



MYP Curriculum Guide 2012/2013

Accredited:

Middle States Association

Montessori International

IB MYP School

IBDP School

“Education for Life”

School website: www.vimsia.org

IBO’s website: www.ibo.org

6936 Vessup Lane

St. Thomas, VI 00802

Phone: 340-775-6360, Fax 340-775-3080

Email: estevenson@vimsia.org

Table of Contents

1. Teaching Approach at VIMSIA	3
2. The IB Learner Profile	4
3. What is the International Baccalaureate?	5
4. What are the Areas of Interaction?	6
5. The Personal Project	9
6. Assessment	10
7. Curriculum	13
8. Course Outlines	14
9. Enrichment and Special Programs	42

Teaching Approach at the Peter Gruber International Academy

The teaching style at VI Montessori School and Peter Gruber International Academy follows the IB methodology in its approach and delivery. Students in the MYP learn through an inquiry-based method, with the teacher playing the role of facilitator. Students do not gather all of their knowledge from a book; they learn from each other, themselves and through experience. Students do have textbooks, but these are used primarily as resource materials. It is through an investigative approach that students play a proactive role in the attainment and, ultimately, retention, of knowledge and information.

What is the International Baccalaureate Program?

The International Baccalaureate (IB) offers high quality programs of international education to a worldwide community of schools. The three programs for students aged 3 to 19 help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. There are more than 1,045,000 IB students at 3,464 schools in 143 countries.

What is the Middle Years Program?

It is a program of international education designed to help students, aged 11/12 to 16 to develop the knowledge, understanding, attitudes and skills necessary to participate actively and responsibly in a changing world. There are 976 MYP schools worldwide in 89 countries.

This period, encompassing early puberty and mid-adolescence, is a particularly critical phase of personal and intellectual development and requires a program that helps students participate actively and responsibly in a changing and increasingly interrelated world. Learning how to learn and how to evaluate information critically is as important as learning facts.

Curriculum documents are published in English, French, Spanish and Chinese but schools may offer the program in other languages. The MYP at VIMSIA is offered in English.

The IB Learner Profile

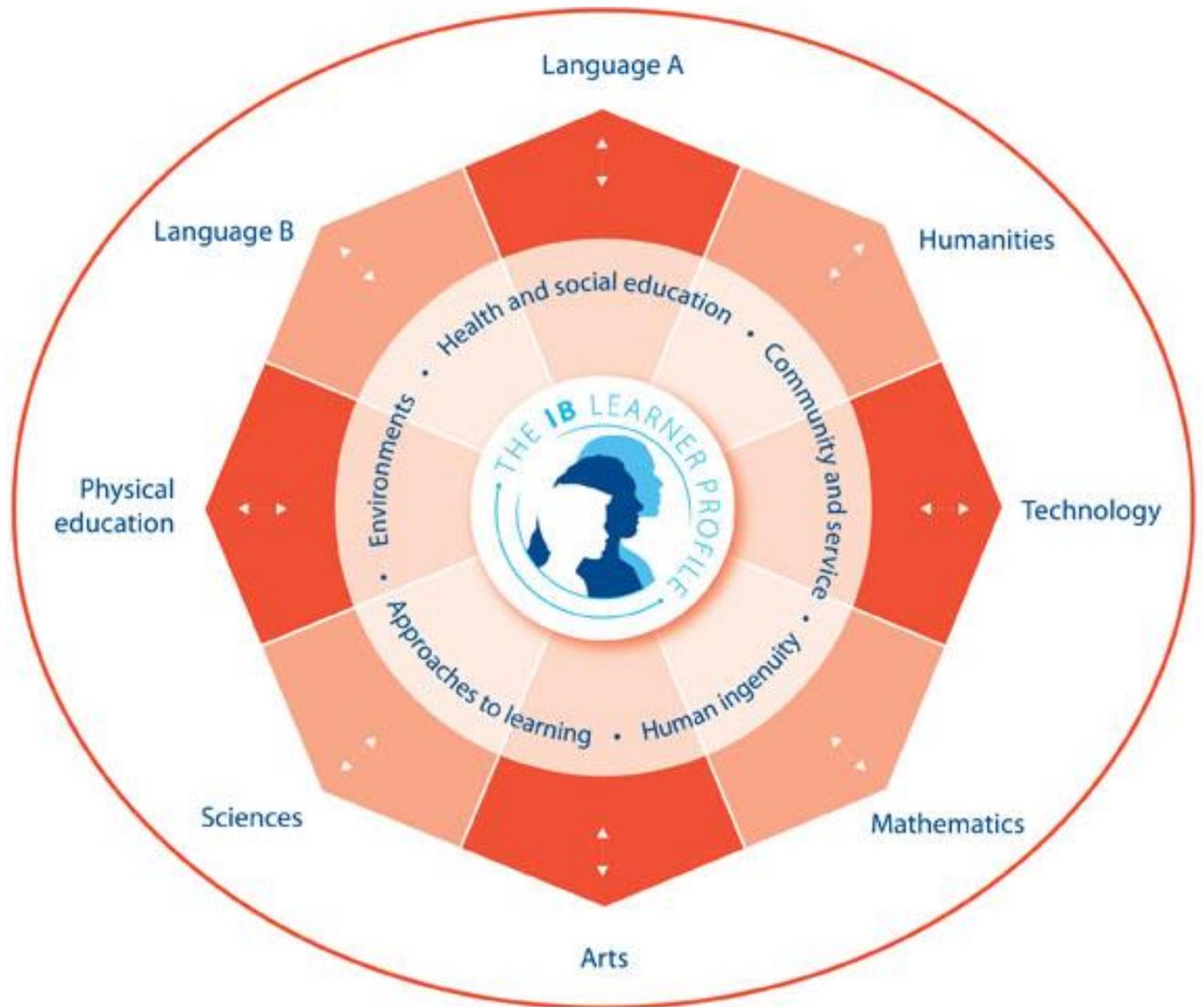
*Your IB MYP program is designed to help you develop into an excellent young adult in many different ways. It will develop your thinking skills and subject knowledge, give you personal confidence and motivation and help you become a responsible and caring global citizen and leader within the community. The **LEARNER PROFILE** is a list of characteristics you should keep trying to develop as you move through your life at school. **IB LEARNERS STRIVE TO BE...***

