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**IBO Mission Statement**

The International Baccalaureate Organization (IBO) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

1 Taken from www.ibo.org, the International Baccalaureate Organization’s official website.

**Harry Stone Mission Statement**

To prepare youth for life-long learning through the Montessori and International Baccalaureate philosophies; fostering individual responsibility, mutual respect, self-discipline, and a passion for excellence in order to become inquiring, compassionate, internationally minded global citizens who take action to create a better world.

**Harry Stone Student Pledge**

We will show kindness, compassion and respect to other people, to ourselves, and to our earth. It only takes one person to change the world and I will be the one!

**What is the IB Middle Years Programme (MYP)?**

The MYP is designed for students aged 11 to 16. It provides a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP emphasises intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding and global engagement; qualities that are essential for life in the 21st century.

Middle school students face many and varied choices in their lives. The IB Middle Years Programme is designed to enable the students to make wise decisions based on sound judgment. IB/MYP is guided by three fundamental concepts rooted in the IB mission statement. These concepts are

Holistic Learning-embodies the idea that all learning is interrelated and that courses should be taught so as to develop the whole student. The whole student’s attributes are described by the IB learner profile.

Intercultural Awareness-is the idea that the world community is made up of many different people with other languages, histories, traditions and cultures. Intercultural Awareness is woven into the MYP so that students can develop an appreciation of culture from around the world. This is a key feature of international education and is reflected in the IB learner profile.

Communication-is the concept that schools should encourage and develop open and effective communication. Communication skills are important to international understanding as exemplified by the attributes of the learner profile.

* Taken from MYP: From Principles to Practice, copyright International Baccalaureate Organization, 2008
WHY MYP?

Connects learning from subject to subject with an emphasis on approaches to learning, action and service

Develops independent, inquiring, knowledgeable and caring young people

Enhances an understanding in others and their culture

Produces active responsible citizens in the community and in the world

Focuses on process as well as product

Allows students to reflect and assess work

Prepares students to be successful in school and to be active lifelong learners.

Builds a sense of accomplishment in meeting the challenge of an international standard of excellence

Fluency in a second language

Strong grade-level teaming

Supports our core beliefs
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.

Excerpted from International Baccalaureate Learner Profile Review 2013
Harry Stone Montessori Academy agrees that academic honesty represents a core belief and lays the foundation for our integrity as individuals, as a community, and is supported through our Essential Three: Respect for self, Respect for others, and Respect for the environment.

**Academic Honesty Policy:**

Harry Stone Montessori Academy students, faculty, leadership, and community agree to these core principles:

- We agree to develop and promote personal integrity.
- We agree to resist any influence, including peer pressure, to submit any work that is not the product of our own learning.
- We agree to develop and promote personal integrity.
- We agree to respect the original ideas of others.
- We agree to provide appropriate documentation when using the original ideas of others.
- We agree to respect the requirements and deadlines established by faculty and administration.
- We agree to explore new concepts by coming to class prepared to learn.
- We agree to consider and respect the beliefs of others in all our discussions, presentations, and submitted work.
- We agree to learn from our mistakes and strive to achieve a higher level of personal integrity.
- We understand lapses in personal integrity will lead to appropriate consequences.

Students found to have engaged in academic dishonesty will receive a grade penalty of failing on the assignment/assessment (zero) and shall be subject to disciplinary penalties in accordance with the District Student Code of Conduct and the Magnet EGA Regulation.
I have read the Academic Honesty Policy established for Harry Stone Montessori Academy and I am fully aware of the consequences of the failure to comply with the policy.

I pledge that I will always uphold the principles of academic honesty, and maintain the highest standards of ethical conduct.

__________________________________________________________________  __________________________________________________________________
Student Signature                                              Date

__________________________________________________________________  __________________________________________________________________
Parent Signature                                               Date
Effective assessment places students at the center of their learning by allowing teachers to monitor student progress and adjust instruction to improve achievement. How and when we evaluate students directly informs planning, teaching and learning. Assessment determines students’ levels of understanding using formative assessment which seeks to identify their learning needs as they engage with subject content; and summative assessment which serves to support student learning and contribute to the determination of an achievement level at the end of a learning period. Assessment is managed through an active partnership among students, teachers, and parents/guardians. The Harry Stone Montessori Academy learning community agrees to use educational assessment in a consistent way to inform the learning process for the learner, teacher, and parents/guardians. As a result, the community of learners embraces assessment as a valuable and essential part of the learning cycle. The Academy’s assessment policies and procedures are based on relevant laws of the State of Texas and the Dallas Independent School District policies. To implement these guidelines, we have adopted the following policies.

Harry Stone Montessori Academy’s MYP Principles of Assessment:

Harry Stone recognizes that teaching, learning and assessment are fundamentally interdependent. We are guided by the following principles:

Students:
- have differing learning styles
- have different cultural experiences, expectations and needs
- perform differently according to the context of learning
- will see self-assessment and peer-assessment as a natural part of the learning process
- need to know their achievements and areas for improvement in the learning process
- should receive feedback that is positive and constructive

Assessment:
- is designed by teachers to incorporate a variety of methods and to be relevant and motivating to students.
- is geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world.
- is continuous.
- is criterion-referenced using the guidelines set down by the IBO and is made clear to students by teachers before coursework begins.

Harry Stone Montessori Academy MYP Rationale for Assessment:

Harry Stone assesses its students in order to:
- build a clear picture of the student and his or her interests
- develop habits of life-long learning
- identify the important elements in the content
- develop self-evaluation and self-monitoring through the use of defined criteria and expectations
- communicate progress toward a goal
- encourage continued progress toward a goal
- enhance self-esteem through achievement of goal(s)
• assess the effectiveness of the environment on the student’s learning
• extend the student’s learning
• monitor the progress of individual student learning and achievement
• determine the effectiveness of teaching
• inform others as appropriate, including students, teachers, parents, receiving schools
• To inform students of their progress and achievement
• To identify areas of growth for students
• To provide feedback for learning
• To shape instructional practices through the use of data (Core belief: there is no excuse for poor quality instruction.
• To determine needs for differentiation of instruction
• To monitor student progress
• To inform parents of student progress against standards.

Harry Stone Montessori Academy MYP Assessment Practices:

One of our core beliefs is that effective instruction makes the most difference in student academic performance. Teachers will frequently reflect on their educational goals in multiple settings, meeting on a regular basis in horizontal and vertical teams to analyze data from multiples assessments to drive instruction.

Harry Stone Montessori Academy MYP Methods of Assessment:

We are committed to utilizing a wide variety of testing methods and formats to assess our students’ knowledge, growth and ability to apply skills and concepts. The following types of assessments may used:
• ongoing formative teacher assessment including projects, assignments completed in class, assignments completed outside class, group projects, reports, standardized tests, common assessments, and unit tests
• summative assessment tasks including unit of inquiry authentic assessments scored by rubric(s), and may include semester exams, and state mandated assessments such as STAAR™, TELPAS, ITBS, Redi-Step, Hanna Orleans, End-of-Course, interim assessments, District ACPs (assessment of course performance), and others as deemed appropriate.
• pre- and post-tests;
• formative assessments collected throughout the learning process; Demonstrations of learning (DOLs) Multiple response strategies(MRS)
• summative assessments which take place at the end of the specified unit;
• rubrics used to judge student work in relation to identified levels of attainment;
• student portfolios and student-led conferences with parents;
• self-assessments;
• written responses and reflections;
• essays and reports
• portfolios
• class discussion

Harry Stone Montessori Academy MYP Methods of Reporting Student Progress:

Harry Stone Montessori Academy demonstrates student progress to students and their parents and/or guardians in the following ways:
• regular report cards (6 weeks)
• IB MYP report cards (bi annually)
• progress reports (three weeks)
• rubrics
• conferences with student (bi-annually and as needed)
• student evaluations of the student’s own work
• peer evaluations
• Parent Portal to view student progress through web-based student reporting system
• parent/guardian conferences
• phone calls
• emails
• required scores on mandated State of Texas assessments
• Professional Learning Community (PLC) analysis of data
• posted School Report Card as part of the State of Texas Academic Excellence Indicator System

**Harry Stone Montessori Academy MYP Interventions:**

We are committed to the academic success of each student and provide help for students in ways such as:

• tutorials including iStation and Think through Math)
• mentoring
• tutoring during the school day for identified students
• after school tutoring
• study guides
• counseling

**Harry Stone Montessori Academy MYP Celebrations of Academic Success:**

Harry Stone is committed to celebrating academic success and progress in the following ways:

• Daily announcements
• Newsletters to parents
• School and MYP Website
Language Policy

Beliefs:
At Harry Stone Montessori Academy we believe that all teachers are language instructors. All students who pass through our doorway are language learners regardless of which language they speak. Each student has his or her own background and their unique contributions. We believe that recognizing and supporting our students’ mother tongue languages is crucial to their development and in maintaining cultural identity. At Harry Stone we have made a commitment to our students and parents to provide a learning community that promotes and supports language diversity.

Identification:
Mother tongue languages and students that are in need of additional services will be identified at the beginning of the school year. All students that are listed as speaking another language other than English will be screened for Limited English Proficiency (LEP), as required by the State of Texas. The individual educational plan for each student identified as LEP will be guided by an LPAC Committee comprised of parents, teachers, and administrators. By identifying our language populations we are able to inform our teachers and staff so that we can strengthen our learning community and integrate language acquisition strategies into instruction.

