <b>Orientation in Space and Time</b>	<b>A:</b> Comprehending spoken and visual text <b>B:</b> Comprehending written and visual text
<b>Tiempo Libre</b>	Identity Meaning Audience <b>Identities and Relationships</b>	<b>C:</b> Responding to spoken text <b>D:</b> Using language in spoken form
<b>Viajar es vivir</b>	Communication Conventions Purpose <b>Orientation in Space and Time</b>	<b>A:</b> Comprehending spoken and visual text <b>B:</b> Comprehending written and visual text
<b>Viva mi barrio</b>	Communities Message Word choice <b>Identities and Relationships</b>	<b>B:</b> Comprehending written and visual text <b>C:</b> Responding to spoken text <b>D:</b> Using language in spoken form
<b>Toda publicidad es buena publicidad</b>	Identity Purpose Function <b>Globalization and Sustainability</b>	<b>B:</b> Comprehending written and visual text <b>C:</b> Responding to written text <b>D:</b> Using language in written form

## Language Acquisition (Spanish)

### M3 Spanish

Unit Title	Concepts	Summative Assessment/ MYP subject group objectives-criteria
<b>Los medios de comunicación</b>	Communication Structure  Word choice <b>Scientific and Technological Innovation</b>	<b>A:</b> Comprehending spoken and visual text <b>C, D:</b> Written task
<b>El instituto</b>	Communication Context Message <b>Identities and Relationships</b>	<b>B:</b> Comprehending written and visual text <b>C, D:</b> Written task
<b>Música es una lengua universal</b>	Connections Message Word choice <b>Personal and Cultural Expression</b>	<b>C, D:</b> Oral task
<b>La salud</b>	Culture Meaning Patterns <b>Identities and Relationships</b>	<b>C, D:</b> Written task
<b>Ganarse la vida</b>	Culture Message Context <b>Purpose</b> <b>Personal and Cultural Expression</b>	<b>A:</b> Comprehending spoken and visual text <b>C, D:</b> Written task

## Language Acquisition (Spanish)

### M2 Spanish

Unit Title	Concepts	Summative Assessment/ MYP subject group objectives-criteria
<b>Buena Gente</b>	Identity Meaning Word choice <b>Identities and Relationships</b>	<b>A:</b> Comprehending spoken and visual text <b>C, D:</b> Written task
<b>Vamos a Salir</b>	Communication Message Word choice <b>Identities and Relationships</b>	<b>B:</b> Comprehending written and visual text <b>C:</b> Responding to written text
<b>Language Leaders</b>	Communication <b>Identities and Relationships</b>	Formative feedback provided on leadership skills, planning and collaboration.
<b>Las Vacaciones</b>	Culture Form Meaning <b>Orientation in Space and Time</b>	<b>C, D:</b> Oral task
<b>La Comida</b>	Culture Accent Audience <b>Identities and Relationships</b>	<b>C, D:</b> Oral task
<b>De Moda</b>	Communication Meaning <b>Identities and Relationships</b>	<b>A:</b> Comprehending spoken and visual text <b>B:</b> Comprehending written and visual text <b>C, D:</b> Written task

# Language Acquisition (Spanish)

## M1 Spanish

Unit Title	Concepts	Summative Assessment/ MYP subject group objectives-criteria
<b>¡Vamos!</b>	Patterns Word choice <b>Identities and Relationships</b>	<b>A:</b> Comprehending spoken and visual text <b>C, D:</b> Written task
<b>En el instituto</b>	Audience Meaning <b>Identities and Relationships</b>	<b>A:</b> Comprehending spoken and visual text <b>C, D:</b> Oral task
<b>Mi familia</b>	Purpose Pattern <b>Identities and Relationships</b>	<b>B:</b> Comprehending written and visual text <b>D:</b> Written task
<b>El tiempo libre</b>	Meaning Structure <b>Identities and Relationships</b>	<b>A:</b> Comprehending spoken and visual text <b>C, D:</b> Written task



## Sciences

With inquiry at the core, MYP sciences aim to guide students to independently and collaboratively investigate issues through research, observation and experimentation. MYP sciences explore the connection between science and everyday life. As they investigate real examples of science applications, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics and the environment.

Scientific inquiry also fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

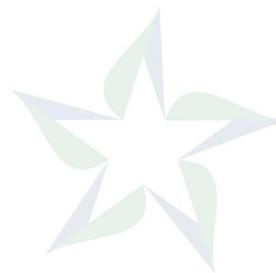
Learning science involves more than simply learning technical terminology. The MYP considers all teachers to be language teachers, and, thus, MYP sciences enable students to access, use, and communicate scientific knowledge correctly and confidently in oral, written and visual modes.

### MYP Science Objectives and Assessment Criteria

<b>Criterion A</b>	Knowing and understanding	Maximum 8
<b>Criterion B</b>	Inquiring and designing	Maximum 8
<b>Criterion C</b>	Processing and evaluating	Maximum 8
<b>Criterion D</b>	Reflecting on the impacts of science	Maximum 8

#### Central Tasks:

- Scientific Investigation
- End-of-Unit or End-of Term Unit Test
- Science Report / Extended Writing



# Sciences

## M5 Sciences

Unit Title	Concepts / Global Contexts	Summative Assessment/ MYP subject group objectives-criteria
<b>Encoded Being Biology</b>	Change Consequences Models <b>Personal and Cultural Expression</b>	<b>D:</b> Genetics essay <b>A, B, C, D:</b> Multi-criteria unit test
<b>A Catalyst for Change Chemistry</b>	Change Balance Energy Interaction <b>Globalization and Sustainability</b>	<b>B, C:</b> Rates of reaction investigation <b>A, B, C, D:</b> Multi-criteria unit test
<b>Atomic Fallout Physics</b>	Relationships Consequences Energy <b>Fairness and Development</b>	<b>A, B, C, D:</b> Multi-criteria unit test
<b>Brilliant Biomes Biology</b>	Systems Interaction Environment Energy <b>Identities and Relationships</b>	<b>A, B, C, D:</b> Multi-criteria unit test
<b>Onscreen Examination Preparation (MYP E-Assessment)</b>	<b>TBD by IB-MYP</b>	Examination preparation

# Sciences

## M4 Sciences

Unit Title	Concepts	Summative Assessment/ MYP subject group objectives-criteria
<b>Wired for Energy Physics</b>	Change Energy Transformation Consequences <b>Orientation in Time and Space</b>	<b>D:</b> Roller coaster presentation <b>A, B, C, D:</b> Multi-criteria unit test
<b>Moving Molecules Biology</b>	Relationships Movement <b>Identities and Relationships</b>	<b>B, C:</b> - Enzyme Investigation <b>A, B, C, D:</b> Multi-criteria unit test
<b>It's all Elementary Chemistry</b>	Relationships Transformation <b>Scientific and Technical Innovation</b>	<b>A, B, C, D:</b> Multi-criteria unit test
<b>Holding Steady Biology</b>	Systems <b>Identities and Relationships</b>	<b>A, B, C, D:</b> Multi-criteria unit test
<b>E-Assessment Preparation</b>	<b>TBD by IB-MYP</b>	Mock examinations
<b>Our Carbon World Chemistry</b>	Change Transformation Environment <b>Globalization and Sustainability</b>	<b>A, B, C, D:</b> Multi-criteria unit test