- CARING** We care about others and the world around us and we are committed to having a positive impact on the world.
- OPEN-MINDED** We accept other points of view and other people's beliefs and opinions. We understand that other people, even with ideas we don't agree with, could also still be right!
- BALANCED** We try to make sure our life and interests are given fair attention. We grow intellectually, emotionally and intelligently.
- PRINCIPLED** We are fair, honest and just. We aim to see all those around us be treated with decency, dignity and compassion and are not afraid to stand up for what we believe is right.
- INQUIRERS** We are curious about the way the world works and ask intelligent questions in order to find out more. We enjoy learning and try our best to understand. At the end of each day, we think "*Did I ask a good question today?*"
- THINKERS** We take initiative in solving our own problems. We connect the things we have learned to the world around us.
- KNOWLEDGEABLE** We develop our knowledge in more depth and with greater understanding. We apply our knowledge to global, local and personal situations.
- COMMUNICATORS** We communicate effectively with others, through a range of different media and with appropriate and understandable language. We aim to educate the world with what we have learned, so that others too can make a positive difference.
- REFLECTIVE** We think about what we have achieved and the impacts our achievements or actions have had on the world around us.
We aim to improve through evaluation and changing our actions for the better.
- RISK TAKERS** We are not afraid to take on new challenges, to try new things or to try to make a positive difference in the world. We understand that to make a mistake gives us a valuable lesson from which to learn.

What does the curriculum contain?

The curriculum contains eight subject groups together with a core made up of five areas of interaction. This is illustrated by means of an octagon with the five areas of interaction at its center.

Middle Years Program model:



Students study subjects from each of the eight subject groups through the five areas of interaction: approaches to learning, community and service, human ingenuity, environments, and health and social education. These subjects are studied in every grade from 7th to 10th. Integrated Arts will be offered at VIMSIA. Language A is English, and Language B is Spanish. Science is offered as an integrated subject in Grades 7 & 8. In Grades 9 & 10, students will study more specific areas of Science.

What are the five areas of interaction?

The five areas of interaction are:

Approaches to learning (ATL)

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

Community and service

This component requires students to take an active part in the communities in which they live, thereby encouraging responsible citizenship.

Human Ingenuity

Students explore in multiple ways the processes and products of human creativity, thus learning to appreciate and develop in themselves the human capacity to influence, transform, enjoy and improve the quality of life.

