Escuela Bilingüe Internacional

Middle Years Programme

Curriculum Guide

INTRODUCTION

Escuela Bilingüe Internacional (EBI) offers a Spanish-English dual language program, extending from pre-kinder through eighth grade. Students at EBI will become fully literate in Spanish and English, and will develop conversational skills in a third language (Mandarin).

EBI is committed to maintaining high standards for all its students, in all areas of education. We believe that when learning is stimulating, fun and developmentally appropriate, children gain the motivation to become self-directed, lifelong learners.

EBI is an International Baccalaureate World School offering the Primary Years Programme (PYP) for pre-kinder to 5th grade and is currently a candidate school for the IB Middle Years Programme (MYP) for 6th to 8th Grade*.

The International Baccalaureate Organization (IB) is a non-profit educational foundation founded in 1968 with headquarters in Geneva, Switzerland. The IBO offers three coordinated programs to 3,675 approved schools (in 146 countries), including:

➢ The Primary Years Program — for students from Pre-Kinder to Grade 5
➢ The Middle Years Program — for students in Grades 6 to 10
➢ The Diploma Program — for students in Grades 11 and 12

All IB programs have a similar pedagogical base — they are *learner-centered* and *inquiry-based*. This means that teaching begins with, and builds upon, the curiosity of the students, their capacity to understand the materials, and the questions they ask.

By emphasizing a dynamic combination of concepts, skills, independent critical thought, and international understanding, the IB encourages students to become active, compassionate and lifelong learners, prepared for a life of engaged, responsible world citizenship.

Middle Years Programme (MYP)

The Middle Years Programme (MYP) has been designed as a coherent and comprehensive curriculum framework that provides academic challenge and develops the life skills of students from the ages 11 to 16. These years are a critical period in the development of young people.

EBI is authorization as an IB World School for the International Baccalaureate (IB) Middle Years Programme

The MYP allows students to build on their personal strengths and to embrace challenges in subjects. The MYP offers students opportunities to develop their potential to explore their own learning preferences, to take appropriate risks, and to reflect on and develop a strong sense of personal identity.

IB MYP Curriculum Model

Global Contexts

Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Subject content is organized around themes or perspectives called global contexts. They are designed to encourage students to make worthwhile connections between the real world and classroom learning.

Teaching and Learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives of teaching and learning.

MYP students explore six MYP Global Contexts: identities and relationships, fairness and development, globalization and sustainability, scientific and technical innovation, orientation in space and time and personal and cultural expression. The MYP Global Contexts inspire explorations of our common humanity and shared guardianship of the planet. They invite reflection on local, national and global communities, as well as the real-life issues of students. For each MYP unit, teachers should identify one global context that establishes a focus for meaningful teaching and learning in a program of international school. Over their course of their study, students should encounter all six global contexts.

MYP global contexts provide common points of entry for inquires into what it means to be internationally minded, framing a curriculum that promote multilingualism, intercultural understanding and global engagement.

Inquiring into subject content through a global context enables students to develop a deeper understanding of both the subject and its application in the real world. Repeated cycles of inquiry, action and reflection can lead students from academic knowledge towards practical understanding, developing positive attitudes towards learning as well as a sense of personal and social responsibility.

Conceptual Understanding

Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.

A concept is a principle or conception that is enduring, the significance of which goes beyond aspects such as particular origins, subject matter or place in time. Concepts represent the vehicle for student's inquiry into issues and ideas of personal, local and global significance, providing the means by which the essence of a subject can be explored.

The MYP identifies prescribed key concepts and related concepts. The concepts ensure the development of a rigorous curriculum and promote a shared community of practice among IB World Schools offering the MYP.

A concept-based model is used in the MYP because it encourages students to:

- Process factual knowledge at a deeper intellectual level as they relate the facts to concepts and essential conceptual understandings.
- Create personal relevance, as students relate new knowledge to prior knowledge, and encourage understanding of cultures and environments across global contexts through the transfer of knowledge.
- Bring the personal intellect to study as they use a key concept to personally focus on the unit in order to increase motivation for learning
- Increase fluency with language as students use factual information to explain and support their deeper conceptual understanding
- Achieve higher levels of critical, creative and conceptual thinking as students analyze complex global challenges and create greater subject depth through the study of discipline-specific related concepts.

Approaches to Learning (ATL)

Through ATL teachers provide students with the tools to enable them to take responsibility for their own learning, thereby developing an awareness of how they learn best, of thought processes and of learning strategies.

There are ten Approaches to Learning (ATLs) MYP clusters explained below:

Communication	I. Communication skills	
	Exchanging thoughts, messages and information effectively through interaction	How can students communicate through interaction?
	Reading, writing and using language to gather and communicate information	How can students demonstrate communication through language?
Social	II. Collaboration skills	
	Working effectively with others	How can students collaborate?
Self-management	III. Organization skills	
	Managing time and tasks effectively	How can students demonstrate organization skills?
	IV. Affective skills	
	Managing state of mind • Mindfulness • Perseverance • Emotional management • Self-motivation • Resilience	How can students manage their own state of mind?
	V. Reflection skills	
	Considering the process of learning; choosing and using ATL skills	How can students be reflective?
Research	VI. Information literacy skills	
	Finding, interpreting, judging and creating information	How can students demonstrate information literacy?
	VII. Media literacy skills	
	Interacting with media to use and create ideas and information	How can students demonstrate media literacy?
Thinking	VIII. Critical thinking skills	

	Analyzing and evaluating issues and ideas	How can students think critically?
	IX. Creative thinking skills	
	Generating novel ideas and considering new perspectives	How can students be creative?
	X. Transfer skills	
	Using skills and knowledge in multiple contexts	How can students transfer skills and knowledge across disciplines and subject groups?

Service as Action (Community Service)

Action (learning by doing and experiencing) and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the programme, especially in the MYP community project.

The action may involve:

- Feeling empathy towards others
- Making small-scale changes to their behavior
- Undertaking larger and more significant projects
- Acting on their own
- Acting collaboratively
- Taking physical action
- Suggesting modification to an existing system to the benefit of all involved
- Lobbying people in more influential positions to act.

Language and Identity

MYP students are required to learn at least two languages (language of instruction and additional language of choice). Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation. (At EBI, middle school students learn Spanish and English as their primary languages and Mandarin as a second language.)

Community Project

The community project helps students to develop the attributes of the IB learner profile; they provide students with an essential opportunity to demonstrate ATL skills developed through the MYP and foster the development of independent, lifelong learners. All students in eighth grade must complete the community project.

The community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. As a consolidation of learning, the community project engages students in a sustained, in-depth inquiry leading to service as action in the community.

The International Baccalaureate Learner Profile

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners, we strive to be:

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

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

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

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

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

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

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

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

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

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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

Language and Literature (English and Spanish)

It is an academically rigorous study of both language and literature which aims to equip students with linguistic, analytical and communicative skills.

Main Objectives

The study of the MYP Language is to encourage and enable students to:

- Use language as a vehicle for thought, creativity, reflection, self-expression and social interaction.
- Develop critical, creative and personal approaches to studying and analyzing literature and non-literary works.
- Develop a lifelong interest in reading widely and apply language skills in a variety of real-life contexts.

Language and Literature (English and Literature) Progression of Learning Objectives		
Sixth Grade In order to reach the aims of language and literature, students should be able to:	**Seventh Grade** In order to reach the aims of language and literature, , students should be able to:	**Eighth Grade** In order to reach the aims of language and literature, students should be able to:
Objective A: Analyzing		
1. Identify and comment upon significant aspects of texts 2. Identify and comment upon the creator's choices	1. Identify and explain the content, context, language, structure, technique and style of text(s) 2. Identify and explain the	1. Identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts 2, Identify and explain the effects of the creator's

3. Justify opinions and ideas, using examples, explanations and terminology 4. Identify similarities and differences in features within and between texts.	effects of the creator's choice on an audience 3. Justify opinions and ideas, using examples, explanations and terminology 4. Identify similarities and differences in features within and between texts.	choice on an audience 3. Justify opinions and ideas, using examples, explanations and terminology 4. Interpret similarities and differences in features within and between genres and texts.
Objective B: Organizing		
1. Employ organizational structures that serve the context and intention 2. Organize opinions and ideas in a logical manner 3. Use referencing and formatting tools to create a presentation style suitable to the context and intention.	1. Employ organizational structures that serve the context and intention 2. Organize opinions and ideas in a coherent and logical manner 3. Use referencing and formatting tools to create a presentation style suitable to the context and intention.	1. Employ organizational structures that serve the context and intention 2. Organize opinions and ideas in a coherent and logical manner 3. Use referencing and formatting tools to create a presentation style suitable to the context and intention.
Objective C: Producing Text		
1.Produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process.	1.Produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process.	1.Produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process.

2. Make stylistic choices in terms of linguistic, literary and visual devices, Demonstrating awareness of impact on an audience. 3. Select relevant details and examples to support ideas.	2. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience 3. Select relevant details and examples to develop ideas.	2. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. 3. Select relevant details and examples to develop ideas.
Objective D: Using Language		
1. Use appropriate and varied vocabulary, sentence structures and forms of expression. 2. Write and speak in an appropriate register and style. 3. Use correct grammar, syntax and punctuation. 4. Spell (alphabetic languages), write (character languages) and pronounce with accuracy. 5. Use appropriate non-verbal communication techniques.	1. Use appropriate and varied vocabulary, sentence structures and forms of expression. 2. Write and speak in an appropriate register and style. 3. Use correct grammar, syntax and punctuation. 4. Spell (alphabetic languages), write (character languages) and pronounce with accuracy. 5. Use appropriate non-verbal communication techniques.	1. Use appropriate and varied vocabulary, sentence structures and forms of expression. 2. Write and speak in an appropriate register and style 3. Use correct grammar, syntax and punctuation. 4. Spell (alphabetic languages), write (character languages) and pronounce with accuracy. 5. Use appropriate non-verbal communication techniques.

English Language and Literature

Grade	Abstract	Content
6	In the first year of the MYP program, we will be developing more formal knowledge in English grammar, analytical writing, and creative writing. Students will write analytical and argumentative essays, supported by reasons and evidence. We will write creatively, using elements of plot, figurative Language and other tools. To support this, we will read different genres and study their structures. Through our texts, we will consider personal narratives, the value of social media, folktales and oral traditions, novels on immigration and social structure. Our readings will enrich us with more understanding of other perspectives, cultures, and social conditions. Students will have the opportunity to write essays, narratives, and folktales; create skits; research and debate; record and design audio; and design a reading guide. Overall, the inquiry at this level will center around the questions: who am I, how am I changing and who do I want to be?	**Focus on reading** -Reading personal narratives, folktales, informational texts (including excerpts from non-fiction books, essays, news articles), novels -Annotating texts -Elements of plot -Elements of a narrative -Morals and themes -Science fiction as social commentary -Researching and analyzing social media, immigration, and cloning -Novels: *The House of the Scorpion*, *Before We Were Free*, *La Linéa* **Focus on writing** -Research: search strategies, reliable sources, creating references page and annotated bibliography -Supporting ideas with evidence/ quotes -Analytical paragraphs -Rebuttal paragraphs -Essay structure -Creative writing: personal narratives and folktales -Grammar: capitalization, fragments and run-on sentences, use of quotation marks **Focus on speaking** -Class discussions and debates -Collecting oral history -Oral story-telling -Discussing novels in groups -Working in groups

Grade	Abstract	Content
7	In the second year, we build on the skills and content of the first year, as we broaden our inquiry. We will continue reading multiple genres and also focus on deepening analytical writing and thinking. Our texts will include poetry about society and identity, the media and advertisers' persuasion, how gender is represented, heroes and the Hero's Journey, utopia and government, and lives in various societies and historical moments. Students will have the opportunity to write essays, create graphic novels, collaborate and design a utopia, and craft visual representations of novels and poems. Overall, the inquiry at this level will center around questions of who we are within our society and what changes we can create in ourselves individually, in others, and in our communities more broadly.	**Focus on reading** -Reading poems, epic poems, informational texts (including excerpts from non-fiction books, essays, news articles), novels -Annotating texts -Literary devices and poetry -Persuasive appeals and advertising -Analyzing media, gender, and advertising -Summarizing and analyzing informational videos and documentaries -Analyzing the Hero's Journey -Analyzing characterization -Analyzing and planning utopias -Features of graphic novels -Excerpts of epic poems: *Odysseus* and *Epic of Sundiata* -Novels: *The Giver, To Kill a Mockingbird, Under a Red Sky: A Memoir of Childhood in Communist Romania* **Focus on writing** -Research: using reliable sources, references page, and in-text citations -Supporting ideas with evidence/ quotes -When to summarize, paraphrase, and quote -Note-taking: Dialectical journals -Analytical writing/ essays -Creative writing: Poetry and graphic novels -Grammar: run-on sentences, quotation marks use with in-text citations,

		apostrophes, use of commas and semicolons
		Focus on speaking -Conducting interviews -Discussing novels in groups -Working in groups -Asking variety of questions (leveled questions, open-ended, close-ended)

Grade	Abstract	Content
8	In the third year, we push ourselves to think more abstractly and to prepare ourselves for education beyond EBI. English Language and Literature classes will support students' preparation for high school applications and the MYP community project. We will compare genres and authors, articulate more complex themes, and analyze language as both an art and a tool. We will continue reading a variety of genres, deepening our analytical writing and thinking, as well as focus on concise and vivid writing with active verbs and thoughtful word choice. Our texts will touch on topics of memory and identity, race and racism, media and representation, charity and true solidarity, the nature of humanity, and story-telling and truth. Students will have the opportunity to write memoirs and essays; design, record, and edit a film; facilitate and participate in seminar discussions; write extensions of novels; and plan and act in a book talk. Overall, the	**Focus on reading** -Reading poems, plays, informational texts (including excerpts from non-fiction books, memoirs, essays, news articles), novels -Annotating texts -Literary devices (with increasing depth) -Analyzing media, race, and representation -Analyzing symbols and themes -Analyzing bias -Comparing genres -Non-fiction: excerpts from *Bone Black: Memories of Girlhood, Racial Formation in the United States: From the 1960s to the 1990s* -Novels: *Lord of the Flies, 1984, The Things They Carried,* and/or *Kindred* **Focus on writing** -Research: using reliable sources, references page, and in-text citations -Taking cornel notes, dialectical journals -Analytical writing/ essays -Analyzing film techniques -Analyzing design process and evaluation data -Evaluating actions for social change

	inquiry at this level will center on questions of creating social change and its intersections with learning.	-Supporting ideas with evidence/ quotes -When to summarize, paraphrase, and quote -Selecting effective words and vivid details -Creative writing: memoir and script-writing -Grammar: review previous years with a focus on concise, active writing **Focus on speaking** -Participating in literature seminars -Facilitating literature seminars -Working in groups -Reviewing variety of questions (leveled questions, open-ended, close-ended) -Collecting feedback in the Design process

Spanish Language and Literature

Grade	Abstract	Content
Sixth Grade	In the sixth grade we will be developing grammatical knowledge of the Spanish language. We will be looking at the nature of the language and literature as well as doing some creative writing. We also start looking at the basics of analytic writing. To achieve this we are going to read texts of different genres and styles and we will form and structure. Through these texts we will be looking at personal stories, popular stories, oral traditional stories and a novel about human immigration and displacement. At this level we will be concentrating in how we are changing and what we want to become.	Grammar - Nouns and adjectives - Determiners - Personal pronouns - Verbs - Prepositions - Complete sentences - Spelling - Personal narratives and stories - Informative Texts - Short novels - Literary devices - Elements in argument - Supporting ideas with evidence -Analytical writing and personal essays

Grade	Abstract	Content
Seventh Grade	In the second year of the MYP programme we will center on the abilities acquired during the previous year. We will continue to read different genres and we will focus on developing analytical thinking. The texts will include poetry about how we identify with society, utopia and government, healing, reconciliation and forgiving. Our main investigation will focus on who we are in society	Grammar - Nouns and adjectives - Determiners - Personal pronouns - Verbs - Prepositions - Complete sentences - Spelling -Complex poetry, theater, informative texts, novels - Analyze symbols, themes and genres

	and what changes we can make in others and ourselves. We will find out how powerful language can be as a tool in every society.	- Inquiry - Interviews - Supporting ideas with evidence - Analytical text and personal stories

Grade	Abstract	Content
Eighth grade	In the last year we will be looking at literature in a more abstract and analytical way. We will compare genres and authors and themes. We will look at language as a tool. We will find out that language is fundamental in critical thinking and also essential for intercultural understanding. We will continue looking at different genres and delve deeper into analytical thinking as well as precise language using active verbs. Out texts will include poetry and theater about society, identity, race and racism and gender issues. Our investigation will focus on the creation and implementation of ideas to generate global change and its interaction with language and literature in our society.	Grammar - Nouns and adjectives - Determiners - Personal pronouns - Verbs - Prepositions - Complete sentences - Spelling - Poetry and theater - Informative texts - Novels - Analyze symbols, themes and genres - Comparing texts - Annotation - Research and bibliography - Carry out an Interview - Supporting ideas with evidence - Write a formal letter - Analytical text - Creative writing

Language Acquisition (Mandarin)

The aims of the study of Mandarin is to acquire, firstly, the basis of a means of communication and an understanding of the linguistic, cultural and social elements of the community where this language is spoken. In addition we aim to develop an appreciation of a variety of literary and non-literary texts, thus giving access to multiple sources of information.