# Sciences

## M3 Sciences

Unit Title	Concepts	Summative Assessment/ MYP subject group objectives-criteria
<b>Earth Aware Chemistry</b>	Change <b>Fairness and Development</b>	Interdisciplinary criteria A: Unit test
<b>Helping with Work Physics</b>	Systems <b>Scientific and Technical Innovation</b>	<b>B, C:</b> Stretchy materials investigation A: Unit test
<b>Fabulous Bodies Biology</b>	Relationships <b>Personal and Cultural Expression</b>	<b>D:</b> Vaccination essay A: Unit test A, B, C, D: Mid-year examination
<b>Chemistry of attraction Chemistry</b>	Change <b>Globalization and Sustainability</b>	A, B, C, D: Multi criteria unit test
<b>Making sense of it all Physics</b>	Systems <b>Orientation in Time and Space</b>	A, B, C, D: Multi criteria unit test
<b>Building with Light Biology</b>	Relationships <b>Identities and Relationships</b>	A, B, C, D: End of year examination

# Sciences

## M2 Sciences

Unit Title	Concepts / Global Context	Summative Assessment/ MYP subject group objectives-criteria
Conditions for Life Chemistry	Systems Orientation in Time and Space	D: GIS mapping presentations A: Unit test
Energy for the Future Physics	Change Fairness and Development	D: Renewable energy essay A: Unit test
Making the Next Generation Biology	Relationships Identities and Relationships	B, C: Seeds investigation A: Unit test A, B, C, D: Mid-year examination
You are what you Eat Biology	Change Personal and Cultural Expression	A: Unit test
To Infinity and Beyond Physics	Systems Scientific and Technical Innovation	A: Unit test
What a Reaction Chemistry	Relationships Identities and Relationships	A, B, C, D: End of year examination

# Sciences

## M1 Sciences

Unit Title	Concepts	Summative Assessment/ MYP subject group objectives-criteria
<b>Mad Scientist Chemistry</b>	Systems <b>Fairness and Development</b>	<b>A:</b> Unit test
<b>Pandemic Pathogens Biology</b>	Change <b>Personal and Cultural Expression</b>	<b>D:</b> Microbes essay <b>A:</b> Unit test
<b>Use the Force Physics</b>	Relationships <b>Scientific and Technical Innovation</b>	<b>B, C:</b> Friction of shoes investigation <b>A:</b> Unit test <b>A, B, C, D:</b> Mid-year examination
<b>My Chemical Romance Chemistry</b>	Change <b>Identities and Relationships</b>	<b>B, C:</b> Solubility investigation <b>A:</b> Unit test
<b>Bright Sparks Physics</b>	Relationships <b>Globalization and Sustainability</b>	<b>D:</b> Maglev train presentation <b>A:</b> Unit test
<b>Excellent Ecosystems Biology</b>	Systems <b>Identities and Relationships</b>	<b>A, B, C, D:</b> End of year examination

# Mathematics

Mathematics plays an essential role both within the school and in society. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Moreover, understanding and being able to use mathematics with confidence is not only an advantage in school but also a skill for problem-solving and decision-making in everyday life. Therefore, mathematics is accessible to and studied by all students.

Mathematics is well known as a foundation for the study of sciences, engineering and technology. However, it is also increasingly important in other areas of knowledge such as economics and other social sciences. MYP Mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.

The framework for MYP Mathematics outlines four branches of mathematical study.

- Number
- Algebra
- Geometry and Trigonometry
- Statistics and Probability

## MYP Mathematics Objectives and Assessment Criteria

<b>Criterion A</b>	Knowing and understanding	Maximum 8
<b>Criterion B</b>	Investigating patterns	Maximum 8
<b>Criterion C</b>	Communicating	Maximum 8
<b>Criterion D</b>	Applying Mathematics in real life contexts	Maximum 8

## Central Tasks

- Broad-based test / examination covering a minimum of two branches of the mathematics framework
- Mathematical Investigation
- Mathematics in Real-Life Context Activity



# Mathematics

## M5 Mathematics (Standard and Extended)

Mathematics Framework	Mathematical Content Standard	Mathematical Content Extended
<b>Number</b>	<ul style="list-style-type: none"> <li>• Arithmetic and geometric sequences</li> <li>• Using the GDC for complex operations</li> <li>• Integer and fractional exponents</li> </ul>	<ul style="list-style-type: none"> <li>• Number bases</li> <li>• Arithmetic and geometric sequences and series</li> <li>• Using the GDC for complex operations</li> <li>• Logarithms</li> <li>• Log rules</li> <li>• Converting degrees and radians</li> </ul>
<b>Algebra</b>	<ul style="list-style-type: none"> <li>• Quadratics – factored and vertex forms</li> <li>• Completing the square</li> <li>• Function notation</li> <li>• Exponential growth and decay</li> <li>• Domain and Range</li> </ul>	<ul style="list-style-type: none"> <li>• Trig identities</li> <li>• Properties and transformations of other functions (sine, cosine, rational, log, exponential)</li> <li>• Composite and inverse functions</li> </ul>
<b>Geometry</b>	<ul style="list-style-type: none"> <li>• Sine and Cosine Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Vectors and vector spaces</li> <li>• 3D coordinates</li> <li>• Unit circle</li> <li>• Radians, arcs</li> <li>• Special angles</li> <li>• Trig function applications</li> </ul>
<b>Statistics and Probability</b>	<ul style="list-style-type: none"> <li>• Probability of independent, mutually exclusive, and combined events</li> <li>• Factorials</li> <li>• Review simple probability, venn and tree diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• Factorials</li> <li>• Permutations and combinations</li> <li>• Conditional probability of independent, mutually exclusive, and combined events</li> <li>• Normal distribution and z-scores</li> </ul>

# Mathematics

## M4 Mathematics (Standard and Extended)

Mathematics Framework	Mathematical Content Standard	Mathematical Content Extended
<b>Number</b>	<ul style="list-style-type: none"> <li>• 4 operations with radicals</li> <li>• Index Rules</li> <li>• Percentage using multipliers</li> <li>• Financial math (interest, depreciation, tax brackets)</li> <li>• Using the GDC for simple operations</li> </ul>	<ul style="list-style-type: none"> <li>• 4 operations with radicals</li> <li>• Rationalizing the denominator</li> <li>• Fractional exponents</li> <li>• Financial math</li> <li>• Using the GDC for simple operations</li> </ul>
<b>Algebra</b>	<ul style="list-style-type: none"> <li>• Linear algebraic fractions</li> <li>• Factoring – all forms</li> <li>• Solving and graphing linear inequalities</li> <li>• Review graphing linear equations</li> <li>• Simultaneous equations</li> <li>• Graphing quadratics in factored form</li> <li>• Domain and range</li> <li>• Distance between two points, midpoint</li> </ul>	<ul style="list-style-type: none"> <li>• Non-linear inequalities</li> <li>• Factoring – all forms</li> <li>• Algebraic fractions (including non-linear)</li> <li>• Completing the square</li> <li>• Graphing in factored and vertex forms</li> <li>• Domain and range</li> </ul>
<b>Geometry</b>	<ul style="list-style-type: none"> <li>• Trig ratios</li> <li>• Similar and congruent triangles</li> <li>• Circle geometry</li> <li>• Isometric transformations</li> </ul>	<ul style="list-style-type: none"> <li>• Circle geometry</li> <li>• Distance between two points, midpoint</li> <li>• Isometric transformations</li> <li>• Sine and cosine rule</li> </ul>
<b>Statistics and Probability</b>	<ul style="list-style-type: none"> <li>• Cumulative frequency</li> <li>• Standard deviation on the GDC</li> <li>• Graphing on GDC</li> <li>• Discrete/continuous data</li> <li>• Review measures of central tendency and measures of spread</li> <li>• Correlation and LOBF</li> </ul>	<ul style="list-style-type: none"> <li>• Cumulative frequency</li> <li>• Standard deviation, IQR, etc</li> <li>• Graphing on GDC</li> <li>• Chi-squared and correlation</li> <li>• Histograms</li> <li>• Measures of central tendency and measures of spread for grouped data</li> </ul>