Environments

This area aims to develop students' awareness of their interdependence with the environment so that they understand and accept their responsibilities.

Health and social education

This area deals with physical, social and emotional health and intelligence - key aspects of development leading to complete and healthy lives.

These provide the main focus for developing the connections between the disciplines, so that students will learn to see knowledge as an interrelated, coherent whole.

More particularly, the five areas of interaction:

- i. are embedded in the subjects and developed naturally through them
- ii. provide both an organization and an extension of learning within and across the subjects, through the exploration of real-life issues
- iii. inspire special activities and interdisciplinary projects
- iv. form part of the framework for student inquiry and take investigative learning further than subject boundaries
- v. are a vehicle for refining conceptual understanding through different perspectives
- vi. guide reflection and lead from knowledge to thoughtful action.

MYP Community and Service

- * How do we live in relation to others?
- * How can I contribute to the community?
- * How can I help others?

Community and service starts in the classroom and extends beyond it, requiring students to take an active part in the communities in which they live.

Giving importance to the sense of community throughout the program encourages responsible citizenship as it seeks to deepen the adolescent's knowledge and understanding of the world around them. The emphasis is on developing community awareness and concern, and the skills needed to make an effective contribution to society.

Students are encouraged to make connections between their intellectual and social growth thereby refining their affective, creative and ethical as well as cognitive development. This is achieved through a process of discovery of self and community, and reflections inside as well as outside the classroom.

Requirements: Students will complete a minimum of 30 hours of community service every year they are enrolled in the MYP. All service hours must be completed and documented by **May 1st** of every year.

Planning and acting: In addition to other service activities, all students should plan and carry out at least one community service activity on their own or with a small group of classmates (with the support of the community service coordinator) every year of the MYP.

The following learning outcomes must be achieved in order to meet VIMSIA's MYP Community Service requirements.

- Increase your awareness of your own strengths and areas for growth
- Plan and initiate activities (don't just "show up" for events!)
- Undertake new challenges
- Work collaboratively with others
- Show perseverance and commitment to your activities
- Develop new skills (in activities not previously undertaken, or in increased expertise in an established area.)

Students should follow the procedures below to accrue hours:

1. **Plan** a community service activity. Seek approval for the activity by completing the *Community & Service Approval* form and submitting it to the community service supervisor. The activity should meet the learning outcomes listed above.
2. Once the activity is approved, **participate** in the community service activity. While at the activity, have the supervisor sign your *Individual Activity Reflection* sheet. Parents may not sign for Community Service hours.
3. **Reflect:** In all cases, reflection is an essential part of community and service. Reflection encourages better awareness of needs as well as the quality of response and participation. Likewise, reflection helps students develop positive attitudes and to become more aware of their strengths and weaknesses. Reflect on your service and complete your *Individual Activity Reflection* sheet.

Personal project

In the final year of the program (Grade 10), each student completes a personal project, a significant piece of work that is the product of the student's own initiative and creativity.

Each project must reflect a personal understanding of the areas of interaction. Students apply the skills acquired through one of these areas as well as approaches to learning.

Students are expected to choose their project, which can take many forms, and take the process through to completion under the supervision of a teacher in the school. This involves:

- * planning
- * research
- * a high degree of personal reflection.

The personal project is assessed by teachers using a set of IB assessment criteria. Students must pass the Personal Project with a **4 or above** if they are to be accepted into VIMSIA's Diploma Program. It is advised that students begin planning their Personal Project before their 10th grade year in order to achieve this standard. Personal Projects are due to advisors and presented in **March**.

How are students assessed?

Teachers organize continuous assessment over the course of the program taking account of specified criteria that correspond to the objectives for each subject.

The MYP offers a criterion-referenced, rather than a norm-referenced, model of assessment. This means that students' results are determined by performance against set standards, not by each student's position in the overall rank order.

Teachers are responsible for structuring varied and valid assessment tasks that allow students to demonstrate achievement according to the required objectives within each subject group. These may include:

- * open-ended, problem-solving activities and investigations
- * organized debates
- * hands-on experimentation
- * analysis
- * reflection.

Assessment strategies, both quantitative and qualitative, provide feedback on the thinking processes as well as the finished piece of work. There is also an emphasis on self-assessment and peer-assessment within the program.

Each subject has individualized criteria with corresponding rubrics. The standard rubric applies to Grades 9 & 10, whereas Grades 7 & 8 work from modified rubrics. All students must familiarize themselves with their course criteria and rubrics.