Main objectives

Our objective is that students are able to communicate information, ideas and opinions and to demonstrate comprehension of these, both orally and in writing. Students will be able to identify main ideas and supporting details and draw conclusions in these same ways, using appropriate structures and vocabulary.

Progression of Learning Objectives		
Sixth grade In order to reach the aims of Mandarin acquisition students should be able to:	**Seventh grade** In order to reach the aims of Mandarin acquisition students should be able to:	**Eighth grade** In order to reach the aims of Mandarin acquisition students should be able to:
Objective A: Comprehending spoken and visual text		
1. Identify basic facts, messages, main ideas and supporting details in everyday situations 2. Recognize basic conventions 3. Engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	1. Identify basic facts, messages, main ideas and supporting details in everyday situations 2. Recognize basic conventions 3. Engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	1. Show understanding of messages, main ideas and supporting details in familiar situations 2. Recognize basic conventions 3. Engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
Objective B: Comprehending written and visual text		

1. Identify basic facts, messages, main ideas and supporting details 2. Recognize basic aspects of format and style, and author's purpose for writing 3. Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	1. Identify basic facts, messages, main ideas and supporting details 2. Recognize basic aspects of format and style, and author's purpose for writing 3. Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	1. Identify basic facts, messages, main ideas and supporting details 2. Recognize basic conventions including aspects of format and style, and author's purpose for writing 3. Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Objective C: communicating in response to spoken, written and visual text

1. Respond appropriately to simple short phrases 2. Interact in simple and rehearsed exchanges, using verbal and non-verbal language 3. Use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics 4. Communicate with a sense of audience.	1. Respond appropriately to simple short phrases 2. Interact in simple and rehearsed exchanges, using verbal and non-verbal language 3. Use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics 4. Communicate with a sense of audience.	1. Respond appropriately to spoken, written and visual text in a limited range of familiar situations 2. Interact in basic structured exchanges on a limited variety of aspects within familiar situations 3. Use phrases to communicate ideas, feeling and information in familiar situations

Objective D: Using language in spoken and written form

1. Write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation 2. Organize basic information and use a range of basic cohesive devices 3. Use language to suit the context.	1. Write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation 2. Organize basic information and use a range of basic cohesive devices 3. Use language to suit the context	1. Write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation 2. Organize information an ideas and use a range of basic cohesive devices 3. Use language to suit the context

Individuals and Societies

Integrated Humanities, History, Geography, Environmental Systems and Societies

The aim of MYP individuals and societies is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, contributing to the development of the student as a whole. Individuals and Societies encourage students to respect and understand the world around them, and provide a skill base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural. Individual and Societies is taught in Spanish.

Main Objectives:

a) Knowing and Understanding
Students develop factual and conceptual knowledge about individuals and societies. In order to reach the aims of individuals and societies, students will be able to:

- Use terminology in context
- Demonstrate knowledge and understanding of subject-specific concepts through descriptions, explanations and examples.

b) Investigating
In order to reach the aims of individuals and societies, students will be able to:

- Formulate a clear and focused research question and justify its relevance
- Formulate and follow an action plan to investigate a research question
- Use research methods to collect and record relevant information
- Evaluate the process and results of the investigation

c) Communicating
In order to reach the aims of individuals and societies, students will be able to:

- Communicate information and ideas using appropriate style for audience and purpose
- Structure information and ideas in a way that is appropriate to the specified format
- Document sources of information using a recognized convention

d) Thinking critically
In order to reach the aims of individuals and societies, students will be able to:
- Discuss concepts, issues, models, visual representation and theories
- Synthesize information to make valid arguments

- Analyze and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations
- Interpret different perspectives and their implications

Progression of Learning Objectives		
Sixth grade In order to reach the aims of individuals and societies, students should be able to:	Seventh grade In order to reach the aims of individuals and societies, students should be able to:	Eighth grade In order to reach the aims of individuals and societies, students should be able to:
Objective A: Knowing and Understanding		
1. Use terminology in context 2. Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples	1. Use varied terminology in context. 2. Demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples	1. Use a wide variety of terminology in context. 2. Demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.
Objective B: Investigating		
1. Explain the choice of a research question 2. Follow an action plan to explore a research question 3. Collect and record relevant information	1. Formulate/choose a clear and focused research question, explaining its relevance 2. Formulate and follow an action plan to investigate a research question 3. Collect and record relevant information consistent with the research question	1. Formulate/choose a clear and focused research question, explaining its relevance 2. Formulate and follow an action plan to investigate a research question 3. Use methods to collect and record relevant information

consistent with the research question 4. Reflect on the research process and results	4. Reflect on the research process and results	4. Evaluate the research process and results, with guidance

Objective C: Communication		
1. Communicate information and ideas with clarity 2. Organize information and ideas effectively for the task 3. Collect and record relevant information consistent with the research question	1. Communicate information and ideas in a way that is appropriate for the audience and purpose 2. Structure information and ideas according to the task instructions 3. List sources of information in a way that follows the task instructions	1. Communicate information and ideas effectively using an appropriate style for the audience and purpose 2. Structure information and ideas in a way that is appropriate to the specified format 3. Document sources of information using a recognized convention

Objective D: Thinking Critically		
1. Identify the main points of ideas, events, visual representation or arguments 2. Use information to give an opinion 3, Identify and analyze a range of sources/data in terms of origin and purpose	1. Analyze concepts, issues, models, visual representation and/or theories 2. Summarize information to make valid, well-supported arguments 3. Analyze a range of sources/ data in terms of origin and	1. Analyze concepts, issues, models, visual representation and/or theories 2. Synthesize information to make valid, well-supported arguments 3. Analyze and evaluate a wide range of sources/ data

	purpose, recognizing values and limitations	in terms of origin and purpose, examining values and limitations
4. Identify different views and their implications	4. Recognize different perspectives and explain their implications	4. Recognize different perspectives and explain their implications

Grade	Abstract	Content
Sixth grade	Throughout this year the students of sixth grade will have an interesting introduction to the study of history. We start by exploring some important philosophical questions: Who are we? Why are we here? Do we have any responsibility for our planet? What is history and why is it important to study it? Later, after having developed a sound foundation, students will inquire about the humanization and periodicity of history in order to study prehistory completely. How did the first humans adapt in order to survive? What technology did they create? How were the first societies structured and was work divided amongst its members? How were they able to move from a nomadic life to a sedentary one? Did they have religion? In addition, students will inquire about	● Important questions: Who are we? Where did we come from? Why are we here? Looked at through a historical, scientific, philosophical and personal perspective. ● What is history and what is it useful for? Reflection on the etymology of the word history and its different uses (universal history, world history, history of a country, town, family, person). ● History as a social structure, a cultural product, a social science. ● The process of humanization. Discussion on evolution, natural selection, creationism, race, glaciation and extinction. ● The division of history into eras: prehistory, age of antiquity, Middle Ages, modern age, contemporary age. Euro centrism.

	cartography and how it enabled humans to understand their physical location in order to put history in a timeline. Lastly, we will study ancient civilizations, the importance of climate and geography in development, the discovery and development of agriculture as well as its success and continuance, our past mystic beliefs and how they have shaped humanity and contributed to culture.	● The first inhabitants, the Paleolithic, Mesolithic and Neolithic, Iron age. The interaction between their environment and each other. The development of the first tools. Animalism. From nomads to sedentary people. The first forms of social organization. The distribution of work. The first cities. ● Definitions of civilization and culture. ● The first civilizations: Mesopotamia, Egypt, China, India, Mesoamerica and the first large civilizations of the Andes. Geographic aspects, magic-religion, art, architecture, social organization and distribution of work.

Grade	Abstract	Content
Seventh grade	Throughout this year, the students of seventh grade with explore the contributions of the Greco-Latin and western culture. Later, the students will take a voyage through the thousand years of the Middle Ages where they will inquire about the feudal system, the three main world religions and the development of the Spanish language. They will then pause in the fifteenth century to find out about humanism, the Renaissance and the	● Greece and Rome. Contributions to artistic, literary, philosophical, political, and economic contributions to western culture as well as daily life. We will look for connections between the student's daily lives and what we are studying. ● The Middle Ages. Ten year of darkness or light? The fall of

	incredible explorations and discoveries of the Spanish and Portuguese explorers.	the Roman Empire. Feudalism. Christianity, Islam and Jewish religions in the Iberic Peninsula. Social structure and economy. ● The development of the Spanish language as a reflection of cultural diversity. ● Inquiry into humanism and the renaissance; philosophy, art, literature, music, technology and daily life during the seventeenth century. An analysis of the conditions that caused the return to many of the cultural contributions of the Greco-Latin era and the exploration that changed the history of the world. ● Geography. History and geography. Cartography and topography. Parts of a map. History. Topographic profile. Contour lines. Three-dimensional maps.

Grade	Abstract	Content
Eighth grade	Throughout this year the students in eighth grade will explore the	● Spanish colonization of the new world. How cultures interacted,

	seventeenth century which we can refer to as the century of conquest in the new world. We will study the diverse processes of colonization and independence as well as how this affects us today. We will look at important scientific advances during this century, also known as the century of physics because of people like Galileo, Descartes and Newton, among others. Lastly we will look at geography were we will investigate the causes and effects, as well as possible answers, of climate change and look at whether humans really can change the climate.	conditions the colonists imposed, the dichotomy of civilization and brutality, the place of the indigenous people in the colonies. Contributions of the Spanish, what the Spanish took to the old world, the effect of colonization in today's world and the settlers. ● The English colonization in North America. How cultures interacted, conditions the colonists imposed, the dichotomy of civilization and brutality, the place of the indigenous people in the colonies. The slave system. Today's effects of colonization in the United States. ● The century of physics. Galileo, Descartes, Kepler, Newton, Pascal, Boyle, Huygens, Cellarius. ● Political crises (the Thirty Years War), religious crises (The Peace of Westphalia), economic crises (failed harvests) and social crises (demographic decline and social conflict). They will inquire about Baroque art and the golden age in Spain. ● Climate change and global warming, similarities and differences. Looking at whether global warming is being caused

		by human activity and come to a conclusion inquiring about collected data.

Science

Integrated Science, Biology, Chemistry, Environmental Systems and Physics

Science and the scientific method offer a way of learning that contributes to the development of analytical and critical thinking skills. MYP science aims to develop students as scientifically literate inquirers who are able to think critically and creatively to solve problems and make decisions affecting themselves, others and their social and natural environments.

Main objectives:
The course objectives are closely aligned to the four science assessment criteria:

- Knowing and understanding

In order to reach the aims of science, students will be able to

a) Explain scientific knowledge
b) Apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
c) Analyze and evaluate information to make scientifically supported judgments

- Inquiring and designing

In order to reach the aims of science students will be able to

- Explain a problem or question to be tested by a scientific investigation
- Formulate a testable hypothesis and explain it using scientific reasoning
- Explain how to manipulate the variables, and explain how data will be collected
- Design scientific investigations

- Processing and evaluating

In order to reach the aims of science students will be able to

1. Present collected and transform data
2. Interpret data and explain results using scientific reasoning
3. Evaluate the validity of hypotheses based on the outcome of the scientific investigation
4. Evaluate the validity of the method
5. Explain improvements or extensions to the method

- Reflecting on the impact of science

In order to reach the aims of science students will be able to

1. Explain the ways in which science is applied and used to address a specific problem or issue

2. Discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue
3. Apply communication modes effectively
4. Document the work of others and sources of information used

Science Progression of Learning Objectives		
Sixth grade In order to reach the aims of sciences, students should be able to:	**Seventh grade** In order to reach the aims of sciences, students should be able to:	**Eighth grade** In order to reach the aims of sciences, students should be able to:
Objective A: Knowing and understanding		
1. Outline scientific knowledge 2. Apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations 3. Interpret information to make scientifically supported judgments	1. Describe scientific knowledge 2. Apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations 3. Analyze information to make scientifically supported judgments.	1. Describe scientific knowledge 2. Apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations 3. Analyze information to make scientifically supported judgments.
Objective B: Inquiring and designing		

1. Outline an appropriate problem or research question to be tested by a scientific investigation 2. Outline a testable prediction using scientific reasoning 3. Outline how to manipulate the variables, and outline how data will be collected 4. Design scientific investigations	1. Describe a problem or research question to be tested by a scientific investigation 2. Outline a testable hypothesis and explain it using scientific reasoning 3. Describe how to manipulate the variables, and describe how data will be collected 4. Design scientific investigations	1. Describe a problem or research question to be tested by a scientific investigation 2. Outline a testable hypothesis and explain it using scientific reasoning 3. Describe how to manipulate the variables, and describe how data will be collected 4. Design scientific investigations
Objective C: Processing and evaluating		
1. Present collected and transformed data 2. Interpret data and outline results using scientific reasoning 3. Discuss the validity of a prediction based on the outcome of the scientific investigation 4. Discuss the validity of the	1. Present collected and transformed data 2. Interpret data and describe results using scientific reasoning 3. Discuss the validity of a hypothesis based on the outcome of the scientific investigation 4. Discuss the validity of the method	1. Present collected and transformed data 2. Interpret data and describe results using scientific reasoning 3. Discuss the validity of a hypothesis based on the outcome of the scientific investigation 4. Discuss the validity of the method

method 5. Describe improvements or extensions to the method	5. Describe improvements or extensions to the method	5. Describe improvements or extensions to the method

Objective D: Reflecting on the impact of science

1. Summarize the ways in which science is applied and used to address a specific problem or issue	1. Describe the ways in which science is applied and used to address a specific problem or issue	1. Describe the ways in which science is applied and used to address a specific problem or issue
2. Describe and summarize the various implications of the use of science and its application in solving a specific problem or issue	2. Discuss and analyze the various implications of the use of science and its application in solving a specific problem or issue	2. Discuss and analyze the various implications of the use of science and its application in solving a specific problem or issue
3. Apply scientific language effectively	3. Apply scientific language effectively	3. Apply scientific language effectively
4. Document the work of others and sources of information used.	4. Document the work of others and sources of information used.	4. Document the work of others and sources of information used.

Science

Grade	Abstract	Content

6	**Unit 1**	**Unit 1**
	Students will explore the smallest unit of an organism which is the cell. From the cell we look at tissue and the different types of tissue. Finally organs will be explored as well as the theme of organ donors and transplants. Students will learn how to correctly use a microscope and mount a slide	● Recognize that the cell is the smallest component of a living organism ● Recognize that all living organisms carry out common life processes i.e. MRS GREN ● Understand the basic components of cell theory ● Identify the parts of a cell (cell membrane, nucleus, cytoplasm, mitochondria, cell wall, chloroplast, vacuole) ● Understand the differences between animal and plant cells ● Explain the function of the major organelles of plant and animal cells ● Explain growth through cell division ● Explain how tissue, organs and organ systems are related ● Identify the function of the various organs in the human body ● Correctly identify the organs in a diagram or model ● Explain which organs can be transplanted ● Identify the parts of a microscope ● Correctly mount a specimen on a slide and adjust the microscope to view it

	Unit 2 Students start this unit by learning about sexual reproduction and the organisms that reproduce via asexual reproduction. We then move on to sexual reproduction both in plants and animals distinguishing between external and internal fertilization. The function of reproductive organs will be taught as well as how a fetus develops.	**Unit 2** (Earth Science) 1. Look at what the Earth's atmosphere is composed of 2. Understand how the atmosphere regulates the Earth's temperature and what the greenhouse effect is 3. Explain atmospheric pressure and what causes high or low pressure 4. Correlate changes in atmospheric pressure and weather 5. Explain climate and air masses 6. Determine what fronts are and how they form and cause changes in the weather 7. Analyze atmospheric phenomena such as clouds, fog, frost, dew, rain, snow and hail 8. Understand weather instruments 9. The ozone layer and the problems we are causing 10. The hydrosphere 11. Understand and explain the water cycle; evaporation, transpiration, condensation and vaporization 12. Understand how the water cycle influence weather 13. Watersheds and the Earth's water reserves 14. Water use and consumption, pollution
	Unit 3	**Unit 3** (Earth Science)