# Mathematics

## M3 Mathematics (Standard and Extended)

Mathematics Framework	M3 Mathematical Content
Number	<ul style="list-style-type: none"><li>• Absolute value</li><li>• Scientific notation</li><li>• Set theory</li></ul>
Algebra	<ul style="list-style-type: none"><li>• Graphing linear equations in both forms</li><li>• Converting between standard and slope intercept form</li><li>• Changing the subject of a formula</li><li>• Solving multi-step equations</li><li>• Solving simultaneous equations</li><li>• Indices</li></ul>
Geometry	<ul style="list-style-type: none"><li>• Pythagorean theorem</li><li>• Basic trigonometry</li><li>• Motion graphs</li></ul>
Statistics and Probability	<ul style="list-style-type: none"><li>• Introduction to simple probability</li><li>• Tree diagrams</li><li>• Way tables</li><li>• Venn diagrams</li><li>• Experimental vs theoretical probability</li></ul>

# Mathematics

## M2 Mathematics (Standard and Extended)

Mathematics Framework	M2 Mathematical Content
Number	<ul style="list-style-type: none"><li>• Revision of M1 material</li><li>• Ratio and proportion</li></ul>
Algebra	<ul style="list-style-type: none"><li>• Simplifying expressions through combining like terms as well as expansion</li><li>• Evaluating expressions</li><li>• Multiplying binomial by binomial</li><li>• Solving one and two -step equations involving integers, fractions and decimals through inverse operations</li><li>• Using substitution to verify response</li><li>• Identifying linear equations in slope-intercept form</li><li>• Graphing linear equations in slope intercept form using a table of values</li><li>• Calculating slope using two coordinate points</li><li>• Real life application of linear equations</li></ul>
Geometry	<ul style="list-style-type: none"><li>• Converting units of measurement using the metric system including squared and cubic units</li><li>• Volume of pyramids, cones and spheres</li><li>• Surface area of pyramids, cones and spheres</li><li>• Simple geometrical constructions</li><li>• Tessellation, translation, rotation, reflection</li><li>• Angle properties and measurement (alternate, co interior, opposite, corresponding)</li></ul>
Statistics and Probability	<ul style="list-style-type: none"><li>• Simple sampling</li><li>• Box plots – range, IQR</li><li>• Stem &amp; leaf plots</li><li>• Scatter plots -lines of best fit</li><li>• Understanding and use of percentiles</li></ul>

# Mathematics

## M1 Mathematics (Standard and Extended)

Mathematics Framework	M1 Mathematical Content
<b>Number</b>	<ul style="list-style-type: none"> <li>• Place value</li> <li>• Order of operations</li> <li>• Squares, cubes, square and cubed roots</li> <li>• Estimation and rounding</li> <li>• Truncation errors</li> <li>• Factors (HCF, LCM, primes, composites)</li> <li>• 4 Operations with integers and 4 operations with fractions</li> <li>• Converting improper fractions to mixed numbers and mixed numbers to improper fractions</li> <li>• Conversion between and ordering of fractions, decimals and percentages</li> <li>• Expressing one quantity as a percentage of another</li> <li>• Increasing or decreasing a quantity by a given percentage</li> </ul>
<b>Algebra</b>	<ul style="list-style-type: none"> <li>• Using algebraic expression to model a problem and translation of real world situations into algebraic expressions</li> <li>• Identifying terms (like and unlike), coefficients and variables</li> <li>• Combining like terms</li> <li>• Expansion of expressions using the distributive property</li> <li>• Recognising one and two step patterns and sequences</li> <li>• Using algebraic equations to model a problem and translation of real world situations into algebraic equations</li> <li>• Solving one step equations using inspection and inverse operations;</li> <li>• Using substitution to verify response</li> </ul>
<b>Geometry</b>	<ul style="list-style-type: none"> <li>• The Cartesian Plane – locating points, axes, origin</li> <li>• Geometrical elements and their classification (point, line, plane, angle, regular and irregular figures, solids)</li> <li>• Angle properties and measurement (right, acute, obtuse, reflex, straight, complimentary, supplementary)</li> <li>• Protractor use</li> <li>• 2D area &amp; perimeter including composite figures</li> <li>• Calculating the volume of prisms</li> <li>• Converting units of measurement using the metric system</li> </ul>
<b>Statistics and Probability</b>	<ul style="list-style-type: none"> <li>• Data collection – researching credible data, conducting surveys using various sampling methods</li> <li>• Recognising categorical vs. numerical data</li> <li>• Measures of central tendency</li> <li>• Reading and creating simple charts – pictograms, bar, pie, line, frequency tables and histograms</li> </ul>

## Individuals and Societies

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

MYP individuals and societies incorporates disciplines traditionally studied under the general term “the humanities” (such as history and philosophy), as well as disciplines in the social sciences (such as economics, business management, geography, sociology and political science).

The study of individuals and societies helps students to develop their identities as individuals and as responsible members of local and global communities. These explorations of our common humanity are intrinsically interesting in this subject group are filled with potential for creating in students a lifelong fascination with “the human story” as it continues to evolve in an era of rapid change and increasing interconnectedness. Studies in individuals and societies are essential for developing empathy and international-mindedness.

### Individuals and Societies Objectives and Assessment Criteria:

<b>Criterion A</b>	Knowing and understanding	Maximum 8
<b>Criterion B</b>	Investigating	Maximum 8
<b>Criterion C</b>	Communicating	Maximum 8
<b>Criterion D</b>	Thinking critically	Maximum 8

### Central Tasks:

- Extended Writing (fieldwork report, essay, newsletter, editorial, report, article, manifesto)
- Test (paragraph writing: timed, exam conditions)
- Investigation (inquiry, research-based assessment)



# Individuals and Societies

## M5 Individuals and Societies

Unit Title	Concepts	Summative Assessment
<b>Nationalism, Colonialism and Imperialism to Post-Colonialism</b>	Global Interactions Identities and Relationships	<ul style="list-style-type: none"> <li>• Imperialism chapter</li> <li>• Ted Talk</li> </ul>
<b>Peacekeeping -- Peace and Conflict</b>	Systems Globalization and Sustainability	<ul style="list-style-type: none"> <li>• Updated Geneva Convention</li> </ul>
<b>Human Rights Movement: Case Study Investigation</b>	Change Fairness and Development	<ul style="list-style-type: none"> <li>• Investigation into current human rights issues and abuses</li> <li>• Awareness campaign design</li> </ul>
<b>Current Events Global Affairs</b>	Global Interactions Personal and Cultural Expression	<ul style="list-style-type: none"> <li>• Editorial essay on student-selected topic</li> </ul>
<b>Introduction to Theory of Knowledge</b>	Systems Identities and Relationships	<ul style="list-style-type: none"> <li>• Debate on the nature of freedom versus determinism</li> </ul>

