CURRICULUM GUIDE
2025 - 2026
GRADE 7

MEF IS Motto

Building bridges between countries and cultures

MEF IS Mission

We inspire, nurture and challenge our learners to realize their unique potential.

MEF IS Vision

To be an open-minded community striving for creativity, innovation and excellence

MEF IS Learning Definition

Learning is the ongoing process of constructing new understandings of the world through experiences and interactions. It consists of making connections, reflecting, and expanding on current knowledge through motivation, curiosity, exploration, experimentation, and natural consequences resulting in change in the way we think and perform.

MEF IS Definition for Internationalism / Interculturalism

A dynamic discourse that fosters: knowledge and respect; the search for commonalities and a celebration of differences; international mindedness and a peaceful, ethical and progressive society.

MEF IS Guiding Principles

The MEF International School Community;

- promotes and cultivates global mindedness, developing an appreciation for individuals, groups, cultures and societies
- is empathetic, striving to understand and learn from the perspective of others
- uses reflective practice, striving for continuous improvement

Where learning…

- involves making connections, and extending the learner's understanding that results in action and change
- is experiential, fun, authentic, and collaborative
- engages learners in critical, analytical and creative thinking

Where teaching…

- depends on the positive relationship between teachers and learners
- supports individual learners, providing challenge and rigor
- allows for learner voice, choice and ownership
- fosters curiosity, exploration and experimentation
- integrates technology to enhance learning
- is innovative and creative, informed by research concerning educational practice

The Roles of Learners and Teachers

These roles reflect the MEFIS learning definition and are based on self-awareness and an understanding of the dynamic, transformative and life-long processes of learning and teaching. Both learners and teachers aim for impacts not just the assessment outcomes. Teachers and learners collaborate in a secure environment in order to develop their thinking, research, self-management, social and communication skills and become responsible and productive members of local, national and global communities.

Learners are	**Teachers are**
Confident and knowledgeable in working with information and ideas using a variety of sources by analysing and reflecting on visuals and multimedia.	**Confident**, **knowledgeable** and visionary in teaching their subject and engaging each student in learning.
Responsible and principled for their own learning, making informed choices, and being responsive to and respectful of others both in and out of the classroom.	**Responsible** and **principled** for themselves being responsive to and respectful of all learners by supporting individual needs and providing challenge and rigour, both in and out of the classroom.
Reflective inquirers who realize that people learn in different ways, discovering how they learn best and developing strategies to be successful throughout the learning process.	**Reflective inquirers** as learners themselves, developing their practice and fostering curiosity, exploration and experimentation.
Innovative, resourceful and resilient **thinkers** and **risk-takers** who take initiative in applying prior knowledge to solve present and future challenges.	**Innovative risk-takers** equipped for present and future challenges, who integrate 21st century skills to enhance and transform learning and are informed by action research.
Engaged, balanced and open-minded intellectually and socially and ready to make a positive difference in local, national and global communities.	**Engaged**, **balanced thinkers** intellectually, professionally and socially, ready to make a positive difference in local, national and global communities.
Communicative and caring in understanding constructive feedback and expressing ideas creatively and collaboratively in more than one language and in many ways.	**Communicative and caring** allowing for student voice, choice and ownership by promoting positive relationships and providing learners with constructive, timely feedback and strategic opportunities for using their mother tongue for developing understandings.

Teaching and Learning

Teachers use a variety of methods to develop student knowledge, skills, understanding and dispositions. It is the responsibility of the student to be engaged, participate and follow instructions. The teacher should be notified if additional support is needed. Technology is used to support and enhance teaching and learning when appropriate. Students should bring fully charged iPads to lessons.

Google Classroom

Each course has a Google Classroom where students can see announcements, homework and deadlines and electronically submit assignments. Students will be invited to join a classroom by their teacher and are expected to check it regularly. Parents can keep track of their child's classroom progress through daily

or weekly email summaries. Email summaries include updates on missing work and upcoming work. As a guardian, before you can receive email summaries, you must receive and accept an invitation from your student's teacher or school. If you have any questions, please contact the subject teacher via email.

Assessment

Assessment is used to inform both teachers and students in their teaching and learning. Teachers provide varied opportunities for students to participate in, and reflect on, the assessment of their work**.** ManageBac is used to communicate formative and summative assessment outcomes for every student. Each subject is reported on at the end of the two semesters.

Formative Assessment
Regular assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing. Formative assessment and teaching are directly linked. Formative assessment provides feedback to support learning. A variety of methods are used, including verbal, written, and peer feedback, and self-assessment.

Summative Assessment
Summative assessment happens at the end of the teaching and learning process, is planned for in advance, and allows students to demonstrate their understanding, knowledge and skills in a variety of formats, including projects, quizzes, and examinations.

Assessment Scale
Assessment of student learning is based on the objectives and assessment criteria specific to each subject. Assessments across the Secondary School will be as follows:

Summative Assessments (at least 2) per semester	50%
Performance Grade 1: Projects (including Performance Tasks) / Essay / Labs	40%
Performance Grade 2: Classwork / Homework / Quizzes	10%

Performance grade 1 are longer formative and summative assessments.

Performance Grade 1: Projects / Performance tasks / Essay / Labs	40% of total grade

Performance grade 2 are shorter formative assessments. There should be a minimum of three graded assignments.

Performance Grade 2: Classwork / Homework / Quizzes	10% of total grade

Approaches to Learning (ATLs) do not make up a portion of grades. However, teachers indicate on report cards whether or not each student is meeting the individual Approaches to Learning.

Criteria	Description	Achievement level
Thinking Skills	Critical, creative, and transfer skills	(Score: 1-7)
Research Skills	Media literacy and Information Literacy	(Score: 1-7)
Communication Skills	Thoughts, messages, and information	(Score: 1-7)
Self-Management Skills	Affective, reflection, and organization	(Score: 1-7)
Social Skills	Collaboration	(Score: 1-7)

Homework

Homework is an integral part of the learning experience. It is used to reinforce knowledge and skills acquired in school and to promote the development of good independent study habits and effective time management. Homework will be assigned by the teacher and students have the responsibility to record the details. Homework will consist of a balance of all subject areas. Time spent completing homework may take up to 30 minutes per course per evening depending on individual learning pace and language level. Students may need to work longer during project work and examination weeks.

Student Support

Learning support, additional English support and counselling is available to all students in need. Students needing support from individual subjects should discuss this with their teachers.

Attendance

Consistent and punctual attendance is important for all students' learning. If students know they plan to miss school, they should complete the student missing worksheet before they leave. Students returning from missing school have the responsibility to catch up on this missed work themselves. Students missing exams are only eligible to take these other dates with Deputy Principal's permission. This is granted if the student can provide a doctor's note or other official documentation.

Exam dates:

Exam 1: Dec 8 - 12, 2025

Exam 2: June 1 - 5, 2026

GRADE 7 OVERVIEW

Course of study

The Grade 7 course of study is part of the comprehensive middle school curriculum designed to link the knowledge, skills, understanding and dispositions brought with the students from the primary PYP course and prepare them for the IGCSE and Diploma courses in high school. Our teachers strive to create authentic learning opportunities to help our students develop their communication, collaboration, creativity, self-management and critical thinking skills.

Our curriculum allows students to develop their unique potential, to explore their own learning preferences, to take appropriate risks, and to reflect on and develop a strong sense of personal identity. Students follow the Cambridge Lower Secondary Programme, a syllabus-based curricula detailing international learning objectives over a three year period from Cambridge Assessment International Education. It covers all major areas of learning required in the first years of an international secondary education in English, Mathematics and Science. Cambridge Lower Secondary Checkpoint

The Cambridge Checkpoint Examination is the exit assessment offered to our students in Grade 8 upon the completion of the third year. Students are assessed through externally standardized benchmark tests that provide detailed subject-specific feedback on a student's strengths and areas to focus improvement in English, English as a Second Language, Mathematics and Science.

Alongside the Cambridge curriculum, MEF IS teachers and administrators have drawn upon best practice and international experience to build upon student learning and develop their talents through the medium of Humanities; French, Spanish or English Support; Sport; Visual Arts; Performing Arts (Music and Drama) and Computer Science. All students take part in PSHE (Personal Social and Health Education) and a SOAR skills development class.

Cambridge Learner Attributes

The Cambridge curriculum is designed to help students develop attitudes and life skills throughout their education, as well as academic skills, in order to be successful at university and in employment.

The attributes of Cambridge learners are:

- **Confident** in working with information and ideas – their own and those of others
- **Responsible** for themselves, responsive to and respectful of others
- **Reflective** as learners, developing their ability to learn
- **Innovative** and equipped for new and future challenges
- **Engaged** intellectually and socially, ready to make a difference

This curriculum guide has been produced in collaboration with all teachers. Please note that there may be changes to the details as students learn at different rates. It may be necessary to take longer on a unit, or go through a unit faster than anticipated.

ENGLISH

Teacher(s): Richard Algajer

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Course Description:

In English A, students will continue to develop their reading, writing and oral communication skills. Through discussions and analysis of a range of texts, students will diversify their understanding of narratives and consider authorial choices. Topics covered include: poetic devices, relationships, disabilities, language devices and current affairs.

Texts and authors that will be covered in Grade 7 can be found below.

Figurative language poems, sonnets, and haikus
Agatha Rex: the play by Lindsay Price and excerpts from William Shakespeare's *Romeo and Juliet*
She is Not Invisible by Marcus Sedgwick
News articles and persuasive writing

Course Aims & Objectives:

By the end of the academic year, students will;

- develop understanding of aspects of narrative such as structure, point of view, theme etc
- understand contexts and conventions of oral communication
- learn to use evidence from the text to support an opinion
- make connections between texts
- study a variety of texts, periods, genres and styles
- produce writing for a range of audiences, purposes and contexts
- expand their vocabulary for appropriate usage
- refine their spelling and use of grammatical patterns.

Enduring understandings:

- Students will understand that figurative language conveys meaning and emotion in literary texts.
- Students will understand that people communicate through words and word choice is critical to the effective conveyance of the message.
- Students will understand that reading expands understanding of the world, people, and oneself; deeper understandings are the result of reflecting upon the text, which involves rereading.
- Students will understand that literature can reflect the time, ideas, and cultures it depicts.
- Students will understand the benefits of thinking critically about the different interactions between text, audience and purpose.
- Students will understand that expression, both in oral and written communication can be powerful.
- Students will understand that we all see and interpret the world differently – and each way of looking at it provides its own unique insight.
- Students will understand that no matter how close people are, they will never completely understand one another.
- Students will understand that humans can create fantastic systems and coping mechanisms to get through the world, despite significant disability or hardship.
- Students will understand that the writing process is essential to all aspects of effective

communication.
- Students will understand that the media and its potential for bias have the power to influence society.
- Students will understand that the different journalistic styles of reporting and writing are required to best represent different types of stories.
- Students will understand that effective writing requires factual accuracy, proper grammar, and appropriate and intriguing language
- Students will understand that researching and reporting must be verifiable and factual.
- Students will understand that journalistic design is governed by stylistic principles but relies on creativity for continuing interest.

Transdisciplinary links:

- ICT - research, multimedia presentation
- PSHE - learning disabilities
- Humanities
- Current Events

UNIT 1: *AGATHA REX* by LINDSAY PRICE and EXCERPTS FROM WILLIAM SHAKESPEARE'S *ROMEO AND JULIET*	
Timeframe	9 weeks
Learning goals:	● Explore the historical and social background of script writing, historical links through modern adaptations, and Shakespeare's plays to link his ideas to a modern context ● Make inferences and connections about character traits ● Discover themes in fiction which are relevant to our lives ● Develop vocabulary and widen their range of expression ● Practice oral communication and presentation skills
Assessments:	**Formative Assessments (Ongoing)** These help build toward the summative tasks. **Week 1-2:** ● **Historical Context Quiz**: Quick check on key facts about Greek theatre and Shakespearean drama. ● **KWL Chart** (Know, Want to know, Learned): Track knowledge about theatre traditions. **Week 3:** ● **Character Inference Journal**: Students pick 3 characters (across plays) and write short reflections on their traits, supported by textual evidence. **Week 4:** ● **Theme Gallery Walk**: Students post theme ideas on chart paper; peers add connections and modern examples.

Week 5:

- **Dialogue Rewrite Draft**: Peer review for creative adaptation project.

Week 6:

- **Vocabulary Challenge**: Greek & Shakespearean terms in context; use them in modern sentences.

Week 7:

- **Performance Rehearsal Peer Feedback**: Focus on tone, clarity, and body language.