Final achievement in a course is determined by student performance on summative assessments. These assessments will be judged based on the subject criteria. Teachers then use a conversion scale to convert the subject levels into the 1-7 scale. A description of the 1-7 levels is available at the end of this chapter, as is a GPA conversion chart created by VIMSIA staff for transfer and college application purposes.

The successful completion of MYP courses in Grades 9 & 10 will be equal to a US High School Credit for each course. By the end of Grade 10, students will have accumulated at least 16 credits (depending upon when they enrolled into the school). They will be awarded at least 12 credits in the Diploma Program.

MYP EQUIVALENCY AND GPA CHART

U.S. EQUIVALENT	MYP GRADE	VIMSIA GPA
A/A+	7	4.4
B+/A-	6	3.9
B-/B	5	3.3
C/C+	4	2.7
C-/D	3	2
F	2	1.4
F	1	.8

General Grade Descriptors

<p>Grade 1 (Very Poor)</p>	<p>Minimal achievement in terms of the objectives.</p>
<p>Grade 2 (Poor)</p>	<p>Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.</p>
<p>Grade 3 (Mediocre)</p>	<p>Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.</p>
<p>Grade 4 (Satisfactory)</p>	<p>A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.</p>
<p>Grade 5 (Good)</p>	<p>A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.</p>
<p>Grade 6 (Very good)</p>	<p>A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.</p>
<p>Grade 7 (Excellent)</p>	<p>A consistent and thorough understanding of the required knowledge and skills, and the ability to demonstrate them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.</p>

PROGRAM OF STUDY FOR MYP

VIMSIA Program of Study		
Course	Grade 7	Grade 8
Language A	IB MYP English I	IB MYP English II
Maths	IB MYP Mathematics I	IB MYP Mathematics II
Science	IB MYP Science	IB MYP Science
Humanities	IB MYP World Geography & Cultures	IB MYP US History
Language B	IB MYP Spanish I	IB MYP Spanish II
PE	IB MYP Physical Education I	IB MYP Physical Education II
Arts	IB MYP Arts I	IB MYP Arts II
Technology	IB MYP Technology I	IB MYP Technology II
Community Service	30 Hours	30 Hours

VIMSIA Program of Study				
Course	Grade 9	Credit	Grade 10	Credit
Language A	IB MYP English III	1	IB MYP English IV	1
Maths	IB MYP Mathematics III	1	IB MYP Mathematics IV	1
Science	IB MYP Integrated Science	1	IB MYP Physical Science	1
Humanities	IB MYP World History	1	IB MYP Civics & Gov't	1
Language B	IB MYP Spanish III	1	IB MYP Spanish IV	1
PE	IB MYP Physical Education III	1	IB MYP Physical Education IV	1
Arts	IB MYP Arts III	1	IB MYP Arts IV	1
Technology	IB MYP Technology III	1	IB MYP Technology IV	1
Personal Project	N/A		IB MYP Personal Project	
Community Service	30 Hours		30 Hours	
CREDIT EARNED	8 Credits		8 Credits	

7th Grade Language A Syllabus, 2012-2013

Elizabeth Stevenson

estevenson@vimsia.org

Language A serves as an introduction to the MYP in its exploration of culture, language, and communication through literature such as novels, short stories, poetry, and drama. Each unit is based around a key question for long-term reflection with assessments to perfect their skills. Students will read, write, and research in order to develop their skills and appreciation for the written and spoken word. Assessments will consist of expository, analytical, and creative writings that allow them to synthesize and express their ideas and the ideas of others. In the process, students will become affective communicators in and out of school.