Students will learn what water is and how the weather cycle works. Weather patterns a phenomenon will be looked at as well as what a watershed is and how we often adversely affect watersheds. Finally we will explore what we use water for and how we can conserve it.	1. Look at what the Earth's atmosphere is composed of 2. Understand how the atmosphere regulates the Earth's temperature and what the greenhouse effect is 3. Explain atmospheric pressure and what causes high or low pressure 4. Correlate changes in atmospheric pressure and weather 5. Explain climate and air masses 6. Determine what fronts are and how they form and cause changes in the weather 7. Analyse atmospheric phenomena such as clouds, fog, frost, dew, rain, snow and hail 8. Understand weather instruments 9. The ozone layer and the problems we are causing 10. The hydrosphere 11. Understand and explain the water cycle; evaporation, transpiration, condensation and vaporization 12. Understand how the water cycle influence weather 13. Watersheds and the Earth's water reserves 14. Water use and consumption, pollution
Unit 4 Students begin to understand how the environment shapes	**Unit 4** (Earth Science) 1. Understand what habitat, environment and physical environmental factors are

	organisms characteristics. We look at the flow of energy in environments. Students begin to see how scientists have developed a system for organizing living organisms into categories.	2. Describe how organisms are adapted to their habitat
		3. Analyze daily and seasonal changes and how organisms have adapted to one or the other
		4. Understand food chains, food webs and where producers and consumers fit in
		5. Learn how ecologist collect and analyze data in the field
		6. Understand genetic and environmental variation
		7. Look at hereditary correlations
		8. Understand why scientists began classifying organisms into groups
		9. Look at the vertebrates and invertebrates and how they are classified
		10. Break the invertebrates down into arthropods, mollusks, echinoderms, cnidarians, sponges, annelids, flatworms and roundworms
		11. Break the arthropods down into crustaceans, arachnids, insects and centipedes and millipedes
	Unit 5 In this unit students get introduced to the basics of chemistry. We look at acidity and alkalinity and what they mean as well as ways of measuring pH. We look at some basic reactions	**Unit 5** (Chemistry)
		1. Understand risk assessment especially when working with chemicals
		2. Looking at universal warning signs when working with dangerous chemicals
		3. Basic introduction to the periodic table of the elements and some

	and how to write out a simple combustion reaction equation.	common acids such as sulphuric acid, nitric acid and hydrochloric acid
		4. Understand what an alkali is and that alkalis can be as dangerous as acids
		5. Looking at acids in food and drink
		6. Learning what pH is and how we measure pH
		7. pH scale and what it means
		8. How to neutralize acids and alkalis
		9. Distinguish between chemical reactions and physical changes
		10. How we can split some chemicals using energy (electrolysis)
		11. How acids react with metals
		12. Reactants and products
		13. Carbon dioxide
		14. Types of chemical reactions
		15. The chemical reactions of complete and incomplete combustion
	Unit 6 Students will be introduced to the three states of matter and the basics of atomic theory. The forces that act upon objects will be explored as well as how we can reduce the effect of some of these forces.	**Unit 6** (Physics) 1. Solids, liquids and gases 2. Volume (cm^3), density and mass 3. Introduction to the atom and particle theory 4. Diffusion through air and liquid 5. Gas pressure and problems in landfills 6. Understand the principles behind a vacuum and Magdeburg hemispheres 7. Forces; friction, water and air resistance

		8. Contact and non-contact forces (gravity, static electricity and magnetism)
		9. The difference between mass and weight and the use of a newton meter
		10. Gravity and the difference in gravity between Earth and the Moon
		11. Friction and how it is both useful and a problem
		12. The use of lubricants to reduce the effect of friction
		13. The relationship between the density of an object and the density of water
		14. Displacement and why some large heavy objects float

Grade	Abstract	Content
7	**Unit 1** Students will learn specific properties of the different states of matter. The atomic theory will be looked at more closely. The International System of Units will be introduced using the metric system. Changes in the states of matter will also be explored.	**Unit 1** (Physics) 1. Understand the extensive and intensive properties of matter 2. Review the structure of an atom and explain that all matter is made up of atoms 3. Differentiate between quantitative and qualitative properties of matter 4. Understand what a unit of measure is and how we use the International System of Units (SI) 5. Interpret the relationship between mass, volume and density

		6. Use various methods to measure mass, volume and density
		7. Distinguish between the four states of matter
		8. Analyze the kinetic theory of particles
		9. Determine how temperature affects the states of matter
		10. Look at various changes in the state of matter, melting, vaporization, condensation, freezing, sublimation and deposition
		11. Study the changes in the state of water
	Unit 2 In this unit students learn in more detail the structure of an atom including the shells and orbits. Students learn how to read the periodic table of the elements. Students look at mixtures and solutions and how to separate mixtures by physical means.	**Unit 2** (Chemistry) 1. Determine whether matter is homogenous or heterogeneous 2. Distinguish between pure substances and mixtures by physical change 3. Understand what solution, solvent and solute are 4. Look at various separation techniques for mixtures; decanting, filtration, magnetic attraction, sifting, precipitation, crystallization and distillation 5. Understand the periodic table of the elements including who developed it and why 6. Explain why the different groups are organized the way they are 7. Look at the atomic number and atomic mass and how they determine reactivity 8. Understand what a pure substance is 9. Determine what melting point, boiling point and density are 10. Look at elements and compounds

		11. Understand how we can break apart some chemical compounds through chemical change
	Unit 3 Students will begin to understand the source of almost all energy on Earth, especially photosynthesis and how it works. How animals use energy will be explored looking at the cellular level. Finally we look at how we as humans impact resources and look at some alternative sources of energy.	**Unit 3** (Biology) 1. Understand that the Sun is the source of almost all forms of energy 2. Look at chloroplasts and chlorophyll 3. Investigate photosynthesis 4. Analyze the energy cycle in plants 5. Use the term autotrophs for organisms that produce their own energy 6. Understand cellular respiration 7. Look at the role of nutrients and fertilizers in plant growth 8. Understand the role or roots 9. Determine the human impact on crop growth and overproduction 10. Explain the equation for photosynthesis 11. Research biofuels and look at the positive and negative impacts of production 12. Explain the equation for respiration
	Unit 4 Students will learn about the forces that shape our planet. We will look at minerals and how they were formed as well as how we use them. Finally we will look at man's impact on the shaping of the Earth.	**Unit 4** (Geology) 1. Study the formation of the planet Earth 2. Analyze the lithosphere 3. Study the crust, mantle and core of the Earth 4. Understand tectonic plates and volcanism as forces that are shaping the Earth 5. Look at different minerals including their chemical compositions and properties 6. Understand the importance of minerals and the objects we need minerals for

		7. Look at the chemical makeup of certain minerals
		8. Analyze how different types of rocks formed and their structure
		9. Determine the difference between sedimentary, metamorphic and igneous rock
		10. Understand what erosion is and the different processes that result in erosion
		11. Look at man's impact on the surface of the Earth and how we have increased some erosion processes
	Unit 5	12. Analyze the different forms of mining and their consequences
	Students will look at the atmosphere and how it keeps our planet at a constant temperature. We'll look at fossil fuels and how they were created and the release of carbon dioxide when we burn them. Students will also look at the distribution of natural resources on our planet and problems we're facing because of overpopulation. Finally we will look at alternative sources of energy.	**Unit 5** (Biology)
		1. The components of the Earth's atmosphere
		2. Look at how the atmosphere regulates temperature
		3. Determine how we are affecting our atmosphere and the potential problems we are creating
		4. Understand what a carbon footprint is
		5. Look at fossil fuels and how they were formed
		6. Use of fossil fuels and their impact on the atmosphere
		7. Alternative sources of energy and their potential to replace fossil fuels
		8. Earth's water resources
		9. Distribution and use of Earth's water resources
		10. Understand what finite resources are and our management of those resources
		11. Discuss Earth's population and problems that we will need to solve

	Unit 6	12. Analyze the unequal distribution of resources
	Students will learn about what ecology is and the way living and nonliving factors influence an ecosystem. Students look at competition and other interactions that affect a population. We will look at biomes and finally how we affect the ecosystem through our actions.	13. Study solid and liquid waste management and how we are negatively impacting our natural resources
		Unit 6 (Biology)
		1. Understand that ecology is the study of how living things interact with each other
		2. Identify biotic and abiotic factors in Earth's ecosystems
		3. Look at Earth's major biomes
		4. Analyze biodiversity and its importance
		5. Look at relationships between species
		6. Understand competition for resources and what a limiting factor is
		7. Link diversity within a species and transmission of traits through genetics
		8. Determine what the flow of energy is in a community
		9. Look at energy efficiency and loss within a system
		10. Look at resource depletion, pollution and extinction
		11. Look at how meat production impacts our natural resources
		12. Understand what an ecological footprint is

Grade	Abstract	Content
8	**Unit 1**	**Unit 1** (Biology)

	Students will learn what traits are and which are inherited. The structure of the chromosome and DNA will be looked at. Punnett squares will be explored as well as what dominant and recessive genes are.	1. Recognize traits 2. Analyze genotypes, DNA as a double helix 3. Understand nucleotides, deoxyribose, phosphate backbone 4. Look at chromosomes and genes 5. Phenotypes, external influences (sunlight, water, vitamins, minerals, food) and internal influences (hormones) 6. Heredity 7. Dominant and recessive traits, alleles - homozygous and heterozygous 8. Mendel's three principles of heredity 9. Punnett Squares, ratios and probabilities, genotype and phenotype 10. Monohybrid and dihybrid crosses
	Unit 2 Theories on the formation of Earth will be looked at as well as how oxygen began forming. Students will learn the different components and layers of our atmosphere and how it protects us from the Sun's radiation. Darwin's theory of evolution will be explored as well as evidence for his theory based on genetic research.	**Unit 2** (Biology) 1. Overview of Earth's history 2. Look at theories of how Earth developed an atmosphere conducive to life 3. Use of fossil record to analyze living organisms at different times in the Earth's history using a geologic timescale 4. Changes in Earth's environment through its history 5. Understand the theory that mammals began in the water 6. Analyze extinction theories 7. Review of how genetics plays a role in evolution especially through mutations 8. The idea of variation in a population and how certain traits can be beneficial 9. The concept of survival of the fittest

		10. Determine how Darwin came to deduce natural selection through his study of finches
		11. Study the evolution of humans and the various theories which exist
		12. Analyze whether we are altering natural selection
		13. Look at man's impact on evolution of certain organisms such as bacteria
		14. Evolution and religion
	Unit 3 Students will learn the early theories on the universe and see how they've changed as we learn more. We will look at the components of our universe and what these are made up of. Distance in space will be explored as well ways to measure such large distances. Finally we will look at the effect of gravity and how our season are influenced by the Earth's tilt and orbit around the Sun.	**Unit 3** (Physics) 1. Look at the geocentric and heliocentric theories of the universe 2. Understand the concept of distance using astronomical units and light years 3. Analyze the composition of our universe, galaxies, nebulae, stars and star clusters 4. Study the Milky Way galaxy and Earth's place in the solar system 5. Look at the Sun and planets of our solar system, size, distance, composition, gravity and atmosphere 6. Understand the definition of a planet and dwarf planet 7. Understand rotation and revolution 8. Look at seasons, solstices and equinoxes 9. Analyze different types of eclipses 10. Look at the origin of the Moon, its phases and how its gravity affects Earth 11. Analyze tides and what causes them 12. Discuss the benefits of space exploration
	Unit 4 Students will review some concepts about chemistry learned in	**Unit 4** (Chemistry)

	previous years. pH will be looked at closer as well as what happens chemically when acids and bases neutralize each other. Students will look at how temperature and concentration affect chemical reactions in greater detail.	1. Look at a reactivity of elements 2. Look at different types of chemical reactions 3. Review solute, solvent, solubility, concentration and saturation 4. Describe and give examples of gaseous, liquid, solid and aqueous solutions 5. Understand the properties of acids and bases 6. Define pH as a measure of the degree of acidity or alkalinity 7. Analyze the neutralization of acids and bases 8. Look at how temperature and concentration can affect the rate of chemical reactions in solution 9. Study some chemical processes we are causing through pollution 10. Research acid rain and what causes it as well as its environmental impacts 11. Man made chemical environmental disasters
	Unit 5 Students will look at the difference spectrums of light and understand it is made up of waves. The human eye will be analyzed as it receives light waves and interprets them. Other types of waves will also be explored.	**Unit 5** (Physics) 1. Trace the path of light 2. Look at light absorption, reflection and refraction 3. Investigate Snell's law 4. Look at focal point and focal length 5. Study the human eye and how it works 6. Compare how the human eye works to a camera 7. Look at several vision problems 8. Describe the visual spectrum 9. Look at different waves: radio, micro, infrared, UV, X-ray and Gamma 10. State the primary colors 11. Understand how we use waves in science

	Unit 6 Students look at electricity as the flow of electrons and learn about circuits. We look at how electricity is produced and which materials are conductors and which are not. Finally students look at how we can reduce the amount of electricity we use and research alternative forms of producing electricity.	**Unit 6** (Physics) 1. Understand that electricity is the flow of electrons 2. Research how we change various forms of energy into electricity 3. Look at the difference between static and current electricity 4. Look at how electricity is transformed into other forms 5. Describe the function of a simple circuit 6. Understand the relationship between volts, watts and amps 7. Look at resistors and fuses 8. Understand the differences between series and parallel circuits 9. The use of voltmeters and ammeters 10. Define electrical power and energy 11. Understand what a ground is for and why it is important 12. Look at electricity production and how much we use on a daily basis 13. Research ways to reduce energy consumption

Mathematics

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 students to use math in life in general.

Main Objectives

In MYP mathematics, the four main objectives support the IB Learner Profile, promoting the development of students who are knowledgeable, inquirers, communicators and reflective learners.

a) Knowing and understanding

In order to reach the aims of mathematics, students will be able to
- Select appropriate mathematics when solving problems
- Apply the selected mathematics successfully when solving problems
- Solve problems correctly in both familiar and unfamiliar situations in a variety of contexts

b) Investigating patterns

In order to reach the aims of mathematics students will be able to
- Select and apply mathematical problem-solving strategies to discover complex patterns
- Describe patterns as general rules consistent with findings
- Prove, or verify and justify, general rules

c) Communicating

In order to reach the aims of mathematics, students will be able to
- Use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- Use appropriate forms of mathematical representation to present information
- Move between different forms of mathematical representation
- Communicate complete, coherent and concise mathematical lines of reasoning
- Organize information using a logical structure

d) Applying mathematics in real-life contexts

In order to reach the aims of mathematics, students will be able to
- Identify relevant elements of authentic real-life situations
- Select appropriate mathematical strategies when solving authentic real-life situations
- Apply the selected mathematical strategies successfully to reach a solution

- Justify the degree of accuracy of a solution
- Justify whether a solution makes sense in the context of the authentic real-life situation

Skills

Students will develop the following skills over their period of study in mathematics:

- Knowledge –acquisition skills: An understanding of mathematical concepts and ideas, as defined in the framework
- Problem-solving skills: Mathematical strategies to solve problems in familiar and unfamiliar situations, in both mathematical and real-life situations.
- Communication skills: Oral and written skills using mathematical language, symbols and notation, and a range of forms of representation (for example drawings, diagrams, graphs, tables)
- Thinking skills: Coherent logical and abstract thinking, inductive and deductive reasoning, justification and proof, estimation and accuracy
- Information-literacy skills: The ability to use the library and other media to access information, selecting and judging information critically, knowing how to acknowledge references and how to avoid plagiarism
- Information and communication technology skills: Confident use of computer applications and calculators when analyzing problems, expressing a clear line of mathematical reasoning by use of technology
- Collaborative skills: The ability to work as a team member, listening and interacting with others, respecting and considering different points of view
- Reflection skills: Evaluation of one's own work and performance, identifying personal strengths and areas of opportunity to improve learning

Knowledge

MYP mathematics provide a framework of concepts and skills organized into the following branches of mathematics:

- Number
- Algebra
- Geometry and trigonometry
- Statistics and probability
- Discrete mathematics

Grade	Abstract	Content
Sixth grade	Problem Solving	Introduction to problem solving techniques
	Using Fractions	Addition, subtraction, multiplication, and division
	Area of Polygons, Formulas, and Equations	Generalization, area formulas for rectangles, parallelograms, triangles, trapezoids, and circles
	Prisms, Pyramids, and the Pythagorean Theorem	Three dimensional space and volume, formulas for volume and surface area of prisms and pyramids, derivation and use of the Pythagorean Theorem, radicals
	Ratios and Proportions	Modeling, proportions as equations, determining whether a situation can be modeled with a proportion

Grade	Abstract	Content
Seventh grade	Set Theory	Euler circles and Venn diagrams, set builder notation, infinite sets

	Probability	Compound events, experimental vs. theoretical probability, review of fraction operations
	Working with Integers	Modeling integers with number lines and with tiles, operations over integers, "banning subtraction"
	Transformational Geometry and Congruency	Congruency, translation, rotation, reflection, regular polygons and their angle measures, tessellation
	Similarity	Similarity, scale factor, different effects of scaling on length, area, and volume
	Graphing Lines	Graphing on the coordinate plane, slope, intercepts, linear equations
	Solving Linear Equations	Inverses, solutions, equivalent equations

Grade	Abstract	Content

Eighth grade	Modeling Situations with Equations	Variable expressions, equations, tables, and graphs
	Working with Linear Functions	Review of slope and intercept, other forms of linear equations, systems of linear equations
	Working with Exponential Functions	Rules of exponents, negative exponents, transformations of graphs
	Working with Polynomials	Generalizing operations over polynomials, classification and nomenclature
	Graphing and Solving Quadratics	Solving quadratics by factoring, completing the square, and the quadratic formula, graphing quadratics using roots, y-intercept, line of symmetry, and quadratic growth patterns
	Preview Trigonometry, Writing Proofs, and other advanced topics	Trigonometric ratios, algebraic proofs, selected topics from abstract algebra, graph theory, and topology.

Design

MYP Design covers two areas, digital design and product design. In each grade students complete two full design projects, with some shorter focused tasks.