Summative Assessments (Major)

These should measure the key skills from your learning goals.

1. Comparative Essay (Week 8-9)

Task:
Write a comparative essay exploring how a theme (e.g., fate vs. free will, conflict, loyalty, gender roles) appears in *Antigone* and *Agatha Rex*, and explain how these themes are still relevant today.
Skills Assessed:

- Theme analysis
- Making connections to modern life
- Inference about character traits
- Academic writing (organization, vocabulary)
  Format: 600–800 words.

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2. Dramatic Monologue Performance (Week 7)

Task:
Choose a character (from *Romeo and Juliet*, *Antigone*, or *Agatha Rex*) and perform a 1–2 minute monologue that reveals their inner conflict or motivation. Include a short introduction (30 seconds) explaining your interpretation.
Skills Assessed:

- Oral communication & presentation
- Understanding of character traits (inference)
- Creativity and expression

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	3. Creative Adaptation Project (Week 5-6) **Task:** Rewrite a short scene (10–15 lines) from *Antigone* or *Romeo and Juliet* in a modern context (social media exchange, vlog, text message dialogue, podcast script). Include a reflection explaining how your version keeps the original theme. **Skills Assessed:** ● Connection between historical and modern contexts ● Vocabulary and style ● Understanding of themes and tone

UNIT 2: POETRY/FIGURATIVE LANGUAGE	
Timeframe	10 weeks
Learning goals:	● Identify and utilize the features of Mini-Sagas ● Develop an understanding of figurative language ● Explore stylistic features of language ● Identify tone and mood in written texts ● Understand the effects of context on content ● Create meaning from poetic structures and forms ● Further develop vocabulary and widen range of expression ● Refine oral communication and presentation skills
Assessments:	Figurative Language Poems Book Report Project Poetry analysis essay Personal Poetry Portfolio (UbD Performance Task)

UNIT 3: *THE EYES AND THE IMPOSSIBLE by* DAVE EGGERS - COMING-OF-AGE/GOTHIC GENRE STUDY	
Timeframe	9 weeks
Learning goals:	● Explore the themes of freedom, observation, and the relationship between nature and civilization ● Identify features of narratives, including writing style, symbols, themes, characterisation and dialogue ● Interpret usages of figurative language, unreliable narrator, and stream-of-consciousness ● Recognise implied meaning and the use of archaic language and dialect ● Explain the concept of boundaries and how it applies to our world ● Trace the development of a writer's viewpoint and themes through a text
Assessments:	Writing Creatively & Dialogue (UbD Performance Task) Quiz Book Club Project

UNIT 4: NON-FICTION/MEDIA: FOCUS ON GLOBAL ISSUES	
Timeframe	10 weeks
Learning goals:	● Read and analyze a range of print and non-traditional media ● Explore and discuss global and domestic issues ● Develop consistent viewpoints and use suitable language conventions for informing, describing and explaining ● Select and use effective persuasive devices to convey opinions ● Use a range of formats and features for developing travel pieces, news items and blog posts
Assessments:	A written news article A persuasive speech A personal blog project Book Report Project Exam 2

ELL ENGLISH (ENGLISH LANGUAGE LEARNING)

Teacher: Burcu Bahar Yucesan

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Course Description:

This course is designed for students whose first language is not English. Its primary aim is to develop students' reading, writing, listening, and speaking skills, as well as their understanding and application of English grammar and vocabulary. The course is aligned with the Common European Framework of Reference for Languages (CEFR) and supports students in reaching at least low B1 level in all skills by the end of Grade 7.

The course is organized into 9 thematic units, each integrating language learning with cultural, social, and academic contexts. Students will engage with a wide variety of fiction and non-fiction texts, including contemporary stories, poems, articles, and multimedia resources, to enhance comprehension, critical thinking, and communication skills. Throughout the year, students will explore themes such as languages, design and architecture, society, advertising, natural resources, natural wonders, historical figures, storytelling, and music, providing authentic contexts for language use. Students will complete performance tasks, projects, presentations, and writing activities that reflect real-life language use and prepare them for future academic study in English.

Texts and Authors that will be covered in Grade 7:

Students will primarily use Global English 8 – Cambridge throughout the course. In addition, supplementary texts will be used to support each thematic unit. These include:

- Contemporary fiction and non-fiction short stories
- Selected poems and articles from authentic sources
- Works by authors such as:
    - Malala Yousafzai (I Am Malala excerpts)
    - J.K. Rowling (Harry Potter excerpts)
    - Markus Zusak (The Book Thief excerpts)
    - Shel Silverstein (poems and stories)

Course Aims & Objectives:

By the end of the academic year, students will be able to:

- Develop **reading comprehension skills** through exposure to a wide variety of texts, genres, and styles.
- Analyze narrative elements including **structure, point of view, theme, and conflict**, and understand how authors convey meaning.
  Apply a variety of **grammatical structures** in writing and speaking, including tense, aspect, compound and complex sentences, spelling, and punctuation.
- Expand vocabulary and use **context clues** to interpret unfamiliar words and phrases.
- Communicate effectively in oral contexts, understanding **register, tone, and audience**.
- Write coherent, structured paragraphs with **topic sentences, supporting details, and transitions**.

- Produce different types of writing, including **summaries, narratives, letters, web posts, descriptions, reports, and articles**, using textual evidence to support opinions and arguments.
- Engage critically with texts and media, identifying **bias, perspective, and reliability**.
- Apply English skills in authentic tasks such as **presentations, projects, debates, and performance tasks**.

Enduring understandings:

Students will understand that:

- **Language and context are interconnected**, and choosing the right register and style depends on purpose and audience.
- **Cultural perspectives influence language** and enrich understanding, fostering empathy and intercultural awareness.
- Language has the power to **guide, influence, or manipulate thought**, and critical literacy skills are essential.
- **Cultural and linguistic similarities** exist across communities, which can promote global understanding.
- Learning additional languages provides **personal, social, and professional advantages**, including enhanced communication, academic success, and career opportunities.

Transdisciplinary links:

- Unit 1: Languages of the World – Social Studies / Cultural Studies: Exploring languages and cultural communication.
- Unit 2: Design and Architecture – Arts / Design & Technology: Studying shapes, building materials, and architectural design.
- Unit 3: Our Society – Humanities / Social Studies: Community improvement, city life, and local actions
- Unit 4: Advertising – Media Studies / ICT: Analyzing persuasive techniques and media content.
- Unit 5: Natural Resources – Science / Geography: Energy generation, environmental issues, and sustainability.
- Unit 6: Natural Wonders – Geography / Biology: Geographical features, wildlife, and conservation.
- Unit 7: Historical Figures – Humanities / History: Biographies, historical events, and influential figures.
- Unit 8: Storytelling – Arts / Literature: Narrative structures, creative writing, and presentations.
- Unit 9: Music – Arts / Music / Cultural Studies: Music genres, autobiographies of musicians, and cultural impact.

UNIT 1: *LANGUAGES OF THE WORLD*	
Timeframe	4 weeks
Learning goals:	● Explore the diversity of languages spoken around the world and their cultural significance. ● Develop awareness of body language and non-verbal communication as part of effective interaction. ● Practice writing formal and informal letters with appropriate structure and register. ● Use **question words** accurately in both spoken and written communication. ● Apply conjunctions (*although, while*) to create more complex sentences. ● Use the **Present Continuous tense** correctly for ongoing actions and descriptions.

	● Expand vocabulary through learning and applying **abstract nouns** (e.g., honesty, courage, knowledge). ● Strengthen listening and reading comprehension skills through exposure to authentic texts about languages and cultures. ● Develop speaking confidence by presenting short reflections on cultural communication styles
Assessments:	● Performance Task: **Letter Writing Project** – Students write a formal or informal letter that demonstrates correct use of present continuous, conjunctions, and abstract nouns. ● Additional projects, essays, or presentations on languages and cultural communication. ● Classwork, homework, and quizzes on grammar (question words, conjunctions, tense use), vocabulary, and comprehension tasks.

UNIT 2: *DESIGN and ARCHITECTURE*	
Timeframe	4 weeks
Learning goals:	● Explore how design and architecture reflect culture and history. ● Learn to describe buildings and materials using precise vocabulary. ● Use **partitives** (a piece of, a sheet of, a block of) correctly in descriptions. ● Apply the **second conditional** to imagine possibilities in design (e.g., *If I were an architect, I would…*). ● Use **relative clauses** to add detail when describing structures (e.g., *The building that was designed by…*). ● Strengthen use of **prepositions** to describe spatial relationships (e.g., *next to, on top of, between*). ● Deliver short **oral presentations** about famous buildings or original design ideas. ● Read and interpret descriptive and informative texts about architecture and urban planning. ● Write structured descriptions of buildings and their functions, using appropriate academic vocabulary.
Assessments:	● Performance Task: **Architecture Project** – Students design (or research) a building and present it in both written and oral formats. They must include visual aids, describe materials and shapes, and use second conditional/relative clauses accurately. ● Additional: Essay or project write-up. ● Classwork, Homework, Quizzes (e.g., vocabulary on shapes/materials, grammar practice with conditionals and relative clauses)

UNIT 3: *OUR SOCIETY*

Timeframe	4 weeks
Learning goals:	● Explore the concept of **community** and ways to improve society through local actions. ● Discuss the benefits and challenges of **city life**. ● Read and analyze **poems** that reflect on society, culture, and belonging. ● Use the **second conditional** to imagine changes in society (e.g., *If our city had more parks, people would…*). ● Correctly use **verbs/adjectives followed by -ing** (e.g., *interested in helping, enjoy volunteering*). ● Apply the **present continuous passive** to describe ongoing actions in communities (e.g., *A new bridge is being built*). ● Strengthen speaking skills through class debates or discussions on local issues. ● Write a **short poem, letter, or article** about improving the community or city life.
Assessments:	● Performance Task: **Community Projec**t – Students create a written and oral presentation on how to improve their society (e.g., recycling campaign, community garden, charity project). Must use second conditional, present continuous passive, and -ing structures accurately. ● May include a **creative poem** or written reflection on community life. ● Classwork, Homework, Quizzes (focus on grammar structures, vocabulary on city life/community, poetry analysis).

UNIT 4: *ADVERTISING*	
Timeframe	5 weeks
Learning goals:	● Analyze different types of **advertisements** and identify persuasive techniques. ● Develop **persuasive writing** skills for various media formats. ● Create **creative advertising content** that targets specific audiences. ● Use **prepositions preceding nouns** accurately (e.g., *in front of, on top of, next to*). ● Apply **present and past passive** to describe products, services, or campaigns (e.g., *The product is advertised worldwide*, *The campaign was launched last month*). ● Correctly use **reflexive pronouns** (e.g., *the company promoted itself*). ● Use **compound adjectives** effectively (e.g., *well-known brand, eye-catching poster*). ● Strengthen **reading comprehension** by evaluating advertisements and analyzing their language and strategies. ● Deliver **oral presentations** explaining and critiquing advertisements. ● Produce structured **written projects** that use persuasive language and appropriate grammar accurately.
Assessments:	● Performance Task: **Advertisement Project** – Students create their own advertisement (poster, video, or digital media) and present it to the class, using persuasive language, compound adjectives, passive voice, and reflexive pronouns accurately. ● Additional: Essays or project write-ups analyzing real-world advertisements. ● Classwork, Homework, Quizzes (focus on grammar: prepositions, passive voice, reflexive pronouns, compound adjectives; vocabulary; comprehension of persuasive texts)

	● Exam 1

UNIT 5: NATURAL RESOURCES	
Timeframe	5 weeks
Learning goals:	● Explore different forms of **energy generation** (renewable vs. non-renewable). ● Identify and discuss **environmental issues** such as pollution, deforestation, and climate change. ● Develop skills in **debate writing** and presenting structured arguments. ● Practice **oral presentations** on environmental challenges and possible solutions. ● Use **complex noun phrases** accurately in writing and speaking (e.g., *the rapid depletion of fossil fuels*). ● Apply the **future passive** to describe planned or predicted actions (e.g., *Solar panels will be installed in the new buildings*). Use a range of **connectives** (e.g., *although, whereas, in addition, on the other hand*) to link ideas logically. ● Demonstrate understanding of **past modals** (e.g., *should have, could have, might have*) when evaluating past actions related to environmental issues. ● Read and analyze **articles, reports, and texts** about energy and nat
Assessments:	● Performance Task: **Debate Project** – Students prepare and participate in a formal debate on an environmental issue, incorporating connectives, complex noun phrases, and accurate grammar structures. ● Additional: Research-based presentation or essay on natural resources and sustainable practices. ● Classwork, Homework, Quizzes (focus on vocabulary related to energy/environment, grammar practice on future passive and past modals, reading comprehension, and structured writing tasks).