Scope and Sequence:
The scope and sequence of our language program is determined by the Texas Essential Knowledge and Skills as mandated by the laws and regulations of the State of Texas under the supervision of the Texas Education Agency. We will provide a rigorous, literacy program for all our students with the expectation of exceeding their grade level in English that meets both IBO and state/national standards.

Instruction:
Classroom Instruction:
All instruction at Harry Stone is taught in English and students are instructed in all areas of language arts. Teachers are expected to create a print rich environment, teach with best practice strategies, and to set a model for all students. Students learn from not only their teacher but their peers and their experiences with language. The goal is for all students to acquire proficiency in speaking, listening, reading, and writing.
Language A

Language A is defined as English, we recognize that English is not the mother tongue of some of our students; we strive for all students to acquire academic proficiency in English.

The language of communication with our families and communities is English however, we also translate communication materials into Spanish.

Language B

Language B is currently offered to our students in Spanish, Mandarin Chinese, and French to encourage the students to learn a second language and appreciate the cultural diversity among our student population and community. It is the goal of Language B to support our students as they achieve bilingual efficiency. Language B must be sustained in the same language for all three years of the programme.

Bilingual and ESL Instruction:

The instructional model for any students who are not proficient in English will be a full inclusion/immersion model with support in the regular classroom setting. These students will be assessed annually for proficiency in reading, writing, and speaking English using TELPAS as required by the laws of the State of Texas. Teachers who provide these services in the regular classroom setting will be certified in both general education and have participated in S.I.O.P training.
HARRY STONE MONTESSORI ACADEMY MYP
www.dallasisd.org/stone

Special Education Policy

Beliefs:

At Harry Stone Montessori Academy our motto is: “Building relationships, increasing rigor and ensuring relevance, equity and access for all children.” We believe all students possess unique capabilities as learners and consistent with one of our core beliefs we also believe that with our help, at-risk students will achieve at the same rate as non-at-risk students. Our students with special needs are ensured meaningful and equitable access to a quality education. We believe that it is our responsibility to provide appropriate learning experiences. We understand the unique nature of each student, promote the worth and dignity of each student, and strive for the educational success of each student.

Federal, State and Local Requirements

In order to effectively meet the needs of our special education students, we adhere to the policies and practices set forth by the federal, state and local authorities for the education of exceptional children (EC). This includes:

- Implementing the accommodations stated in Individualized Education Plans (IEPs) and 504 plans.
- Providing modified tests and/or testing environments for students with special needs.
- Regularly review and revise students’ IEPs and 504s

Goals:

To the maximum extent appropriate, instruction for Special Education students will be provided in the classroom setting.

The goals of Special Education at Harry Stone are the following:

- Ensure that all students receive a free, appropriate public education which may include special education and related services to meet their unique needs;
- Provide a full range of educational opportunities in the least restrictive environment for each student;
A Quick Guide to MYP Assessment

This short guide is intended to clarify the MYP assessment process.

MYP assessment aims to support and encourage student learning. This means that teachers constantly gather and analyze information on student performance and provide feedback to students to help them improve their performance. It also means that students must be involved in evaluating their own progress using self-assessment and reflection. In doing so, they should develop wider critical-thinking and self-assessment skills.

The MYP assessment system is called a criterion-related model and it is important that both students and parents understand the methods of assessment and play an active role in the process.

Assessing students against criteria is very helpful because the student knows before attempting the work what needs to be done to reach a high level. It also helps teachers clarify and express their expectations about assignments in a way that students can understand. For IB assessments, students are given a RUBRIC for the assessment task at the same time that they receive the task. This will let them see - before they complete the task – exactly what they need to do to complete the assessment and the grade they will receive based on each descriptor level.

The strength of this model is that students are assessed for what they can do, rather than being ranked against each other. Students receive feedback on their performance based on the criteria level descriptors.

An assessment is given which contains a task sheet and assessment criteria (rubric)

The assignments are graded and student feedback is provided based on the assessment criteria

The criterion levels in each subject are then added together to give a criterion levels total for that subject. This total is then converted to an OLA out of 7 using the grade boundary tables from the IB

At the end of the semester, each teacher analyzes the student’s grades and uses their professional judgment to award a level of achievement for each individual criterion.

This process is repeated throughout the semester so that all criterion in every subject are covered at least twice during the academic school year.

The End of Semester reports include individual criteria and an Overall Level of Achievement for each subject.
What Counts Towards The Overall Level Of Achievement (OLA)?

Throughout the year evidence will be collected of student achievement from many different types of assessment including formative and summative assessments. Sometimes all criteria in the subject are applied to an assessment, but more often only 1 or 2 criteria are assessed per task. We will use a conversion scale to report a conversion from IB Grades to the traditional percentage system as required by DISD grading guidelines. While it is acceptable to convert an IB Grade to a traditional grade it is NOT an acceptable practice to attempt to convert a traditional grade to an IB grade.

The Determination of an OLA (Overall Level of Achievement)

How Are End Of Semester/Year Criterion Totals Reached?

By the end of the semester/year students will have completed enough assessment tasks for each criterion in every subject to be assessed at least twice. There are 4 criteria which after Semester 1 for semester classes and by the end of the school year for full year courses students will have at least 2 grades in all 4 of the Mathematics criteria of Criterion A: Knowing and understanding, Criterion B: Investigating patterns, Criterion C: Communicating, Criterion D: Applying mathematics in real-life contexts.

At that time a professional judgment on the criterion level of achievement for this criterion will be determined. IT IS NOT AN AVERAGE OF ALL OF THE GRADES FOR EACH CRITERION, but a professional judgment based on patterns in the data, the development of that student and the context that the work was completed in. It is the role of teachers to use the evidence to decide the level that the student is performing at in each specific criterion at the end of the semester. It is important to note that the MYP exams are assessed using MYP criteria and that the examination results will count as only one of the many assessments that will be used to determine the final end-of-semester grade and again at the end of the school year.

How Do Criteria Marks Become an OLA out of 7?

This process of determining criterion levels of achievement is done for all criteria in every subject. In each subject these criterion levels of achievement are then added together to give a Criterion Levels Total. This total is then compared to the grade boundary tables published by the IB to give the student a Grade ranging from 1-7 for that subject. Grades for each criteria are added together to give a Criterion Levels Total. If that total were a 21 as in the example below the student would receive a grade of 5 for the final OLA in Mathematics.
Mathematics

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Semester Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion A: Knowing and Understanding /8</td>
<td>6</td>
</tr>
<tr>
<td>Criterion B: Investigating Patterns /8</td>
<td>6</td>
</tr>
<tr>
<td>Criterion C: Communicating /8</td>
<td>4</td>
</tr>
<tr>
<td>Criterion D: Applying Mathematics in real life/8</td>
<td>5</td>
</tr>
<tr>
<td><strong>Criterion Levels Total / 28</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

IB Published Mathematics Grade Boundaries

<table>
<thead>
<tr>
<th>Grade(OLA)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boundaries</td>
<td>0-4</td>
<td>5-8</td>
<td>9-12</td>
<td>13-17</td>
<td>18-21</td>
<td>22-25</td>
<td>26-28</td>
</tr>
</tbody>
</table>

How MYP Assessment Differs From Other Assessment Models.

MYP assessment is not based on a ‘bell-curve’ distribution of scores and is neither percentage graded nor letter graded. Students are not ranked against others in their class or year group. MYP assessment emphasizes individual achievement. Students are encouraged to reflect on their own learning and use the descriptors to motivate themselves to a higher level of achievement.

What Does An OLA of 1-7 Really Mean?

So what does the OLA of a 5 in Mathematics mean? Below are the **IB general grade descriptors** for each grade. An OLA of a 5 as found in the IB From Principles into Practice for MYP Next chapter means that the student 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. To fully understand student achievement it is important to focus on all the individual criterion scores as these highlight student’s strengths and weaknesses in the subject and BOTH the OLA number and the general grade descriptions.
MYP general grade descriptors

To arrive at a criterion levels total for each student, teachers add together the student’s final achievement levels in all criteria of the subject group.

Schools using the MYP 1–7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Boundary guidelines</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1–5</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>6–9</td>
<td>Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.</td>
</tr>
<tr>
<td>3</td>
<td>10–14</td>
<td>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.</td>
</tr>
<tr>
<td>4</td>
<td>15–18</td>
<td>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.</td>
</tr>
<tr>
<td>5</td>
<td>19–23</td>
<td>Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.</td>
</tr>
<tr>
<td>6</td>
<td>24–27</td>
<td>Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.</td>
</tr>
<tr>
<td>7</td>
<td>28–32</td>
<td>Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.</td>
</tr>
</tbody>
</table>

From MYP From Principles into Practice 2014
What are the consequences of our common humanity?

WHEN? WHERE?

How is everything connected?

MYP GLOBAL CONTEXTS: showing how learning best takes place in context

Identities & Relationships

Personal and Cultural Expression

Scientific and Technical Innovation

Who am I? Who are we?

What is the nature and purpose of creative expression?

How do we understand the world in which we live?
Approaches to Learning: The skills students develop to take responsibility for their own learning.