# Individuals and Societies

## M4 Individuals and Societies

Unit Title	Concepts	Summative Assessment
<b>Unit of Inquiry: Who gets left out of history books?</b>	Global Interactions <b>Identities and relationships</b>	<ul style="list-style-type: none"> <li>Versions of History: A textbook chapter often neglected by most textbooks</li> </ul>
<b>Age of Enlightenment</b>	Change <b>Orientation to Time and Space</b>	<ul style="list-style-type: none"> <li>Formal debate – Arguing for the ideal form of government</li> </ul>
<b>Revolution: American and Comparison</b>	Systems <b>Fairness and Development</b>	<ul style="list-style-type: none"> <li>Designing a revolution using social media</li> </ul>
<b>War and Peace</b>	Global Interactions <b>Identities and Relationships</b>	<ul style="list-style-type: none"> <li>Peace and Conflict: Case study research paper</li> </ul>
<b>Transatlantic Slave Trade</b>	Change <b>Fairness and Development</b>	<ul style="list-style-type: none"> <li>African Diaspora Trail -- Historic tourism promotion video</li> </ul>

# Individuals and Societies

## M3 Individuals and Societies

Unit Title	Concepts	Summative Assessment
<b>Economic Systems</b>	Systems <b>Globalization and Sustainability</b>	<ul style="list-style-type: none"> <li>Investigation into recession: Bermuda economic solutions round table discussion</li> <li>Recession vodcast</li> </ul>
<b>Leadership in Classical Greece and Beyond</b>	Global Interactions <b>Identities and relationships</b>	<ul style="list-style-type: none"> <li>Great leader persuasive essay</li> <li>Great Leaders Ted Talk (speech)</li> </ul>
<b>Unit of Inquiry: The Renaissance</b>	Time, Place and Space <b>Orientation to space and time</b>	<ul style="list-style-type: none"> <li>Renaissance investigation and presentation</li> <li>Modern application: Is our (post) modern world in need of a rebirth?</li> </ul>
<b>Activism 101: Case Studies and Investigations into the Great Social, Political and Environmental Movements</b>	Change <b>Personal and Cultural Expression</b>	<ul style="list-style-type: none"> <li>Awareness campaign: Service and Action learning</li> </ul>

# Individuals and Societies

## M2 Individuals and Societies

Unit Title	Concepts	Summative Assessment
<b>Global Cultures</b>	Global Interactions <b>Personal and Cultural Expression</b>	<ul style="list-style-type: none"> <li>World religions investigation and presentation</li> <li>Mission statement for interfaith understanding and cooperation</li> </ul>
<b>Rome: Rise and Fall of an Empire</b>	Change <b>Globalization and Sustainability</b>	<ul style="list-style-type: none"> <li>Falling Empires – A compare and contrast research essay</li> </ul>
<b>Development, Trade and Globalization</b>	Global Interactions <b>Fairness and Development</b>	<ul style="list-style-type: none"> <li>Global Trade Agreement: Draft legislation for the future of globalized trade and development.</li> <li>Globalization and Bermuda presentation</li> </ul>
<b>Islam and the Crusades</b>	Global Interactions <b>Identities and Relationships</b>	<ul style="list-style-type: none"> <li>Comparing / contrasting with modern USA – Dialogue and peace treaty inquiry</li> </ul>

# Individuals and Societies

## M1 Individuals and Societies

Unit Title	Concepts	Summative Assessment/ MYP subject group objectives-criteria
<b>Geography Matters</b>	Time, place, and space <b>Orientation in Space and Time</b>	<b>A, C:</b> Test on mapping as a tool <b>B:</b> Investing/mapping in prep for Bermuda mapping project <b>A, C:</b> Bermuda mapping project <b>D:</b> Perspective work w/ nonfiction text/primary resource
<b>What Makes a Great Civilization?</b>	Systems <b>Scientific &amp; Technological Innovation</b>	Investigation and presentation on a selected civilization
<b>Global Contexts</b>	<b>All Global Contexts Introduced</b>	Student-driven inquiry into a selected 'Global Context'
<b>We're All in this Together</b>	Global Interactions <b>Fairness and Development</b>	<b>C (Language and Lit), D (Individuals and Societies):</b> Propaganda posters <b>B (Individuals and Societies):</b> Note taking/research process <b>A, B, D:</b> Biographical essay <b>C:</b> Battleship game (joint project with Math)
<b>Change in the Only Constant (Current Events)</b>	Change <b>Globalization and Sustainability</b>	<b>A:</b> Exam on events studied <b>D:</b> Original, purpose, value & limitations (OPVL)

## Arts (Visual Art and Music)

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

Development in the arts is a dynamic process, and not necessarily linear. The student moves freely through a creative process towards a deeper understanding of the arts. MYP arts values the process of creating artwork and the point of realization; the two elements combined tell us what students have experienced, learned and attempted to convey. In MYP arts, the four objectives have equal importance and value.

### Arts Objectives and Assessment Criteria:

<b>Criterion A</b>	Knowing and understanding	Maximum 8
<b>Criterion B</b>	Developing skills	Maximum 8
<b>Criterion C</b>	Thinking creatively	Maximum 8
<b>Criterion D</b>	Responding	Maximum 8

### Core Tasks (Visual Art and Music):

- Context Assessments (tasks that allow the student to place his or her work in the broader context of the artwork studied)
- Practical Demonstrations (works created by the student)
- Developmental Workbooks (evidence of a student's process of creation)
- Reflection and Critiques (verbal and written)



## Arts (Visual Art)

### M5 Visual Art

Unit Title	Concepts	Summative Assessment
<b>Portraiture</b>	Identity <b>Identities and Relationships</b>	<ul style="list-style-type: none"> <li>• Essay – Comparing and contrasting portraits</li> <li>• Life-sized self-portrait</li> <li>• Portraiture reflection</li> </ul>
<b>Public Art</b>	Communication <b>Orientation in Time and Space</b>	<ul style="list-style-type: none"> <li>• Monuments and memorials unit test</li> <li>• Monument sculpture model</li> <li>• Monuments and memorials reflection</li> </ul>
<b>Printmaking</b>	Aesthetics <b>Scientific and Technical Innovation</b>	<ul style="list-style-type: none"> <li>• Series of original prints</li> <li>• Developmental workbook excerpts</li> </ul>
<b>M5 Exam</b>	Communication <b>Personal and Cultural Expression</b>	Final Examination that tests student ability in: <b>A:</b> Knowing and understanding <b>B:</b> Developing skills <b>C:</b> Thinking creatively <b>D:</b> Responding



## Arts (Visual Art)

### M4 Visual Art

Unit Title	Concepts	Summative Assessment
<b>The Museum Project</b>	Communication <b>Orientation in Space and Time</b>	<ul style="list-style-type: none"> <li>• Museum brochure</li> <li>• Model gallery</li> <li>• Written editorial and exhibition review</li> </ul>
<b>Urban Art: The Skateboard Project</b>	Identity <b>Globalization and Sustainability</b>	<ul style="list-style-type: none"> <li>• Two original skateboard designs using two sub-genres of visual art</li> </ul>
<b>Women in Art History (Women's History Month)</b>	Change <b>Fairness and Development</b>	<ul style="list-style-type: none"> <li>• 'Women in Art History' assembly presentation</li> </ul>
<b>M4 Exam</b>	Communication <b>Personal and Cultural Expression</b>	Final Examination that tests student ability in:  A: Knowing and understanding B: Developing skills C: Thinking creatively D: Responding