UNIT 6: *NATURAL WONDERS*	
Timeframe	4 weeks
Learning goals:	● Explore **geographical features** such as mountains, rivers, forests, and deserts. ● Learn about **wildlife** and ecosystems in different natural environments. ● Discuss **environmental issues** affecting natural wonders, including conservation and human impact. ● Use **comparative and superlative adjectives** accurately to describe landscapes and animals (e.g., *higher than, the most beautiful*). ● Correctly apply **demonstrative pronouns** (this, that, these, those) in descriptions and presentations. ● Use **multi-word verbs** (e.g., *look after, run into, set up*) in both spoken and written communication. ● Strengthen reading comprehension through authentic texts and articles about natural wonders. ● Develop **oral communication skills** through short presentations describing landscapes, wildlife, or conservation efforts.

	● Write **descriptive paragraphs or reports** about a natural wonder, using appropriate grammar and vocabulary.
Assessments:	● Performance Task: **Community Projec**t – Students create a written and oral presentation on how to improve their society (e.g., recycling campaign, community garden, charity project). Must use second conditional, present continuous passive, and -ing structures accurately. ● May include a **creative poem** or written reflection on community life. ● Classwork, Homework, Quizzes (focus on grammar structures, vocabulary on city life/community, poetry analysis).

UNIT 7: *HISTORICAL FIGURES*	
Timeframe	4 weeks
Learning goals:	● Explore the lives and achievements of **famous historical figures**, including artists and key contributors during the **Islamic Golden Age**. ● Develop skills in **historical storytelling** through reading, writing, and oral presentations. ● Use the **past continuous** to describe actions occurring at specific moments in history (e.g., *He was studying when…*). ● Apply **verbs with prepositions** correctly (e.g., *believe in, take part in, rely on*) in both writing and speaking. ● Use the **past perfect simple** to describe sequences of historical events (e.g., *By the time he arrived, the library had already been built*). ● Analyze historical texts and **biographies** to understand context, perspective, and significance. ● Produce structured **written and oral projects** about historical figures, incorporating accurate grammar and relevant vocabulary. Develop critical thinking by **comparing contributions** of different figures and their impact on society.
Assessments:	● Performance Task: **Historical Biography Project** – Students research a historical figure and create a presentation (written + oral) using past continuous, past perfect, and verbs with prepositions accurately. ● Additional: Essays or storytelling exercises about historical events. ● Classwork, Homework, Quizzes (grammar: past continuous, past perfect, verbs with prepositions; vocabulary on historical topics; reading comprehension).

UNIT 8: *STORY TELLING*	
Timeframe	4 weeks
Learning goals:	● Explore **books and stories** from different genres and cultures. ● Analyze **narrative structures**, including beginning, middle, end, and key story elements (characters, setting, conflict, resolution). ● Develop skills for **oral presentations** and storytelling in both formal and creative contexts.

	● Use **present perfect continuous** to describe ongoing actions or experiences (e.g., *She has been reading the book for two hours*). ● Apply **reported speech** accurately to retell stories or report conversations (e.g., *He said that he had seen the event*). ● Use **prepositions** effectively to describe actions, events, and relationships in narratives. ● Strengthen reading comprehension through analysis of short stories and narrative texts. ● Write **structured stories or summaries** demonstrating narrative coherence, accurate grammar, and expanded vocabulary.
Assessments:	● Performance Task: **Storytelling Project** – Students write and present a story (oral + written), using present perfect continuous, reported speech, and accurate prepositions. ● Additional: Essays or creative writing exercises analyzing narrative structure. ● Classwork, Homework, Quizzes (grammar: present perfect continuous, reported speech, prepositions; vocabulary; comprehension and narrative analysis tasks). ● Exam 2

UNIT 9: *MUSIC*	
Timeframe	4 weeks
Learning goals:	● Explore different **genres of music** and their historical and cultural significance. ● Analyze **autobiographies** of musicians to understand personal and professional journeys. ● Discuss the **cultural role of music** in societies around the world. ● Use a variety of **verb tenses** accurately to describe events, experiences, and achievements. Apply **participle clauses** to combine ideas and add detail (e.g., *Having studied classical music, she performed beautifully*). Formulate and use correct **question forms** for interviews, surveys, and discussions about music. ● Strengthen **listening and reading comprehension** through music-related texts, articles, and interviews. ● Deliver **oral presentations** and written projects about musicians, genres, or the impact of music.
Assessments:	● Performance Task: **Music Project** – Students create an autobiography or profile of a musician, present it orally and in writing, using participle clauses, correct verb tenses, and accurate question forms. ● Additional: Essays or research reports on music genres and their cultural roles. ● Classwork, Homework, Quizzes (grammar: verb tenses, participle clauses, question forms; vocabulary; comprehension tasks).

ENGLISH LANGUAGE LEARNING (ELL) SUPPORT

Teacher:	Betül Akdağ
Contact details:	akdagb@mefis.k12.tr

Course Description

The ELL Support course is designed for students who are English language learners and require additional support to achieve success in their academic classes. The primary focus for the 2025–2026 school year will be on developing academic reading and writing skills, with particular emphasis on subject-specific vocabulary and high-frequency academic words.

The course provides students with strategies to understand and engage with academic texts and equips them with the skills necessary to produce clear, structured, and accurate academic writing. Instruction will be closely aligned with subject-area classes (Humanities, Science, Math, and English) through ongoing collaboration with content teachers to ensure targeted and effective support.

Course Aims and Objectives

The aims of the ELL Support course are to:

- Strengthen students' academic reading skills, including comprehension, analysis, annotation, and summarization of subject-area texts.
- Develop students' academic writing proficiency, with a focus on organization, coherence, clarity, and correct use of disciplinary vocabulary.
- Enhance students' subject-specific vocabulary knowledge, enabling them to access, understand, and apply content knowledge effectively.
- Equip students with strategies for academic literacy that are transferable across subjects (e.g., interpreting graphs and data, analyzing primary and secondary sources, solving word problems).
- Build students' confidence in using English to engage actively and successfully in content-area classes.

Methodology

- Students will have four ELL Support lessons per week.
- Instruction will be based on a combination of:
    - Pre-teaching and reinforcement of academic content from subject classes.
    - Explicit instruction in academic and subject-specific vocabulary.
    - Close reading of authentic academic texts across disciplines.
    - Structured writing practice (summaries, analytical paragraphs, reports, and essays).
    - Collaborative planning and communication with subject teachers to ensure alignment with classroom learning objectives.
- Assessments will include:
    - Formative assessments such as vocabulary quizzes, reading responses, and short written tasks.
    - Summative assessments such as extended academic writing tasks and presentations.
    - Where necessary, accommodations (e.g., extended time) or modifications (e.g., simplified instructions, adapted tasks) will be applied, and all stakeholders will be informed.

- Technology and learning tools (e.g., online dictionaries, word banks, translation tools) may be used during lessons, but not during formal assessments.

Enduring Understandings

By the end of the course, students will understand that:

- Academic reading and writing are essential skills for success in all subject areas.
- Disciplinary vocabulary and subject-specific terms provide access to deeper content knowledge.
- Effective communication in academic English requires precision, clarity, and appropriate register.
- Collaboration between teachers and students enhances learning and supports academic growth.

FRENCH B

Teacher(s): Lucie Solyga

Contact details: solygal@mefis.k12.tr

Course Description:

During the course, students will begin to build on their knowledge from Grade 6 in order to discuss a variety of topics concerning young people today. They will discuss healthy lifestyles, shopping and going out, and topics such as what they enjoy doing during their free time and during their holidays.

Course Aims & Objectives:

The aim of this course is to give students the linguistic tools to begin to understand and be understood in a Francophone country. They will develop a knowledge of the essential grammatical rules used to speak and understand simple phrases and short texts in the past, present and future tenses.

Enduring understandings:

- The students will understand that the goal of learning a language is effective communication.
- The students will understand that learning a language is an ongoing process.
- The students will understand what it feels like to be a foreigner of the target language.
- The students will learn that learning a new language can make the world feel smaller.
- The students will identify language patterns to help them use the new language.
- The students will learn to express complex ideas using simple terms.

UNIT 1: Re-engaging	
Timeframe	7 weeks
Learning goals:	● Describe yourself using adjectives ● Talk about your friends and family using connectives and opinions ● Talk about your home using masculine and feminine articles ● Describe where you live and your town using locative prepositions ● Say what you like to do in your free time using the present tense ● Explain what you do at school using opinions ● Describe your daily routine and school life using reflexive verbs
Assessments:	Weekly marked homework Weekly key phrases/vocabulary quizzes Performance task or Project

UNIT 2: Healthy lifestyles	
Timeframe	8 weeks
Learning goals:	● Revise the body parts ● Describe illnesses and understand the doctor or pharmacist's advice ● Talk about what you like to eat and what you should eat in order to be healthy using negatives ● Discuss the differences between French eating habits with those of other cultures using the comparative ● Give advice about healthy living using the imperative tense ● Say which activities you do in order to keep fit using the present tense ● Explore French customs and traditions
Assessments:	Weekly marked homework Weekly key phrases/vocabulary quizzes Exam 1

UNIT 3: Shopping and going out	
Timeframe	7 weeks
Learning goals:	● Make and reacting to invitations using *vouloir* ● Make excuses using *pouvoir* and *devoir* ● Describe the relationship with your friends and parents using reflexive verbs ● Talk about clothes using adjectival agreements ● Talk about where you like to shop and what you like to buy
Assessments:	Weekly marked homework Weekly key phrases/vocabulary quizzes Performance task or Project

UNIT 4: My free time	
Timeframe	7 weeks
Learning goals:	● Revise leisure activities and hobbies using the present tense ● Talk about last weekend using the perfect tense with *avoir* ● Talk about yesterday evening using the perfect tense with irregular past participles ● Talk about TV programmes you have watched using opinions ● Talk about where you went using the perfect tense with *être* ● Talk about events in the past using linking words ● Explore French customs and leisure habits
Assessments:	Weekly marked homework Weekly key phrases/vocabulary quizzes Performance task or Project

UNIT 5: Holidays	
Timeframe	8 weeks
Learning goals:	● Talk about countries and languages using the preposition *en* ● Talk about holidays using question words ● Describe a past holiday using the past tense ● Describe different holiday experiences ● Talk about where you would like to go in the future using the near future
Assessments:	Weekly marked homework Weekly key phrases/vocabulary quizzes Exam 2

SPANISH B

Teacher: Valeria Gutiérrez Ramírez

Contact details: ramirezv@mefis.k12.tr

Course Description:

Throughout the school year students will work on the four many language skills (reading, writing, listening and speaking) in diverse topics. They will develop their confidence in using the language. They will also learn about the culture and traditions in the Spanish speaking world.

Course Aims & Objectives:

The course aims to give students the means to start understanding (orally and in writing) common, everyday situations. By the end of the course, students will be able to:

- understand the main points from short spoken and written passages made up of familiar language.
- take part in short conversations, seeking and conveying information, opinions and reasons in simple terms.
- write short texts on familiar topics.
- understand how language is connected to culture and how people from different cultures/languages differ.

Enduring understandings:

- Students will understand that learning a language can enhance their life.
- Students will identify their own language learning style
- Students will understand that some mistakes are worth making in order to communicate when learning another language.
- Students will learn how to articulate the sounds more like a native speaker of another language.
- Students will learn that we don't have to translate everything in order to comprehend a new language.

UNIT 1: ¡Buen viaje!	
Timeframe	6 weeks
Learning goals:	Good trip! ● Read about countries and travel habits. Read a forum, a tourist brochure, and an interview. ● Listen to conversations about the weather and vacation plans. Listen to a person talking about their country. ● Prepare a file about a country. Write a postcard. ● Talk about places and the weather. Tell experiences. Submit a country. ● Talk about places, about the weather and about the weather. Talk about future

	plans. ● Go over the study guide and prepare for exam 1.
Assessments:	On-going assessment through class work. / Homework assignments. / Quizzes. / Performance task.

UNIT 2: ¡Adiós al verano!	
Timeframe	6 weeks
Learning goals:	Goodbye Summer! ● Read about past events ● Listen to an interview with a young actor and a conversation about going back to school ● Write a list of good resolutions for the new school year and your own biography ● Tell events from the past, talk about wishes and intentions ● Share ideas about changes, experiences, exchange personal information. ● Go over the study guide and prepare for exam 2.
Assessments:	On-going assessment through class work. / Homework assignments. / Quizzes. / Performance task. / Exam 1.