Social (collaboration)

- Use social media networks appropriately to build and develop relationships
- Practice empathy
- Delegate and share responsibility for decision-making
- Help others to succeed
- Take responsibility for one’s own actions
- Manage and resolve conflict and work collaboratively in teams
- Build consensus
- Make fair and equitable decisions
- Listen actively to other perspectives and ideas
- Negotiate effectively
- Encourage others to contribute
- Exercise leadership and take on a variety of roles within groups
- Give and receive meaningful feedback
- Advocate for one’s own rights and needs

Source: opal-re.com
Approaches to Learning: The skills students develop to take responsibility for their own learning.

Self-Management

- Organization
- Affective
- Reflection

Source: thegordon.edu.au
Approaches to Learning: The skills students develop to take responsibility for their own learning.

**Communication**

- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques, writing, and media to communicate with a variety of audiences and purposes
- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers
- Participate in, and contribute to, digital social media networks
- Collaborate with peers and experts using a variety of digital environments and media
- Share ideas with multiple audiences using a variety of digital environments and media
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Use and interpret a range of discipline-specific terms and symbols
- Write for different purposes
- Understand and use mathematical notation
- Paraphrase accurately and concisely
- Preview and skim texts to build understanding
- Take effective notes in class
- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media
- Organize and depict information logically
- Structure information in summaries, essays, and reports

Source: www.thewritefreelance.com
Approaches to Learning: The skills students develop to take responsibility for their own learning.

Information literacy
Media literacy

Harry Stone Design Students

Source: researchvistas.com
Approaches to Learning: The skills students develop to take responsibility for their own learning.

Thinking

Do you see an old or young woman?

- Critical thinking
- Creative thinking
- Transfer

Source: skeptic.com

Source: duncancaldwell.com
In order to reach the aims of arts, students should be able to:

<table>
<thead>
<tr>
<th>Arts Objectives</th>
<th>Next Chapter MYP Year 1-2 6th/7th Grade</th>
<th>Next Chapter MYP Year 2-3 7th/8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A-Knowing and Understanding</strong></td>
<td>i. demonstrate awareness of the art form studied, including the use of appropriate language</td>
<td>i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language</td>
</tr>
<tr>
<td></td>
<td>ii. demonstrate awareness of the relationship between the art form and its context</td>
<td>ii. demonstrate knowledge of the role of the art form in original or displaced contexts</td>
</tr>
<tr>
<td></td>
<td>iii. demonstrate awareness of the links between the knowledge acquired and artwork created.</td>
<td>iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</td>
</tr>
<tr>
<td><strong>B- Developing Skills</strong></td>
<td>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</td>
<td>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</td>
</tr>
<tr>
<td></td>
<td>ii. demonstrate the application of skills and techniques to create, perform and/or present art.</td>
<td>ii. demonstrate the application of skills and techniques to create, perform and/or present art.</td>
</tr>
<tr>
<td><strong>C- Thinking Creatively</strong></td>
<td>i. identify an artistic intention</td>
<td>i. outline a clear and feasible artistic intention</td>
</tr>
<tr>
<td></td>
<td>ii. identify alternatives and perspectives</td>
<td>ii. outline alternatives, perspectives, and imaginative solutions</td>
</tr>
<tr>
<td></td>
<td>iii. demonstrate the exploration of ideas.</td>
<td>iii. demonstrate the exploration of ideas through the developmental process to a point of realization.</td>
</tr>
<tr>
<td><strong>D: Responding</strong></td>
<td>i. identify connections between art forms, art and context, or art and prior learning</td>
<td>i. outline connections and transfer learning to new settings</td>
</tr>
<tr>
<td></td>
<td>ii. recognize that the world contains inspiration or influence for art</td>
<td>ii. create an artistic response inspired by the world around them</td>
</tr>
<tr>
<td></td>
<td>iii. evaluate certain elements or principles of artwork.</td>
<td>iii. evaluate the artwork of self and others.</td>
</tr>
<tr>
<td>Design Objectives</td>
<td>Next Chapter MYP Year 1-2 6th/7th Grade</td>
<td>Next Chapter MYP Year 2-3 7th/8th Grade</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
</tr>
</tbody>
</table>
| 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. 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 |
| 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. |
| 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 as intended  
iv. list the changes made to the chosen design and plan when making the solution.  
v. present the solution as a whole | 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  
v. present the solution as a whole |
| 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  
v. 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  
v. describe the impact of the solution on the client/target audience. |
In order to reach the aims of individuals and societies, students should be able to:

<table>
<thead>
<tr>
<th>Language and Literature Objectives</th>
<th>Next Chapter MYP Year 1-2 6th/7th Grade</th>
<th>Next Chapter MYP Year 2-3 7th/8th Grade</th>
</tr>
</thead>
</table>
| **A- Analyzing**                | i. identify and comment upon significant aspects of texts  
|                                 | ii. identify and comment upon the creator’s choices  
|                                 | iii. stify opinions and ideas, using examples, explanations and terminology  
|                                 | iv. identify similarities and differences in features within and between texts.  
|                                 | i. use a range of terminology in context  
|                                 | ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples. |
| **B- Organizing**              | i. employ organizational structures that serve the context and intention  
|                                 | ii. organize opinions and ideas in a logical manner  
|                                 | iii. referencing and formatting tools to create a presentation style suitable to the context and intention.  
|                                 | i. formulate/choose a clear and focused research question, explaining its relevance  
|                                 | ii. formulate and follow an action plan to investigate a research question  
|                                 | iii. use methods to collect and record relevant information  
|                                 | iv. evaluate the research process and results, with guidance. |
| **C- Producing text**          | i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process  
|                                 | ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience  
|                                 | iii. ant details and examples to support ideas.  
|                                 | i. communicate information and ideas in a way that is appropriate for the audience and purpose  
|                                 | ii. structure information and ideas according to the task instructions  
|                                 | iii. create a reference list and cite sources of information. |
| **D: Using language**          | i. use appropriate and varied vocabulary, sentence structures and forms of expression  
|                                 | ii. write and speak in an appropriate register and style  
|                                 | iii. correct grammar, syntax and punctuation  
|                                 | iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy  
|                                 | v. use appropriate non-verbal communication techniques  
|                                 | i. analyze concepts, issues, models, visual representation and/or theories  
|                                 | ii. summarize information to make valid, well supported arguments  
|                                 | iii. analyze a range of sources/data in terms of origin and purpose, recognizing values and limitations  
<p>|                                 | iv. recognize different perspectives and explain their implications. |</p>
<table>
<thead>
<tr>
<th>Language Acquisition Objectives</th>
<th>Next Chapter Phase 1</th>
<th>Next Chapter Phase 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A- Comprehending spoken &amp; visual text</strong></td>
<td>i. identify basic facts, messages, main ideas and supporting details in everyday situations ii. recognize basic conventions iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</td>
<td>iv. show understanding of messages, main ideas and supporting details in familiar situations v. recognize basic conventions vi. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</td>
</tr>
<tr>
<td><strong>B- Comprehending written &amp; visual text</strong></td>
<td>i. identify basic facts, messages, main ideas and supporting details ii. recognize basic aspects of format and style, and author’s purpose for writing iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</td>
<td>iv. identify basic facts, main ideas and supporting details, and draw conclusions v. recognize basic conventions including aspects of format and style, and author’s purpose for writing vi. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</td>
</tr>
<tr>
<td><strong>C- Communicating in response to spoken, written &amp; visual text</strong></td>
<td>i. respond appropriately to simple short phrases ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics iv. communicate with a sense of audience.</td>
<td>v. respond appropriately to spoken, written and visual text in a limited range of familiar situations vi. interact in basic structured exchanges on a limited variety of aspects within familiar situations communicate with a sense of audience. vii. use phrases to communicate ideas, feelings and information in familiar situations viii. communicate with a sense of audience.</td>
</tr>
<tr>
<td><strong>D: Using language in spoken &amp; written form</strong></td>
<td>i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation ii. organize basic information and use a range of basic cohesive devices iii. use language to suit the context.</td>
<td>iv. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation v. organize information and ideas and use a range of basic cohesive devices vi. use language to suit the context</td>
</tr>
</tbody>
</table>
For use beginning fall 2014...Next Chapter MYP Phase 1-2 Language Acquisition Objectives

| In order to reach the aims of language acquisition, students should be able to: |
|---------------------------------|-----------------|-----------------|
|                                 | Next Chapter Phase I | Next Chapter Phase II |
| A- Comprehending spoken & visual text | i. identify basic facts, messages, main ideas and supporting details in everyday situations  
ii. recognize basic conventions  
iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. | iv. show understanding of messages, main ideas and supporting details in familiar situations  
v. recognize basic conventions  
vi. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. |
| B- Comprehending written & visual text | i. identify basic facts, messages, main ideas and supporting details  
ii. recognize basic aspects of format and style, and author’s purpose for writing  
iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. | iv. identify basic facts, main ideas and supporting details, and draw conclusions  
v. recognize basic conventions including aspects of format and style, and author’s purpose for writing  
vi. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. |
| C- Communicating in response to spoken, written & visual text | i. respond appropriately to simple short phrases  
ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language  
iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics  
iv. communicate with a sense of audience. | v. respond appropriately to spoken, written and visual text in a limited range of familiar situations  
vi. interact in basic structured exchanges on a limited variety of aspects within familiar situations  
communicate with a sense of audience.  
vii. use phrases to communicate ideas, feelings and information in familiar situations  
viii. communicate with a sense of audience. |
| D: Using language in spoken & written form | i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation  
ii. organize basic information and use a range of basic cohesive devices  
iii. use language to suit the context. | iv. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation  
v. organize information and ideas and use a range of basic cohesive devices  
vi. use language to suit the context |
### Suggested task types and guidelines:

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Objective</th>
<th>Phase 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A comprehension task comprising spoken and visual text in the target language with questions relating to both</td>
<td>Can be used to assess objective A</td>
<td>All questions and answers may be in mother tongue, language of instruction or the target language.</td>
</tr>
<tr>
<td>A comprehension task comprising written and visual text in the target language with questions relating to both</td>
<td>Can be used to assess objective B</td>
<td>Text length must be between 200 and 300 words. All questions and answers may be in mother tongue, language of instruction or the target language.</td>
</tr>
<tr>
<td>An interactive oral task (the number of minutes indicates expected student speaking time)</td>
<td>Can be used to assess objectives C and D</td>
<td>1½–2 minutes</td>
</tr>
<tr>
<td>A writing task</td>
<td>Can be used to assess objectives C and D</td>
<td>Writing piece must be between 100 and 150 words.</td>
</tr>
</tbody>
</table>

### Suggested task types and guidelines:

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Objective</th>
<th>Phase 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A comprehension task comprising spoken and visual text in the target language with questions relating to both</td>
<td>Can be used to assess objective A</td>
<td>All questions and answers may be in mother tongue, language of instruction or the target language.</td>
</tr>
<tr>
<td>A comprehension task comprising written and visual text in the target language with questions relating to both</td>
<td>Can be used to assess objective B</td>
<td>Text length must be between 400 and 500 words. All questions and answers may be in mother tongue, language of instruction or the target language.</td>
</tr>
<tr>
<td>An interactive oral task (the number of minutes indicates expected student speaking time)</td>
<td>Can be used to assess objectives C and D</td>
<td>2–3 minutes</td>
</tr>
<tr>
<td>A writing task</td>
<td>Can be used to assess objectives C and D</td>
<td>Writing piece must be between 100 and 150 words.</td>
</tr>
</tbody>
</table>
### In order to reach the aims of language acquisition, students should be able to:

<table>
<thead>
<tr>
<th>Next Chapter Phase III</th>
<th>A- Comprehending spoken &amp; visual text</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. show understanding of information, main ideas and supporting details, and draw conclusions in familiar and some unfamiliar situations</td>
<td></td>
</tr>
<tr>
<td>ii. understand conventions</td>
<td></td>
</tr>
<tr>
<td>iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>B- Comprehending written &amp; visual text</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. show understanding of information, main ideas and supporting details, and draw conclusions</td>
</tr>
<tr>
<td>ii. understand basic conventions including aspects of format and style, and author’s purpose for writing</td>
</tr>
<tr>
<td>iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C- Communicating in response to spoken, written &amp; visual text</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations</td>
</tr>
<tr>
<td>ii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations</td>
</tr>
<tr>
<td>iii. communicate with a sense of audience and purpose.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D: Using language in spoken &amp; written form</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation</td>
</tr>
<tr>
<td>ii. organize information and ideas and use a range of basic cohesive device</td>
</tr>
<tr>
<td>iii. use language to suit the context.</td>
</tr>
</tbody>
</table>

### Task Type | Objective | Phase 3
--- | --- | ---
A comprehension task comprising spoken and visual text in the target language with questions relating to both | Can be used to assess objective A | All questions and answers must be in the target language.
A comprehension task comprising written and visual text in the target language with questions relating to both | Can be used to assess objective B | Text length must be between 600 and 700 words. All questions and answers may be in mother tongue, language of instruction or the target language.
An interactive oral task (the number of minutes indicates expected student speaking time) | Can be used to assess objectives C and D | 3–4 minutes
A writing task | Can be used to assess objectives C and D | Writing piece must be between 200 and 250 words.
For use beginning fall 2014...Next Chapter MYP Phase V Language Acquisition Objectives

<table>
<thead>
<tr>
<th>In order to reach the aims of language acquisition, students should be able to:</th>
<th>Next Chapter Phase IV</th>
</tr>
</thead>
</table>
| **A- Comprehending spoken & visual text** | i. construct meaning and draw conclusions from information, main ideas and supporting details in familiar and unfamiliar situations  
ii. interpret conventions  
iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. |
| **B- Comprehending written & visual text** | i. construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions  
ii. interpret basic conventions including aspects of format and style, and author’s purpose for writing  
iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. |
| **C- Communicating in response to spoken, written & visual text** | i. respond appropriately to spoken, written and visual text in a range of familiar and some unfamiliar situations  
ii. engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance  
iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations  
iv. communicate with a sense of audience and purpose. |
| **D: Using language in spoken & written form** | i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use  
ii. use clear pronunciation and intonation  
iii. organize information and ideas and use a range of basic cohesive devices  
iv. use language to suit the context. |

**Task Type** | **Objective** | **Phase 4** |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>A comprehension task comprising spoken and visual text in the target language with questions relating to both</td>
<td>Can be used to assess objective A</td>
<td>All questions and answers must be in the target language.</td>
</tr>
</tbody>
</table>
| A comprehension task comprising written and visual text in the target language with questions relating to both | Can be used to assess objective B | Text length must be between 800 and 900 words.  
All questions and answers must be in the target language. |
| An interactive oral task (the number of minutes indicates expected student speaking time) | Can be used to assess objectives C and D | 3–4 minutes |
| A writing task | Can be used to assess objectives C and D | Writing piece must be between 200 and 250 words. |
For use beginning fall 2014...Next Chapter MYP Phase IV Language Acquisition Objectives

| A- Comprehending spoken & visual text | i. analyze and draw conclusions from information, main ideas and supporting details in social and some academic situations  
ii. analyze conventions  
iii. engage with the spoken and visual text by analyzing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. |
| B- Comprehending written & visual text | i. analyze and draw conclusions from information, main ideas and supporting details  
ii. analyze basic conventions including aspects of format and style, and author’s purpose for writing  
iii. engage with the written and visual text by analyzing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. |
| C- Communicating in response to spoken, written & visual text | i. respond appropriately to spoken, written and visual text in a range of social and some academic situations  
ii. engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance  
iii. express ideas, opinions and feelings, and communicate information in a wide range of situations  
iv. communicate with a sense of register, purpose and style. |
| D: Using language in spoken & written form | i. write and speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency  
ii. organize information and ideas; use a wide range of cohesive devices  
iii. use language to suit the context. |

Suggested task types and guidelines:

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Objective</th>
<th>Phase 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A comprehension task comprising spoken and visual text in the target language with questions relating to both</td>
<td>Can be used to assess objective A</td>
<td>All questions and answers must be in the target language.</td>
</tr>
</tbody>
</table>
| A comprehension task comprising written and visual text in the target language with questions relating to both | Can be used to assess objective B | Text length must be between 900 and 1,000 words.  
All questions and answers must be in the target language. |
| An interactive oral task (the number of minutes indicates expected student speaking time) | Can be used to assess objectives C and D | 4–5 minutes |
| A writing task | Can be used to assess objectives C and D | Writing piece must be between 300 and 400 words. |
For use beginning fall 2014...Next Chapter MYP

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Objective</th>
<th>Phase 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>A comprehension task comprising spoken and</td>
<td>Can be used to assess objective A</td>
<td>All questions and answers <strong>must</strong> be in the target language.</td>
</tr>
<tr>
<td>visual text in the target language with</td>
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<tr>
<td>questions relating to both</td>
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<td></td>
</tr>
<tr>
<td>A comprehension task comprising written and</td>
<td>Can be used to assess objective B</td>
<td>Text length must be between 1,300 and 1,500 words.</td>
</tr>
<tr>
<td>visual text in the target language with</td>
<td></td>
<td>All questions and answers <strong>must</strong> be in the target language.</td>
</tr>
<tr>
<td>questions relating to both</td>
<td></td>
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</tr>
<tr>
<td>An interactive oral task (the number of</td>
<td>Can be used to assess objectives C and D</td>
<td>4–5 minutes</td>
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<tr>
<td>minutes indicates expected student speaking</td>
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<td>time)</td>
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</tr>
<tr>
<td>A writing task</td>
<td>Can be used to assess objectives C and D</td>
<td>Writing piece must be between 300 and 400 words.</td>
</tr>
</tbody>
</table>

Suggested task types and guidelines:
For use beginning fall 2014...Next Chapter MYP Phase VI Language Acquisition Objectives

In order to reach the aims of studying language and literature, students should be able to:

<table>
<thead>
<tr>
<th>Language and Literature Objectives</th>
<th>Next Chapter MYP Year 1-2 6th/7th Grade</th>
<th>Next Chapter MYP Year 2-3 7th/8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A- Analyzing</strong></td>
<td>i. identify and comment upon significant aspects of texts</td>
<td>i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts</td>
</tr>
<tr>
<td></td>
<td>ii. identify and comment upon the creator's choices</td>
<td>ii. identify and explain the effects of the creator's choices on an audience</td>
</tr>
<tr>
<td></td>
<td>iii. stiﬁ opinions and ideas, using examples, explanations and terminology</td>
<td>iii. justify opinions and ideas, using examples, explanations and terminology</td>
</tr>
<tr>
<td></td>
<td>iv. identify similarities and differences in features within and between texts.</td>
<td>iv. interpret similarities and differences in features within and between genres and texts.</td>
</tr>
<tr>
<td><strong>B- Organizing</strong></td>
<td>i. employ organizational structures that serve the context and intention</td>
<td>i. employ organizational structures that serve the context and intention</td>
</tr>
<tr>
<td></td>
<td>ii. organize opinions and ideas in a logical manner</td>
<td>ii. organize opinions and ideas in a coherent and logical manner</td>
</tr>
<tr>
<td></td>
<td>iii. referencing and formatting tools to create a presentation style suitable to the context and intention.</td>
<td>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</td>
</tr>
<tr>
<td><strong>C- Producing text</strong></td>
<td>i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process</td>
<td>i. produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process</td>
</tr>
<tr>
<td></td>
<td>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</td>
<td>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</td>
</tr>
<tr>
<td></td>
<td>iii. ant details and examples to support ideas.</td>
<td>iii. select relevant details and examples to develop ideas.</td>
</tr>
<tr>
<td>D: Using language</td>
<td>i. use appropriate and varied vocabulary, sentence structures and forms of expression</td>
<td></td>
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<td></td>
<td>ii. write and speak in an appropriate register and style</td>
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<td></td>
<td>iii. correct grammar, syntax and punctuation</td>
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<td></td>
<td>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</td>
<td></td>
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<tr>
<td></td>
<td>v. use appropriate non-verbal communication techniques</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>MYP</th>
<th>i. use appropriate and varied vocabulary, sentence structures and forms of expression</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ii. write and speak in an appropriate register and style</td>
</tr>
<tr>
<td></td>
<td>iii. use correct grammar, syntax and punctuation</td>
</tr>
<tr>
<td></td>
<td>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</td>
</tr>
<tr>
<td></td>
<td>v. use appropriate non-verbal communication techniques</td>
</tr>
<tr>
<td>Mathematics Objectives</td>
<td>Next Chapter MYP Year 1-2 6th/7th Grade</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------------------------</td>
</tr>
</tbody>
</table>
| **A-Knowing & understanding** | i. select appropriate mathematics when solving problems  
  ii. apply the selected mathematics successfully when solving problems  
  iii. problems correctly in both familiar and unfamiliar situations in a variety of contexts. | i. select appropriate mathematics when solving problems  
  ii. apply the selected mathematics successfully when solving problems  
  iii. solve problems correctly in both familiar and unfamiliar situations in a variety of contexts. |
| **B-Investigating patterns** | i. apply mathematical problem-solving techniques to recognize patterns  
  ii. describe patterns as relationships or general rules consistent with correct findings  
  iii. whether the pattern works for other examples. | i. select and apply mathematical problem-solving techniques to discover complex patterns  
  ii. describe patterns as relationships and/or general rules consistent with findings  
  iii. verify and justify relationships and/or general rules. |
| **C-Communicating** | i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written statements  
  ii. use different forms of mathematical representation to present information  
  iii. communicate coherent mathematical lines of reasoning  
  iv. organize information using a logical structure. | i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations  
  ii. use appropriate forms of mathematical representation to present information  
  iii. move between different forms of mathematical representation  
  iv. communicate complete and coherent mathematical lines of reasoning  
  v. organize information using a logical structure. |
| **D: Applying mathematics in real-life contexts** | i. identify relevant elements of authentic real-life situations  
  ii. select appropriate mathematical strategies when solving authentic real-life situations  
  iii. selected mathematical strategies successfully to reach a solution  
  iv. explain the degree of accuracy of a solution  
  v. describe whether a solution makes sense in the context of the authentic real-life situation. | i. identify relevant elements of authentic real-life situations  
  ii. select appropriate mathematical strategies when solving authentic real-life situations  
  iii. apply the selected mathematical strategies successfully to reach a solution  
  iv. explain the degree of accuracy of a solution  
  v. explain whether a solution makes sense in the context of the authentic real-life situation. |
In order to reach the aims of physical and health education, students should be able to:

<table>
<thead>
<tr>
<th>Physical and Health Education Objectives</th>
<th>Next Chapter MYP Year 1-2 6th/7th Grade</th>
<th>Next Chapter MYP Year 2-3 7th/8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A-Knowing &amp; understanding</strong></td>
<td>i. outline physical health education factual, procedural and conceptual knowledge</td>
<td>i. describe physical health education factual, procedural and conceptual knowledge</td>
</tr>
<tr>
<td></td>
<td>ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations</td>
<td>ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations</td>
</tr>
<tr>
<td></td>
<td>iii. apply physical and health terminology to communicate understanding.</td>
<td>iii. apply physical and health terminology effectively to communicate understanding.</td>
</tr>
<tr>
<td><strong>B- Planning for Performance</strong></td>
<td>i. construct and outline a plan for improving health or physical activity</td>
<td>i. design and explain a plan for improving physical performance and health</td>
</tr>
<tr>
<td></td>
<td>ii. describe the effectiveness of a plan based on the outcome.</td>
<td>ii. explain the effectiveness of a plan based on the outcome.</td>
</tr>
<tr>
<td><strong>C- Applying and Performing</strong></td>
<td>i. recall and apply a range of skills and techniques effectively</td>
<td>i. demonstrate and apply a range of skills and techniques</td>
</tr>
<tr>
<td></td>
<td>ii. recall and apply a range of strategies and movement concepts</td>
<td>ii. demonstrate and apply a range of strategies and movement concepts</td>
</tr>
<tr>
<td></td>
<td>iii. apply information to perform effectively.</td>
<td>iii. outline and apply information to perform effectively.</td>
</tr>
<tr>
<td><strong>D: Reflecting and improving performance</strong></td>
<td>i. identify and demonstrate strategies to enhance interpersonal skills</td>
<td>i. describe and demonstrate strategies to enhance interpersonal skills</td>
</tr>
<tr>
<td></td>
<td>ii. identify goals and apply strategies to enhance performance</td>
<td>ii. outline goals and apply strategies to enhance performance</td>
</tr>
<tr>
<td></td>
<td>iii. ibe and summarize performance.</td>
<td>iii. explain and evaluate performance.</td>
</tr>
</tbody>
</table>
For use beginning fall 2014...Next Chapter MYP

<table>
<thead>
<tr>
<th>Science Objectives</th>
<th>Next Chapter MYP Year 1-2 6th/7th Grade</th>
<th>Next Chapter MYP Year 2-3 7th/8th Grade</th>
</tr>
</thead>
</table>
| A-Knowing & understanding | i. outline scientific knowledge  
   ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations  
   iii. interpret information to make scientifically supported judgments. | i. describe scientific knowledge  
   ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations  
   iii. analyze information to make scientifically supported judgments. |
| B-Inquiring and designing | i. outline an appropriate problem or research question to be tested by a scientific investigation  
   ii. outline a testable prediction using scientific reasoning  
   iii. tline how to manipulate the variables, and outline how data will be collected  
   iv. design scientific investigations. | i. describe a problem or question to be tested by a scientific investigation  
   ii. outline a testable hypothesis and explain it using scientific reasoning  
   iii. describe how to manipulate the variables, and describe how data will be collected  
   iv. design scientific investigations. |
| C-Processing and evaluating | i. present collected and transformed data  
   ii. interpret data and outline results using scientific reasoning  
   iii. iscuss the validity of a prediction based on the outcome of the scientific investigation  
   iv. discuss the validity of the method  
   v. describe improvements or extensions to the method. | i. present collected and transformed data  
   ii. interpret data and describe results using scientific reasoning  
   iii. discuss the validity of a hypothesis based on the outcome of the scientific investigation  
   iv. discuss the validity of the method  
   v. describe improvements or extensions to the method. |
| D: Reflecting on the impact of science | i. summarize the ways in which science is applied and used to address a specific problem or issue  
   ii. describe and summarize the various implications of the use of science and its application in solving a specific problem or issue  
   iii. communication modes effectively  
   iv. document the work of others and sources of information used. | i. describe the ways in which science is applied and used to address a specific problem or issue  
   ii. discuss and analyze the various implications of the use of science and its application in solving a specific problem or issue  
   iii. apply communication modes effectively  
   iv. document the work of others and sources of information used. |
IB Middle Years Programme, Individuals & Societies Year 1

Teacher: Jeremy Bennett

Teacher Contact: jbennett@harrystone.org, or jbennett@dallasisd.org

Course Information

Year 1 in our Individuals & Societies program uses world history and literature as the context for teaching the foundational social studies skills that students will use in their study of geography, history, culture, economics and citizenship. This is done combining the state standards (TEKS) and our IB MYP Objectives, with an eye on transitioning the Montessori student into an abstract classroom environment that continues to encourage Montessori’s emphasis on individual inquiry and exploration. The course curriculum has been coordinated with years 2 and 3 to ensure a cohesive program through all three years of our MYP program at Harry Stone. On the back of this document, you will find the Individuals & Societies Department Course of Study, outlining our units of study for the year.
IB Middle Years Programme, Individuals & Societies Year 2

Teacher: Jesse Lopez

Teacher Contact: JesseLopez@dallasisd.org

Course Information

This course will use the combined objectives for the MYP Years 1 & 3, and the Texas States Standards for Pre-AP 7th Grade Texas History. Students in Year 2 of Individual & Societies Program will study Texas History from the European exploration to the present time. The course will give the students an understanding of how individuals, events, and issues shaped Texas history. The course will also include the study of the political, economic, social systems, and geography changes that occurred during each historical era of study.