## Arts (Visual Art)

### M3 Visual Art

Unit Title	Concepts	Summative Assessment
<b>Aliens!</b>	Aesthetics <b>Scientific and Technical Innovation</b>	<ul style="list-style-type: none"> <li>• Aliens sculpture unit test</li> <li>• Alien sculpture</li> <li>• Sculpture reflection</li> </ul>
<b>Impressionism in Bermuda</b>	Identity <b>Identities and Relationships</b>	<ul style="list-style-type: none"> <li>• Art history - unit test</li> <li>• Impressionist painting</li> </ul>
<b>Modern Art: 15 Minutes of Fame</b>	Change <b>Globalization and Sustainability</b>	<ul style="list-style-type: none"> <li>• Artist's diary entry</li> <li>• 'News Report / Critics' Corner' – Extended writing</li> </ul>
<b>Not So Haute Couture</b>	Aesthetics <b>Fairness and Development</b>	<ul style="list-style-type: none"> <li>• Newspaper fashion</li> <li>• 'Not So Haute Couture' written reflection</li> </ul>



## Arts (Visual Art)

### M2 Visual Art

Unit Title	Concepts	Summative Assessment
<b>African Masks</b>	Identity <b>Personal and Cultural Expression</b>	<ul style="list-style-type: none"> <li>• Group research project – Mask presentation</li> <li>• African masks reflection</li> </ul>
<b>Cubism</b>	Change <b>Orientation is Space and Time</b>	<ul style="list-style-type: none"> <li>• Artist profile – Pablo Picasso</li> <li>• Cubist self-portrait print</li> <li>• Cubism written reflection</li> </ul>
<b>Book-works: The Meaning of Paper</b>	Communication <b>Scientific and Technical Innovation</b>	<ul style="list-style-type: none"> <li>• Paper making assessment</li> </ul>
<b>Book-works: Words in Art</b>	Communication <b>Personal and Cultural Expression</b>	<ul style="list-style-type: none"> <li>• Islamic art book</li> <li>• <i>Book-works</i> written reflection</li> </ul>
<b>Serial Art: Manga Manga Manga</b>	Aesthetics <b>Personal and Cultural Expression</b>	<ul style="list-style-type: none"> <li>• Manga-style comic strip</li> </ul>



# Arts (Visual Art)

## M1 Visual Art

Unit Title	Concepts	Summative Assessment
<b>Drawing Mania</b>	Aesthetics <b>Orientation in Time and Space</b>	<ul style="list-style-type: none"><li>• Artist profile – Leonardo DaVinci</li><li>• The Shoe Test – Practical application</li><li>• Elements of drawing</li><li>• Drawing written reflection</li></ul>
<b>Textiles of South America</b>	Aesthetics <b>Personal and Cultural Expression</b>	<ul style="list-style-type: none"><li>• Symbols printed onto fabric</li></ul>
<b>The Dreamtime: Artwork of Indigenous Australia</b>	Identity <b>Personal and Cultural Expression</b>	<ul style="list-style-type: none"><li>• Emotions paintings</li></ul>
<b>Eco-Shelters</b>	Change <b>Globalization and Sustainability</b>	<ul style="list-style-type: none"><li>• Eco-shelters brochure</li><li>• Eco-shelter model</li><li>• Eco-shelter written reflection</li></ul>



## Arts (Music)

### M5 Music

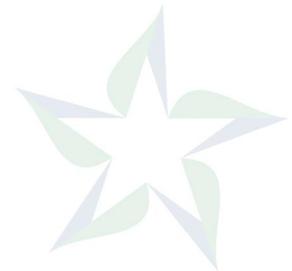
Unit Title	Concepts	Summative Assessment/ MYP subject group objectives-criteria
Popular Music Since 1960	Change <b>Personal &amp; Cultural Expression</b>	<b>A:</b> Unit test <b>B:</b> Pop song performance <b>D:</b> Critique of a pop artist
The Guitar	Identity <b>Scientific &amp; Technical Innovation</b>	<b>B, C:</b> Guitar performance <b>D:</b> Listening
E-Portfolio	<b>TBD by IB-MYP</b>	<b>A:</b> Knowing and Understanding <b>B:</b> Developing Skills <b>C:</b> Thinking Creatively <b>D:</b> Responding
Arranging (Theory 5)	Change <b>Personal &amp; Cultural Expression</b>	<b>A:</b> Unit test <b>B, C:</b> Arrangement & process Journal
Careers in Music	Identity <b>Globalization &amp; Sustainability</b>	<b>A:</b> Unit test <b>C:</b> Process journal (organizing and executing an open mic night)



## Arts (Music)

### M4 Music

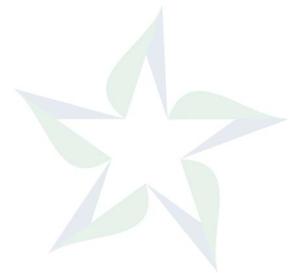
Unit Title	Concepts	Summative Assessment/ MYP subject group objectives-criteria
<b>Composition (Theory 4)</b>	Communication <b>Personal &amp; Cultural Expression</b>	<b>A:</b> Unit test <b>C, D:</b> Composition & reflection
<b>The Piano</b>	Identity <b>Scientific &amp; Technical Innovation</b>	<b>B:</b> Piano performance <b>D:</b> Performance critique
<b>The Origins of Jazz</b>	Change <b>Personal &amp; Cultural Expression</b>	<b>A:</b> Unit test <b>B, C:</b> Group project (w/ song analysis)
<b>Serialism, Minimalism, &amp; Atonality</b>	Aesthetics <b>Personal &amp; Cultural Expression</b>	<b>B:</b> Atonal/serialism composition <b>C:</b> Process journal
<b>Conducting</b>	Communication <b>Identities &amp; Relationships</b>	<b>B, D:</b> Conducting performance and self-reflection



## Arts (Music)

### M3 Music

Unit Title	Concepts	Summative Assessment/ MYP subject group objectives-criteria
Survey of WAM	Identity <b>Orientation in Time &amp; Space</b>	<b>A:</b> Research paper <b>B, C:</b> Gregorian chant group project & process journal
Indian Classical Music	Identity <b>Identities &amp; Relationships</b>	<b>B:</b> Performance of an Indian piece <b>D:</b> Reflection on an Indian performance
Tonality & Harmony (Theory 3)	Communication <b>Personal &amp; Cultural Expression</b>	<b>A:</b> Unit test (with listening) <b>B, C:</b> Chord progression
Songwriting & Protest Music	Change <b>Fairness &amp; Development</b>	<b>B:</b> Songwriting <b>D:</b> Song analysis