Below is the *projected* syllabus for the year. However, units, texts and assessments may be altered due to student, teacher, and community needs.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Who Am I? Literature and Identity	What can I learn? Research Skills	<i>Spirit Bear</i> continued	What is the best choice? Science Fiction Societies
<p style="text-align: center;">Texts</p> <p><i>My Name is Not Angelica</i> by Scott O'Dell "Name Story" by Sandra Cisneros Assorted poems, stories, and images of the VI</p>	<p style="text-align: center;">Texts</p> <p>MLA Handbook EasyBib Turn-it-in.com</p>		<p style="text-align: center;">Texts</p> <p>"The Lady or the Tiger" by Frank Stockton "Harrison Bergeron" by Kurt Vonnegut "All Summer in a Day" by Ray Bradbury "The Lottery" by Shirley Jackson "The Monsters are Due on Maple Street" by Rod Serling "Flowers for Algernon" by Daniel Keyes</p>
<p>Summative Assessments: Name Story Life Brochure Educational Biography</p>	<p style="text-align: center;">Summative Assessment: Research Essay</p>		<p style="text-align: center;">Summative Assessment: Creative Writing Story Mapping</p>
What is Nature? Mythology & Creation	How do we interact? <i>Touching Spirit Bear</i>	How do I Inform? Poetry in an Information Age	How do I solve problem? Historical Problems Book Club
<p style="text-align: center;">Texts</p> <p>Assorted creation stories, folklore and ancient myths</p>	<p style="text-align: center;">Text</p> <p><i>Touching Spirit Bear</i> by Ben Mikaelson</p>	<p style="text-align: center;">Texts</p> <p>Assorted poems</p>	<p style="text-align: center;">Texts</p> <p><i>Red Scarf Girl</i> by Ji-Li Jiang <i>Rabbit-Proof Fence</i> by Doris Pilkington <i>Ask Me No Questions</i> by Marina Tamar Budhos <i>No Turning Back</i> by Beverly Naidoo <i>Witness</i> by Karen Hesse</p>
<p>Summative Assessments: Story Analysis Mythology Test</p>	<p style="text-align: center;">Summative Assessments: Symbol Analysis Research Presentation</p>	<p style="text-align: center;">Summative Assessments: Poetry Booklet Advertisement</p>	<p style="text-align: center;">Summative Assessments: Novel Study Personal Letter</p>

Assessment will be based on MYP Language A Criteria. Please refer to the Criteria for more details .

Criterion A=Content

Criterion B=Organization

Criterion C=Style & Conventions

8th Grade Language A Syllabus, 2012-2013

Elizabeth Stevenson

estevenson@vimsia.org

8th grade Language A continues an exploration of literature with a focus on American History that partners well with 8th grade Humanities. Each unit is based around a key question for long-term reflection with assessments to perfect their skills. Throughout this course, students will read, appreciate, analyze, and evaluate novels, short stories, poems, plays, and memoirs. Then they will expand on these experiences through creative writing and presentation. In so doing, students will improve their reading, writing, research, and evaluating skills and prepare themselves for later years.

Below is the *projected* syllabus for the year. However, units, texts and assessments may be altered due to student, teacher, and community needs.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
When do we fight? Literature of the American Revolution	Murder! continued	Liar, liar pants on fire! When do we deceive?	<i>Outsiders</i> continued
<p style="text-align: center;">Texts</p> <p><i>Chains</i> by Laurie Halse Anderson <i>Johnny Tremain</i> by Esther Forbes <i>Soldier's Secret</i> by Sheila Klaas "Midnight Ride of Paul Revere" by Henry Wadsworth Longfellow</p>		<p style="text-align: center;">Texts</p> <p><i>Taming of the Shrew</i> by William Shakespeare <i>Harvey</i> by Mary Chase</p>	
<p>Summative Assessments: Novel Test Novel Comparison</p>		<p>Summative Assessments: Original Skits Analytical Presentations</p>	
How do we know? Murder: A Whodunit	How do I see? Poetry and The American Civil War	What is a good person? <i>The Outsiders</i>	How do we live? World War II Book Club
<p style="text-align: center;">Texts</p> <p><i>And Then There Were None</i> by Agatha Christie "Murders in the Rue Morgue" by Edgar Allan Poe Selected Sherlock Holmes stories by Sir Arthur Conan Doyle</p>	<p style="text-align: center;">Texts</p> <p>Selected poems and readings by Walt Whitman, Herman Melville, Langston Hughes, ee cummings, Edna St. Vincent Millay, et al</p>	<p style="text-align: center;">Text</p> <p><i>The Outsiders</i> by SE Hinton</p>	<p style="text-align: center;">Texts</p> <p><i>Diary of a Young Girl</i> by Anne Frank <i>Hiroshima</i> by John Hersey <i>Children in the Holocaust and World War II</i> by Laurel Holliday <i>Maus</i> by Art Spiegelmann <i>Night</i> by Elie Wiesel</p>
<p>Summative Assessment: Original Detective Mystery</p>	<p>Summative Assessment: Poetry Booklet & Analysis</p>	<p>Summative Assessments: Social/Health issue brochure Voice & Theme essays</p>	<p>Summative Assessments World War II Assembly Personal Memoir</p>

Assessment will be based on MYP Language A Criteria. Please refer to the Criteria for more details .