Main objectives

The course objectives are aligned to the four design assessment criteria:

a) Inquiring and analyzing

In order to reach the aims of design students will be able to

- Explain and justify the need for a solution to a problem for a specified target audience
- Identify and prioritize the primary and secondary research needed to develop a solution to the problem
- Analyze a range of existing products that inspire a solution to the problem
- Develop a detailed design brief which summarizes the analysis of relevant research

b) Developing ideas

In order to reach the aims of design, students will be able to

- Develop a design specification which clearly states the success criteria for the design of a solution
- Develop a range of feasible design idea which can be correctly interpreted by others
- Present the final chosen design and justify its selection
- Develop accurate and detailed planning, drawing/diagrams and outline the requirements for the creation of the chosen solution

c) Creating the solution

In order to reach the aims of design, students will be able to

- Construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- Demonstrate excellent technical skills when making the solution
- Follow the plan to create the solution, which functions as intended
- Fully justify changes made to the chosen design and plan when making the solution
- Present the solution as a whole, either in electronic form, or through photographs of the solution from different angles, showing details

d) Evaluating

In order to reach the aims of design, students will be able to
- Design detailed and relevant testing methods, which generate data, to measure the success of the solution
- Critically evaluate the success of the solution against the design specifications
- Explain how the solution could be improved
- Explain the impact of the solution on the target audience

Design Progression of Learning Objectives		
Six In order to reach the aims of design, students should be able to:	**Seven** In order to reach the aims of design, students should be able to:	**Eight** In order to reach the aims of design, students should be able to:
Objective A: Inquiring and analyzing		
i. explain and justify the need for a solution to a problem ii. state and prioritize the main points of research needed to develop a solution to the problem iii. describe the main features of an existing product that inspires a solution to the problem iv. present the main findings of relevant research.	i. explain and justify the need for a solution to a problem ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem iii. analyses a group of similar products that inspire a solution to the problem iv. develop a design brief, which presents the analysis of relevant research.	i. explain and justify the need for a solution to a problem ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem iii. analyze a group of similar products that inspire a solution to the problem iv. develop a design brief, which presents the analysis of relevant research.

Objective B: Developing ideas		
i. develop a list of success criteria for the solution ii. present feasible design ideas, which can be correctly interpreted by others iii. present the chosen design iv. create a planning drawing/diagram, which outlines the main details for making the chosen solution.	i. develop a design specification, which outlines the success criteria for the design of a solution based on the data collected ii. present a range of feasible design ideas, which can be correctly interpreted by others iii. present the chosen design and outline the reasons for its selection iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.	i. develop a design specification, which outlines the success criteria for the design of a solution based on the data collected ii. present a range of feasible design ideas, which can be correctly interpreted by others iii. present the chosen design and outline the reasons for its selection iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.
Objective C: Creating the solution		
i. outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions	i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions	i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions

as intended iv. list the changes made to the chosen design and plan when making the solution v. present the solution as a whole.	as intended iv. explain changes made to the chosen design and plan when making the solution v. present the solution as a whole.	as intended iv. explain changes made to the chosen design and plan when making the solution v. present the solution as a whole.
Objective D: Evaluating		
i. outline simple, relevant testing methods, which generate data, to measure the success of the solution ii. outline the success of the solution against the design specification iii. outline how the solution could be improved iv. outline the impact of the solution on the client/target audience.	i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution ii. explain the success of the solution against the design specification iii. describe how the solution could be improved iv. describe the impact of the solution on the client/target audience.	i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution ii. explain the success of the solution against the design specification iii. describe how the solution could be improved iv. describe the impact of the solution on the client/target audience.

Grado	Resumen	Contenido
Sexto	A lo largo de este año, los estudiantes de sexto grado van a tener una interesante introducción al diseño. Como en los años siguientes, se llevarán cuatro unidades de diseño a lo largo de este año. La primera surgirá de una indagación en ciencia sobre biomas. Una vez que hayas adquirido el conocimiento suficiente sobre este tema tendrás que diseñar un bioma a escala. Luego, desde el conocimiento obtenido en lengua y literatura podrás diseñar una guía de lecturas digital. Así mismo, transferirás tu conocimiento matemático para diseñar una cafetería escolar que siga con los requerimientos del cliente y de la ciudad. Por último, deberás diseñar una maqueta educativa que recree cómo vivió un grupo homínido durante la prehistoria. "Los cursos de Diseño del PAI plantean a todos los alumnos el desafío de resolver problemas relacionados con el diseño mediante la aplicación de habilidades prácticas y creativas, los alientan a explorar la función del diseño en el pasado y en la actualidad, y contribuyen a que los alumnos tomen conciencia de sus responsabilidades a la hora de actuar y tomar decisiones sobre cuestiones de diseño." (Guía de diseño, 2014-15)	● Biomas ● Escala ● Maqueta ● Planificación de una maqueta. ● Materiales y técnicas para construir una maqueta. ● Prehistoria, paleolítico, mesolítico y neolítico ● Homínidos ● Nómades y sedentarios ● Tecnología de la prehistoria ● Guías de lectura ● Novelas (*La Línea* and *Before We Were Free*) ● Elementos de la novela ● Leer para comprender ● Leer críticamente ● Diseño web ● Arquitectura ● Planos ● Aplicación de diseño Sketchup ● Aplicacion de topografia Google Earth ● Uso de impresora 3D, Makerbot Replicator

Grado	Resumen	Contenido

| Séptimo | A lo largo de este año, los estudiantes de séptimo grado van a tener diferentes oportunidades para desarrollar sus habilidades de diseño. Se llevarán cuatro unidades a lo largo de este año. La primera surgirá de una indagación sobre geografía y topografía. Una vez que hayas comprendido bien que es un perfil topográfico, un mapa de curvas de nivel y la escala cromática, tendrás que diseñar una isla, creada por ti, que muestre en una versión final en tres dimensiones todo lo aprendido. Luego, desde el conocimiento obtenido en Ciencias sobre energía limpia y sostenible, deberás diseñar un horno solar. Así mismo, transferirás tus lecturas y discusiones literarias para diseñar una interpretación tridimensional de utopía. Por último, transferirás tu conocimiento matemático para diseñar un producto tridimensional en tres tamaños usando técnicas de dilatación.

"Los cursos de Diseño del PAI plantean a todos los alumnos el desafío de resolver problemas relacionados con el diseño mediante la aplicación de habilidades prácticas y creativas, los alientan a explorar la función del diseño en el pasado y en la actualidad, y contribuyen a que los alumnos tomen conciencia de sus responsabilidades a la hora de actuar y tomar decisiones sobre cuestiones de diseño." (Guía de diseño, 2014-15) | Geografía Topografía Portulanos Historias de los mapas Perfil topográfico Curvas de nivel Escala cromática Mapas de ficción Impresión en 3d Energía solar Maquetas Utopía Estructuras de la sociedad Pensamientos sobre "la naturaleza humana" Evaluación Innovaciones en ciencia Dilatación Aplicación Google Earth Aplicación Sketchup Aplicacion Final Cut Pro Equipo de video producción: cámara, micrófonos, efectos especiales |

Grado	Resumen	Contenido
Octavo	A lo largo de este año, los estudiantes de séptimo grado van a tener diferentes oportunidades para desarrollar sus habilidades de diseño. Se llevarán cuatro unidades a lo largo de este año. La primera surgirá de una indagación sobre la edad media europea. Cada estudiantes escribirá un artículo sobre un tema elegido libremente pero relacionado con la edad media. Luego con el material creado, deberán diseñar una revista digital. Luego, desde el conocimiento obtenido en Ciencias sobre energía limpia y sostenible, deberás diseñar, a partir de una bicicleta, un generador eléctrico con materiales reusados. Desde discusiones y lecturas en la clase de Lengua y Literatura surgirá la necesidad de diseñar un vídeo sobre estereotipos de raza dirigido a jóvenes. Por último, transferirás tu conocimiento matemático para diseñar un modelo matemático para un objeto que rebota o un objeto en caída libre. "Los cursos de Diseño del PAI plantean a todos los alumnos el desafío de resolver problemas relacionados con el diseño mediante la aplicación de habilidades prácticas y creativas, los alientan a explorar la función del diseño en el pasado y en la actualidad, y contribuyen a que los alumnos tomen conciencia de sus responsabilidades a la hora de actuar y tomar decisiones sobre cuestiones de diseño." (Guía de diseño, 2014-15)	- La Edad Media, tecnología, división social, feudalismo, estructura social, religión, arte, arquitectura, vida diaria. - Edición de textos - Diseño web - Energía limpia - Reciclaje - Estereotipos de raza - Narrativa dominante y contra-narrativa - Teoría cinematográfica - Evaluación - Vídeo - Edición - Musicalización - Entrevistas - Modelo matemático - Caída libre - Aplicacion Final Cut Pro - Equipo de video producción: cámara, micrófonos, efectos especiales - Scratch - programa de programación

Physical and Health Education

MYP Physical and Health Education program offers students a balanced curriculum with opportunities to become skilled by experimenting with sports of cultures around the world.

The social aspect of collective sports activities allows students to develop autonomy and responsibility. Individual sport activities offer students opportunities to strive for their personal best through understanding their own limits. Partnered sports activities help students to manage their emotions with respect to their physical effort that must be adapted to the environment and sports material.

Student learning experiences in the Physical and Health program are diverse and comprehensive, allowing students to attain knowledge and experience within a maximum of situations. The Physical and Health curriculum aims to guide students with their development of self- and group confidence as well as emotional and physical competency, which are ATL skills that will serve students with fitness management and life-long learning across the curriculum.

The assessment of criterion A is often a project, using students' written skills

Main Objectives

The course objectives are assessed through four criteria:

a) Knowing and understanding

In order to reach the aims of physical and health education, students will be able to

- Explain physical health education factual, procedural and conceptual understanding
- Apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations
- Apply physical and health terminology effectively to communicate understanding

b) Planning for performance

In order to reach the aims of physical and health education, students will be able to

- Design, explain and justify plans to improve physical performance and tasks
- Analyze and evaluate the effectiveness of a plan based on the outcome

c) Applying for performance

In order to reach the aims of physical and health education, students will be able to

- Demonstrate and apply a range of skills and techniques effectively
- Demonstrate and apply strategies to enhance performance
- Analyze and evaluate performance

Skills and knowledge

Physical and Health education class encourages students to develop different skills: analyzing new concepts, observing, communicating, evaluating, experimenting, inquiring, recording, synthesizing, using space, time and energy, team working, performing, planning and creating, respect, and taking initiative.

Educación física y de la salud Progresión de los objetivos de aprendizaje		
Sexto In order to reach the aims of Physical Education and Health students should be able to:	**Séptimo** In order to reach the aims of Physical Education and Health students should be able to:	**Octavo** In order to reach the aims of Physical Education and Health students should be able to:
Objective A: Conocimiento y comprensión		
i- Esbozar conocimientos fácticos, procedimentales y conceptuales de Educación Física y para la Salud. ii- Identificar conocimientos de Educación Física y para la Salud para describir cuestiones y resolver problemas en situaciones tanto conocidas como desconocidas.	i. Describir conocimientos fácticos, procedimentales y conceptuales de Educación Física y para la Salud ii. Aplicar conocimientos de Educación Física y para la Salud para explicar cuestiones y resolver problemas en situaciones tanto conocidas como desconocidas iii. Aplicar terminología relacionada con la actividad física y la salud eficazmente	i. Describir conocimientos fácticos, procedimentales y conceptuales de Educación Física y para la Salud ii. Aplicar conocimientos de Educación Física y para la Salud para explicar cuestiones y resolver problemas en situaciones tanto conocidas como desconocidas iii. Aplicar terminología relacionada con la actividad

iii- Aplicar terminología relacionada con la actividad física y la salud para transmitir su comprensión.	para transmitir su comprensión	física y la salud eficazmente para transmitir su comprensión
Objective B: Planificaciøn del rendimiento		
i. Elaborar y esbozar un plan para mejorar la salud o la actividad física ii. Describir la eficacia de un plan en función del resultado	i. Diseñar y explicar un plan para mejorar el rendimiento físico y la salud ii. Explicar la eficacia de un plan en función del resultado.	i. Diseñar y explicar un plan para mejorar el rendimiento físico y la salud. ii. Explicar la eficacia de un plan en función del resultado
Objective C: Aplicación y ejecución		
i. Evocar y aplicar una variedad de habilidades y técnicas eficazmente ii. Evocar y aplicar una variedad de estrategias y conceptos de movimiento iii. Evocar y aplicar información para ejecutar acciones eficazmente	i. Demostrar y aplicar una variedad de habilidades y técnicas. ii. Demostrar y aplicar una variedad de estrategias y conceptos de movimiento. iii. Esbozar y aplicar información para ejecutar acciones eficazmente.	i. Demostrar y aplicar una variedad de habilidades y técnicas. ii. Demostrar y aplicar una variedad de estrategias y conceptos de movimiento. iii. Esbozar y aplicar información para ejecutar acciones eficazmente.
Objective D: Reflexión y mejora de rendimiento		
i. Identificar y demostrar estrategias para mejorar las habilidades interpersonales ii. Identificar metas y aplicar estrategias para mejorar el rendimiento	i. Describir y demostrar estrategias para mejorar las habilidades interpersonales. ii. Esbozar metas y aplicar estrategias para mejorar el rendimiento.	i. Describir y demostrar estrategias para mejorar las habilidades interpersonales ii. Esbozar metas y aplicar estrategias para mejorar el rendimiento

iii. Describir y resumir el rendimiento.	iii. Explicar y evaluar el rendimiento.	iii. Explicar y evaluar el rendimiento.

Grado	Resumen	Contenido
6	Los estudiantes desarrollaran las siguientes Unidades: 1- Unidad de Gimnasia. 2- Unidad deportes y juegos con raquetas. 3- Unidad Voleibol 1. 4- Unidad Alimentación sana y trastornos alimenticios.	1- Exploración y desarrollo de las figuras básicas de la gimnasia de piso. 2- Exploración de juegos tradicionales con raquetas y creacion, diseno y ejecucion de un juego con raquetas. 3- Desarrollo de las habilidades básicas de juego pase de dedos, pase de antebrazos y saque bajo. 4- Desarrollo de un plan de sana alimentación, comprensión de cómo los trastornos alimenticios de obesidad y anorexia influyen en la salud física y mental de una persona.

Grade	Abstract	Content
7	Los estudiantes desarrollaran las siguientes Unidades: 1- Voleibol 2. 2- Unidad Atletismo. 3- Unidad Balonmano. 4- Unidad Adicciones y salud.	1- Desarrollo de habilidades de saque alto, remate y táctica básica de ataque - defensa. 2- Desarrollaremos habilidades para la ejecución de los

		lanzamientos de bala, disco y jabalina. Salto alto y largo. Y algunas pruebas de resistencia.
		3- Desarrollaremos las habilidades básicas de juego de este deporte. lanzamientos y técnica del portero.
		4- Trataremos el tema de algunas adicciones y cómo estas influyen en la salud mental y física de una persona.

Grade	Abstract	Content
8	Los estudiantes desarrollaran las siguientes Unidades: 1- Entrenamiento Deportivo. 2- Unidad Administración Deportiva. 3- Unidad Speedbadmigton, Tenis de mesa. 4- Unidad Lesiones Deportivas.	1- Conocerán las bases fundamentales del entrenamiento deportivo y tendrán la experiencia de ser entrenadores de un deporte escogido por ellos. 2- Conocerán las bases de la administración deportiva y tendrán la oportunidad de crear un club funcional deportivo en EBI. 3- Desarrollaremos habilidades de juego para practicar estos dos deportes. Golpes, saques y reglas. 4- Trataremos las lesiones deportivas más comunes, su tratamiento, recuperación y prevención.

Arts

Visual Arts, Music, Drama

The arts are a universal form of human expression and unique way of knowing that engage in affective, imaginative and productive activity. Learning through the arts helps us to explore, shape and communicate our sense of identity and understanding of the world, while providing opportunities to develop self-confidence, resilience and adaptability. The MYP arts value the process of creating artwork as much as the finished project.

Main objectives

The art objectives interrelate with each other and form the basis of the student's experience in the arts. Personal engagement surrounds the student at the center and connects directly with each of the other objectives. The course objectives are closely aligned to the four arts criteria:

a) *Knowing and understanding*

In order to reach the aims of arts, students should be able to

- Demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject specific terminology
- Demonstrate an understanding of the role of the art form in original and displaced contexts
- Use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

b) *Developing skills*

In order to reach the aims of arts, students should be able to

- Demonstrate the acquisition and development of the skills and techniques of the art form studied
- Demonstrate the application of skills and techniques to create, perform and/or present art

c) *Thinking creatively*

In order to reach the aims of arts, students should be able to

- Develop a feasible, clear, imaginative and coherent artistic intention
- Demonstrate a range and depth of creative-thinking behaviors
- Demonstrate the exploration of ideas to shape artistic intention through to a point of realization

d) Responding

In order to reach the aims of arts, students should be able to

- Construct meaning and transfer learning to new settings
- Create an artistic response which intends to reflect or impact the world around them
- Critique the artwork of self and others

Skills

Through a study of the three core art disciplines of Music, Visual Arts and Drama, students should be able to:

- Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts
- Demonstrate knowledge and understanding of the elements of the art studied including specialized language, concepts and processes
- Communicate a critical understanding of the art form studied in the context of their own artwork
- Develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions
- Apply skills, techniques and processes to create, perform and/or present art
- Reflect critically on their own artistic development and processes at different stages of their work
- Evaluate their work
- Use feedback to inform their own artistic development and process
- Show commitment in using their own artistic processes
- Demonstrate curiosity, self-motivation, initiative and willingness to take informed risks
- Support, encourage and work with their peers in a positive way
- Be receptive to art practices and artworks from various cultures, including their own.