# Arts (Music)

## M2 Music

Unit Title	Concepts	Summative Assessment/ MYP subject group objectives-criteria
<b>Theory 2</b>	Communication <b>Personal &amp; Cultural Expression</b>	<b>A:</b> Unit test <b>B:</b> Rhythmic & melodic dictation <b>C, D:</b> Composition & reflection
<b>Middle Eastern Music</b>	Identity <b>Personal &amp; Cultural Expression</b>	<b>A:</b> Unit test <b>D:</b> Listening journal
<b>Music of West Africa</b>	Communication <b>Identities &amp; Relationships</b>	<b>B:</b> Drum performance <b>C:</b> Ostinato composition (group)
<b>Far East</b>	Aesthetics <b>Personal &amp; Cultural Expression</b>	<b>B, C:</b> 'In Sen' composition w/ process journal <b>D:</b> Listening journal
<b>Form &amp; Analysis</b>	Identity <b>Personal &amp; Cultural Expression</b>	<b>A:</b> Test <b>B:</b> Composition (specific form) <b>C:</b> Composition process journal



# Arts (Music)

## M1 Music

Unit Title	Concepts	Summative Assessment/ MYP subject group objectives-criteria
<b>Theory 1</b>	Communication <b>Personal &amp; Cultural Expression</b>	<b>A:</b> Unit test <b>B:</b> Basic rhythmic <b>C, D:</b> Composition & reflection
<b>Instrument Families</b>	Identity <b>Scientific &amp; Technical Innovation</b>	<b>A:</b> Unit test <b>B:</b> Scale on a new instrument <b>D:</b> Listening journal
<b>Música de América Latina</b>	Identity <b>Identities &amp; Relationships</b>	<b>A:</b> Latin music essay <b>C:</b> Latin rhythm performance & process journal
<b>Oceanic Overture</b>	Communication <b>Personal &amp; Cultural Expression</b>	<b>B:</b> Ukulele performance <b>D:</b> Listening test
<b>Film Music</b>	Aesthetics <b>Scientific &amp; Technical Innovation</b>	<b>A:</b> Film composer presentation <b>B, C:</b> Film composition & process journal



# Design

Technology and technological developments have given rise to profound changes in society, transforming how we access and process information, how we communicate with others and how we work and solve problems.

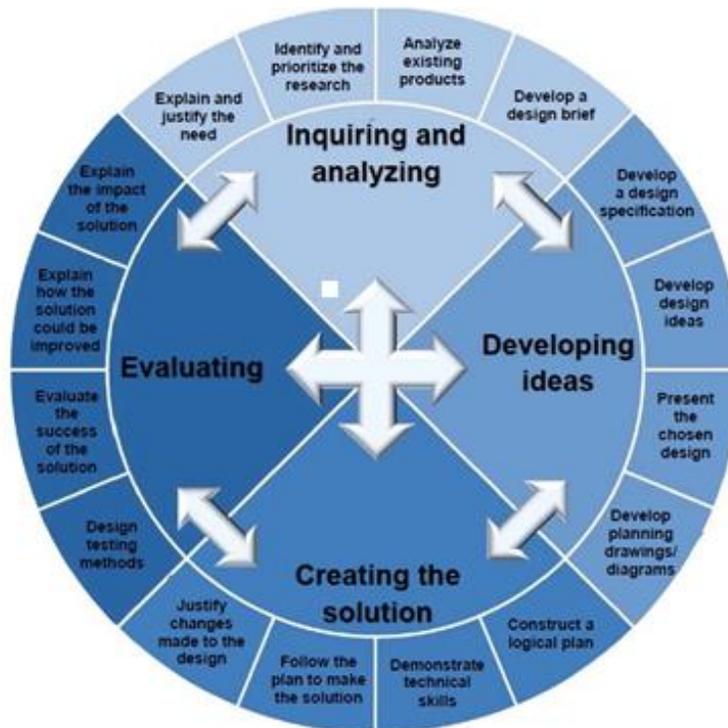
The MYP holistic approach to teaching and learning acknowledges that inquiry and problem solving contribute to students' development of thinking skills and strategies that will equip them to face the rapidly changing demands of the 21st century.

MYP Design aims to 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 challenges.

### Design Objectives and Assessment Criteria:

<b>Criterion A</b>	Inquiring and Analysing	Maximum 8
<b>Criterion B</b>	Developing Ideas	Maximum 8
<b>Criterion C</b>	Creating the Solution	Maximum 8
<b>Criterion D</b>	Evaluating	Maximum 8

### The MYP Design Cycle



# Design

## M5 Digital Design

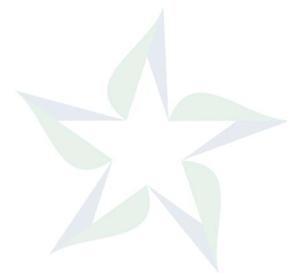
Unit Title	Concepts	Summative Assessment
<b>Learning Tool</b>	Communication <b>Scientific and Technical Innovation</b>	<ul style="list-style-type: none"><li>• Create a learning tool</li></ul>
<b>Body Image – Who do you think you are?</b>	Systems <b>Personal and Cultural Expression</b>	<ul style="list-style-type: none"><li>• Create a suitable technology product that will promote healthy self-image</li></ul>
<b>Spreading The Word</b>	Perspective <b>Personal and Cultural Expression</b>	<ul style="list-style-type: none"><li>• Create solution to promote awareness of a small business, organization or club</li></ul>



# Design

## M4 Digital Design

Unit Title	Concepts	Summative Assessment
<b>Cybercrime Animation</b>	Communication <b>Scientific and Technical Innovation</b>	<ul style="list-style-type: none"><li>• Animation project – <i>Cybercrime Flash Movie</i></li></ul>
<b>Website Design</b>	Communication <b>Personal and Cultural Expression</b>	<ul style="list-style-type: none"><li>• Create a website</li></ul>
<b>Multimedia Interactive Presentation</b>	Development <b>Scientific and Technical Innovation</b>	<ul style="list-style-type: none"><li>• Multimedia project</li></ul>



# Design

## M3 Digital Design

Unit Title	Concepts	Summative Assessment/ MYP subject group objectives-criteria
Home Country Website	Communication <b>Identities and Relationships</b>	<ul style="list-style-type: none"><li>Interactive website project on Homer's <i>Odyssey</i></li></ul>
School Site Plan	Time, place and space <b>Orientation in Place and Time</b>	<ul style="list-style-type: none"><li>Project to update Somersfield site plan</li></ul>
Stop-Motion Animation	Communication <b>Personal and Cultural Expression</b>	<ul style="list-style-type: none"><li>Project to use stop-motion animation to create a film sending a clear message</li></ul>
Multimedia Biodiversity	Communities <b>Globalization and Sustainability</b>	<ul style="list-style-type: none"><li>Project to create a multimedia interactive presentation on biodiversity</li></ul>



# Design

## M2 Digital Design

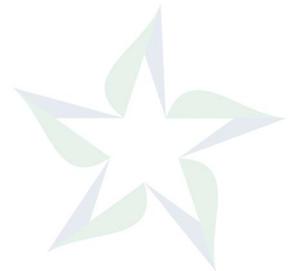
Unit Title	Concepts	Summative Assessment/ MYP subject group objectives-criteria
Design Cycle	Development <b>Identities and Relationships</b>	<ul style="list-style-type: none"><li>Life cycle diagram</li></ul>
The Interactive Novel – Matchware Mediator Pro	System <b>Personal and Cultural Expression</b>	<ul style="list-style-type: none"><li>Interactive multimedia presentation</li></ul>
Space Invaders – Adobe Illustrator	Communities <b>Orientation in Space and Time</b>	<ul style="list-style-type: none"><li>Project to create a poster advertising outer space holiday destinations</li></ul>
Publishing E-Waste – Adobe Indesign	Resources <b>Globalization and Sustainability</b>	<ul style="list-style-type: none"><li>Project on magazine creation on topic of e-waste</li></ul>