Criterion A=Content

Criterion B=Organization

Criterion C=Style & Conventions

MYP English A Year 4

Instructor: Mrs. Price

Welcome to MYP English Year 4!

I hope the following information will help answer any questions you may have about this course.

Class policies, grading rubrics, and other information may be found at the class website.

Class website:

<http://globalscholar.wikispaces.com/Year+4+Language+A>

Assignments & due dates:

<http://globalscholar.wikispaces.com/Assignments+%26+Due+Dates+LA+G9>

Textbooks: Most of the textbooks are available online at the class website. We are also reading *Maus I* by Art Spiegelman, *American Born Chinese* by Gene Luen Yang, and *To Kill a Mockingbird* by Harper Lee.

Year Long Assignment: Students will be individually writing a novel over the course of the school year as a practice piece to hone various grammatical and stylistic skills.

Topics:

Quarter 1

[Advanced Grammar 1 - Common Errors](#)

[Essay Analysis & Composition - Descriptive](#)

[Learning the Landscape - Poetry & Literature](#)

Quarter 2

[Advanced Grammar 2 - Diagramming Sentences](#)

[Essay Analysis & Composition - Narrative](#)

[International Poetry & Literature](#)

Quarter 3

[Advanced Grammar 3 - Diagramming Sentences Part II](#)

[Essay Analysis & Composition - Exposition](#)

[Art, Poetry, & Literature - The Great Depression](#)

Quarter 4

[Advanced Grammar 4](#)

[Essay Analysis & Composition - Persuasive](#)

[International Science Fiction](#)

MYP English, Level 5, Class of 2015

Mr. Steven Stevenson

sstevenson@vimsia.org

Course Description:

The MYP Level 5 English class operates under the belief that the experience and understanding of literature is an essential part of the complete life and, hence, that to most fully live one must hold both a healthy respect for the imagination and a perceptive approach to the interpretation of literary works. Therefore, the class encourages students to see literary works as products of art and their authors as craftspeople and to analyze, in a variety of ways and on several levels, the methods of production used by the artists.

Aims and Objectives:

Students in MYP Level 5 English will:

- involve themselves in the art of literary discussion and criticism;
- mature in the appreciation of literature;
- practice and develop writing and speaking skills, applied both to a variety of styles and situations and to a range of literary works of different periods, genres, styles and contexts;
- develop the ability to propose and support—clearly, coherently, concisely—a personal response to literature;
- attain a strong command of language, both conventional and literary.

Units, Unit Questions, and Works to be Studied:

Unit	Unit Title	Unit Question	Work Read
1	Bond(ing), James Bond(ing) <i>Interdisciplinary Unit with Chemistry</i>	What causes togetherness?	<i>The Curious Incident of the Dog in the Night-time</i>
2	...what dreams may come...	Of what should we dream?	<i>Of Mice and Men</i>
3	My Memory Serves Me Far Too Well	Is the past important?	<i>Angela's Ashes</i>
4	If I Had a Million Dollars	What truly matters?	<i>A Raisin in the Sun</i>
5	Your Lyin' Eyes	What is truth?	<i>The Crucible</i>
6	I Am, I Said	Who am I?	<i>Hamlet</i>

Criteria for Assessment:

- Criterion A: Content (Receptive and Productive)
- Criterion B: Organization
- Criterion C: Style and Language Mechanics

Mathematics MYP 2

MYP 2 mathematics aims to provide students with an appreciation of the usefulness, power, and beauty of the subject. One aspect of this is the awareness that mathematics is a universal language with diverse applications.

There are five branches of mathematics, which will be taught throughout the MYP course

- number
- algebra
- geometry and trigonometry
- statistics and probability
- discrete mathematics

The criteria for the mathematics course are to develop the following four skills in students

- Knowledge and Understanding
- Investigating Patterns
- Communication in mathematics
- Reflection in mathematics

Branch	What will be covered?	Guiding Questions
Number	Properties of number and Algebraic patterns and expressions	What are real numbers? How can I predict what comes next in a pattern?
Algebra	Expanding, writing, and solving Algebraic equations	Where do we use algebra in real life? How will this help me in the “real world?”
Geometry and trigonometry	Angles, lines, polygons, perimeter, area, and volume	How can Geometry make my life easier? What shapes do I see in my daily life?
Statistics and probability	Percentages, sets, ratios, and proportion	When shopping, how can I make sure I get the best deal? How do I find the height of a flagpole without measuring it?
Discrete mathematics	Logic, cryptography, and graph theory	How was cryptography used to change the world? Can I color a map with only four colors?