UNIT 3: Aquí vivo Yo	
Timeframe	5 weeks
Learning goals:	I live here ● Read different texts about villages and areas of cities and an article about Hip Hop ● Listen to conversations about locations of places/objects and write instructions about where to find them. ● Give an opinion about an area of a city and describe a place. Tell if you like it or not and give reasons. ● Describe the place where you live. ● Go over the study guide and prepare for exam 3.
Assessments:	On-going assessment through class work. / Homework assignments. / Quizzes. / Performance task.

UNIT 4: ¿Quién y Cuándo?	
Timeframe	8 weeks
Learning goals:	Who and When? ● Read a biography about different characters, information about historical facts and about famous monuments from the past. ● Listen to information about the lives of different people. ● Write historical facts and describe them ● Tell about our own biography and the one from famous people. ● Talk about a masterpiece from Hispanic culture and guess the identity about the

	characters or the facts described.
Assessments:	On-going assessment through class work. / Homework assignments. / Quizzes. / Performance task.

UNIT 5: En Forma	
Timeframe	7 weeks
Learning goals:	Be fit ● Read texts about healthy lifestyles. ● Learn vocabulary about the parts of the body, hobbies and sports. ● Write their opinions about different sports. ● Read and write about different healthy activities. ● Use the imperative mode to give instructions. ● Use different expressions to give recommendations.
Assessments:	On-going assessment through class work. / Homework assignments. / Quizzes. / Performance task / Exam 2.

HOST COUNTRY STUDIES (HCS)

Teacher: Betül AKDAĞ

Contact details: akdagb@mefis.k12.tr

Course Description:

This course is for all students; those who already have some knowledge of Turkish language, history, as well as literary and/or cultural concepts, and for those who have no prior knowledge. The main goal is to help students learn the basics of the Turkish language and develop intercultural awareness by being aware of similarities, differences and connections between their culture and Turkish culture.

Course Aims & Objectives:

This course aims to help students learn the fundamentals of Turkish and inform students about some of the different cultural aspects of Anatolia. The course also includes an examination of Turkish culture through an exploration of its historical roots and its most significant social, literary and artistic trends. The ultimate goal is that students gain awareness, appreciation of, and insight into the Turkish language and culture.

Students will:

- be able to comprehend simple sentences in Turkish;
- be able to speak beginner level Turkish, producing sentences for introducing themselves, carrying on meaningful conversation, shopping or asking for assistance, etc;
- have and use a basic Turkish vocabulary range and will be able to conjugate for case, person, and present tense;
- be familiar with the general social, psychological and political underpinnings of what it means to be 'Turkish' in history and in this age;
- have acquired competency in major events in Turkish history and culture; and be able to do research and converse on these topics;
- have developed and used language learning strategies that will help not only with improving their Turkish, but with learning other languages too.

Enduring understandings:

- Students will understand that an understandin g of the present can be gained through critical reflection upon the past.
- Students will understand that historical developments impact on individuals, communities and societies over time.
- Students will understand that their own identity can be developed through the study of the historical experiences of different cultures.
- Students will understand that people, places, spaces and the environment are interdependent upon each other.
- Students will understand that contemporary issues and challenges can be explained through the study of geography, and that a global perspective is needed to tackle the issues of diversity and change.

Transdisciplinary links:

- Humanities - Islamic Empires

★ **PLEASE NOTE THAT STUDENTS IN THIS COURSE WILL NOT RECEIVE A GRADE AT THE END OF EACH SEMESTER.**

UNIT 1: COURSE INTRODUCTION AND DIAGNOSTIC TESTS	
Timeframe	2 weeks
Learning goals:	● Understand what will be taught in HCS. ● Set expectations and personal goals for HCS. ● Test how much you know about Turkish language and culture.
Assessments:	Teacher observation Student participation Diagnostic pre-test

UNIT 2: REVISION OF ANCIENT CIVILIZATIONS OF ANATOLIA	
Timeframe	3 weeks
Learning goals:	● Review the basic information about the history of Anatolia. ● Compare the Anatolian civilizations at a basic level. ● Revise the functional Turkish expressions used in daily life.
Assessments:	Teacher observation and participation. (formative assessment) Student participation (formative assessment) Project

UNIT 3: CIVILIZATIONS OF ANATOLIA – SELJUK TURKS / TALK ABOUT YOUR PLANS IN TURKISH	
Timeframe:	5 weeks
Learning goals:	● Analyze the characteristics of Seljuk Turks. ● Describe Anatolia and Turkish culture during this period. ● Make basic conclusions about the culture that existed in these civilizations. ● Compare the life in Seljuk Anatolia with modern Anatolia. ● Learn and practice useful formulaic Turkish expressions that are used in daily life.
Assessments:	Teacher observation and participation. (formative assessment) Student participation (formative assessment) Project 7

UNIT 4: CIVILIZATIONS OF ANATOLIA – ORIGINS AND EXPANSION OF OTTOMAN EMPIRE / SURVIVAL TURKISH IN DAILY LIFE	
Timeframe:	7 weeks
Learning goals:	● Analyze the characteristics of the Ottoman Empire. ● Describe Anatolia and Turkish culture during this period. ● Make basic conclusions about the culture that existed in these civilizations. ● Compare life in Ottoman-ruled Anatolia with modern Anatolia. ● Learn and practice useful formulaic Turkish expressions that are used in daily life.
Assessments:	Teacher observation and participation. (formative assessment) Student participation (formative assessment) Project

UNIT 5: CIVILIZATIONS OF ANATOLIA – THE PEAK OF THE OTTOMAN EMPIRE / SURVIVAL TURKISH IN DAILY LIFE	
Timeframe:	7 weeks
Learning goals:	● Analyze the characteristics of the Ottoman Empire. ● Describe Anatolia and Turkish culture during this period. ● Make basic conclusions about the culture that existed in these civilizations. ● Compare life in Ottoman-ruled Anatolia with modern Anatolia. ● Learn and practice useful formulaic Turkish expressions that are used in daily life.
Assessments:	Teacher observation and participation. (formative assessment) Student participation (formative assessment) Project

UNIT 6: CIVILIZATIONS OF ANATOLIA – THE DECLINE OF OTTOMAN EMPIRE / SURVIVAL TURKISH IN DAILY LIFE	
Timeframe:	7 weeks
Learning goals:	● Analyze the characteristics of the Ottoman Empire. ● Describe Anatolia and Turkish culture during this period. ● Make basic conclusions about the culture that existed in these civilizations. ● Compare life in Ottoman-ruled Anatolia with modern Anatolia. ● Learn and practice useful formulaic Turkish expressions that are used in daily life.
Assessments:	Teacher observation and participation. (formative assessment) Student participation (formative assessment) Project

UNIT 7: MODERN DAY ANATOLIA – ATATURK AND THE REPUBLIC OF TURKEY / TURKISH - REVISION	
Timeframe:	3 weeks
Learning goals:	● Analyze the characteristics of the Republic of Turkey. ● Learn about Ataturk's life and his achievements. ● Analyze the foundations of the Turkish Revolution. ● Describe the fundamentals of Turkish culture in modern day. ● Compare the life in modern Anatolia with the life in your own country. ● Learn and practice useful formulaic Turkish expressions that are used in daily life.
Assessments:	Teacher observation and participation (formative assessment) Student participation (formative assessment) Project

HUMANITIES

Teacher(s): Carmen Patrick

Contact details: patrickc@mefis.k12.tr

Course Description:

The course is divided into 4 units dealing with different historical timelines and themes within that timeline. As the students explore the theme will explore how geography played a role in the development of the theme. Furthermore, Students will investigate the topics in order to be provided with continued skill development. Overall the hope is that students will continue to develop a passion for the Humanities and continue to explore its amazing diversity throughout their education.

Course Aims & Objectives:

The course aims to equip students with the fundamental skills they need for continued study in their Interdisciplinary studies. Furthermore, by making the course diverse and engaging will lead to students to become more enthusiastic, considerate, compassionate, and tolerant individuals who have a real desire to help make the world a better place.

Texts:

- National Geographic World History Great Civilizations, 1st Edition Updated, Teacher's Edition
- National Geographic World History Great Civilizations, Student Edition

Enduring understandings:

- Students will understand that people, places, spaces, and the environment are interdependent upon each other.
- Students will understand that human welfare and the quality of the environment are major concerns in the world and there is a need for planning and sustainable management for the future.
- Students will understand that contemporary issues and challenges can be explained through the study of geography, and that a global perspective is needed to tackle the issues of diversity and change.
- Students will understand that history includes a wide variety of different types of sources, methods, and interpretations.
- Students will understand that an understanding of the present can be gained through critical reflection upon the past.
- Students will understand that key historical concepts (cause and consequence, change and continuity, and similarity and difference) help us to explain developments in history.
- Students will understand that historical developments impact on individuals, communities, and societies over time.
- Students will understand that their own historical identity can be developed through the study of the historical experiences of different cultures.

Transdisciplinary links:

- English-Research and Writing
- ESS- students will study geography and effects on society
- Art- Effect of art and architecture on society

UNIT 1: Intro (History Skills) and Middle Ages	
Timeframe	1-9 Weeks
Learning goals:	**Historical Understanding** ● Describe the transition from the fall of the Roman Empire to the Medieval period. ● Explain the structure of feudalism and manorialism and how they shaped Medieval society. ● Evaluate the role of the Catholic Church in politics, daily life, and culture. ● Analyze the causes and consequences of the Crusades. ● Identify key achievements in art, architecture (e.g., Gothic cathedrals), literature, and technology during the Middle Ages. ● Assess the impact of the Black Death on European society. **Historical Thinking Skills** ● Use primary and secondary sources to draw conclusions about Medieval life. ● Compare perspectives from different social classes (lords, knights, peasants, clergy). ● Identify cause-and-effect relationships (e.g., Crusades → cultural exchange, Black Death → decline of feudalism). ● Develop arguments supported by evidence from historical sources. **Connections and Relevance** ● Connect the role of religion and political power in the Middle Ages to modern societies. ● Recognize the roots of modern European institutions in the Medieval period. ● Reflect on how human resilience and innovation emerged during times of crisis.

UNIT 2: The Reformation	
Timeframe	10-19 Weeks
Learning goals:	**Historical Understanding** ● Explain the causes of the Protestant Reformation (corruption in the Catholic Church, Renaissance humanism, printing press, political conflicts). ● Identify and describe the key figures of the Reformation (Martin Luther, John Calvin, Henry VIII). ● Analyze the Catholic Church's response to the Reformation (Council of Trent, Jesuits, Inquisition). ● Describe the political and social effects of the Reformation in Europe. ● Evaluate the long-term impact of the Reformation on religious freedom, education, and governance. **Historical Thinking Skills** ● Analyze primary sources (e.g., excerpts from Martin Luther's *95 Theses*). ● Compare and contrast Catholic, Lutheran, Calvinist, and Anglican beliefs. ● Trace cause-and-effect relationships between the Reformation and the rise of nation-states. ● Develop arguments using evidence from sources.

	Connections and Relevance ● Connect the Reformation to themes of freedom of thought, literacy, and questioning authority. ● Reflect on how religious diversity and conflict shape societies today. ● Recognize how printing and communication technologies change ideas across societies.

UNIT 3: Age of Exploration	
Timeframe	20-29 Weeks
Learning goals:	**Historical Understanding** ● Explain the causes of exploration (desire for trade, spread of Christianity, advancements in navigation/shipbuilding, competition between nations). ● Identify major explorers (Columbus, Magellan, Vasco da Gama, Zheng He, etc.) and their voyages. ● Analyze the consequences of exploration: colonization, the Columbian Exchange, and the Atlantic slave trade. ● Describe how exploration transformed global trade networks and cultural exchange. ● Assess both the positive and negative effects of the Age of Exploration. **Historical Thinking Skills** ● Interpret primary sources such as explorers' journals and maps. ● Compare perspectives of European explorers, Indigenous peoples, and enslaved Africans. ● Trace cause-and-effect relationships (exploration → colonization → cultural/economic change). ● Use evidence to support arguments about whether exploration was more beneficial or harmful. **Connections and Relevance** ● Connect exploration to themes of globalization, cultural exchange, and technology. ● Reflect on how exploration shaped the modern world (languages, foods, trade, migration). ● Evaluate ethical debates about colonization and cultural contact.