Students are expected to develop critical thinking skills to analyze information by sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, and finding the main idea of the subject under study. The overall goals are to give the student an understanding of history, and to develop a well-rounded student who is responsible for his or her learning.
IB Middle Years Programme, Individuals & Societies Year 3

Teacher: Megan Capshaw

Teacher Contact: mcapshaw@harrystone.org, or mcapshaw@dallasisd.org

Course Information

Year 3 students in our Individuals & Societies program study American History from exploration to Reconstruction. The course objectives in years 1 and 2 are the same and are geography, history, culture, economics and citizenship. However, MYP 3 or 8th grade students are expected to tackle their area of study at the more abstract level. They will be required to analyze and evaluate historical events for cause and effect. They need to recognize point of view and how one historical event may be interpreted in variety of ways from multiple perspectives. Cause and effect are extremely important relationships for students to make. For example the issues surrounding states rights is a continuous thread starting in the second six weeks through the final.

Primary source readings abound in MYP3 and students will be expected to analyze these historical documents to determine meaning, relevance and their impact on American History in their moment of time and in the future.

See the reverse page for the MYP3 outline for our units of study for the year.
IB Middle Years Programme, Language and Literature Year 1

Teacher: TBD

Teacher Contact:

Course Information

This course is based on the IB Standards for the MYP Year 1 as well as State Standards for a pre-advanced placement level English Language Arts class. The framework for the coursework is IB Unit based. A great deal of extended and close reading, both fiction and non-fiction, will be required, as will writing. A “whole language” approach is used, meaning that students write about what they read and vice-versa. The course follows an inquiry-based approach to learning.

Success in this course, as in most rigorous academic endeavors, depends on vocabulary acquisition, critical thinking skills, and transfer of skills across content areas. Wide reading assists in providing a broad-based background, and close reading skills allow the student to gain deeper knowledge and skills in language arts.

Students will use multiple Approaches to Learning throughout the course and will also work toward continuing growth in the Learner Profiles. In addition, interdisciplinary units and the application of current, real-life inquiry to the reading and writing will make the instruction more meaningful, enjoyable, and productive.

By the end of the year, students should have a good foundation for the MYP Language and Literature Programme, as well as strong skills in English Language Arts in general.
IB Middle Years Programme, Language and Literature, Year 2

Teacher: James Decker
Teacher Contact: jdecker@harrystone.org, or jdecker@dallasisd.org

Course Information

This course will use the combined objectives for the MYP Year 1&3, and Pre-AP 7th Grade ELA. Throughout, this year we will work with a variety of types of literature using the Global Contexts, Learner Profiles and the ATL’s as our primary means of focusing our study. We will also work with a combination of short-stories and poetry to gain a better understanding of the basic literary devices, and how they affect the development of the story. Throughout, the readings we will increase the student’s ability to understand and interact with the texts through close-reads and annotations. This will be augmented with in depth discussions through the Shared-Inquiry Method (Socratic Method) to develop the student’s ability to think critically about the material.

Seventh Grade is an important year for writing in terms of testing and we will focus a large portion of the year working with personal narratives and expository writing. The goal of using these two styles is to develop a focused and cohesive essay. Through the study of Latin and Greek stems we will build vocabulary and increase the students understanding of the language and reading comprehension.

The overall, goal of this course is holistic in nature and geared towards developing the well rounded student who is responsible for his or her learning.
IB Middle Years Programme, Language and Literature Year 3

Teacher: Richard Hoffman

Teacher Contact: rhoffman@dallasisd.org

Course Information

This course is based on the IB Standards for the MYP Year 3 as well as State Standards for a pre-advanced placement level English Language Arts class. The framework for the coursework is IB Unit based. A great deal of extended reading, both fiction and non-fiction, will be required, as will writing. A “whole language” approach is used, meaning that students write about what they read and vice-versa. The course follows an inquiry-based approach to learning. We also hold many seminars, or class discussions, about what we are learning. This approach is successful in preparing students for strong achievement in language arts for years to come.

Success in this course, as in most rigorous academic endeavors, depends on vocabulary acquisition, critical thinking skills, and transfer of skills across content areas. This is best accomplished by including interdisciplinary projects and units in the coursework. As a result, students will be better prepared for success in all their content areas, not just in language arts.

As an educator I am excited about the IB approach to teaching and learning. I’ve seen a significant increase in student enthusiasm and performance since undertaking this method. As a trained, certified Montessori instructor, Talented and Gifted instructor, and both elementary and secondary instructor in multiple subject areas, I firmly believe that rigorous learning must come from a philosophy that metaphorically sees the forest and not just the trees. Language and Literature is an ideal forum to accomplish this!
IB Middle Years Programme, Math Pre- AP, Year 1

Teacher: Jennifer Miner

Teacher Contact: jminer@harrystone.org, or jminer@dallasisd.org

Course Information

Course Description: Year 1 Math Pre- AP reinforces basic mathematical concepts and introduces skills that are essential for all students and develops them using real-world contexts. Concepts, procedures, and vocabulary that students will need in order to be successful in upper-level algebra and geometry courses are introduced and continually practiced. Students begin with a general review of the four basic operations. They are introduced to exponents, geometric formulas including 2 and 3 dimensional concepts, algebraic concepts, and rational numbers. 1st year Math students work extensively with fractions, decimals, and percent conversions, ratios, proportions, predicting probability outcomes, analyzing and interpreting data, and estimating. Problem solving strategies are also an integral part of the curriculum.
IB Middle Years Programme, Mathematics, Year 2

Teacher: Mary Griffin

Teacher Contact: mgriffin@harrystone.org, or magriffin@dallasisd.org

Course Information

Mathematics MYP 2/DISD Pre-AP 7 uses a combination of the four objectives for the MYP Year 1 & 3, as well as the DISD Pre-AP 7th Grade curriculum map. Students will develop and demonstrate some knowledge and understanding of the following branches of mathematics:

- number
- algebra
- geometry
- Statistics and probability

Throughout this year students will work in collaborative groupings to enhance their critical thinking skills and further enhance their ability to communicate their mathematical thinking. The Approaches to Learning (ATL) are the means that enable students to establish ownership of their acquiring mathematical skills and knowledge. Real-world problems and investigations are used to link the concepts of mathematics to other contexts and establish the understanding that learning mathematics is meaningful and functional. A diverse range of assessment strategies will allow the student to demonstrate their reasoning.
IB MIDDLE YEARS PROGRAMME, MATHEMATICS YEAR 3

Teacher: Kimberley Hoffman

Teacher Contact: khoffman@dallasisd.org

Course Information

This course will use the objectives for the MYP Year 3, as well as the State Standards for Algebra I Pre-Advanced Placement for high school credit. In keeping with the Approaches to Learning, the Learner Profiles, and the IB Unit structure, there will be a great deal of inquiry-based learning. There will also be an emphasis on using the TI NSpire calculator as an integral component of the Algebra I course.

Because success in this course will be based as much on close reading and vocabulary, critical thinking, and problem solving as it is on mathematics skills, there will be an interdisciplinary focus. Research has shown that knowledge acquired and applied across content areas is better learned and retained.

Philosophically, my background comprises years of Montessori certification and experience as well as Talented and Gifted training. Using those approaches in the Algebra classroom enhances student success because it does not sacrifice the “big picture” in the process of learning the critical details necessary for a good foundation in Algebra.
IB Middle Years Programme, Science Year One

Teacher: DaMarcus Wright

Teacher Contact: dwright@harrystone.org, damwright@dallasisd.org

Course Information

This course will use the combined objectives for the MYP Year One and 6th Grade Science. Throughout, this year, students will work using the Global Contexts, Learner Profiles and the ATL’s as our primary means of focusing our study. We will work with laboratory equipment and technology to create evidence needed for testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process to gain a better understanding of the science concepts. Students will develop a rich knowledge of science and the natural world which helps students become familiar with different modes of scientific inquiry, rules of evidence, ways of formulating questions, and proposing explanations based on evidence. Students will be challenged to think and act like scientists as they engage in increasing levels of scientific inquiry and exploration. Equipped to be investigators, students will use the tools of science to explore life, earth and space, and physical sciences at increasing depth as they progress to the higher level sciences. Creating problem solving, critical and creative thinking, decision-making, flexibility and adaptability, and the ability to work collaboratively.