Please contact me with any questions or concerns. My office hours are Thursday and Friday during lunch and any other time by appointment. I am here to help!

Mrs. Elizabeth Elger
eelger@vimsia.org

MYP Math Teacher; CAS Coordinator; Student Council, Interact, Glee Club, and Math Counts Sponsor

Mathematics MYP 3

Grade 8 mathematics aims to provide students with an appreciation of the usefulness, power and beauty of the subject.

One aspect of this is the awareness that mathematics is a universal language with diverse applications. The course aims to promote an understanding of how cultural, societal and historical influences from a variety of cultures have shaped mathematical thought.

There are five branches of mathematics which will be taught throughout the MYP course.

- number
- algebra
- geometry and trigonometry
- statistics and probability
- discrete mathematics.

The criteria for the mathematics course are to develop the following four skills in students.

- Knowledge and understanding
- Investigating patterns
- Communication in mathematics
- Reflection in mathematics

Content

Number : Essentials of order of operation and laws of indices

Guiding question(s): Why is there an order for mathematical operations?
Where do surds lie on the real number system?

Algebra: Expressions, equations, inequalities, linear graphs

Guiding question(s): Where do we use algebra in real life?
Are there equations with no solution?
How do I define a straight line?

Geometry and trigonometry: Pythagorean Theorem and Trigonometry

Guiding question(s): How are right triangles used to solve real life problems?

Statistics and probability: Interpreting graphs, comparing data and probability

Guiding question(s): How are statistics used in predictions?
How accurate are probabilities?

The content of the course is subject to change which may occur due to unforeseen circumstances.

My office hours are Tuesday and Wednesday and other times by appointment.

Mrs. M. Elliot

MYP and DP Mathematics Teacher

melliot@vimsia.org

Mathematics MYP 4

MYP 4 mathematics aims to provide students with an appreciation of the usefulness, power, and beauty of the subject. One aspect of this is the awareness that mathematics is a universal language with diverse applications.

There are five branches of mathematics, which will be taught throughout the MYP course

- number
- algebra
- geometry and trigonometry
- statistics and probability
- discrete mathematics

The criteria for the mathematics course are to develop the following four skills in students

- Knowledge and Understanding
- Investigating Patterns
- Communication in mathematics
- Reflection in mathematics

Branch	What will be covered?	Guiding Questions
Number	Fractions, indices, radicals, solving linear equations, and formulae	How can I find an exact square root? How can I find an unknown variable?
Algebra	Factoring and Quadratic equations and functions	How do I solve for x?
Geometry and trigonometry	Coordinate geometry, right angle and non-right angle trigonometry	How can Geometry make my life easier? How can I use trig in “real life?”
Statistics and probability	Tree diagrams, basic statistics and probability, sets and Venn diagrams	What statistics do I use every day? How do statistics affect my life?
Discrete mathematics	Logic, cryptography, and graph theory	How was cryptography used to change the world? Can I color a map with only four colors?

Please contact me with any questions or concerns. My office hours are Thursday and Friday during lunch and any other time by appointment. I am here to help!

Mrs. Elizabeth Elger
eelger@vimsia.org

MYP Math Teacher; CAS Coordinator; Student Council, Interact, Glee Club, and Math Counts Sponsor

MYP Mathematics
Year 5—Advanced Algebra
Mr. Chaka Edwards

I. The IB MYP Mathematics program at the Peter Gruber International Academy is designed to give students the solid mathematical base needed for success in the rest of their student careers as well as their adult lives. A major emphasis is focused on problem solving and **applicability** to the real world. It is our objective to create a **positive** mathematical environment so that the students will truly understand the concept of “education for life.”