Visual Arts

Progresión de objetivos de aprendizaje		
6º Para lograr los objetivos generales de Artes Visuales, los estudiantes deben ser capaces de:	**7º** Para lograr los objetivos generales de Artes Visuales, los estudiantes deben ser capaces de:	**8º** Para lograr los objetivos generales de Artes Visuales, los estudiantes deben ser capaces de:
Objetivo A: Conocimiento y comprensión.		
i. Demostrar conciencia de la forma artística estudiada, lo que incluye el uso de vocabulario apropiado. ii. Demostrar conciencia de la relación entre la forma artística y su contexto. iii. Demostrar conciencia de las conexiones entre los conocimientos adquiridos y el trabajo artístico creado.	i. Demostrar conocimientos de la forma artística estudiada, lo que incluye sus conceptos, sus procesos y el uso de vocabulario apropiado. ii. Demostrar conocimiento de la función de la forma artística en contextos originales o diferentes de su producción original. iii. Usar los conocimientos adquiridos para tomar decisiones artísticas con un fin determinado durante el proceso de creación de un trabajo artístico.	i. Demostrar conocimientos de la forma artística estudiada, lo que incluye sus conceptos, sus procesos y el uso de vocabulario apropiado. ii. Demostrar comprensión de la función de la forma artística en contextos originales o diferentes de su producción original. iii. Demostrar el uso de los conocimientos adquiridos para tomar decisiones artísticas con un fin determinado durante el proceso de creación de un trabajo artístico.

Objetivo B: Desarrollo de habilidades		
i. Demostrar la adquisición y el desarrollo de las habilidades y técnicas de la forma artística estudiada. ii. Demostrar la aplicación de habilidades y técnicas para crear, interpretar y/o presentar arte.	i. Demostrar la adquisición y el desarrollo de las habilidades y técnicas de la forma artística estudiada. ii. Demostrar la aplicación de habilidades y técnicas para crear, interpretar y/o presentar arte.	i. Demostrar la adquisición y el desarrollo de las habilidades y técnicas de la forma artística estudiada. ii. Demostrar la aplicación de habilidades y técnicas para crear, interpretar y/o presentar arte.
Objetivo C: Pensamiento creativo.		
i. Identificar una intención artística. ii. Identificar alternativas y perspectivas. iii. Demostrar la exploración de ideas.	i. Esbozar una intención artística clara y viable. ii. Esbozar alternativas, perspectivas y soluciones imaginativas. iii. Demostrar la exploración de ideas durante el proceso de desarrollo hasta alcanzar un punto de materialización.	i. Desarrollar una intención artística viable, clara, imaginativa y coherente. ii. Demostrar una variedad y amplitud de comportamientos que reflejen pensamiento creativo. iii. Demostrar la exploración de ideas para dar forma a su intención artística hasta alcanzar un punto de materialización.
Objetivo D: Respuesta		
i. Identificar conexiones entre formas artísticas, el arte y el contexto, o el arte y los conocimientos previos.	i. Esbozar conexiones y transferir el aprendizaje a situaciones nuevas ii. Crear una respuesta	i. Construir significado y transferir el aprendizaje a situaciones nuevas. ii. Crear una respuesta

ii. Reconocer que el mundo es una fuente de inspiración o influencia para el arte. iii. Evaluar ciertos elementos o principios del trabajo artístico.	artística inspirada en el mundo que los rodea. iii. Evaluar el trabajo artístico propio y el de los demás.	artística con la que quieren reflejar el mundo que los rodea, o influir en este. iii. Criticar el trabajo propio y el de los demás.

Grado	Resumen	Contenido
6	Los estudiantes durante este ciclo revisarán los elementos básicos del lenguaje plástico visual y sus operaciones compositivas. También se analizarán los distintos géneros del dibujo y la pintura. Se focalizará en representaciones bidimensionales y tridimensionales. Se hará hincapié en la expresión personal y en el análisis de obras de arte de manera de fomentar la comunicación a través del arte y la apreciación artística.	**Unidad 1: "Más allá de los retratos".** Explorando el rol dinámico de los retratos en el arte moderno y contemporáneo. 1- Se analizarán retratos tradicionales.. 2-Realizarán un autorretrato con espejp con la mayor cantidad de detalles posible. 3- Eligirán la foto de ellos que mas les guste y explicarán porque les gusta. Completaran una guía de preguntas sobre identidad. Armarán un mapa collage sobre ellos mismos. 4- Visitaremos la muestra "Portraits and other likeness "at the MOAD. Donde se analizarán retratos modernos y contemporáneos. 5- Realizaran un autorretrato contemporáneo con la técnica que elijan y/o realizarán un retrato de un compañero. 6- Lo presentarán antes sus compañeros a modo de exhibición. 7- Idearán una obra que los represente a todos como grupo. Retrato grupal.

		Unidad 2: "El Volumen". De la tridimensión a la bidimension y viceversa. Una escultura para San Pablo. 1-Se debatirá sobre lo que saben de volumen tridimensional y de su representación en la bidimensión. Perspectiva. 2- Harán escala de grises con diferentes texturas. 3- Dibujarán una naturaleza muerta de objetos geométricos observados de la realidad. 4- Dibujarán una Naturaleza Muerta a elección. 5- Dibujaran los modelos de hombres de madera. 6- Dibujaran Modelo vivo-Croquis. 7- Saldremos al patio o dentro de la escuela y dibujarán paisajes. Se puede usar color. Elegirán para dibujar el lugar del EBI donde les gustaria agregar una escultura o objeto 3d. 8- Dibujaran el objeto 3D o escultura y lo agregarán en su dibujo. 9- Elegirán los 4 que mas les gusten y los harán tridimensionales de manera grupal. 10- Trabajaremos la tridimensión con una app 3d en los i-pads . Harán un retrato de un compañero o un objeto de interés y lo imprimirán en la 3D printer. 11- Analizarán sus trabajos y los de sus compañeros. **Unidad 3: "La felicidad está en el gusto".** Análisis profundo de mis obras de arte favoritas con homenaje o versión de su obra preferida.

		1- Investigar y armar una carpeta con 10 obras de arte que les gusten.
		2- Identificar nombre de la obra, artista y fecha de creación.
		3- Expresar con sus propias palabras lo que les gusta de esas obras elegidas.
		4- Explorar las diferencias entre copia, homenaje, burla o crítica y versión.
		4- Elegir su obra favorita y analizarla según una guía de preguntas sobre su contexto cultural, estilo, elementos visuales que la componen, concepto asociado y emociones que les causa.
		5- Presentar su investigación y análisis ante el resto del grupo.
		6- Hacer un homenaje o versión de su obra favorita.
		7- Exhibir su obra favorita junto al homenaje o versión.
		8- Analizar el propio trabajo y el de los compañeros.

Grado	Resumen	Contenido
7	Los estudiantes durante este ciclo desarrollarán la creatividad a partir de la incorporación en sus obras de tipografía, color y tiempo. Luego de identificar y reconocer estos elementos los usaran para expresarse personalmente y culturalmente a través de la pintura, la fotografía y el uso de tecnología.	**Unidad 1: "Cuando las palabras toman forma"** . Poesía visual + Libros de Poesía + Video poemas. 1- Analizará grupalmente el movimiento artístico de Poesía Visual. 2- Realizaran caligramas y Poesía Visual. 3- Investigarán y analizarán las diferencias de los movimientos de Libro de Artistas, Fanzines, Libros Artesanales, Libros Best Sellers y Libros Cartoneros.

		4- Seleccionarán 5 imágenes de libros inspiradores. 5- Entre todos armarán un collage de ideas. 6- Buscarán información sobre los elementos informativos que deben aparecer en todo libro. 7- Realizaran el proyecto- boceto de su futuro libro, incluyendo materiales necesarios. 8-Realizaran las tapas para su libro. 9- Digitalizarán las poesías hechas para la clase de Lengua y Literatura en Inglés. Les darán el formato adecuado para que entren en su libro. 10- Le pondrán un título, nombre de autor , año de creación, índice y editor. 11- Presentarán los libros de poesías artesanales terminados, con una lectura de poesías organizada por la maestra de Lengua y Literatura en inglés. 12- Formaran grupos y crearán video poemas. **Unidad 2: "Si hay luz, hay color".** Explorando las dimensiones del color y sus composiciones armónicas dentro de la fotografía, el arte digital y la pintura. Colores aditivos y colores sustractivos. 1- Crear un cuaderno o carpeta digital para registrar su investigación sobre color. 2- Por grupos investigarán una de las teorías del color y la presentarán ante sus compañeros. 3-Crearán círculos cromáticos.

| | | 4-   Crearán composiciones armónicas en fotografía, arte digital o pintura.
5-   Presentarán sus trabajos ante los estudiantes de 8.

Unidad 3: "Entrando en la Cuarta dimensión". Animación por fotogramas + vídeo arte o performance multimediática.

1-   Apreciar y tomar apuntes sobre los: Principios de la animación (stop motion) Parte 1
http://www.youtube.com/watch?v=p998wKewLGE http://www.youtube.com/watch?v=p998wKewLGE
Principios de animacion (stop motion) Parte 2 -
http://www.youtube.com/watch?v=nnaP3UV80rE http://www.youtube.com/watch?v=nnaP3UV80rE
2-   Analizar los principios de la animación por fotogramas y las diferentes técnicas de realización en los stop motion presentados por la maestra: Los Tres Inventores de M. Ocelot - Papel
http://www.youtube.com/watch?v=t1pE0bthfI8 http://www.youtube.com/watch?v=t1pE0bthfI8
Barbie Animación Fotograma a Fotograma- Muñecos
http://www.youtube.com/watch?v=AyPfT5nAnCg http://www.youtube.com/watch?v=AyPfT5nAnCg
Modelado de Plastilina (masa) |

| | | http://www.youtube.com/watch?v=JNiePJkEJ3chttp://www.youtube.com/watch?v=JNiePJkEJ3c
 Como dibujar un Graffiti paso a paso- Dibujo <br> http://www.youtube.com/watch?v=6MyxKVC2zjAhttp://www.youtube.com/watch?v=6MyxKVC2zjA
 Cómo dibujar un árbol con lápices de colores paso a paso. Pintura <br> http://www.youtube.com/watch?v=akXE95YfKhkhttp://www.youtube.com/watch?v=akXE95YfKhk
 Blu Blu – Muto - Fotografias <br> http://www.youtube.com/watch?v=wfyY_u6j6ZYhttp://www.youtube.com/watch?v=wfyY_u6j6ZY <br> http://www.youtube.com/watch?v=wfyY_u6j6ZY
 3-   Buscar y elegir un stop motion que les guste en grupos de a 2.
 4- Presentarlos a los compañeros
 5-   Dialogar sobre las diferentes técnicas y principios de la animación por fotogramas.
 6. Investigar sobre performance multimediática y video arte.
 6-   Crear grupos de 2- 3 o 4 personas. Ponerle un nombre y hacer un logo.
 7-   Elegir el tema y la técnica a utilizar para su proyecto.
 8-   Desarrollar un Storyboard de la animación, performance o video que van a realizar. Decidir los materiales a utilizar. Distribuir tareas y responsabilidades.
 9-   Producción del Stop Motion, Video Arte o Performance multimediática. |

		10- Presentación y análisis del trabajo propio y del de los compañeros según las características propias del Stop Motion.

Grado	Resumen	Contenido
8	Los estudiantes de 8º grado durante este ciclo 2015/2016 explorarán el proceso artístico completo, desde la creación de obras de arte , pasando por la promoción del arte a través del diseño hasta su exhibición. De esta manera conocerán y experimentarán todos los campos donde se desarrollan las artes visuales. Serán los productores, organizadores, curadores , montadores y difusores de la Expo Arte.	**Unidad 1: "Proyecto Artístico Personal"** donde el proceso es tan importante como el resultado. Un sistema de obra personal + Portafolio de presentación + Registro de proceso. **Unidad 2: "Promoviendo nuestras ideas a través del diseño gráfico."** Seleccionando estrategias visuales, estilo y imágenes apropiadas para la audiencia a la que deben llegar.(en conexión con la unidad 3 y 1) **Unidad 3: "Curadores contemporáneos: Expo de arte 10 años del EBI".** Trabajo grupal. Pensandolo todo y haciéndolo todo… desde la selección de trabajos, pasando por el montaje, la organización , el vernissage y la difusión. (en conexión con la unidad 2)

Producción musical		
Progresión de objetivos de aprendizaje		
6º Para lograr los objetivos generales de producción musical, los estudiantes deben ser capaces de:	**7º** Para lograr los objetivos generales de producción musical, los estudiantes deben ser capaces de:	**8º** Para lograr los objetivos generales de producción musical, los estudiantes deben ser capaces de:
Objetivo A: Conocimiento y comprensión.		
i. Demostrar conciencia de la forma artística estudiada, lo que incluye el uso de vocabulario apropiado. ii. Demostrar conciencia de la relación entre la forma artística y su contexto. iii. Demostrar conciencia de las conexiones entre los conocimientos adquiridos y el trabajo artístico creado.	i. Demostrar conocimientos de la forma artística estudiada, lo que incluye sus conceptos, sus procesos y el uso de vocabulario apropiado. ii. Demostrar conocimiento de la función de la forma artística en contextos originales o diferentes de su producción original. iii. Usar los conocimientos adquiridos para tomar decisiones artísticas con un fin determinado durante el proceso de creación de un trabajo artístico.	i. Demostrar conocimientos de la forma artística estudiada, lo que incluye sus conceptos, sus procesos y el uso de vocabulario apropiado. ii. Demostrar comprensión de la función de la forma artística en contextos originales o diferentes de su producción original. iii. Demostrar el uso de los conocimientos adquiridos para tomar decisiones artísticas con un fin determinado durante el proceso de creación de un trabajo artístico.

Objetivo B: Desarrollo de habilidades		
i. Demostrar la adquisición y el desarrollo de las habilidades y técnicas de la forma artística estudiada. ii. Demostrar la aplicación de habilidades y técnicas para crear, interpretar y/o presentar arte.	i. Demostrar la adquisición y el desarrollo de las habilidades y técnicas de la forma artística estudiada. ii. Demostrar la aplicación de habilidades y técnicas para crear, interpretar y/o presentar arte.	i. Demostrar la adquisición y el desarrollo de las habilidades y técnicas de la forma artística estudiada. ii. Demostrar la aplicación de habilidades y técnicas para crear, interpretar y/o presentar arte.
Objetivo C: Pensamiento creativo.		
i. Identificar una intención artística. ii. Identificar alternativas y perspectivas. iii. Demostrar la exploración de ideas.	i. Esbozar una intención artística clara y viable. ii. Esbozar alternativas, perspectivas y soluciones imaginativas. iii. Demostrar la exploración de ideas durante el proceso de desarrollo hasta alcanzar un punto de materialización.	i. Desarrollar una intención artística viable, clara, imaginativa y coherente. ii. Demostrar una variedad y amplitud de comportamientos que reflejen pensamiento creativo. iii. Demostrar la exploración de ideas para dar forma a su intención artística hasta alcanzar un punto de materialización.
Objetivo D: Respuesta		
i. Identificar conexiones entre formas artísticas, el arte y el contexto, o el arte y	i. Esbozar conexiones y transferir el aprendizaje a situaciones nuevas	i. Construir significado y transferir el aprendizaje a situaciones nuevas.

los conocimientos previos.	ii. Crear una respuesta artística inspirada en el mundo que los rodea.	ii. Crear una respuesta artística con la que quieren reflejar el mundo que los rodea, o influir en este.
ii. Reconocer que el mundo es una fuente de inspiración o influencia para el arte.		
iii. Evaluar ciertos elementos o principios del trabajo artístico.	iii. Evaluar el trabajo artístico propio y el de los demás.	iii. Criticar el trabajo propio y el de los demás.

Grado	Resumen	Contenido
6	Los estudiantes aprenderán de las diferentes tradiciones y la herencia musical de diferentes partes del mundo. Aprenderemos sobre la evolución de la tecnología musical. Vamos a crear un podcast con GarageBand. En el fin de año vamos a tener un trabajo interdisciplinario con el arte y el teatro. Los estudiantes desarrollarán habilidades para crear su propia música con el uso de la tecnología, encontrando diferentes maneras de obtenerlo ya sea a través de un concierto o de una grabación..	Exploración e indagación de varias culturas. Ejemplos de Podcast y guiones para podcast . Desarrollan un guión con su investigación de su tema. La importancia de personajes dentro de un guión. Práctica del guión con nuestras voces. Reflexión de la indagación. Que es Garage Band Como grabar y editar en Garage Band Creación de Loops. Creación de Sonidos. Creacion, edicion y grabacion de Podcast con el guión desarrollado en la primera unidad. Presentación del podcast Desarrollo de sonidos con el cuerpo (Body Percussion) Práctica y exploración de la voz como instrumento de desarrollo emocional Creación del ensamble de música con el cuerpo y la voz.