# Design

## M1 Digital Design

Unit Title	Concepts	Summative Assessment/ MYP subject group objectives-criteria
<b>Budgeting with Spreadsheets - Excel</b>	Connections <b>Personal and Cultural Expression</b>	<ul style="list-style-type: none"><li>• Spreadsheet project on budgeting for an item</li></ul>
<b>Scratch That - Programming</b>	Creativity <b>Scientific and Technical Innovation</b>	<ul style="list-style-type: none"><li>• Project on creating an interactive game</li></ul>
<b>Graphics – Adobe Photoshop: Can I Believe My Own Eyes?</b>	Communication <b>Personal and Cultural Expression</b>	<ul style="list-style-type: none"><li>• Comic strip creation</li></ul>
<b>Google SketchUp - 3D My House</b>	Change <b>Orientation is Space and Time</b>	<ul style="list-style-type: none"><li>• Project to create 3D drawing of own house</li></ul>



# Physical and Health Education

Physical Education in the MYP is concerned with more than just participating in sports and games. Its primary aims are to encourage the development of “intelligent performers” and to encourage students to understand the importance of a balanced, healthy lifestyle. Throughout the five years of the MYP, students will develop knowledge, critical thinking and reflection skills, and a sense of responsibility, as well as interpersonal and self-motivational skills. This development encourages choices that will contribute to long-term healthy living.

The aims of the teaching and study of MYP Physical Education are to encourage and enable students to develop:

- an appreciation and understanding of the value of physical education and its relationship to a healthy, balanced lifestyle
- an interest in the promotion of health and wellness
- the motivation to participate fully in all aspects of physical education
- their optimal level of physical fitness
- the skills and understanding necessary to participate successfully in a variety of physical activities, for example, learning, practising, refining, adapting, thinking, interacting
- the ability to reflect critically on all aspects of physical education, including being a critical performer

## Core Tasks:

- Written Assessments – Knowledge and Understanding (variety of tasks: research, essays, unit tests, brochures, etc.)
- Physical Performances (self, peer and teacher assessed)
- Movement Compositions
- PE Process Journals

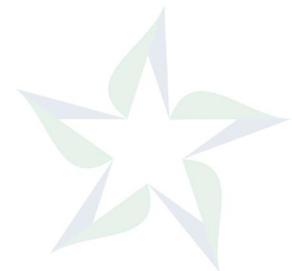
## Physical and Health Education Objectives and Assessment Criteria:

<b>Criterion A</b>	Knowing and Understanding	Maximum 8
<b>Criterion B</b>	Planning for Performance	Maximum 8
<b>Criterion C</b>	Applying and Performing	Maximum 8
<b>Criterion D</b>	Reflecting and Improving Performance	Maximum 8

# Physical and Health Education

## M5 Physical and Health Education

Unit Title	Concepts	Summative Assessment
<b>Telling a Story About the World</b>	Relationships <b>Personal and Cultural Expression</b>	<ul style="list-style-type: none"><li>• Original dance composition and performance (teacher and self-evaluation)</li></ul>
<b>Football Does Practice Make Me Perfect?</b>	Change <b>Identities and Relationships</b>	<ul style="list-style-type: none"><li>• Football unit test</li><li>• Football performance evaluation</li></ul>
<b>Fitness – The Fight for Our Lives PEP Part 2</b>	Change <b>Scientific and Technical Innovation</b>	<ul style="list-style-type: none"><li>• Personal exercise plan for improved physical performance</li></ul>



# Physical and Health Education

## M4 Physical and Health Education

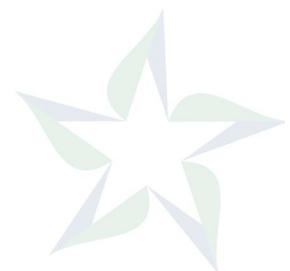
Unit Title	Concepts	Summative Assessment
<b>Badminton - Do You Lob Badminton Like I Lob Badminton?</b>	Systems <b>Identities and Relationships</b>	<ul style="list-style-type: none"><li>• Badminton Performance</li></ul>
<b>Fitness – The Fight for Our Lives PEP Part 1</b>	Systems <b>Identities and Relationships</b>	<ul style="list-style-type: none"><li>• Personal Exercise Programme</li></ul>
<b>Jump Rope</b>	Development <b>Personal and Cultural Expression</b>	<ul style="list-style-type: none"><li>• Jump Rope Routine and Performance</li></ul>
<b>Putting the Ball in the Net – Football / Netball</b>	Communication <b>Identities and Relationships</b>	<ul style="list-style-type: none"><li>• Unit Test</li><li>• Performance Evaluation</li></ul>



# Physical and Health Education

## M3 Physical and Health Education

Unit Title	Concepts	Summative Assessment
<b>Football – Can You Kick It?</b>	Change <b>Identities and Relationships</b>	<ul style="list-style-type: none"><li>• Football drills assessment</li><li>• Peer coaching assessment</li></ul>
<b>Nutrition, Anatomy and Physiology</b>	Systems <b>Scientific and Technical Innovation</b>	<ul style="list-style-type: none"><li>• Inquiry into aspects of fitness and health</li></ul>
<b>Social Dances Through Time (Past and Present)</b>	Culture <b>Personal and Cultural Expression</b>	<ul style="list-style-type: none"><li>• Dance inquiry and original composition/ performance</li></ul>
<b>Run for Your Life Training Programme</b>	Development <b>Scientific and Technical Innovation</b>	<ul style="list-style-type: none"><li>• Personal exercise programme for Sports Day</li></ul>



# Physical and Health Education

## M2 Physical and Health Education

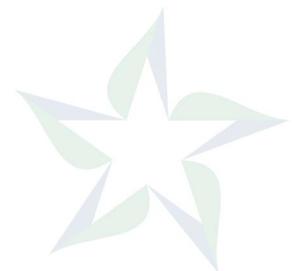
Unit Title	Concepts	Summative Assessment
<b>How Good is Your Football?</b>	Change <b>Identities and Relationships</b>	<ul style="list-style-type: none"><li>• Football unit test</li><li>• Football performance</li></ul>
<b>Gymnastics</b>	Creativity <b>Scientific and Technical Innovation</b>	<ul style="list-style-type: none"><li>• Gymnastics sequence and performance</li></ul>
<b>Run for Your Life Training Programme</b>	Development <b>Scientific and Technical Innovation</b>	<ul style="list-style-type: none"><li>• Personal exercise programme for Sports Day</li></ul>
<b>Sailing</b>	Culture <b>Orientation is Space and Time</b>	<ul style="list-style-type: none"><li>• History of sailing test</li><li>• Sailing reflection</li></ul>