UNIT 4: Rise and Fall of the Incan Empire	
Timeframe	29-36 Weeks
Learning goals:	**Historical Understanding** ● Explain how geography (Andes Mountains, Amazon basin, Pacific coast) shaped Incan society. ● Describe Incan political organization, including the role of the Sapa Inca. ● Identify Incan achievements in agriculture (terraces, irrigation), engineering (roads, bridges, architecture), and communication (quipu, relay runners). ● Analyze the religious and cultural practices of the Incan Empire. ● Explain the causes of the fall of the Incan Empire, including internal divisions and Spanish conquest. **Historical Thinking Skills** ● Interpret primary sources (Spanish chronicles, Indigenous oral traditions). ● Compare perspectives of Incas and Spanish conquistadors. ● Trace cause-and-effect relationships (geography → innovation, conquest → collapse). ● Evaluate continuity and change in Andean society before and after conquest. **Connections and Relevance** ● Connect Incan achievements to modern science, engineering, and agriculture. ● Reflect on the consequences of cultural encounters and conquest. ● Recognize Indigenous resilience and the lasting legacy of the Incas in South America today.

INTEGRATED SCIENCE

Teacher(s): Emmanuel Akaiso

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Course Description

This course follows the Cambridge Lower Secondary Science (Stage 8) syllabus and introduces students to the fundamental principles of **Biology, Chemistry, and Physics**. Learning takes place through a balanced mix of theoretical lessons and hands-on practical work, allowing students to apply scientific concepts in real-world contexts.
In scientific investigations, students will learn to:

- Select appropriate apparatus and assess potential hazards.
- Decide whether to use evidence from first-hand experiments or secondary sources.
- Obtain accurate and reliable results.
- Identify and describe patterns, including correlations.
- Draw conclusions and critically evaluate methods used.

Course Aims & Objectives

The primary aim of this course is to develop students' **scientific skills and thinking abilities**, preparing them for further study at Cambridge IGCSE level. In addition to deepening subject knowledge, students will gain experience in practical science, including planning investigations, recording observations, analyzing data, and evaluating findings.

This course aims to:

- Provide an engaging and valuable educational experience through well-planned instruction and experimental science activities.
- Develop abilities and skills that:
    - Are relevant to the study and application of science.
    - Support problem-solving and decision-making in everyday life.
    - Encourage safe and efficient working practices.
    - Promote clear and effective communication.
- Foster curiosity about the environment and encourage responsible care for it.
- Promote an understanding that:
    - Scientific theories and methods evolve through collaboration between individuals and groups.
    - Science is a global discipline, and its language, when applied accurately, is universal.
- Develop scientific attitudes, including:
    - Concern for accuracy and precision.
    - Objectivity in thinking.
    - An investigative and questioning mindset.

Texts:
Collins Cambridge Lower Secondary Science - Lower Secondary Science Student's Book: Stage 8

Authors: Mark Levesley, Gemma Young, Aidan Gill, Beverly Rickwood, Stuart Lloyd, Sheila Tarpey and Nigel Saunders

Year of Publication: 2021, ISBN: 978-0-00-836426-7

Collins Cambridge Lower Secondary Science - Lower Secondary Science Workbook: Stage 8

Authors: Beverly Rickwood, Heidi Foxford, Dorothy Warren, Aidan Gill

Year of Publication: 2021, ISBN: 978-0-00-836432-8

Enduring Understandings
By the end of this course, students will understand that:

- Scientists use multiple perspectives to explain the ideas and actions of individuals and groups.
- Scientific reasoning involves analyzing and interpreting evidence to solve problems and make informed decisions.
- Scientific knowledge can change when new evidence emerges.
- Clear and accurate communication strengthens the impact of scientific work.
- Organisation and structure help manage complex issues.
- Most actions have consequences, which must be addressed.
- Stability often depends on having the right balance of different elements.
- Science and technology have both possibilities and limitations.

Transdisciplinary Links
This course integrates skills and concepts from other subjects, including:

- **Technology and ICT –** Information and media literacy.
- **Mathematics**
    - *Handling Data*: Collecting, displaying, and interpreting data.
    - *Number*: Decimals, fractions, percentages, ratios, and proportions.
    - *Algebra*: Equations and formulae.
- **Health and Wellness –** Cardiovascular health, reproductive health, and nutritional health.

UNIT 1: Respiration and moving (Chapter 1)	
Timeframe	4 Weeks
Learning goals:	● Describe the basic components of blood and their functions ● Describe how the structure of the human respiratory system is related to its function of gas exchange, and understand the difference between breathing and respiration ● Describe the diffusion of oxygen and carbon dioxide between blood and air in the lungs ● Know that aerobic respiration occurs in the mitochondria of plant and animal cells, and gives a controlled release of energy ● Know and use the summary word equation for aerobic respiration ● Identify ball-and-socket and hinge joints, and explain how antagonistic muscles move the bones at a hinge joint ● Decide what equipment is needed to carry out an investigation/experiment and how to use it appropriately ● Plan a range of investigations while considering variables appropriately, and recognise that not all investigations can be fair tests ● Make predictions of likely outcomes for a scientific enquiry based on scientific knowledge and understanding ● Describe the accuracy of predictions, based on results, and suggest why the were/weren't accurate

	● Describe trends and patterns in results (including identifying anomalies) ● Carry out practical work safely (taking appropriate risk assessments) ● Take accurate and precise measurements and explain their importance ● Present and interpret observations and measurements appropriately ● Use an existing analogy for a purpose
Assessments:	Informal formative assessments, cooperative and individual problem solving, lab investigations, group and individual projects, homework, classwork, and summative assessments (written quizzes).

UNIT 2: Nutrition (Chapter 2)	
Timeframe	3 Weeks
Learning goals:	● Identify the constituents of a balanced diet for humans and describe the functions of the respective nutrients ● Understand that carbohydrates and fats can be used as a store of energy in animals, and that animals consume food to obtain energy and nutrients ● Discuss how human growth, development and health can be affected by lifestyle, including diet and smoking ● Make risk assessments for practical work to identify and control risks ● Describe trends and patterns in results, including identifying any anomalous results
Assessments:	Informal formative assessments, cooperative and individual problem solving, lab investigations, group and individual projects, homework, classwork, and summative assessments (written quizzes). Exam 1

UNIT 3: Ecosystems (Chapter 3)	
Timeframe	3 Weeks
Learning goals:	● Identify different ecosystems on the Earth, recognising the variety of habitats that exist within an ecosystem ● Describe the impact of the bioaccumulation of toxic substances on an ecosystem ● Describe how a new/invasive species can affect other organisms and an ecosystem ● Collect and record sufficient observations/measurements in an appropriate form ● Evaluate a range of secondary information sources for their relevance and know some sources may be biased ● Make conclusions by interpreting results and explain the limitations of the conclusions
Assessments:	Informal formative assessments, cooperative and individual problem solving, lab investigations, group and individual projects, homework, classwork, and summative assessments (written quizzes).

UNIT 4: Structure and properties of materials (Chapter 4)	
Timeframe	3 Weeks

Learning goals:	● Describe the Rutherford model of the structure of an atom ● Know that electrons have negative charge, protons have positive charge and neutrons have no charge ● Know that the electrostatic attraction between positive and negative charge is what holds individual atoms ● Describe how paper chromatography can be used to separate and identify substances in a sample ● Describe what an analogy is and how it can be used as a model ● Describe how scientific hypotheses can be supported or contradicted by evidence from an enquiry ● Describe how paper chromatography can be used to separate and identify substances in a sample ● Describe how science is applied across societies and industries, and in research
Assessments:	Informal formative assessments, cooperative and individual problem solving, lab reports, group and individual projects, homework, classwork, and summative assessments (written quizzes). Exam 2

UNIT 5: Solutions and solubility (Chapter 5)	
Timeframe	2 Weeks
Learning goals:	● Understand that the concentration of a solution relates to how many particles of the solute are present in a volume of the solvent ● Describe how the solubility of different salts varies with temperature ● Evaluate experiments/investigations, and suggest improvements, explaining any proposed changes
Assessments:	Informal formative assessments, cooperative and individual problem solving, lab reports, group and individual projects, homework, classwork, and summative assessments (written quizzes).

UNIT 6: Chemical changes (Chapter 6)	
Timeframe	4 Weeks
Learning goals:	● Use word equations to describe reactions ● Know that purity is a way to describe how much of a chemical is in a mixture ● Know that reactions do not always lead to a single pure product and that sometimes a reaction will produce an impure mixture of products ● Know that some processes and reactions are exothermic/endothermic, and this can be identified by a temperature change ● Describe the reactivity of certain metals with oxygen, water and diluted acids ● Understand that some substances are generally unreactive and can be described as inert ● Make predictions of likely outcomes for a scientific enquiry based on scientific knowledge and understanding ● Evaluate whether measurements and observations have been repeated sufficiently to be reliable ● Make conclusions by interpreting results and explain the limitations of the conclusions

Assessments:	Informal formative assessments, cooperative and individual problem solving, lab reports, group and individual projects, homework, classwork, and summative assessments (written quizzes).

UNIT 7: Measuring motion (Chapter 7)	
Timeframe	2 Weeks
Learning goals:	● How to calculate the average speed of a moving object ● Interpret and draw simple distance vs time graphs ● Decide what equipment is required to carry out an investigation/experiment and use it appropriately ● Use symbols and formulae to represent scientific ideas ● Take appropriately accurate and precise measurements, explaining why these are important ● Describe trends and patterns in results, including identifying any anomalous results
Assessments:	Informal formative assessments, cooperative and individual problem solving, lab reports, group and individual projects, homework, classwork, and summative assessments (written quizzes).

UNIT 8: Forces (Chapter 8)	
Timeframe	4 Weeks
Learning goals:	● Describe the effects of balanced and unbalanced forces on motion ● Identify and calculate turning forces (moment = force x distance from pivot) ● Explain that pressure is caused by the action of a force on an area (pressure = force/area) ● Use particle theory to qualitatively explain pressure in gases and liquids ● Describe the diffusion of gases and liquids as the intermingling of substances by the movement of particles ● Make predictions of likely outcomes for a scientific enquiry based on scientific knowledge and understanding ● Decide what equipment is required to carry out an investigation or experiment and use it appropriately ● Present and interpret observations and measurements appropriately
Assessments:	Informal formative assessments, cooperative and individual problem solving, lab reports, group and individual projects, homework, classwork, and summative assessments (written quizzes).

UNIT 9: Light (Chapter 9)	
Timeframe	2 Weeks
Learning goals:	● Describe reflection at a plane surface and use the law of reflection ● Describe refraction of light at the boundary between air and glass/water in terms of change of speed ● Know that white light is made up of many colours and that this can be shown through the dispersion of white light, using a prism

	• Describe how colours of light can be added, subtracted, absorbed and reflected • Collect and record sufficient observations and/or measurements in an appropriate form • Make conclusions by interpreting results and explain the limitations of the conclusions • Carry out practical work safely, supported by risk assessments where appropriate
Assessments:	Informal formative assessments, cooperative and individual problem solving, lab reports, group and individual projects, homework, classwork, and summative assessments (written quizzes).

UNIT 10: Magnets (Chapter 10)	
Timeframe	3 Weeks
Learning goals:	• Describe a magnetic field and understand that is surrounds a magnet and exerts a force on other magnetic fields • Know that the reason the Earth has a magnetic field has a magnetic field is that the core acts as a magnet • Describe how to make an electromagnet and know that electromagnets have many applications • Investigate the factors that change the strength of an electromagnet • Make conclusions by interpreting results and explain the limitations of the conclusions • Describe how scientific hypotheses can be supported or contradicted by evidence from an enquiry • Evaluate a range of secondary information sources for their relevance and know that some sources may be biased
Assessments:	Informal formative assessments, cooperative and individual problem solving, lab reports, group and individual projects, homework, classwork, and summative assessments (written quizzes).

UNIT 11: The Earth and its resources (Chapter 11)	
Timeframe	2 Weeks
Learning goals:	• Describe the difference between climate and weather • Understand that there is evidence that the Earth's climate exists in a cycle between warm periods and ice ages, and the cycle takes place over long time periods • Understand that the Earth's climate can change due to atmospheric change • Identify renewable resources and non-renewable resources, and describe how humans use them • Identify whether a given hypothesis is testable • Plan a range of investigations of different types, while considering variables appropriately, and recognise that not all investigations can be fair tests
Assessments:	Informal formative assessments, cooperative and individual problem solving, lab reports, group and individual projects, homework, classwork, and summative assessments (written quizzes).