Grado	Resumen	Contenido
7	Este año vamos a seguir aprendiendo a más profundidad Garageband, I-movie y Final Cut. Ellos van a experimentar sus propios procesos artísticos involucrados en hacer música. Al desarrollar su propia música o improvisando secciones en su propio trabajo. Al final del año vamos a tener un trabajo interdisciplinario con el arte y el teatro.	La música y la tecnología en nuestro tiempo Exploración de la tecnología como modelo de expresión La importancia del sonido en las películas y documentales Desarrollo de un documental corto Desarrollo de un guión para un documental Hacer documental con imágenes y sonidos Cine mudo La música y el cine Exploración del sonido en las películas Compositores importantes en el cine Creación de sonidos experimentales Hacer un cortometraje Presentación del cortometraje Body Percussion La voz instrumento poderoso Ensamble de música

Grado	Resumen	Contenido
8	Este año vamos a trabajar en nuestras dos primeras unidades con tecnicas de grabacion y comunicación	La música popular en el siglo XXI El impacto de la música en la sociedad Géneros musicales alrededor del mundo

de ideas usando GarageBand, iMovie y Final Cut. 8vo.Grado creará música que demuestre su exposición a diversas culturas musicales. Desarrollaran capacidades de rendimiento y habilidades para crear su propia música, encontrarán formas de desarrollar sus propias ideas de diferentes maneras utilizando nuevas tecnologías. Desarrollaran su propio estilo musical inspirado por algún particular, género o artista. Las dos últimas unidades tendrán un trabajo interdisciplinario con el arte y el teatro.	Músicos que han tenido un impacto en la sociedad La tecnología como herramienta de comunicación Guión musical La voz instrumento de comunicación Análisis de un podcast Creación de un podcast musical Presentación del Podcast Que es un grupo Sonidos en mi cuerpo Géneros musicales Ensamble experimental Organización de un concierto Presentación de un concierto

Drama		
Progresión of learning objectives		
6º	**7º**	**8º**
In order to reach the aims of Drama, students should be able to:	In order to reach the aims of Drama, students should be able to:	In order to reach the aims of Drama, students should be able to:
A. Knowing and understanding		
i.   demonstrate awareness of the different genres and styles of drama, and learn theatrical language and terminology.

ii.   demonstrate awareness of the relationship between drama and the culture that it represents.

iii.   demonstrate awareness of how language, genre, and style along with effective storytelling can express culture. | i.   demonstrate awareness of the different genres and styles of drama, and learn theatrical language and terminology.

ii.   demonstrate awareness of the relationship between drama and the culture that it represents.

iii.   demonstrate awareness of how language, genre, and style along with effective storytelling can express culture. | i.   demonstrate awareness of the different genres and styles of drama, and learn theatrical language and terminology.

ii.   demonstrate awareness of the relationship between drama and the culture that it represents.

iii.   demonstrate awareness of how language, genre, and style along with effective storytelling can express culture. |
| **Objective B: Developing skills** | | |
| i. demonstrate the acquisition and development of the skills and techniques of proper theater practice including | i. demonstrate the acquisition and development of the skills and techniques of proper theater practice including diction, projection, | i. demonstrate the acquisition and development of the skills and techniques of proper theater practice including diction, projection, |

diction, projection, spatial awareness, improvisation, and physicality. ii. demonstrate the application of skills and techniques to create original pieces and strongly interpret pre-existing dramatic work.	spatial awareness, improvisation, and physicality. ii. demonstrate the application of skills and techniques to create original pieces and strongly interpret pre-existing dramatic work.	spatial awareness, improvisation, and physicality. ii. demonstrate the application of skills and techniques to create original pieces and strongly interpret pre-existing dramatic work.

Objective C: Thinking creatively

i. identify an artistic intention or objective for work. ii. identify alternatives and perspectives, and be able to express ideas in different viewpoints. iii. demonstrate the exploration of different cultures and characters, along with their needs and desires.	i. identify an artistic intention or objective for work. ii. identify alternatives and perspectives, and be able to express ideas in different viewpoints. iii. demonstrate the exploration of different cultures and characters, along with their needs and desires.	i. identify an artistic intention or objective for work. ii. identify alternatives and perspectives, and be able to express ideas in different viewpoints. iii. demonstrate the exploration of different cultures and characters, along with their needs and desires.

Objective D: Responding

i. identify connections between drama and culture and how other viewpoints touch us. ii. recognize that the world contains inspiration or influence and how to gather	i. identify connections between drama and culture and how other viewpoints touch us. ii. recognize that the world contains inspiration or influence and how to gather	i. identify connections between drama and culture and how other viewpoints touch us. ii. recognize that the world contains inspiration or influence and how to gather

information and experiences in order to make them meaningful in theatrical creation. iii. evaluate the efficacy of language and emotional connection to performance.	information and experiences in order to make them meaningful in theatrical creation. iii. evaluate the efficacy of language and emotional connection to performance.	information and experiences in order to make them meaningful in theatrical creation. iii. evaluate the efficacy of language and emotional connection to performance.

Grade	Abstract	Content
6	In this first year we will focus primarily on the structure of proper storytelling through drama. Students will learn about the dramatic arc and how to recognize it and both act and create theatrical pieces that focus on a character's important three part process of motivation, action, and consequence. While studying this in both original and pre-existing dramatic texts, they will also learn how to embody a character on stage, while improving communication and public speaking skills. We will also focus on building empathy and cultural growth through character study.	--Catharsis and content: Learning early history of Western theater through study of Ancient Greeks and society. --Creating original characters and plots adhering to proper dramatic structure. --Studying pre-existing scenes and plays and mining for metaphoric language and deeper meaning. --Writing original monologues with strong structure and creative content. --Weekly practice in diction, physicality, improvisation, and presentation. --Ensemble building through working on scenes, plays, and final project.

Grade	Abstract	Content
7	In this year it is important to review and solidify the structure of proper storytelling through drama. Students will learn about the dramatic arc and how to recognize it and both act and create theatrical pieces that focus on a character's important three part process of motivation, action, and consequence. While studying this in both original and pre-existing dramatic texts, they will also learn how to embody a character on stage, while improving communication and public speaking skills. We will also focus on building empathy and cultural growth through character study. Seventh graders will also learn about physical landscaping of theater and performance by trying a hand at directing.	--Catharsis and content: Reviewing early history of Western theater through study of Ancient Greeks and society. --Creating original characters and plots adhering to proper dramatic structure. --Studying pre-existing scenes and plays and mining for metaphoric language and deeper meaning. --Writing original monologues with strong structure and creative content. --Weekly practice in diction, physicality, improvisation, and presentation. --Ensemble building through working on scenes, plays, and final project.

		--Additional study of the Viewpoints and Suzuki theatre techniques to gain the basic skills of direction: how to visualize stories on stage and work in strong collaboration with actors and colleagues.

Grade	Abstract	Content
8	After reviewing the basics of dramatic storytelling, the 8th graders will turn their vision outward, studying how theater is both a product of current society and and a potential catalyst for social change in families, schools, neighborhoods, and larger communities. We will delve into the power of forming strong opinions, and learning how to express viewpoints clearly and specifically on stage intellectually, emotionally, and physically. We will be looking at culture and identity and how it is represented on stage, and the impact of that representation.	--Catharsis and content: Learning early history of Western theater through study of Ancient Greeks and society. --Looking at other historical examples of how theater and art have impacted social change. --Creating original characters with strong motivation and high stakes and plots adhering to proper dramatic structure. --Studying pre-existing scenes and plays and mining for metaphoric language, social relevancy, and deeper meaning.

		--Writing original monologues with strong structure and creative content.
		--Weekly practice in diction, physicality, improvisation, and presentation.
		--Ensemble building through working on scenes, plays, and final project.
		--Project based work with purpose to bring about change through the power of dramatic and theatrical persuasion.

Escuela Bilingüe Internacional
MYP Language Policy

Purpose of the language policy

This language policy is a working document developed by staff and administration of the middle years program at Escuela Bilingüe Internacional. The policy is consistent with the stipulated principles and practices of the IB. This document outlines our school's linguistic and academic goals and defines the programme designed to help our students attain these goals. This policy is intended to provide an overview and guiding principles for language learning at EBI which permeates the entire school curriculum through authentic contexts in a culturally rich and diverse environment. Our policy is a statement of agreement—one to which the staff and the EBI community are asked to commit to so our school can achieve its mission.

Beliefs and Aims

We aim to nurture an appreciation of the richness and diversity of language. Language does much more than promote cognitive growth; it is crucial for maintaining cultural identity and emotional stability. The acquisition of more than one language and maintenance of the mother tongue enrich personal growth and help facilitate international understanding. As language, by its very nature, is integrated into all areas of the curriculum every teacher within the school is considered a language teacher.

At EBI, we aim to foster in students the ability to think and express themselves with precision, clarity, confidence and imagination in at least two languages. Language development in more than one language enriches personal growth, provides cognitive advantages and is essential to the development of international mindedness that is also one of our core values.

Escuela Bilingüe Internacional Mission

The mission of Escuela Bilingüe Internacional is to provide an excellent Spanish-English bilingual education based on the highest international academic standards in an environment that thrives on diversity, fosters global citizenship, and develops the character necessary to recognize that cultural uniqueness is the touchstone of our common humanity.

Escuela Bilingüe Internacional Values

EBI's values are an essential part of the instruction at the school, especially with regard to languages. As language is a vehicle for communicating these values, children are given the tools to acquire and use the languages at all times in a way that reflects EBI's values:

Bilingualism
At EBI we recognize that the benefits of being bilingual are profound and multifaceted. We live in an era when facility in multiple languages is an asset in the global environment. We believe that we are all capable of becoming multilingual and that each language opens new worlds for its speakers. Students at EBI will become literate in Spanish and English, and will develop conversational skills in a third language.

Educational Excellence
 EBI is a community of learners committed to the highest standards in each and every area of education. We promote the active construction of knowledge, incorporating traditional disciplines into our IB programs of inquiry (PYP and MYP). We strive to instill in all students a joy of learning and the motivation to be self-directed, lifelong inquirers who are agents of change.

Diversity

At the heart of EBI is the conviction that diversity in all its forms engenders deeper understanding and compassion for all humanity. EBI strives to create a community that reflects the rich and vibrant diversity of the world in which we live, a culture that honors and celebrates myriad experiences and perspectives, and an environment where all are welcome as their true selves. We are committed to an educational philosophy that embraces each individual and affirmatively rejects prejudice and discrimination.

International Mindedness

EBI believes that international mindedness helps individuals be both their best selves and responsible members of the local and global community. International minded individuals have a strong sense of their own identity and culture and, at the same time, awareness of other people, countries and customs. They have empathy, compassion and an understanding of the complexity and value of diversity. They actively seek to learn about others and appreciate that we are all connected. At EBI we see the world as our broadest community and therefore as a context for learning.

Character

EBI believes that at the heart of education is the cultivation of character. We strive to promote certain qualities of character explicitly, through constructivist methods of inquiry, as well as implicitly, through our everyday actions. Among other qualities, we instill respect for self, others, and the planet, integrity, compassion, cooperation, curiosity, empathy, enthusiasm, open-mindedness, confidence, commitment, and responsibility, with an awareness of our respective positions of privilege.

Language Profile

Profile of Language Learners

Currently most students at EBI are from the United States and speak English as their first language, but the school has set a goal to enroll at least 50% of Spanish-speakers. There is a significant minority of Spanish-speakers or bilingual children (Spanish/English). Also, there are children who speak other languages.

Language Profile of the School Community

The school staff is recruited and hired the following goals in mind with respect to the community's language profile:
- Staff is diverse in every sense of the word (with respect to family structure, culture, language, socioeconomic level, race, etc.).
- Spanish speaking teachers come from different countries and not all from the same country, as the school strives for diversity with respect to countries of origin.
- Teachers will speak their language of instruction at a native level. Reading and writing teachers' skills will be at a level congruent with that necessary for professional studies corresponding to a teacher (spelling, knowledge of grammar, vocabulary, etc.).
- Students must understand what is needed to learn, improve and maintain a language, and must make an effort to read books, engage with multimedia and speak to people in the different languages.

Language of Instruction in EBI

As an immersion program we teach language in an integrated, rather than isolated, way. All learning experiences are planned in Spanish or English following the MYP requirements stated on each specific Subject Guide. Our goal is that our students graduate from our program with high levels of academic and social fluency in both English and Spanish.

Mandarin is one of the Language Acquisition subjects at EBI. It is taught throughout the three years of Middle School, in accordance with the MYP hour requirements. The class follows the MYP Language Acquisition Guide requirements. "The MYP structures additional language learning in phases so that the complexity and range of language profiles that students bring to their MYP classroom is acknowledged and fostered. Students beginning their MYP studies may have exited from any of the five phases of PYP language or may have no prior knowledge or experience of the language to be studied in the MYP." (Language Acquisition Guide, 2014-15). Additionally EBI has incorporated a Spanish Language Acquisition track for students entering the programme in Y1.

Linguistic Model

Preschool	100% Spanish Immersion on the daily basis
Kindergarten and first grade	1 hour of instruction in English per day; the rest of the day in Spanish
Second Grade	50% in English, 50% in Spanish per day
Third Grade to Fifth Grade	50% in English, 50% in Spanish per day; 2 hours of Mandarin a week
Middle School	Subjects taught in Spanish: ● Language and Literature ● Physical and Health Education ● Music Production ● Visual Arts Subjects taught in English ● Language and Literature ● Math ● Science ● Drama Subjects taught in both languages ● Design ● Individuals and Societies Language Acquisition ● Mandarin ● Spanish for students entering Y1

Pedagogy

At EBI, we recognise that all teachers are also language teachers who have the responsibility to facilitate language acquisition and promote communication skills through their grade level and content area classes. The following pedagogical attributes of the MYP guide our practices.
- Integrates the learning of languages with learning in the subject groups
- Integrates language learning with interdisciplinary planning.
- Formulates multifaceted unit questions
- Promotes purposeful, disciplined and integrative understanding of the topics
- Promotes collaborative learning
- Provides targeted assessment that integrates MYP objectives and criteria
- Provides appropriate feedback to support learning
- Language scope and sequence document is maintained and reviewed in accordance with the curriculum review cycle.

Expectations About the Use of Language

In Middle School during Spanish instruction time the teacher uses that language during all the learning experiences. It is the same for the teacher that works in English.

In Middle School the expectation is that students use their bilingual skills for research. This means that while doing independent research, the student could use sources in both languages to broaden their access to information. However, communication in the classroom and the final products should always be in the language of instruction.

During Mandarin class the students and the teacher communicate in Mandarin or English depending on the context.

Outside of class communication with teachers should be in the language of instruction.

During their free time, students may use their prefered language to communicate.

Assessment

EBI Language and Literature is taught in both Spanish and English and is assessed using the four criteria proposed on their MYP subject guides: Analyzing, Organizing, Producing text and Using Language. They design project based learning experiences that are both disciplinary and interdisciplinary, and that allow students to reach the subject objectives through scaffolding and differentiation. Formative and summative assessments in the classroom provide information on student language growth that informs our instruction towards the subject objectives.

The Mandarin teacher also assesses students using the four criteria proposed on their MYP subject guides: Comprehending spoken and visual text; Comprehending written and visual text; Communicating in response to spoken, written and visual text; and Using language in spoken and written form.

In addition to the Language and Literature teachers, all MYP teachers are responsible for teaching and assessing language through their respective subjects. Therefore, all teachers assess all language skills (reading, writing, listening and speaking), regularly differentiating through scaffolding or extension as required.

Students who are identified as requiring additional support in English, Spanish and/or Mandarin to access the curriculum will receive extra support by the teachers and assessed regularly to monitor progress. Parents will be informed about this process.

Professional Development

As it is an expectation for all teachers to be language teachers, on-going training focused on integrated language instruction will be offered throughout the year. The school is

committed to providing embedded professional development for language learning across the curriculum. The Academic Director ensures that staff receives on-going professional development opportunities and monitors that strategies are successfully implemented.

Professional development is embedded into the regular school day as often as possible to facilitate transfer to the classroom. Follow-up is an integral part of every workshop offered. Other professional development opportunities that focus on differentiated instruction include, but are not limited to: curriculum review, planning, staff meetings, and off-site workshops and conferences.

Escuela Bilingüe Internacional Middle School Assessment Policy

Purpose of Assessment

At Escuela Bilingüe Internacional (EBI) assessment is integral to all planning, teaching and learning. Assessment identifies what students know, understand, do, and feel in different stages of the learning process. The goal of assessment is to provide information about both the process of learning and the individual needs to students, parents, teachers, and administration.

To determine what students know, understand, do and feel we determine prior knowledge (at the beginning of the process), formative assessment (throughout the process) and summative assessment (at the end of the process).

Assessment is the ongoing objective evaluation of the process and progress made by students based on a variety of methods in various learning situations. It involves the gathering and analysis of information about student skill and performance and is designed to guide planning and instruction. Students and teachers are actively engaged in assessing the progress in order to develop self -evaluation and metacognitive skills.

Principles of Assessment

Effective assessments allow students, parents, teachers and administrators to develop an understanding of the students' progress.