# Physical and Health Education

## M1 Physical and Health Education

Unit Title	Concepts	Summative Assessment
<b>Football – Playing by the Rules</b>	Change <b>Identities and Relationships</b>	<ul style="list-style-type: none"><li>• Football unit test</li></ul>
<b>So You Think You Can Dance?</b>	Aesthetics <b>Personal and Cultural Expression</b>	<ul style="list-style-type: none"><li>• Dance performance</li></ul>
<b>Run for Your Life Training Programme</b>	Development <b>Scientific and Technical Innovation</b>	<ul style="list-style-type: none"><li>• Personal exercise programme for Sports Day</li></ul>
<b>Badminton</b>	Relationships <b>Identities and Relationships</b>	<ul style="list-style-type: none"><li>• Badminton unit test</li></ul>
<b>Cricket</b>	Communication <b>Identities and Relationships</b>	<ul style="list-style-type: none"><li>• Design a cricket session</li></ul>



# Annual Sports Overview

## P.E. Skill Areas Covered:

Fall Term				
	Sept. - Oct.		Nov. - Dec.	
	Indoor	Outdoor	Indoor	Outdoor
<b>M1</b>	Net/Wall Games	Invasion Games	Invasion Games	Lifelong
<b>M2</b>	Net/Wall Games	Invasion Games	Lifelong	Invasion Games
<b>M3</b>	Net/ Wall Games	Invasion Games	Invasion Games	Lifelong
<b>M4</b>	Net/Wall Games	Invasion Games	Lifelong	Invasion Games
<b>M5</b>	Lifelong	Invasion Games	Athletics	Invasion Games
Winter Term				
	Jan. - Feb.		Feb. - March	
	Indoor	Outdoor	Indoor	Outdoor
<b>M1</b>	Net/Wall Games	Athletics	Invasion Games	Athletics
<b>M2</b>	Net/Wall Games	Athletics	Invasion Games	Athletics
<b>M3</b>	Net/Wall Games	Athletics	Invasion Games	Athletics
<b>M4</b>	Invasion Games	Athletics	Athletics	Athletics
<b>M5</b>	Athletics	Athletics	Lifelong	Athletics
Spring Term				
	April - May		May - June	
	Indoor	Outdoor	Indoor	Outdoor
<b>M1</b>	Target Games	Striking and Fielding	Lifelong	Lifelong
<b>M2</b>	Lifelong	Striking and Fielding	Target Games	Striking and Fielding
<b>M3</b>	Target Games	Striking and Fielding	Lifelong	Striking and Fielding
<b>M4</b>	Lifelong	Striking and Fielding	Lifelong	Striking and Fielding
<b>M5</b>	Net/Wall Games	Striking and Fielding	Lifelong	Lifelong

The selected sport for the respective classification unit is decided upon based on available resources and student interest at the time. Specific Skill development is tailored to the particular sport(s) being introduced.

## Specific Sports offered:

<b>Invasion Games</b>	football, netball, field hockey, floor hockey, basketball, lacrosse, speedball, tag/tackle rugby, ultimate frisbee, American football
<b>Net/Wall Games</b>	badminton, tennis, table tennis, volleyball, squash
<b>Striking and Fielding Games</b>	baseball, softball, rounders, cricket
<b>Target Games</b>	golf, bowling, archery
<b>Athletics</b>	jump rope, cross country, track and field, crossfit, fitness gram testing, personal exercise program
<b>Lifelong</b>	dance, gymnastics, yoga, pilates, rock climbing, sailing, paddle boarding, red cross water safety, first aid/CPR certification, referee certifications, scorekeepers training, elite athlete study

## Appendix A. Grade Descriptors and Boundaries

All MYP subjects receive final grades in the range from 1 to 7. The general IB grade descriptors indicate the achievement required for the award of each grade. These descriptors are used when determining grade boundaries in each of the subjects and appear on the back of the record of achievement.

Grade	Boundary Guidelines	Descriptor
Grade 7	28 - 32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations
Grade 6	24 - 27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
Grade 5	19 - 23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and with support, some unfamiliar real-world situations.
Grade 4	15 - 18	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom and real-world situations, but requires support in unfamiliar.
Grade 3	10 - 14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
Grade 2	6 - 9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical and creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
Grade 1	1 - 5	Produces work of very limited quality. Conveys many significant misunderstanding or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

## Our Aims

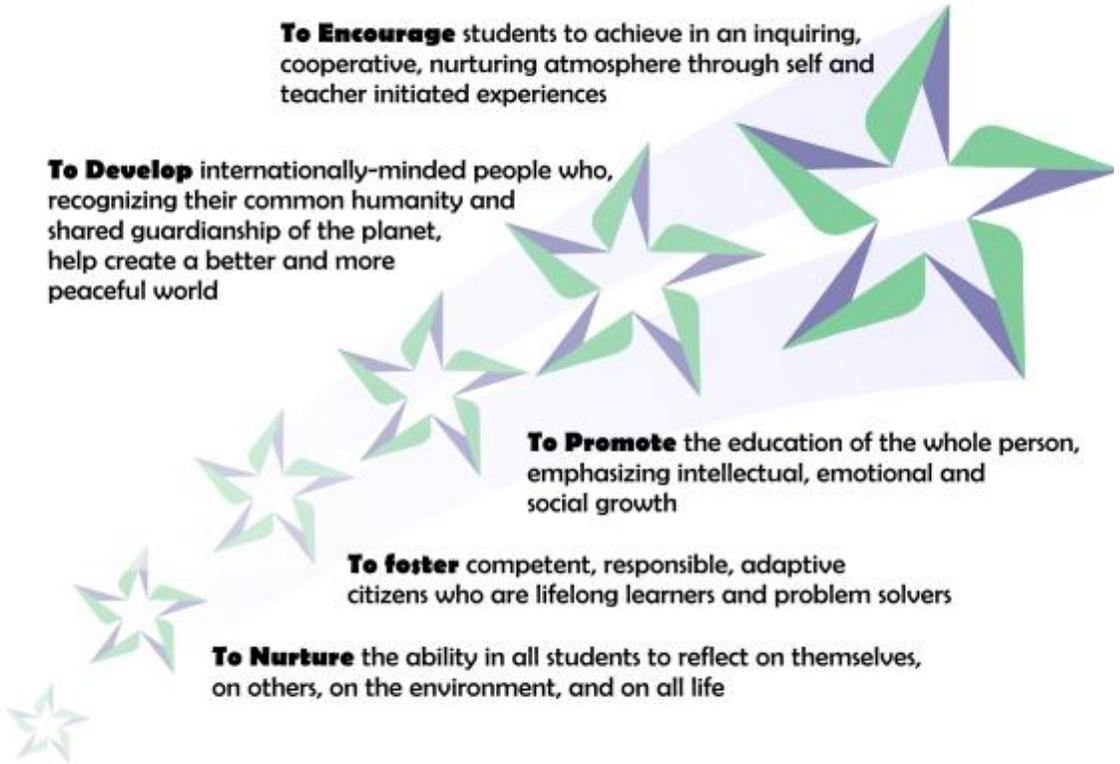
**To Encourage** students to achieve in an inquiring, cooperative, nurturing atmosphere through self and teacher initiated experiences

**To Develop** internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help create a better and more peaceful world

**To Promote** the education of the whole person, emphasizing intellectual, emotional and social growth

**To foster** competent, responsible, adaptive citizens who are lifelong learners and problem solvers

**To Nurture** the ability in all students to reflect on themselves, on others, on the environment, and on all life



## Notes



***The Somersfield  
Promise***

*To stimulate intellectual  
curiosity and accomplishment;  
to instil compassion and  
respect; and to always honour  
the daring dreams and hidden  
talents of the individual.*

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