UNIT 12: Earth in Space (Chapter 12)	
Timeframe	3 Weeks
Learning goals:	● Describe asteroids as rocks, smaller than planets, and describe their formation from rocks left over from a planetary system ● Describe a galaxy in terms of stellar dust and gas, stars and planetary systems ● Describe how scientific hypotheses can be supported or contradicted by evidence from an enquiry ● Present and interpret observations and measurements appropriately ● Describe what an analogy is and how it can be used as a model ● Use an existing analogy for a purpose ● Present and interpret observations and measurements appropriately
Assessments:	Informal formative assessments, cooperative and individual problem solving, lab reports, group and individual projects, homework, classwork, and summative assessments (written quizzes).

MATHEMATICS

Teacher(s): Ms. Eva Okshtuni

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Course description:

Cambridge Lower Secondary Mathematics encourages lifelong enthusiasm for analytical and rational thinking. Learners develop a holistic understanding of the subject, focusing on principles, patterns, systems, functions and relationships. Cambridge Lower Secondary learners become mathematically competent and fluent in computation which they can apply to everyday situations.

A unique feature of Cambridge Lower Secondary Mathematics is 'Thinking and Working Mathematically'. The process of thinking and working mathematically encourages learners to talk with others, challenge ideas and to provide evidence that validates conjectures and solutions. When learners are thinking and working mathematically they actively seek to make sense of ideas and build connections between different facts, procedures and concepts. This supports higher order thinking that assists learners in viewing the world in a mathematical way. Thinking and working mathematically spreads across all of the other four strands.

The Number strand is the foundation of the mathematics curriculum. Learners explore the number system and develop fundamental calculation skills enabling them to compute increasingly complex calculations. Learners develop knowledge and skills in the Number strand that they can apply in the other strands of the mathematics curriculum.

The Algebra strand builds on pre-algebra concepts in the primary stages to strengthen learners' reasoning and their ability to find and generalize patterns and rules. Learners use algebra and graphical techniques to describe and model mathematical relationships, and to solve real-life problems.

In the Geometry and Measure strand learners develop spatial awareness and explore various contexts in which they must apply number skills. They learn to visualize real-life problems and use mathematical instruments and digital technology to produce accurate geometric representations.

Within the Statistics and Probability strand there is emphasis on the statistical enquiry cycle. This allows learners to understand the data they encounter in their daily lives, which may be presented in unfamiliar ways, and to recognise where the presentation of data is misleading, such as in the media or advertisements.

Course Aims & Objectives:

Following the Cambridge Lower Secondary programme helps learners to lay the foundations for lifelong learning, including:

- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in and across subjects
- effective and confident communication skills, including in English
- understanding of their personal and local context, as well as having global awareness.
  In Cambridge Lower Secondary Mathematics, learners:
- engage in creative mathematical thinking to generate elegant solutions
- improve numerical fluency and knowledge of key mathematical concepts to make sense of

numbers, patterns, shapes, measurements and data
- develop a variety of mathematical skills, strategies and a way of thinking that will enable them to describe the world around them and play an active role in modern society
- communicate solutions and ideas logically in spoken and written language using appropriate mathematical symbols, diagrams and representations
- understand that technology provides a powerful way of communicating mathematics, one which is particularly important in an increasingly technological and digital world.

Texts:
Cambridge Lower secondary mathematics Learners book 8
Cambridge assessment

ISBN: 9781108771528

Enduring understandings:

- The way that data is collected, organized and displayed influences interpretation.
- *Different averages give better approximations depending on the data and the situation.*
- *Probabilities are fractions derived from modeling real world experiments and simulations of chance.*
- *Modeling real world experiments through trials and simulations are used to predict the probability of a given event.*
- *The probability of an event's occurrence can be predicted with varying degrees of confidence.*
- *Standard units of measure enable people to interpret results or data.*
- *What we measure affects how we measure it.*
- *Measurement describes the attributes of objects and events.*
- *Standard units of measure enable people to interpret results or data, and to make spatial decisions.*
- *Algebra uses symbols to represent quantities that are unknown or that vary.*
- *Mathematical phrases and real-world relationships can be represented using symbols and operations.*
- *Numerical representations can be used to describe and compare the value of real-world quantities.*
- *Solving real-world problems involves using all properties of operations and all different rules of numbers.*
- *The value of any real number can be represented in relation to other real numbers such as with decimals converted to fractions and numbers written as exponents or radicals.*
- *Geometric properties can be used to construct geometric figures.*
- *Two and three dimensional shapes have properties and relationships similar to each other.*
- *Geometry offers ways to interpret and reflect on our physical environment.*
- *Geometric figures can be represented numerically, graphically, symbolically, and verbally.*

Unit 1: Number	
Timeframe	Topic 1: Place value and rounding (1 week) Topic 2: Indices, factors and multiples (1 week) Topic 3: Calculating with integers and decimals (2 weeks) Topic 4: Comparing numbers (2 weeks) Topic 5: Calculating with fractions (1 week) Topic 6: Percentage change, ratio and proportion (2 weeks)
Learning goals:	*Topic 1: Place value and rounding* ● Use knowledge of place value to multiply and divide integers and decimals by 0.1 and 0.01.

	● Round numbers to a given number of significant figures *Topic 2: Indices, factors and multiples* ● Use positive and zero indices, and the index laws for multiplication and division. ● Recognise squares of negative and positive numbers, and corresponding square roots. ● Recognise positive and negative cube numbers, and the corresponding cube roots. ● Understand factors, multiples, prime factors, highest common factors and lowest common multiples. *Topic 3: Calculating with integers and decimals* ● Understand that brackets, indices (square and cube roots) and operations follow a particular order. ● Estimate, multiply and divide integers, recognising generalizations ● Use knowledge of the laws of arithmetic and order of operations (including brackets) to simplify calculations containing decimals or fractions. ● Estimate and multiply decimals by integers and decimals. ● Estimate and divide decimals by numbers with one decimal place. *Topic 4: Comparing numbers* ● Understand the hierarchy of natural numbers, integers and rational numbers. ● Recognise fractions that are equivalent to recurring decimals. ● Understand the relative size of quantities to compare and order decimals and fractions (positive and negative), using the symbols =, ≠, >, <, ≤ and ≥. *Topic 5: Calculating with fractions* ● Estimate and subtract mixed numbers, and write the answer as a mixed number in its simplest form. ● Estimate and multiply an integer by a mixed number, and divide an integer by a proper fraction ● Use knowledge of the laws of arithmetic and order of operations (including brackets) to simplify calculations containing decimals or fractions. *Topic 6: Percentage change, ratio and proportion* ● Understand percentage increase and decrease, and absolute change. ● Understand and use the relationship between ratio and direct proportion. ● Use knowledge of equivalence to simplify and compare ratios (different units). ● Understand how ratios are used to compare quantities to divide an amount into a given ratio with two or more parts.
Assessments:	Classwork / Homework / Quizzes Performance Task Student self-assessment Exam 1

Unit 2: Algebra	
Timeframe	Topic 1: Manipulating algebra, expressions and formulae (2 weeks) Topic 2: Equations and inequalities (2 weeks) Topic 3: Generating terms and finding rules of sequences (2 weeks) Topic 4: Functions (1 week) Topic 5: Graphs and equation of a straight line (2 weeks)
Learning goals:	*Topic 1: Generating terms and finding rules of sequences* ● Understand term-to-term rules, and generate sequences from numerical and spatial patterns (including fractions).

	● Understand and describe nth term rules algebraically (in the form $n \pm a$, $a \times n$, or $an \pm b$, where a and b are positive or negative integers or fractions. *Topic 2: Manipulating algebra, expressions and formulae* ● Understand that letters have different meanings in expressions, formulae and equations. ● Understand that the laws of arithmetic and order of operations apply to algebraic terms and expressions (four operations, squares and cubes). ● Understand how to manipulate algebraic expressions including: ● - applying the distributive law with a single term (squares and cubes) ● - identifying the highest common factor to factorize. ● Understand that a situation can be represented either in words or as an algebraic expression, and move between the two representations (linear with integer or fractional coefficients). ● Understand that a situation can be represented either in words or as a formula (mixed operations), and manipulate using knowledge of inverse operations to change the subject of a formula. *Topic 3: Equations and inequalities* ● Understand that a situation can be represented either in words or as an equation. Move between the two representations and solve the equation (integer or fractional coefficients, unknown on either or both sides). ● Understand that letters can represent open and closed intervals (two terms). *Topic 4: Functions* ● Understand that a function is a relationship where each input has a single output. Generate outputs from a given function and identify inputs from a given output by considering inverse operations (including fractions). ● Understand that a situation can be represented either in words or as a linear function in two variables (of the form $y = mx + c$), and move between the two representations. *Topic 5: Graphs and equation of a straight line* ● Understand that a situation can be represented either in words or as a linear function in two variables (of the form $y = mx + c$), and move between the two representations. ● Use knowledge of coordinate pairs to construct tables of values and plot the graphs of linear functions, where y is given explicitly in terms of x ($y = mx + c$) ● Recognise that equations of the form $y = mx + c$ correspond to straight-line graphs, where m is the gradient and c is the y-intercept (integer values of m). ● Read and interpret graphs with more than one component. Explain why they have a specific shape and the significance of intersections of the graphs.
Assessments:	Classwork / Homework / Quizzes Performance Task Student self-assessment

Unit 3: Geometry and Measure	
Timeframe	Topic 1: Quadrilaterals and polygons (1 week) Topic 2: Area, perimeter and circumference (2 weeks) Topic 3: 3D shapes, surface area and volume (2 weeks) Topic 4: Translations and vectors (1 week) Topic 5: Reflections, rotations and enlargements (1 week) Topic 6: Angles, bearings and measure (2 weeks) Topic 8: Construction and midpoints (1 week)

Learning goals:	*Topic 1: Quadrilaterals and polygons* ● Identify and describe the hierarchy of quadrilaterals. ● Understand that the number of sides of a regular polygon is equal to the number of lines of symmetry and the order of rotation *Topic 2: Area, perimeter and circumference* ● Understand π as the ratio between a circumference and a diameter. Know and use the formula for the circumference of a circle. ● Use knowledge of rectangles, squares and triangles to derive the formulae for the area of parallelograms and trape *Topic 3: 3D shapes, surface area and volume* ● Understand and use Euler's formula to connect number of vertices, faces and edges of 3D shapes ● Use knowledge of area and volume to derive the formula for the volume of a triangular prism. Use the formula to calculate the volume of triangular prisms. ● Represent front, side and top view of 3D shapes to scale. ● Use knowledge of area, and properties of cubes, cuboids, triangular prisms and pyramids to calculate their surface area. *Topic 4: Angles, bearings and measure* ● Know that distances can be measured in miles or kilometers, and that a kilometer is approximately $\frac{5}{8}$ of a mile or a mile is 1.6 kilometers. ● Derive and use the fact that the exterior angle of a triangle is equal to the sum of the two interior opposite angles. ● Recognise and describe the properties of angles on parallel and intersecting lines, using geometric vocabulary such as alternate, corresponding and vertically opposite. ● Understand and use bearings as a measure of direction *Topic 5: Construction and midpoints* ● Construct triangles, midpoint and perpendicular bisector of a line segment, and the bisector of an angle. ● Use knowledge of coordinates to find the midpoint of a line segment *Topic 6: Translations and vectors* ● Translate points and 2D shapes using vectors, recognising that the image is congruent to the object after a translation. *Topic 8: Reflections, rotations and enlargements* ● Reflect 2D shapes and points in a given mirror line on or parallel to the x- or y -axis, or $y = \pm x$ on coordinate grids. Identify a reflection and its mirror line. ● Understand that the center of rotation, direction of rotation and angle are needed to identify and perform rotations. ● Enlarge 2D shapes, from a center of enlargement (outside or on the shape) with a positive integer scale factor. Identify an enlargement and scale factor.
Assessments:	Classwork / Homework / Quizzes Performance Task Student self-assessment

Unit 4: Statistics	
Timeframe	Topic 1: Data types and collection methods (1 week) Topic 2: Recording and interpreting data (1 week) Topic 3: Using descriptive statistics (2 weeks) Topic 4: The statistical cycle across first three topics (1 week)
Learning goals:	*Topic 1: Data types and collection methods*