Assessment should:
- Promote positive student attitudes towards learning
- Reflect the learning objectives, the curriculum and the planning
- Promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- Promote the development of critical- and creative-thinking skills
- Inform, enhance and improve the teaching process
- Support and encourage student learning by providing feedback on the learning process
- Inform the students of expected results and the criteria for assessment.
- Be diagnostic, formative, summative, and demonstrate what students know, understand and are able to do.
- Provide opportunity for students to exhibit transfer of skills across disciplines, such as in the community project and interdisciplinary unit assessments

- Encourage students to analyze their learning and to understand what they must do to improve.
- Show awareness of different learning styles, multiple intelligences, different aptitudes and cultural and linguistic contexts.

Student Responsibilities

- Be autonomous learners by thinking independently, assessing their own progress and taking responsibility for deadlines without excuse.
- Analyze and monitor their own formative and summative assessment data to assess their own progress.
- Arrange meetings with subject teachers to get personalized feedback when needed.
- Prepare purposefully for all assessments to maximize progress and assessment scores.
- Submit work on time, adequately attending to draft and final deadlines without exception.
- Follow the deadlines posted on the Google Classroom for each subject.
- Follow deadlines for large assignment to ensure adequate progress and maximize potential.
- Follow academic honesty guidelines and ensure that any work that is submitted is your own, or referenced using APA format.

Teacher's Responsibilities

- Give timely and detailed written and oral feedback on assignments.
- Create opportunities for students to assess their own work and to assess and be assessed by their peers.
- Focus on the assessment of student learning outcomes rather than just teaching content.
- Modify teaching in light of the learning that has taken place using formative assessment data.
- Analyze assessment data to identify patterns of individual student performance and needs.
- Work in collaborative teams to design and assess common assessments.
- Show an awareness of the diversity of the learning styles of the class by using a variety of assessment and teaching strategies.
- Assess formatively with feedback, before assessing summatively.
- Bear in mind the student's co-curricular activities and whole academic schedule, and use only meaningful assessments.
- Post assessments on the student Google Classroom including Rubrics and Project Descriptions.
- Work with the Learning Specialist to design assessments that will effectively assess the learning of students with specific learning needs.

- Communicate with students' advisors and parents when students have excelled or been challenged by an assessment.

Head of School, Principal, Director of Academics, MYP Coordinator Responsibilities
- Observe and encourage peer-to-peer observations that cultivate a culture of dialogue and reflection surrounding the assessment of learning and assessment for learning.
- Offer training on using and interpreting data and support staff in the use of multiple assessment strategies.
- Collate, distribute and encourage the use of student related summary data (IBDP assessment data, IB MYP criterion grades, report card grades).
- Provide time in the school day for teachers to plan and reflect.
- Analyze whole school data trends and plan professional development time to match achievement goals.

The EBI Grading System

At Escuela Bilingüe Internacional we follow the Middle Years Programme (MYP) assessment principles.

MYP Assessment is internal and teachers grade the work using internationally benchmarked IB objectives and correspondingly aligned assessment criteria for each subject (see table below) Teachers at EBI develop tasks and strategies in alignment with these criteria to help their students reach the subject's learning objectives.

Subjects	Assessment Criteria			
	A	B	C	D
Language and Literature (Spanish)	Analysing	Organizing	Producing texts	Using Language
Language and Literature (English)	Analysing	Organizing	Producing texts	Using Language
Mandarin	Using Language	Comprehending written and visual text	Communicating	Using language
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically

Science	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Math	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Community Project	Investigating	Planning	Taking action	Reflecting
Interdisciplinary learning	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

An MYP criterion-related assessment model means that each student's success in reaching the objectives of each subject group is measured by relating their work to predetermined criteria. MYP assessment aims to support student learning by providing feedback on the learning process. It aims to promote a deep understanding of subject content by supporting students in their inquiries, as well as development of critical- and creative-thinking skills. Teachers and students are continuously, actively engaged in assessing student progress. Assessment is always used for student learning as opposed to being used in a way that only tries to figure out what they have learned at the end of a unit.

Additionally, MYP assessment also plays a significant role in the development of approaches to learning (ATL) skills—these processes of thinking should enable students to arrive at an enhanced understanding of their strengths and limitations. To support ATL skills, the program stresses the importance of both student and teacher self-assessment and reflection.

ATL skills, the program stresses the importance of both student and teacher self-assessment and reflection.

IB Middle Years Program General Grade Descriptors

Students are graded on four criteria (see table above). These criteria differ from subject to subject. The total score for a student's report card grade is calculate in the following way:

1. Each criterion is graded from 0 to 8 as follows: Each criterion is divided into bands, and each band contains general statements called descriptors. The levels 1 and 2 appear as the first band, levels 3 and 4 as the second band, and so on (see below.)

1. All criteria have four bands with two levels of achievement and a maximum of eight achievement levels. MYP criteria are equally weighted (see table below).

Criteria A: Knowledge and understanding	
Level of achievement	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. recognizes some vocabulary ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.
3-4	The student: i. uses some vocabulary ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples.
5-6	The student: i. uses considerable relevant vocabulary, often accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.
7-8	The student: i. consistently uses relevant vocabulary accurately ii. demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.

1. To determine the student's achievement level in a particular subject, teachers gather evidence from a range of learning experiences and assessments. At a grading

period, the teacher looks across all assignment grades for each criteria. They then assign a score 1-8 that represents the band the student has attained and sustained for that criterion. Teachers add together the student's final achievement band scores in all criteria for the subject group to obtain a score of 0-32.

Assessment Criteria	Level of achievement (graded by the teacher)	Maximum achievement level
A. Knowledge and understanding	6	8
B. Investigating	4	8
C. Communicating	6	8
D. Thinking critically	8	8
Totals	24	32

1.   In each MYP class, students are assessed on four criteria. Each criterion is graded from 0-8 with 1-2 being limited, 3-4 being adequate, 5-6 being considerable, and 7-8 being excellent. The point totals from the four criteria are converted into a single course grade using the conversion table below. Descriptions of the overall course scores are below as well.

Level of achievement	Interpretation
1-2	Limited
3-4	Adequate
5-6	Considerable
7-8	Excellent

1.   Using the MYP 0-32 scale a teacher then uses the grade boundary guidelines (see table below) to determine final grades in each year of the MYP. The table provides a means of converting the criterion band totals into a grade from 1–7.

Grade	Boundary Guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and

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

6. At EBI we add this conversion table to the letter grading system usd in the United States just for transferring to other schools.

Final Achievement Level	Traditional System	Boundary Guidelines	Descriptor

1	F	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	D	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	C	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	B	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5		19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real- world

			situations, and, with support, some unfamiliar real-world situations.
6	A	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7		28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Inclusion Policy at EBI

I. Introduction We believe each learner has unique needs to consider as they strive to achieve their potential. By recognizing the diversity of our collective learning community, we support the development of internationally minded people. Within this context, we recognize that students with diverse learning needs may need extra support to reach their full potential.

II. Philosophy of inclusion program for diverse learners at EBI

Diversity is a core value at EBI, and all students receive meaningful and equitable access to the curriculum. The mission of EBI is to provide a Spanish-English bilingual education in an environment that thrives on diversity, fosters global citizenship, and develops students' understanding that cultural uniqueness is also the touchstone of our common humanity. At EBI teachers and staff utilize the attributes of the International Baccalaureate ("IB") learner profile as well as inquiry-based learning to help students understand themselves as learners engaged in their own learning. At EBI our goal is to build collaborative relationships between school, students, and families to ensure that each student acquires and understands the concepts, knowledge, skills, attitudes, and behaviors to reach his or her full potential at EBI and beyond. Open communication, along with appropriate school accommodations, coordination of family and specialist support, differentiated teaching, and the on-going development of individual learning strategies, promotes academic excellence and nurtures all types of learners.

III. Purpose: The way inclusion guides our practice The IB has identified four principles of good practice that promote equal access to the curriculum for all learners across the continuum. These are 1) affirming identity and building self-esteem, 2) valuing prior knowledge, 3) scaffolding information, and 4) extending learning. Other approaches include

utilizing inclusive teaching strategies, differentiated instruction, formative and summative assessment, and positive classroom climate.

A.   Inclusive techniques

Inclusion techniques at EBI may include differentiated instruction, accommodations, and modifications, as well as planning for a variety of learning styles that encourage and support learning outcomes. Teachers and staff utilize inclusive teaching techniques to ensure open access to the IB program for all students.

B. Differentiated instruction

At EBI, differentiation shapes the curriculum and instruction in an inclusive environment. This is a process of identifying the most effective strategies to support each learner in achieving his or her academic and non-academic goals. Differentiation happens through, among other things:

● Dynamic groupings of students in a classroom

● Reflection and goal setting

● Offering multi-leveled lessons

● Multi-sensory lessons and assignments

● Formative assessments

● An array of materials and instructional strategies

● Opportunities to show learning in a variety of ways ● Technology

C. Assessment

When it comes to understanding a student's learning, ongoing assessment is vital to inform teaching practices and improve learning for both teachers and students. Assessment also allows for self-reflection and peer review, which enhances and supports all learners in gaining independence and becoming advocates for their own learning. Differentiation in assessment ensures that students can communicate their learning in a variety of ways that reflect their interests, understanding, and individual strengths. Likewise, teachers can check for understanding throughout a unit of inquiry and formatively assess in different ways when appropriate prior to a summative assessment.

D. Positive Classroom Climate

A positive classroom climate is one that supports the success of all students and ensures that all are appropriately challenged. Expectations are high but realistic, and students belong to a community in which they feel safe and are valued, understood, and included. At EBI, we openly acknowledge that each student's path to success is unique and valid. We

support our students to recognize and follow their own paths to promote learning in our community as a whole.

IV. Support and Services

EBI's integrated approach aligns social-emotional learning, behavior, and academics in a systematic and systemic program that addresses support for all students in education contexts. Support and services are directly provided by the Director of Well Being, SEL & DEI Programs, the Learning Specialists, and the Deans and are overseen by the Student Success Team (SST). The SST collaborates effectively with students, families, teachers, and administrators to ensure the layered continuum of support and services are culturally responsive, matched to needs, and are developmentally appropriate. The layers increase in intensity from universal (whole community) to targeted (some individuals) and intensive (few individuals).

A.   Support Systems

EBI Student Success Team

The Student Success Team is an interprofessional team that includes the Director of Well Being, SEL & DEI Programs, the Learning Specialists, the Principals, and Deans who meet weekly to discuss students of concern and programming. The SST meets to develop an understanding of the student's strengths and problem areas, review resources and strategies available, and formulate a plan of intervention to alleviate those problems. Given the numerous expectations for students, it becomes a challenge to determine whether the problem is associated with an academic, social, emotional, or behavioral demand; often, it is a combination of factors that contribute to the student's challenges. Thus, the SST utilizes a collaborative team approach to help identify appropriate interventions to assist the student in overcoming barriers to academic success.

Director of Well-being, Socio-Emotional Learning, and DEI Programs

The Director of Well-being, Socio-Emotional Learning, and DEI Programs directs, designs, and oversees all aspects of well-being, socio-emotional, and DEI programs in alignment with the EBI Mission and IB values. The Director works collaboratively with administration, learning specialists, deans, teachers, support faculty, parents, and community regarding students' academic and emotional needs, as well as provide support services and training to faculty, parents, students, and EBI community. The Director also supports and leads the EBI Student Success Team to ensure students' needs are met and they succeed academically, socially, behaviorally, and emotionally. The Director is responsible for the design, implementation and evaluation of the school's well-being, character and social-emotional curricula in alignment with the EBI Mission, the IB Programmes, IB Learner Profile, CASEL, Responsive Classroom, and RULER.

Director of Learning Services

The Director of Learning Services (PK-8) oversees the Learning Services programs, supervises learning specialists, and also serves as a learning specialist (4-8). The Director of Learning works collaboratively with teachers and EBI's leadership team to address differentiated learning and provide access to curriculum for all learners. The Learning Specialist observes students, offers academic support services, and provides professional development to teachers and workshops for both students and parents about learning differences, differentiated learning, and executive functioning. The Learning Specialist also coordinates referrals for students with suspected or diagnosed learning challenges as well as participates in SST meetings as well as supports the ongoing development of EBI curriculum and assists the Director of Academics, Innovation & Growth with Standardized testing such as the ERB in providing accommodations and coordinating testing sessions.

Learning Specialists

Currently, EBI has two Learning Specialists, one for PreKinder through third and another for fourth through eighth grades. Both Learning Specialists provide individual support, small group instruction, or push-in support as needed. The 4th-8th grade Learning Specialist supervises Mandarin pull-out and provides support with study skills, executive functioning, and academic courses when possible. In addition, the Learning Specialist interprets educational testing and creates Individual Academic Plans that may include general classroom and standardized testing accommodations.

B. Overview of Support Services

EBI's integrated paradigm creates a holistic and systematic system that focuses on growth and development across all dimensions of the student. Through an ongoing process of gathering data, monitoring student's individual progress, and designing and implementing strategies and levels of support, students can succeed at EBI and beyond. This dynamic approach allows for students to move between tiers and levels of support as their needs change. Services of the Director of Well Being, SEL & DEI Programs, Learning Specialists, and Deans align with the tier model. Through their collaboration during the SST meetings, their services are synthesized to provide a comprehensive and cohesive plan.

Description of Tiers:

Tier 1 modalities are universal, proactive, and preventive strategies that are provided to all students, faculty. At this layer, teachers may collaborate with learning specialists who may offer resources and suggestions including referrals for extra support. Other activities include student mentoring; supporting teacher relationships with students and parents; providing in-service training and parent/caregiver/guardian presentations and workshops; and developing a resource page for a wide range of services. If there are students of concern, teachers can ask for support from the SST.

Tier 2 modalities are more targeted, moderate in intensity and short-term. At this layer, services supplement Tier 1 supports and may include intervention with students and

guardians to discuss possible issues and develop strategies, dialogue and collaborate with teachers, classroom observations. At this level, we support students who already have identified difficulties, coordinate external resources with school, and meet with external service providers such as tutors or other allied professionals. Learning specialists may also provide targeted support through small group instruction for both specific students on the caseload as well as students who are identified by teachers as needing extra support within the classroom setting.

Tier 3 modalities and interventions are more intense and may require further evaluation and screening, ongoing collaboration with students, guardians, teachers, and other support service providers, as well as referral to outside agencies for long-term support. Students who require services at this tier may have an Individual Academic Plan with accommodations or if qualified for a third language exemption, a small grade-level class to support academic support.

Description of Department Services (to be added later)

Well-being and Socio-Emotional Tiered Services

Learning Specialist Tiered Support

Dean / Behavior Management Tiered

C. Support for Families

Parents, teachers, and SST may meet regularly to discuss interventions and assess their usefulness. The decision to meet regularly will be decided on a case-by-case basis or as needed. Parents may receive feedback on strategies and supports to use at home that will reinforce learning at school through the collaborative process of the Student Success Team. Through family information nights and workshops, families with students who have diverse learning profiles will have an opportunity to connect with others and share perspectives.

D. Support for Teachers

Teachers can participate in regular grade level meetings to discuss students of concern and refer them to the Student Success Team. Through the tier model, teachers can participate in a dynamic and leveled approach to identifying strategies to support unique student learning profiles as well as participate in the process of requesting additional or more intensive support including referrals for outside evaluations when a learning concern is suspected. Teachers may receive training and feedback on how to differentiate and match teaching approaches to student needs, including knowledge of technology that can facilitate learning. Teachers may participate in professional development opportunities to strengthen their knowledge of learning and attentional challenges and how these might manifest in classroom settings. With ongoing collaboration, teachers and the Student Success Team may identify students with learning differences as early as possible. Teachers may also receive support materials for

their classrooms as needed, including but not limited to equipment, learning tools, and classroom items. Additionally, the learning specialists collaborate with teachers on specific lessons and unit design to ensure all students have access to the curriculum. Lastly, the learning specialists are available to discuss instructional strategies and/or specific student concerns with teachers.

E. Support for Students

Interventions may include classroom accommodations, adjusted classwork and homework, adjusted expectations, varied workloads, and the use of assistive technology or supports such as low-tech graph paper to a speech-to-text apps. The librarians also collaborate with the learning specialists and teachers to provide digital access to text or leveled reading resources as a tier one support to all students. While described in the tiered support model, students with suspected or identified learning and/or attentional challenges can utilize small group push-in support, study halls and office hours with Learning Specialists or the Director of Well-being, Socio-Emotional Learning, and DEI Programs. As a guiding principle, EBI supports students in recognizing their own learning styles, specific tools that support their learning needs as well as their individual strengths and weaknesses, and being advocates for their own learning.

F. Accommodations

As an institution committed to honoring and upholding the diversity of individuals in our community, EBI recognizes both the variety of learning styles and the presence of educational challenges among students. We are aware that some students may have qualified learning or other disabilities, and to succeed to the fullest extent possible at EBI these students may seek accommodations within their educational program. EBII adheres to the requirements of Title III of the Americans with Disabilities Act, which prohibits discrimination against qualified individuals with disabilities in public accommodations. As part of this policy, students with qualified disabilities, or their parents or guardians, may request reasonable accommodations that would permit the student full and equal access to the goods, services, and operations at EBI..

Students with documented learning disabilities and/or other medical conditions can utilize approved accommodations when taking quizzes, tests, or exams. The Learning Specialists and the Director of Well-being, Socio-Emotional Learning, and DEI Programs collaborate to create Individual Academic Plans which incorporate outside assessments through local public schools (i.e., 504 Plans and IEPs) or neuropsychological evaluations. Based on diagnostic criteria, EBI honors documented learning, attentional, and social-emotional learning support and access to curriculum. If a student's needs go beyond services provided through EBI, the student may be referred to outside referral for long-term support.