The overall, goal of this course is holistic in nature and geared towards developing the well rounded student who is responsible for his or her learning.
IB Middle Years Programme, Science, Year 2

Teacher: Arnell Sherman

Teacher Contact: asherman@harrystone.org, or asherman@dallasisd.org

Course Information

This course will use the combined objectives for the MYP Year 1&3, and Pre-AP 7th Grade Science. Throughout the year, students will work using the Global Contexts, Learner Profiles and the ATL’s as our primary means of focusing our study. We will work with laboratory equipment and technology to create evidence needed for testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process to gain a better understanding of the science concepts. Students will develop a rich knowledge of science and the natural world which helps students become familiar with different modes of scientific inquiry, rules of evidence, ways of formulating questions, and proposing explanations based on evidence. Students will be challenged to think and act like scientists as they engage in increasing levels of scientific inquiry and exploration. Equipped to be investigators, students will use the tools of science to explore life, earth and space, and physical sciences at increasing depth as they progress to the higher level sciences. Creating problem solving, critical and creative thinking, decision making, flexibility and adaptability, and the ability to work collaboratively.

The overall, goal of this course is holistic in nature and geared towards developing the well rounded student who is responsible for his or her learning.
**IB Middle Years Programme, Science, Year 3**

**Teacher:** Ms. Renita Hines  
**Teacher Contact:** rhines@harrystone.org, or rehines@dallasisd.org

**Course Information**

This course will use objectives for the MYP Year 3, and Pre-AP 8th Grade Science. Throughout, this year, students will work using the Global Contexts, Learner Profiles and the ATL’s as our primary means of focusing our study. We will work with laboratory equipment and technology to create evidence needed for testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process to gain a better understanding of the science concepts. Students will develop a rich knowledge of science and the natural world which helps students become familiar with different modes of scientific inquiry, rules of evidence, ways of formulating questions, and proposing explanations based on evidence. Students will be challenged to think and act like scientists as they engage in increasing levels of scientific inquiry and exploration. Equipped to be investigators, students will use the tools of science to explore life, earth and space, and physical sciences at increasing depth as they progress to the higher level sciences. The IB Learner will should be able to demonstrate create, problem solve, critical and creative thinking, decision making, flexibility and adaptability, and the ability to work collaboratively.

The overall, goal of this course is holistic in nature and geared towards developing the well rounded student who is responsible for his or her learning.
IB Middle Years Programme, Design Year 1, 2, and 3

Teachers: Richard Hoffman, Kimberley Hoffman

Teacher Contact: rhoffman@dallasisd.org, khoffman@dallasisd.org

Course Information

This course is based on the IB Standards for MYP Year 3 Technology Design. There are no local or state standards specific to this course, but it is based on an interdisciplinary approach to inquiry-based learning and incorporates cross-curricular readiness standards.

The framework for the coursework is the IB Design Cycle and is unit-based. A great deal of skill transfer and enrichment is incorporated into the course. Because of the unique interdisciplinary nature of the units, The Design Cycle lends itself perfectly to a challenging course in multiple content areas. Success in this course, as in most rigorous academic endeavors, depends on vocabulary acquisition, critical thinking skills, and transfer of skills across content areas. As a result, students will be better prepared for success in all their content areas.

The course is offered to students at multiple year levels. The student-designed products have included such things as anti-suicide and anti-drunk-driving PSA’s, “Create a Myth”, Entrepreneurship (design and market an original Texas State Fair fried food), designing a scale model of an original, theme-based zoo, and myriad other subjects. The Approaches to Learning skills are utilized for successful achievement, and the broad-based curriculum works encompasses the Learner Profiles throughout the course.
IB Middle Years Programme Design-- Robotics Engineering Year 1, 2, 3

Teacher: Ms. Renita Hines
Teacher Contact: rhines@harrystone.org, or rehines@dallasisd.org

Course Information

The framework for this course is the IB Design Cycle. It will use an inquiry-based hands-on approach to introduce the basic concepts in robotics. Course information will be tied to lab experiments; students will work in teams to build and test increasingly more complex LEGO-based mobile robots, culminating in an end-of-semester robot obstacle course. In this course, basic concepts will be discussed, including sensors, path planning, kinematics, feedback and feed forward control, stressing the importance of integrating sensors. The last part of the course will focus on applying the knowledge from the initial lectures to the key approaches to robotic control. In the lab, robot kits will be used in weekly exercises illustrating lecture material; the last month of the lab will be spent in applying the learned material to a final project, in which the students will design and build a robot for a final competition.
IB Middle Years Programme, Design-

Year 1 Intro to Productivity-- Year 2 Technology-- Applications Year 3 Media Design

Teacher: Brian Romero Smith

Course Information

Year 1 introduces students to digital literacy by teaching a variety of digital citizenship skills that fosters responsibility in: Cyberbullying, Internet safety, Privacy and Security, Relationship and Communication, Digital Footprint and Reputation, Self-Image and Identity, Information Literacy and Creative Credit & Copyright. In addition, this course serves as an introduction into productivity tools as we discover various collaborative platforms on the 3 major operating systems aligning with Year 2 and 3 courses. Students also learn how to research using the Internet's vast resources and how to collaborate during this process. This course meets both the state standards and the ISTE NETS within an inquiry based personalized learning environment based on the framework of the IB Design Cycle.

Year 2 introduces computer literacy by teaching a variety of productivity skills, including: keyboarding, word processing, desktop publishing, linear and non-linear presentations, database management, spreadsheet development and basic Web 2.0 use. Students also learn how to ascertain what true research is by using strategic search techniques and evaluated resources while collaborating with their peers.

The framework of this course is the Dallas ISD ACP Blue Print and the IB Design Cycle. Students must demonstrate mastery in the expected district directed concepts, while using an inquiry-based process to demonstrate growth. Projects are designed to allow students to reflect on their understanding of the proposed topic. The media used to create these summative tasks are contingent on technology trends of the time.

Year 3 capitalizes on students prior technology skills and experience by creating an Inquiry-based, task oriented course based on the framework of the IB Design Cycle. Students in this course learn how to make sense of the IB Learner Profiles through the use of media design. Students tackle complex projects both personally and collaboratively. Projects include Photography and Photo Editing, Video Production, Audio Production, Website Building and Online Global Connection via Google Hangouts. Students evaluate how media and the tools used in the course can make a global impact both immediate and in the future, while garnering skills to make them both high school and college ready.
IB Middle Years Programme, Language Acquisition-MYP Chinese Mandarin Year 1, 2, and 3

Teacher: Jason Jee

Teacher Contact: jjee@harrystone.org, or jjee@dallasisd.org

Course Information

This course provides Chinese Mandarin instruction. The class offers three levels of study ranging from beginning (Year 1), to intermediate (Year 2), to advanced (Year 3). Students will acquire the listening skill, speaking skill, reading skill, and writing skill of Chinese language proficiencies. And, we follow the guideline of the objectives of oral communication, visual interpretation, reading comprehension, and writing set forth by Language B Standards.

During the beginning year, the students will explore the initial sounds and final sounds of Chinese phonics known as Pinyin or Romanization sounds system with 5 different tones of Mandarin pronunciation. The radicals of Chinese characters will be introduced to students for them to have a basic understanding of the stroke order and construction structure of Chinese Characters. The basic grammar rules and Chinese culture relevant to the Chinese expression will be emphasized at an introductory stage as well. Particularly, the solid foundation of sounds recognition and image recognition will be laid out on the beginning year as a preparatory stage.

While the Chinese language skills have been developed and progress continually to an intermediate level for more depth understanding and application. Then, the comparison with the Chinese expression and English expression with the language usages based on universal grammar rules will be explained and make students aware of the differences.

Consecutively, the students will move forward to an advance level for further reading and writing skills besides other skills. The cultural issues relevant to language development and application would be emphasized heavily. Students will receive a comprehensive course of Chinese curricula parallelized with other subjects which students studied on their learning levels. Through the daily practice connected with their productive hands-on learning activities with group discussion, the students will connect with the core IB profile traits closely. Importantly, we train our students to be a strong global thinkers, open-mind learners, risk takers, and life-time inquirers closely connected to our world as a whole. This course will use the combined objectives for the MYP Year 1, 2, &3. The summative and formative assessments will be conducted for the performance of their tests based on the rubrics.
IB MIDDLE YEARS PROGRAMME, LANGUAGE ACQUISITION - MYP FRENCH YEAR 1, 2, AND 3

Teacher: TBD

Teacher Contact:

Course Information

This course provides French instruction. The course offers three levels of study ranging from beginning (Year 1), to intermediate (Year 2), to advanced (Year 3) and is an introductory study of the French language and culture incorporating the development of listening and reading comprehension, speaking, and writing. The main goal for this course is for students to develop a novice level proficiency by using French in school and in the global community.

Students will acquire the listening skill, speaking skill, reading skill, and writing skill of French language proficiencies and will follow the guideline of the objectives of oral communication, visual interpretation, reading comprehension, and writing set forth by Language Acquisition.