	● Select, trial and justify data collection and sampling methods to investigate predictions for a set of related statistical questions, considering what data to collect (categorical, discrete and continuous data). ● Understand the advantages and disadvantages of different sampling methods. *Topic 2: Recording and interpreting data* ● Record, organize and represent categorical, discrete and continuous data. Choose and explain which representation to use in a given situation: ○ Venn and Carroll diagrams ○ tally charts, frequency tables and two-way tables ○ dual and compound bar charts ○ pie charts ○ frequency diagrams for continuous data ○ line graphs and time series graphs ○ scatter graphs ○ stem-and-leaf diagrams ○ Infographics. ● Interpret data, identifying patterns, trends and relationships, within and between data sets, to answer statistical questions. Discuss conclusions, considering the sources of variation, including sampling, and check predictions *Topic 3: Using descriptive statistics* ● Use knowledge of mode, median, mean and range to compare two distributions, considering the interrelationship between centrality and spread. ● Interpret data, identifying patterns, trends and relationships, within and between data sets, to answer statistical questions. Discuss conclusions, considering the sources of variation, including sampling, and check predictions. *Topic 4: The statistical cycle* Includes all the previous learning goals
Assessments:	Classwork / Homework / Quizzes Performance Task Student self-assessment

Unit 5: Probability	
Timeframe	Topic 1: Complementary and combined events (1 week) Topic 2: Experimental probability (1 week)
Learning goals:	*Topic 1: Complementary and combined events* ● Understand that complementary events are two events that have a total probability of 1 ● Understand that tables, diagrams and lists can be used to identify all mutually exclusive outcomes of combined events (independent events only) ● Understand how to find the theoretical probabilities of equally likely combined events *Topic 2: Experimental probability* ● Understand that tables, diagrams and lists can be used to identify all mutually exclusive outcomes of combined events (independent events only) ● Design and conduct chance experiments or simulations, using small and large numbers of trials. Compare the experimental probabilities with theoretical outcomes.
Assessments:	Classwork / Homework / Quizzes

	Performance Task Student self-assessment Exam 2

ART

Teacher(s): Julia Totino

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Course Description:

Art 7 is a course designed for seventh grade students to learn more about themselves and the world around them through art. Students will be actively engaged in the Studio Habits of Mind: Developing Craft, Engaging and Persisting, Envisioning, Expressing, Observing, Reflecting, Stretching and Exploring, and Understanding the Art World, as well as other artistic practices. Through experimentation with different media, practice of new and learned techniques, and development of artistic behaviors, students will use their own inspiration to drive their creativity and create personally meaningful artwork. Students will investigate the role the arts play in their lives and in the world while continuously reflecting on their ideas and work. As we move through the year the students will be offered more choice in materials, media, and content themes culminating in a self-inspired and self-directed final project.

Main Objectives:

A. Knowledge and understanding
At the end of the course, students should be able to:

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

B. Application
At the end of the course, students should be able to:

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

C. Thinking Creatively
At the end of the course, students should be able to:

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

D. Respond
At the end of the course, students should be able to:

- construct meaning and transfer learning to new settings
- create an artistic response that intends to reflect or impact on the world around them
- critique the artwork of self and others

Aims:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts

- respond to and reflect on art
- deepen their understanding of the world.

Enduring understandings:

- Artists experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists balance experimentation and safety, freedom, and responsibility while developing and creating artworks.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Artists express personal meaning in their artwork.
- Artists develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Transdisciplinary links:

- English & MFL: Art connects with all visual languages as expressive forms of communication
- Humanities: Art reflects historical and current events

* Units are subject to change

UNIT 1: Artists Develop Craft ('Getting Started')	
Timeframe	6 weeks
Learning goals:	● Exploration of black and white drawing materials and techniques ● Knowledge of proper care of studio materials ● Refinement of Drawing skills through a variety of still life assignments and collaborative drawing games ● Demonstrate growth through self and peer reflection ● Perseverance and creativity in mistakes
Assessments:	On-going assessment through class work Class participation & behavior Ideation and making process (sketchbooks) On-going reflection on Seesaw Reflection on process in final Exam

UNIT 2: Artists Envision & Express ('Fantastic Animals"')	
Timeframe	10 weeks
Learning goals:	● Introduction to watercolour painting and mixed media ● Reflect on uniqueness and expressing individuality and symbolism through colour and design, creating a unique "fantastic" animal image inspired by art history, books and illustrations ● Demonstrate drawing skills focusing on pattern, texture and colour ● Experiment with 2-Dimensional media ● Create one final artwork(s)
Assessments:	On-going assessment through class work Class participation & behavior

	Ideation and experimentation(sketchbooks) Reflection/Artist Statement(s) Final artwork reflection

UNIT 3: Artists Stretch & Explore ('Postcard paintings')	
Timeframe	10 weeks
Learning goals:	● Experiment with techniques of acrylic painting ● Explore ideas of place and landscape through looking at a variety of painters throughout history ● Take risks and re-evaluate throughout the artmaking process ● Create 2 final painted postcard artwork(s)for the spring exhibition ● Reflect on art making process
Assessments:	On-going assessment through class work Class participation & behavior Ideation and experimentation (sketchbooks) Reflection/Artist Statement(s) Final artwork reflection

UNIT 4: Artists Engage & Persist: Art Advocacy (‘Zines and Murals)	
Timeframe	5 - 7 weeks
Learning goals:	● Demonstrate a thorough ideation process ● Goal plan and self-pace through the whole process ● Develop an artistic voice ● Develop an idea to a point of realization ● Create one or more unique, original, and personally meaningful art piece(s)
Assessments:	On-going assessment through class work Class participation & behavior Ideation and making process (sketchbooks) Reflection/Artist Statement(s) Reflection on process and final product(s) in final Exam

INFORMATION COMMUNICATION TECHNOLOGY

Teacher(s): Benjamin Wanjui

Contact details: wanjuib@mefis.k12.tr

Course Description:

Computer science is the study of the elements of digital citizenship, including media habits and the array of media they use. Students are asked to reflect on the role of digital media in their lives. This reflection also provides an opportunity to understand the differences between humans and machines, as students become familiar with programs of artificial intelligence and graphics. This year we will also cover topics such as how to use searching algorithms in our everyday lives and how to code by applying blocks, nested repeats, and conditions.

Course Aims & Objectives:

- Evaluate the media habits and the array of media they use; reflect on the role of digital media in their lives
- Identify the responsibilities as creators and users of creative work
- Distinguish the differences between the computers, humans, flip phones, calculators & robots
- Explore different artificial intelligences and block programs
- Identify the differences between machines and humans
- Learn how companies such as Google use searching algorithms
- Apply the conditions by using coding program

Enduring understandings:

- Students will understand the capabilities of current and emerging IT systems.
- Students will understand how to use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems.
- Students will understand that there is a need for effective collaboration and communication in resolving complex problems.
- Students will understand the need for the development of logical and critical thinking as well as experimental, investigative and problem-solving skills.

UNIT 1: Digital Citizenship (Life Online)	
Timeframe	8 Weeks
Learning goals:	● Draw connections between young teens' perceptions of digital drama and stereotypes ● The 9 elements of Digital Citizenship ● Understand how to handle situations or online behavior which may make them feel uncomfortable ● Evaluate the reflections and review digital citizenship ● Social Networks , Privacy and Security ● Learn how to Evaluate a Website and citation
Assessments:	Homework, Quiz, Exam 1, Assignment, UBD performance task

UNIT 2: Evolution of Computers And Human Interaction	
Timeframe	9 Weeks
Learning goals:	● Identify the differences between machines and humans ● Human machine Interface ● Design mazes and backdrops that have portals ● Understand mouse report, pressing keys, video motion ● Impact of Emerging Technologies (Artificial Intelligence) ● Explore different artificial intelligence programs
Assessments:	Exam 2, Lab activities, Project

UNIT 3: Operating Systems And Networking	
Timeframe	10 Weeks
Learning goals:	● Different types of operating systems ● Various OS components (Windows,Mac OS, Linux and Unix) ● OS functions ● Understand Networking and various network devices (Topology) ● Understand the connection between Networking and the Internet ● Identify the relationship between Networks and Telecommunication
Assessments:	Homework, Quiz, Exam 3, Assignment, UBD performance task

UNIT 4: Coding 101	
Timeframe	9 Weeks
Learning goals:	● Understand the types of Computer Languages ● Learn the basics Scratch Programming ● Understand Algorithm ● Create Algorithms to solve puzzles ● Apply and remove the blocks ● Understand how to use the IF statement ● Design a product by using a suitable software ● Hands on programs using loops
Assessments:	Exam 4, Lab activities, Project

MUSIC

Teacher: Caleb Baron

Contact details: baronc@mefis.k12.tr

Course Description: Based on Cambridge Lower Secondary Music curriculum, students will 'make and make sense of' music in this course. Students will build creativity and confidence as they use music to express themselves and connect with others. They will explore music from different cultures, times, and styles, while also learning to perform, critically listen to, and create their own music. Through projects and performances, students will develop creativity and self-expression, and important skills like collaboration and research. Above all, this course helps students discover the joy of making music and understand the role it plays in our lives and in the world around us.

Course Aims & Objectives:
Based on Cambridge Lower Secondary Music

Objective 1: Making Music

- Apply an increasingly wide range of techniques to music performances
- Collaborate in both small and large ensembles
- Begin to compose with growing independence and improvise as a soloists
- Work together to rehearse and perform high-quality music
- Engage with new and alternative methods for writing or composing music.

Objective 2: Making Sense of Music

- Explore a range of music which demonstrates the different ways music is used and created.
- Become more confident in talking about music by considering the broader development of music across time and cultures.
- Explore their own personal music interests and tastes, reflecting on how it contributes to their identity
- Become more confident using music notation to explore and expand their knowledge of music.

Enduring Understandings:

1. **Cultural Awareness**: Music is an innate way to express our ideas and emotions; there is value music from our own communities as well as from other cultures.

2. **Innovation**: Music and musicians take many forms, musicians can adapt ideas, sounds, technologies, and techniques to create new music.

3. **Confidence and Risk-Taking**: Music allows us to take risks, try new things, and build creative and expressive skills through confident performance.

4. **Curiosity and Life-long learning**: Music differs in style, culture, and time period; being critical and curious listeners, active performers, and appreciators of music can help us expand our horizons.

5. **Reflective and Empathetic**: Music has the power to make an impact on ourselves and others, and make connections with our ensemble members and audience.

UNIT 1: The Elements of Music	
Timeframe	6 weeks
Learning goals:	- Justify your favorite songs - Justify your favorite singers or music groups - Sing using solfege - Describe music using subject vocabulary ● Rhythm, meter, tempo ● Pitch, scales, melody ● Dynamics ● Form ● Tonality - Sing a song in two parts (canon) - Use percussion instruments with accurate technique - Describe music from around the world (including one's own culture)
Assessments:	Profile of a Song (Elements of Music project) Performing choral song (world music) as a class

UNIT 2: Singing in a choir	
Timeframe	10 weeks
Learning goals:	- Perform with strong vocal technique ● Breathing ● Space ● Resonance ● Diction - Know the parts of a Choir - Understand pop singing vs classical singing - Sing songs from all around the world with correct pronunciation - Understand the cultural contexts and language aspects of a world music song - Analyze a choral music song using the Elements of Music
Assessments:	Singing checks Annual Concert Performance

UNIT 3: Music Production and Composition	
Timeframe	8 weeks
Learning goals:	- Know how to use BandLab or GarageBand to create digital music - Create your own beats using loops - Layer a song effectively to create form, tension, build, emotion - Record live instruments, including voice - Make a clear plan for a composition - Develop the idea using - Present and give feedback on own and peer's music
Assessments:	Digital music composition and commentary

UNIT 4: Special Unit of Inquiry (Student-directed learning)	
Timeframe	7 weeks
Learning goals:	- Present personal choice for music study and justify it - Inquire into own personal research question about topic of interest within music - Demonstrate comprehensive strong rehearsal practices (active listening, etc.) - Create music using both instruments and vocals - Set realistic, relevant goals for oneself and the ensemble - Reflect on the achievement of those goals
Assessments:	Inquiry Project

PHYSICAL EDUCATION

Teacher(s): Ecem Çakar Joshua Pickell

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Course Description

In Middle School, physical education students will learn the fundamental skills in sports such as football, swimming, basketball, volleyball and table tennis as well as challenge themselves in fitness tests. All sports will have an emphasis on rules and officiating. We will also focus on soft skills that students can gain from physical education and integrate into their lives outside of sport such as social integration, sportsmanship and teamwork. Our below units are subject to change depending on factors such as sports seasons and facilities available.

Course Aims & Objectives:

Physical Education in Middle School focuses on developing and improving students' fundamental motor skills. Students will learn concepts, principles and strategies for living a healthy active lifestyle and understanding why physical education is important for everybody. They will gain a knowledge of the skills required for proficiency as well as training techniques and officiating. Students will understand that many of the skills learned in PE can be utilised in their lives in school, out of school and their futures in order to be successful and happy.