Based on initial assessments such as neuropsychology or psychoeducational assessments or other diagnostic information, the Learning Specialists and/or Director of Well-being, SEL & DEI may refer to outside therapists or specialists in the community as needed. If the school makes recommendations for external follow up, it will be the family's responsibility to do so in a timely manner. During these processes, it is important that all communications, particularly formal

meetings and findings, be documented. Additionally, once a referral has been made, the SST will share appropriate information (both orally and in writing) with the different support team members involved. Communication is key and necessary, thus parents, teachers, administrators, and the SST remain in open dialogue of the student's progress.

All students' individual academic plans are updated at the end of each school year in collaboration with students' families. Additionally, any time the SST receives a new or updated evaluation, an academic plan is either created or revised, depending on whether an existing plan is already in place.

V. Process of referral

At EBI, collaboration between teachers and the Student Support Team is ongoing. Concerns about student learning or social-emotional welfare are documented on ManageBac, an online planning, assessment, and reporting platform. Logging concerns creates a historical record of teachers' observations and concerns so that the Dean, Learning Specialists, Director of Well-being, SEL & DEI, and Principals can support the steps of pre-referral to referral that are embedded in the tiers of support.

The Student Support Team supports teachers and families throughout the process of identifying children's challenges that impact their academic progress and may require more specialized attention. Through the tier process, early intervention takes place which increases the positive impact on the student's progress. The SST's focus is to gather data, monitor the progress of students of concern, and to design and implement strategies and levels of support following EBI's tier support.

SST Referral Process: There are four ways a student can be referred to the school's collaborative team:

- Teacher referral
- Parent referral
- Student/Self referral
- SST Observation

A. Teacher Referral

If a teacher is concerned about a student's academic progress he/she enters observations into ManageBac, as well as communicates via email or verbal to the SST to initiate discussion about support strategies. The SST will coordinate with the teacher to collect additional information and observational data.

B. Parent Referral

When parents have questions or concerns about their child's academic progress, they may consult with their child's teachers about their observations or reach out to a member of the Student Support Team with questions. EBI encourages timely responses to parent requests for information regarding their child's learning and open communication about how their child is served within the tiers of support. Likewise, the Learning Specialists and the Director of Well-being, SEL & DEI serve not only the parents but the teachers by providing consultation services when parents provide updated or new information from outside specialists or documentation such as neuropsychological or psychoeducational assessments.

C. Student/Self Referral

Students may self-refer to the SST. If a student is struggling with any academic difficulties, he/she may seek assistance and support from one of the SST members. If the student presents with ongoing difficulties, the SST may begin discussion with teachers and parents, gathering information, and developing and implementing coordinated services. In line with EBI's ongoing monitoring and evaluation of the student progress, he/she may transition through the tier levels.

D. SST Observation

The final way a referral can be made is if members of the SST such as a Director of Well-being, SEL & DEI or Learning Specialist, or Dean is observing a classroom and becomes aware of possible challenges that are negatively impacting the student's ability to function and perform in and outside the classroom. In this case, SST members will share observations or data with the child's teacher and the SST team. The teacher or a member of the SST will in turn contact the child's parents to discuss the observations or data, and to assess the next steps to be taken. Further collaboration and supports will be established based on the needs of the student.

VI. Referrals to community resources If a student needs additional support for learning, behavioral or emotional issues, the school will provide a list of specialists and professionals in the community that specialize in these areas. These include, but are not limited to, speech language therapists, counselors, psychologists, audiologists, academic tutors, and occupational therapists. With the written consent of the parents or guardian of the student, the Learning Specialist and/or Director of Well-being, SEL & DEI Programs will keep in contact with the outside specialist to support the student in the most consistent manner. If a letter of referral is necessary, the Learning Specialist will coordinate with parents and teachers to provide the most thorough and accurate information.

VII. Expectations for students and families The school's expectation is that families will act based on school recommendations for support or offer an alternative path of action acceptable to the school. If a student's family decides not to follow through on the school's

recommendations, the school reserves the right to create a written agreement outlining specific criteria and/or steps be taken, as well as the persons responsible to ensure appropriate action is taken to address the student's needs.

VIII. Confidentiality and sharing of information While the confidentiality of personal and sensitive information is of utmost importance, EBI also recognizes that the sharing of information between outside professionals, school, and family is the most effective and thoughtful way to support our students. Before sharing student information with an outside professional, EBI must have the written consent of the parents or guardian of the student concerned, using the official EBI release of information form. Release of information forms between the school and outside professionals are to be renewed annually to assure continued confidence and respect for privacy.

IX. Important to note While EBI supports diverse learners and learning styles, it is important to recognize that there may be limitations to the support the school can provide. Mainstream inclusive education may not always be appropriate for every student. Equally, just because mainstream education may be appropriate at a particular stage of learning, it may not be appropriate at another stage. Additionally, the school's ability to support a student over time may change. The school may be able to serve a student initially and later determine that it can no longer do so. A team of classroom teachers, specialists, and administrators will cooperate with parents and families to identify the best learning environment for each student on an as-needed basis.

X. Policy renewal This Inclusion Policy will be reviewed on a regular basis consistent with other educational policy reviews, or when there are changes in the policy content or procedures. This will be done by various members of the EBI community, including families, staff, faculty, and administration to ensure relevance and consistent application.

Academic Honesty Policy

Our Mission

The mission of Escuela Bilingüe Internacional is to provide an excellent Spanish-English bilingual education based on the highest international academic standards in an environment that thrives on diversity, fosters global citizenship, and develops the character necessary to recognize that cultural uniqueness is the touchstone of our common humanity.

Our Core Values

Bilingualism. At EBI we recognize that the benefits of being bilingual are profound and multifaceted. We live in an era when facility in multiple languages is an asset in the global environment. We believe that we are all capable of becoming multilingual and that each language opens new worlds for its speakers. Students at EBI will become literate in Spanish and English, and will develop conversational skills in a third language.

Educational Excellence. EBI is a community of learners committed to the highest standards in each and every area of education. We promote the active construction of knowledge, incorporating traditional disciplines into our IB programs of inquiry (PYP and MYP). We strive to instill in all students a joy of learning and the motivation to be self-directed, lifelong inquirers who are agents of change.

Diversity. At the heart of EBI is the conviction that diversity in all its forms engenders deeper understanding and compassion for all humanity. EBI strives to create a community that reflects the rich and vibrant diversity of the world in which we live, a culture that honors and celebrates myriad experiences and perspectives, and an environment where all are welcome as their true selves. We are committed to an educational philosophy that embraces each individual and affirmatively rejects prejudice and discrimination.

International Mindedness. EBI believes that international mindedness helps individuals be both their best selves and responsible members of the local and global community. International minded individuals have a strong sense of their own identity and culture and, at the same time, awareness of other people, countries and customs. They have empathy, compassion and an understanding of the complexity and value of diversity. They actively seek to learn about others and appreciate that we are all connected. At EBI we see the world as our broadest community and therefore as a context for learning.

Character. EBI believes that at the heart of education is the cultivation of character. We strive to promote certain qualities of character explicitly, through constructivist methods of inquiry, as well as implicitly, through our everyday actions. Among other qualities, we instill respect for self, others, and the planet, integrity, compassion, cooperation, curiosity, empathy, enthusiasm, open-mindedness, confidence, commitment, and responsibility, with an awareness of our respective positions of privilege.

Rationale

According to the International Baccalaureate Organization, academic honesty includes a set of values and skills that promote personal integrity and supports good practice in teaching, learning and assessment. At EBI, we believe in the need to develop a policy on academic honesty that set a clear parameter of what is academic honesty as well as setting expectations and consequences.

Defining Concepts

Academic Honesty. Academic honesty is defined as a set of intrinsic values and skills that promote the learner profile trait of principled, as well as integrity in teaching, learning, and assessment. Furthermore, EBI expects that students respect others' intellectual property, and submit work

that is of their own creation. If EBI students want to use the ideas of others in their work, they are expected to cite them appropriately, using the proper procedures put in place at the school.

Here is the link to the APA Referencing Sample Manual For Students
https://docs.google.com/document/d/1goTD894dYUEFmdVrhKK77gZm5dIJLkS4fOGIeFh0t90/edit#

Collusion. Also known as accomplice to cheating (collusion) is defined as behavior that provides another student with help in cheating. This help includes:
- Giving intellectual property (their own or others) to a student with intent to cheat providing information on how to obtain another student's intellectual property providing information on how to obtain assessment tasks (prior to examination)
- Forging documents for another student
- Helping copy documents for another student
- Providing unauthorized notes to another student during an assessment

Authentic Authorship. Authentic authorship is defined as a student's piece of work based on his/her "individual and original ideas with the ideas and work of others fully acknowledged". It is important to note that students may use resources that support their ideas, but they must also cite the source.

Cheating. Cheating is defined as behavior that results in a student making a deliberate choice to gain an unfair advantage in an assessment situation. Cheating includes:
- Copying another student's work (with or without their knowledge)
- Copying assessment tasks
- Forgery
- Using unauthorized notes during an assessment

Collaboration. Collaboration is a necessary 21st century skill. Therefore, EBI desires that all of our students learn to collaborate ethically on intellectual projects. However, students must understand the difference between honest collaboration and dishonest collaboration. Collaboration is defined as cooperative work with other students on intellectual tasks. In collaborative work, students are assigned individual responsibilities to create interdependence and group accountability. Any behavior during collaboration that falls under the definition of cheating or accomplice to cheating will be handled as such.

Duplication. Duplication is defined as the student turning in the same work for different assessment tasks or different subject areas unless the teachers have established an interdisciplinary unit and they have created a singular assessment task. Also, a student cannot use a summative task done in previous years for a current class.

Intellectual Property. Intellectual property is defined as ideas or work of another person, including professionals and students.

Malpractice. Malpractice is defined as any act of academic dishonesty. This includes plagiarism, cheating, and accomplice to cheating.

Paraphrasing. Paraphrasing is defined as using other words to restate another person's ideas. Paraphrased ideas usually have a sentence structure, style, and vocabulary different from the original author. Paraphrasing is an acceptable way to use a source. However, because paraphrasing still uses the ideas of another person, the source must be acknowledged through citations.

Plagiarism. Plagiarism is defined as "using words, ideas, or products, which belong to another person or source without giving credit to the source from which it was taken" (qtd. in Carroll 3). Plagiarism can occur when a person tries to represent another person's work as their own in order to obtain some benefit, credit, or gain. However, plagiarism can also occur unintentionally if a person does not acknowledge the work of others that helped them to complete the assessment task. Regardless of the motivation, plagiarism is unacceptable and can be avoided with proper teaching and learning.

ROLES OF STAKEHOLDERS

The education of students is a collaborative effort, in which all stakeholders play an important role. Therefore, each member of this collaborative team has duties to uphold.

THE ROLE OF THE LEADERSHIP TEAM

Education. Most acts of academic dishonesty are not intentional. With that understanding, the first offense of academic dishonesty is used as a teachable moment, in which the student meets with the MYP Coordinator. In this meeting, expectations regarding academic honesty are clarified for the student.

- The MYP Coordinator ensures that the student:
- Understands what constitutes academic honesty, an authentic piece of work, and intellectual property
- Receives guidance on how to acknowledge sources
- Understands what constitutes malpractice (academic dishonesty) and the consequences of being found guilty
- Knows and understands EBI's Academic Honesty Policy

Processing Reports. All reports of academic dishonesty are sent to the MYP Coordinator.

Delivery of consequences.
- *First offense.* Upon the first offense of academic dishonesty, the MYP Coordinator holds a meeting with the student. After the academic honesty meeting has concluded, the MYP Coordinator in coordination with the teacher notifies the student that they need to complete an alternative assignment to demonstrate their understanding of the material so an achievement level can be awarded. The MYP Coordinator is also responsible for notifying the student's family of the nature of the offense, as well the details of the meeting and the consequence.
- *Second Offense*. Upon the second offense of academic dishonesty, the student receives a zero for their work. The Head of Middle School delivers this consequence and meets with the student and the family.

THE ROLE OF THE TEACHER

Awareness. All subject areas must contribute to the development of academic honesty. Therefore, each teacher is responsible for helping students gain the skills necessary to complete the assigned summative task. Needed skills may include, but are not limited to:

- Conducting research
- Writing academically so as to fulfill the expectation of authentic authorship
- Acknowledging sources through the use of citations
- Working collaboratively
- Establishing timelines so work can be proofread and edited by knowledgeable sources prior to the assessment submission deadline.

These skills can be promoted in a variety of ways, including, but not limited to:

- Direct instruction of research steps and citation procedures
- Thorough assessment explanations including preferred citation formats
- Informal reminders
- List of conventions for acknowledging sources or a list of helpful resources that can aid students in creating accurate and consistent documentation of sources used.

Detection and Reporting. Since teachers are responsible for administering their own assessments, they are also responsible for detecting and reporting incidences of academic dishonesty. Upon evaluating each student's assessment, teachers need to pay close attention to any work that seems misaligned with the level of that particular student. Given EBI's practices with frequent formative assessments and summative assessments that are closely monitored by the teacher, these incidences are often easily detected.

When academic dishonesty is detected by a teacher, they should report the issue to the MYP Coordinator and provide adequate evidence of the malpractice. After the teacher has discussed the evidence with the MYP Coordinator , the teacher has completed their reporting responsibilities.

Following Policy. Teachers are expected to uphold this policy and report incidents of academic dishonesty. In addition to supporting student practices related to academic honesty, teacher should also model the policy. Acting as strong examples of ethical behavior, teachers should demonstrate appropriate collaboration and use of intellectual property throughout the year.

THE ROLE OF THE FAMILY

Families are expected to support EBI's Academic Honesty Policy. Therefore, it is essential that families come to requested meetings to discuss the academic honesty of their child. Families can also encourage academic honesty by helping students understand the expectations related to authentic authorship, thereby preventing malpractice.

THE ROLE OF THE STUDENT

Giving Credit. Each student is responsible for ensuring that all work submitted for assessment represents authentic authorship, with the work or ideas of others fully and correctly acknowledged (Academic Honesty 11). Even if the intellectual property is summarized or

paraphrased, it requires proper APA citations. Parenthetical citations should be used in all essays, and a works cited page is required for multi-source research and/or analytical writing.

Clarification. If, at any point, a student is concerned that their behavior may be interpreted as malpractice, They need to seek clarification regarding EBI academic honesty expectations. Attempts to gain clarification prior to submission of work will never be penalized, as this demonstrates the student's desire to act in a principled manner and serves as a learning opportunity. Therefore, students should feel comfortable asking for clarification and remember that all questions concerning academic honesty are welcomed.

While working in groups. The Middle Years Programme (MYP) strives to create principled and balanced learners through a focus on intercultural awareness, communication, and holistic learning. Because of these areas of focus in the Middle Years Programme (MYP), students will often be working in collaboration with their peers and using sources from experts all over the world to respond to the MYP unit questions. Therefore, we expect students to meet the following expectations:

- Students are expected to work together, to recognize and encourage contributions of others in the group.
- Students are expected to know that the purpose of an assessment, summative or formative, is to show what they know, understand and can do and must provide their own work.
- Each group member takes responsibility for their roles/tasks and ensures that the other members of the group understand the task and their responsibilities.
- When a product is required from a group, the product should reflect each member's contribution.
- Each student's work should be explicitly acknowledged.
- Each student is capable of reflecting on their participation and the participation of the other members of the group.
- Students are able to reflect on the group's processing and communication.
- Students will always appropriately give credit to any outside research used to inform their product.

PRINCIPLED ACTION

Reporting. Students who may know of a potential act of academic dishonesty, or of an act that has already occurred, are required to report it to a teacher immediately. Students who report these incidences are maintaining PSA's policy, acting with integrity, and helping their peers see the importance of academic honesty. The names of students who bring forth information regarding situations of academic dishonesty will remain confidential.

Accepting Consequences. Students "must bear the consequences if they submit work for assessment that is not their own, regardless of whether the plagiarism was deliberate or the result of poor research skills" (Academic Honesty 12). It is our hope to avoid situations of malpractice, but should a situation arise, we expect students to cooperate with staff, take responsibility for their actions, and use the experience as a learning opportunity for the future.

Escuela Bilingüe
Internacional

Student Declaration of Academic Honesty

At Escuela Bilingüe Internacional students are expected to demonstrate high standards of academic integrity and exemplary conduct. We place a strong emphasis on responsible citizenship and ethical behavior. Therefore, the Middle Years Program faculty and staff, as well as the administration of EBI, expect a commitment from Middle Years Program students to maintain academic honesty and exemplary behavior.

- I understand that it is the expectation of the International Baccalaureate Organization and EBI that all work presented and submitted is my own.
- I will actively participate in collaboration and refrain from the act of collusion.
- I will acknowledge any assistance given to me and/or any references used accurately and appropriately.
- I understand what constitutes as malpractice and will avoid any such acts.
- I know that I must report any acts of malpractice committed by others.
- I realize that I have a responsibility to maintain academic honesty in order to solidify and authenticate my educational experience and the grades that I receive for my work.
- I commit to allowing myself and my peers to benefit from the international education I am receiving at EBI.