The students will move forward to an advance level for further reading and writing skills besides other skills. The cultural issues relevant to language development and application will be emphasized heavily. Students will receive a comprehensive course of French curricula paralleled with their other subjects. Through the daily practice connected with their inquiry based instruction, group discussion, productive hands-on learning activities and working collaboratively, the students will connect with the IB learner profile traits closely to become global thinkers, open-minded learners, risk takers, and life-time inquirers closely connected to our world as a whole. This course will use the combined objectives for the MYP Year 1, 2, &3. And summative and formative assessments.
HARRY STONE MONTESSORI ACADEMY
AND
IB MYP CANDIDATE SCHOOL

Principal: Lisa Curry
Associate Principal: Niki Jones

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Fax: 972-794-3401

Web: http://www.dallasisd.org/stone

IB Middle Years Programme, Language Acquisition MYP Spanish

Teacher: Frank Bravo

Teacher Contact: fbravo@harrystone.org, or fbravo@dallasisd.org

Course Information

Spanish I and II courses integrates the five Program Goals of the TEKS for LOTE: Communication, Cultures, Connections, Comparisons and Communities. It is a study of Spanish language and culture incorporating the development of listening, speaking, reading and writing within the five Program Goals. The main goal for this course is for students to progress towards a novice level ability in using Spanish in the school and community. Spanish II for Natives course has the goal of introducing the literature of the Spanish-speaking world, as well as refining your understanding of skills necessary for deeper mastery of the language.
IB Middle Years Programme, Choir Year 1, 2, 3

Teacher: Kalva S. Scott

Teacher Contact kscott@harrystone.org or kalscott@dallasisd.org

Course Information

This course will use objectives for the MYP years 1 and 3 of Treble and Tenor Bass Choir courses. Throughout this year, the students will work with a variety of styles of music repertoire from the Prescribed Music List, while using the Global contexts, learner profiles and the ATL’s as their primary focus for study of choral literature. They will work on sight reading in two key signatures, long and tall vowels for good blend, intonation, diction, phrasing, and pleasant vocal timbre while observing the UIL sight reading rubrics. While learning songs from the Prescribed Music List. The students will begin to execute and demonstrate the correct usage of dynamics, articulation, diction, attacks, releases, phrasing, blend, and intonation. They will also begin to have an in depth perception about the style of each piece according to the background of the culture in terms of expression, the composer, language or text and the articulations of a song. This will assist the student's musicianship skills in interpreting how to demonstrate the rubrics of choral literature in an on campus or UIL performance.

The year will be filled with consecutive applications and opportunities for the child to discover what skills are truly mastered within the rubrics or learning tools to choral music. We will focus mainly on producing the correct vowels when singing in unison and in two part harmony, reading sixteen to twenty-four measures simple melodic movement in two key signatures of meters three and four, and use daily vocal exercises to master the skill or concept for each lesson cycle at home and during class. The goal of these learning tools will foster an environment of music appreciation of all music styles, allow the child to master the skills for reading certain choral literature, to increase their knowledge of how to produce good vocal production for all purposes and to experience a successful outcome at all UIL and campus performances.

The overall goal of this course is to promote and develop a student’s ability to appreciate music in the choral form and to give them a sense of ownership for his or her learning.
IB Middle Years Programme, MYP I,III- Orchestra 6th-8th Grade

Teacher: Michael A. Smoot

Teacher Contact: msmoot@harrystone.org, or mismoot@dallasisd.org

Course Description

Every student will learn to individually demonstrate characteristic resonant instrumental (violin, viola, cello, or bass) timbre when performing arco and pizzicato techniques and exercising bow control within first to third positions for violin/viola and first to fourth positions for cello/bass. Perform independently, with accurate intonation and rhythm, demonstrating fundamental skills including correct posture and left/right hand positions and basic performance techniques including proper bowing, in-tune playing, fingerings, and articulation. Sight-read music in treble and/or other clefs in various keys and meters: ABA ensemble literature in 2/4, 3/4 and 4/4 in at least three keys. Exhibit diligence in caring for/maintaining instruments and practicing proper rehearsal decorum. Identify the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music. Describe music-related vocations and avocations and skills developed in the study of music that are used in other vocations such as creativity and discipline. Identify the relationships between the content, the concepts and the processes of the other fine arts. Design and apply criteria for evaluating the quality and effectiveness of music and musical performances and address accuracy and aesthetic qualities present or lacking in their own performances using standard rubrics including UIL criteria. Evaluate the quality and effectiveness of personal performances on a one to five UIL varsity scale.
IB Middle Years Programme, Piano Year 1, 2, and 3.

Teacher: **Lesya Straley**

Teacher Contact: **lstraley@harrystone.org, or lestanley@dallasisd.org**

Course Information

This course provides group and individual piano instruction. The class offers three levels of study ranging from beginning (Year 1), to intermediate (Year 2), to advanced (Year 3). Students will learn to read music and develop technical foundation at the piano through preparation and performance of progressively difficult music. Students are taught a stimulating, thorough, and graduated course of recital solos, technical studies, and a development of theory and ear training skills. The music literature studied ranges from classic to contemporary piano repertoire. Keyboard ensemble activities provide additional opportunities to play in a chamber or band-like setting. Through individual practice, hands-on activities, group discussions, and guest performances, students explore what it means to be a musician and the skills necessary to advance to a higher level of study and musical expression. Each semester’s study culminates in a concert.

The students will be taught the IB learner profile traits and ATL skills through various tasks and activities. The ultimate goal is to provide the students with the holistic IB music experience.

This course will use the combined objectives for the MYP Year 1&3 and the state standards (TEKS).
IB Middle Years Programme, Theatre Arts Year 1, 2, and 3.

Beginning and Advanced

Teacher: Abigail Crabtree

Teacher Contact: abcrabtree@dallasisd.org

Course Information-

Theatre arts is the study of civilization and man's relationship to man, to God and to society. In this class, students build upon their previous knowledge of theatre history and continue exploration into the English Renaissance and beyond. The class studies Shakespeare's *Hamlet* and *The Tempest*, conceptualizing productions in which they serve as the director. Performances of scenes and improvisations are scheduled throughout the semester. Original monologues will be performed in Semester 1 and television and film performance will be a part of semester 2. The second semester concentrates on Stanislavsky and the rise of realism. In the advanced class, the final 6 weeks is performance based. Rehearsal for a spring production is a part of the curriculum.

This class aims to improve reading comprehension and build verbal and non-verbal communication skills as well as build the acting technique of the students involved. Students learn to put theatre into historical context as an art form, an expression of society and a tool for the study of all humanity.
HARRY STONE MONTESSORI ACADEMY AND IB MYP CANDIDATE SCHOOL

Principal: Lisa Curry  
Associate Principal: Niki Jones

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IB Middle Years Programme, Art, Year 1, 2 and 3

Teacher: Loretta Williams

Teacher Contact: lorwilliams@dallasisd.org

Course Description for Level I

Visual Arts in the MYP Year 1 programme will introduce the students to a variety of styles of artwork. Students will be able to explain how the elements of art are used by artists as the building blocks or parts of an artwork. The students will demonstrate an understanding of art history and culture by analyzing artistic styles, historical periods and a variety of cultures. The students develop global awareness and respect for the traditions and contributions of diverse cultures. Students will create original compositions and be able to discuss the elements of art and principles of design in their own artwork and their peers. The students are required to collect their original artworks in their own portfolios and record in their developmental notebook as well. Students will reflect on their experiences, evaluate their personal artworks and complete a self-assessment rubric.

Course Description for Level II and III

Visual arts in the MYP Years II and III Programme builds upon the concepts that were introduced in year one. Students will compare and contrast historical and contemporary styles while identifying general themes and trends. They will interpret, evaluate artistic decisions in artwork by self, peers and other artist in museums, local galleries, art exhibits and websites. The students will utilize visual solutions to create original artworks by problem solving through direct observation, original sources, experiences, variations and imagination while including the Global Context, learner profile, and ATL’s as their main focus. They will identify and understand the principles of design, the elements of design, and will make judgments about the expressive properties such as content, meaning, message of artwork using art vocabulary accurately. Students will compare and contrast career and avocational opportunities in art.
IB Middle Years Programme, Physical Education, Year 1, 2, 3

Teacher: Erica Simon

Teacher Contact: esimon@harrystone.org

Course Information

In Year 1, students will be involved in a range of activities in which they will have the opportunity to develop their skills both as individuals and as a part of a team. Being part of a team will encourage students to communicate with others, as well as to think, care and take risks where they can. Students will be exposed to many sports and activities from different areas of the world. Students will recognize that becoming physically fit is part of a healthy lifestyle. Students will understand the benefits of being physically fit and how it relates to other aspects of their lives.

In level-two Physical Education, students will be involved in a range of activities in which they will have the opportunity to develop their skills both as individual and as a part of a team. Being part of a team will encourage students to communicate with others, as well as to think, care and take risks where they can. Students will be exposed to many sports and activities from different areas of the world. Students will recognize that becoming physically fit is part of a healthy lifestyle. Students will understand the benefits of being physically fit and how it relates to other aspects of their lives.

These courses incorporate the three fundamental concepts of the International Baccalaureate (IB) Middle Years Programme (MYP): holistic learning, intercultural awareness and communication.

Students in all year levels will begin to embody the IB Learner Profile as they display the following qualities: An inquiring/questioning approach to your learning ~ actions that suggest you are knowledgeable and reasoned in your thinking ~ an ability to use critical thinking skills as you explore ~ an ability to communicate your ideas and receive the ideas of others ~ an honest, fair, and principled approach to your behavior and learning ~ an open - mindedness toward other’s attitudes and beliefs ~ an empathy, compassion, and caring for others ~ a willingness to leave your comfort zone and become risk- takers ~ a balance in all aspects of your life ~an ability to reflect on life and learning.