Enduring understandings:

- Students will understand the motor skills and movement patterns required to perform a variety of physical activities.
- Students will understand that knowledge of movement concepts, principles, and strategies are important in learning and performing physical activities.
- Students will understand how to assess and maintain a level of physical fitness to improve health and performance.
- Students will understand that improvement of health and performance is linked to knowledge of physical fitness concepts, principles, and strategies.
- Students will understand psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.
- Students will communicate understanding by using physical and health terminology effectively.
- Students will understand the physical, social, and emotional benefits of Physical Education.

UNIT 1: Football	
Timeframe	6 weeks
Learning goals:	● Demonstrate competence in selected football skills ● Demonstrate responsible personal & social behavior ● Demonstrate understanding & respect for differences in others' skills ● Demonstrate knowledge of learning, self-expression, & social interaction ● Understand refereeing and positive sportsmanship
Assessments:	Summative skills assessment Knowledge and understanding of techniques Performance assessment Reflection task Theoretical knowledge tests Technological elements will be integrated into the course.

UNIT 2: Swimming	
Timeframe	5 weeks
Learning goals:	● Demonstrate competence in selected strokes ● Demonstrate responsible personal & social behavior ● Demonstrate understanding & respect for differences in others' skills ● Demonstrate knowledge of learning, self-expression, & social interaction ● Understand refereeing and positive sportsmanship
Assessments:	Summative skills assessment Knowledge and understanding of techniques Performance assessment Reflection Task Theoretical knowledge tests Technological elements will be integrated into the course.

UNIT 3: Handball	
Timeframe	6 weeks
Learning goals:	● Demonstrate competence in selected motor skills ● Demonstrate responsible personal & social behavior ● Understand & respect differences in others' skills ● Demonstrate knowledge of learning, self-expression, & social interaction ● Understand refereeing and demonstrate positive sportsmanship
Assessments:	Summative skills assessment Knowledge and understanding of techniques Theoretical knowledge tests Technological elements will be integrated into the course.

UNIT 4: Basketball	
Timeframe	6 weeks
Learning goals:	● Demonstrate competence in selected motor skills ● Demonstrate responsible personal & social behavior ● Demonstrate understanding & respect for differences in others' skills ● Demonstrate knowledge of learning, self-expression, & social interaction ● Understand refereeing and positive sportsmanship
Assessments:	Summative skills assessment Knowledge and understanding of techniques Performance assessment Theoretical knowledge tests Technological elements will be integrated into the course.

UNIT 5: Volleyball	
Timeframe	6 weeks
Learning goals:	● Demonstrate competence in selected motor skills ● Demonstrate responsible personal & social behavior ● Demonstrate understanding & respect for differences in others' skills ● Demonstrate knowledge of learning, self-expression, & social interaction ● Understand refereeing and positive sportsmanship
Assessments:	Summative skills assessment Knowledge and understanding of techniques Performance assessment Theoretical knowledge tests Technological elements will be integrated into the course.

UNIT 6: Fitness Testing	
Timeframe	2 weeks
Learning goals:	● Demonstrate understanding of why fitness tests are administered ● Identify personal strengths and weaknesses in performance ● Demonstrate responsible personal & social behavior ● Understand & respect differences in others' skills ● Demonstrate knowledge of learning, self-expression, & social interaction
Assessments:	Summative skills assessment Knowledge and understanding of techniques Performance assessment Reflection task Theoretical knowledge tests Technological elements will be integrated into the course.

UNIT 7: Table Tennis	
Timeframe	4 weeks

Learning goals:	● Demonstrate competence in selected motor skills ● Demonstrate responsible personal & social behavior ● Demonstrate understanding & respect for differences in others' skills ● Demonstrate knowledge of learning, self-expression, & social interaction ● Understand refereeing and positive sportsmanship
Assessments:	Summative skills assessment Knowledge and understanding of techniques Performance assessment Theoretical knowledge tests Technological elements will be integrated into the course.

UNIT 8: Badminton	
Timeframe	4 weeks
Learning goals:	● Demonstrate competence in selected motor skills ● Demonstrate responsible personal & social behavior ● Understand & respect differences in others' skills ● Demonstrate knowledge of learning, self-expression, & social interaction ● Understand refereeing and demonstrate positive sportsmanship
Assessments:	Summative skills assessment Knowledge and understanding of techniques Performance assessment Reflection task Theoretical knowledge tests Technological elements will be integrated into the course.

PSHE (PERSONAL SOCIAL AND HEALTH EDUCATION)

Teacher(s): Vanessa Vitello

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Course Description:

The PSHE curriculum is a vertical programme which is built upon throughout Grade 6-12; the content of each unit is grade specific. The program was designed to align with the guidelines provided by the United Nations and Council of International Schools, regarding having a comprehensive and international child protection and well-being programme. Furthermore, the programme was created with the Child Protection team at MEFIS, and aligns with the Primary PSHE programme, to provide continued learning to students.

The programme will provide a variety of opportunities for students to develop their own self awareness, as well as to develop the social and emotional competencies necessary to manage positive relationships with others. This proactive and preventative programme will focus on emotional and social literacy, with the intention of enhancing our students' well-being and enjoyment of the school environment. It will teach various child protection topics with the aim of proactively ensuring student short- and long-term physical, mental, and emotional health and safety. It will ultimately positively impact their performance and success. All aspects of this programme will be delivered, though some flexibility is required so as to allow concerns/themes to be dealt with if/when they arise.

Course Aims & Objectives:

PSHE aims to develop students' personal, social, and health well-being. Personal well-being focuses on developing reflective skills and self awareness, understanding the complexities of emotions and their impact on behaviour, and developing strategies to manage emotions in positive and constructive ways, in order to take our individual place within a community. Social well-being focuses on developing the personal and social skills needed to create a positive, balanced and constructive place within a community. Health well-being focuses on developmental, socioemotional and physical issues that arise during adolescence in order to develop (coping) strategies and improve well-being. Woven throughout these core categories are Child Protection topics; these focus on proactively and reactively ensuring that students are knowledgeable about topics regarding their safety, understand how to protect themselves, and know how to get help.

Enduring understandings *(for the Grade 7 PSHE Programme)*:

- Students will develop good mental and physical health habits and understand their importance.
- Students will learn how to advocate for and protect themselves in an assertive manner, both online and in person.
- Students will further their knowledge on general and biologically-specific puberty.
- Students will broaden their international mindset by examining international human rights.

UNIT 1 : Personal Education	
Timeframe	12 weeks
Learning goals:	● Recognize the importance of good mental health. ● Learn to find a balance between supporting others and supporting yourself. ● Understand the dangers of stress and develop skills to manage stress. ● Understand the link between exercise/sleep/healthy diet and good mental health. ● Understand and practice the power of gratitude and a positive mindset. ● Learn about and practice building a good body image and positive self-esteem.

	● Understand that our feelings can cause specific difficulties with our mental health (ex. Eating disorders, depression, anxiety), and how to get help. ● Learn the effects of grief on ourselves and others, and how to manage it. ● Practice anger management. ● Develop skills to communicate with parents or an adult when you need support.
Assessments:	Informal: Ongoing self reflection, teacher & peer observation

UNIT 2 : Social Education	
Timeframe	10 weeks
Learning goals:	● Understand the power of language. Learn about psychological research which demonstrates the power of language with the 5:1 ratio. ● Develop skills to be assertive and say no. ● Recognize the dangers of making friends online, and know how to manage unkind online behavior. ● Understand what it means to be inclusive, accepting, respectful, and tolerant. ● Have an awareness of difficulties and disabilities, and how to be inclusive of them.
Assessments:	Informal: Ongoing self reflection, teacher & peer observation

UNIT 3: Health Education	
Timeframe	5 weeks
Learning goals:	● Understand that the brain changes during puberty. ● Understand the link between puberty and (risky) impulsive behavior. ● Develop a positive body image. ● Understand how the biologically male and biologically female body changes during puberty.
Assessments:	Informal: Ongoing self reflection, teacher & peer observation

UNIT 4: International Human Rights Education	
Timeframe	3 weeks
Learning goals:	● Develop an awareness of International Human Rights (according to the United Nations), with a focus on the International Rights of a Child. ● Examine (western-influenced and controversial) human rights from a global perspective. ● Understand how to be a moral person and positively contribute to human rights.
Assessments:	Informal: Ongoing self reflection, teacher & peer observation

SOAR (Skills Class)

Teacher(s): Renata Korzun

Contact details: korzunr@mefis.k12.tr

Course Description:

We aspire to prepare our students for success, by teaching them self management skills early on. The skills taught throughout this program are intended to compliment all aspects of learning by providing the students with tools for success.

SOAR delivers its instruction in an inclusive manner through group work and encouraging conversation. Every student is encouraged to participate and engage throughout each lesson, in an effort to create a community within the classroom.

Course Aim and Objectives:

This course aims to help students develop life-long academic skills, which will assist them throughout their educational journeys. The units throughout the year will include organization skills, communication skills, study skills, and motivational strategies.

Enduring Understandings:

- We are all unique learners who require individual strategies for success.
- Academic success can be achieved when we are given the right tools.
- Organization, communication, study skills, and critical thinking skills are key skills for achieving academic success.

UNIT 1: Planning for success	
Timeframe	6 weeks
Learning goals:	• Discuss scheduling, planning, and agenda usage options. • Supplement learning by helping students organize their assignments and tasks for other classes. • Create a unique organizational plan and design an ideal routine schedule, in an effort to support individual, differentiated learning and planning.
Assessments:	Informal: Ongoing self reflection, teacher & peer observation

UNIT 2: Critical thinking	
Timeframe	6 weeks
Learning goals:	• Outline how to think critically about topics, to help students learn how to analyze information. This lifelong skill is intended to help students with all aspects of learning. • Complete exercises in critical thinking to encourage open-minded attitudes and out-of-the-box thinking.
Assessments:	Informal: Ongoing self reflection, teacher & peer observation

UNIT 3: Note Taking	
Timeframe	6 weeks
Learning goals:	● Review how to take notes in class. This skill will help students study for their upcoming exams. ● Students will become familiar with study guides, learning how to read and use the study guides given to them by their teachers. Additionally, students will learn how to create their own study guides. ● Prepare for exams. ● Outline how to research, and how to improve individual research skills.
Assessments:	Informal: Ongoing self reflection, teacher & peer observation

UNIT 4: Leadership and Teamwork	
Timeframe	6 weeks
Learning goals:	● Work on team building activities. ● Challenge students to take on leadership roles. ● Learn how to best work with one another and support each other.
Assessments:	Informal: Ongoing self reflection, teacher & peer observation

LEARNING SUPPORT

Teacher(s): Renata Korzun

Contact details: korzunr@mefis.k12.tr

Course Description:

We believe that every student will succeed with appropriate support. A student who has a learning difficulty and has been identified with a diagnosed learning difficulty is eligible for learning support.

MEFIS provides an inclusive learning support program. The purpose of an inclusive learning support program is to provide children with a meaningful and respectful learning experience that fosters self-confidence, builds efficacy, and increases the student's sense of belonging at MEFIS.

Aim:

To enable students to access the curriculum in all of their subjects through in-class and out-of-class support. We aim for each student to reach his/her full potential. We believe it is the responsibility of all those who interact with students to provide a supportive emotional, social and academic environment, focusing on the unique talents, abilities and needs of the whole child. We aim for each student to be cared for unconditionally and valued equally. We believe effective learning support utilizes a collaborative approach between students, parents and school community in developing an environment that results in optimum learning. We aim to develop in students a sense of responsibility for their own learning and behavior. We aim to challenge students to become productive, responsible members of our community.

Method:

Students will not take Art this academic year, and will receive Learning Support lessons and report card comments in lieu of that. These lessons are focused on: homework understanding and completion, pre-teaching and reviewing academic content, organization, and Learning Goals.

Students will receive accomodations (ex. extra time) according to their Educational Psychologist's report recommendations, and may also receive modifications (ex. shortened work, step-by-step and simplified instructions) if the report recommends it.

Enduring Understandings:

- Students will develop organizational skills.
- Students will consolidate their content knowledge across various domain and subject areas.
- Students will develop their confidence and become reflective learners.
- Students will develop their ability to work autonomously and become inquiry-based learners.
- Students will develop their critical thinking skills and access their learning through multiple intelligences.
- Students will gain an understanding of themselves and take more responsibility for their learning.