Students will acquire **problem-solving** strategies and apply them to various concepts in their lives. They will gain the **understanding** that mathematics is an **interdisciplinary** topic found in all subjects. Students work towards building a positive attitude toward the **sustained learning** of mathematics. They develop into **international thinkers** by using math to analyze and solve local and global problems. Students will learn to **communicate** effectively within the language of mathematics

II. In all five branches of mathematics, we will meet all USVI math standards and pursue objectives for knowledge and understanding of concepts, investigating patterns, communicating, and reflecting.

Unit	Area of Interaction
Data Distribution	Health & Social Education
Sequences and Patterns	Community & Service
Linear Models	Environments
Functions and Relations	Community and Service
Exponential, Power and Logs	Human Ingenuity
Quadratic Functions	Environments
Trigonometry	Human Ingenuity

III. In geometry, students will be using the areas of interaction in the following examples:

- * Investigating patterns and formulas and transferring them to new situations (ATL)
- * Exploring fountains to create aesthetically pleasing parks (HI)
- * Using matrices to compare food nutritional values (H&SE)
- * Developing models to assist local businesses to maximize their profits (&S)
- * Modeling endangered species populations (En)

IV. This course will use *Mathematics for the International Student, Pre Diploma SL & HL* by Haese and Harris Publications as the primary text as well as several other supplemental resources including mathematical magazines.

V. In mathematics, lessons are based on task-oriented instruction and students will be actively engaged in meaningful inquiry of mathematical concepts

Unit	Unit Question	Assessment	Criteria
Data Distribution	How do we keep records?	Death Penalty Investigation	AC
Sequences and Patterns	What is interesting about interest?	Financial Portfolio Investigation	AD
Linear Models	Can we really move straight ahead?	Cell Phone Plan Analysis	AB
Functions and Relations	What relationships does the world contain?	Graph Assessment	BC
Exponential, Power and Logs	Why is growth important?	Thumb Tack Investigation	BD
Quadratic Functions	What is the gravity of the situation	Water Fountain Investigation	CD
Trigonometry	Does height matter?	Unit Test (N, A, & G)	AD

VI Students will be evaluated through various formats of assessments across four different criteria:

Criterion A: Knowledge and Understanding

Criterion B: Investigating Patterns

Criterion C: Communication in Mathematics

Criterion D: Reflection in Mathematics

VII. As we move closer toward the full implementation of the integrated mathematics in MYP, we will introduce students and parents to criterion-related MYP assessments and move away from the traditional norm-referenced system our school has used. During the school year, we will introduce at a minimum 3 unit assessments that will be marked using task-specific MYP criteria. At the end of each quarter, teachers will report student progress using MYP general grade descriptors (1-7).

MYP Science Year 2
Earth/Space Science & Life Science

Instructor: Mrs. Price

Welcome to MYP Science Year 2! I hope the following information will help answer any questions you may have about this course.

Class policies, grading rubrics, and other information may be found at the class website.

Class website:

<http://globalscholar.wikispaces.com/Year+2+Science+-+Earth+%26+Space+Science+%26+Life+Science>

Assignments & due dates:

<http://globalscholar.wikispaces.com/Year+2+Science+Assignments+%26+Due+Dates>

Textbooks: *Middle School Earth Science* and *Middle School Life Science* published by CK12.org. These are available online at the class website.

Topics:

Quarter 1

Earth Science - Human Action & Consequence

Cross-curricular Caribbean environment English A

- A. Ecosystems & Human Populations
- B. Human Actions & the Land (One World Essay)
- C. Human Actions & Earth's Resources (Spanish Assignment)
- D. Human Actions & Earth's Water (One World Essay)
- E. Human Actions & the Atmosphere

Quarter 2

Earth Science - Space

- A. Observing & Exploring Space (One World Essay)
- B. Earth, Moon, & Sun (Spanish Assignment)
- C. The Solar System (One World Essay)
- D. The Stars, Galaxies, & the Universe

Quarter 3

Life Science: Cells & DNA

Cross-curricular - Survive! - Tech & paper

- A. Cells
- B. Cell Function (One World Essay)
- C. Cell Division & Reproduction (Spanish Assignment)
- D. Genetics (One World Essay)
- E. Evolution

Quarter 4

Life Science: Plants & Animals

Cross-curricular - classification & sets

- A. Plants (One World Essay)
- B. Introduction to Invertebrates (Spanish Assignment)
- C. Fishes, Amphibians, Reptiles (One World Essay)
- D. Birds & Mammals
- E. Behaviour of Animals

MYP Science Year 3
Life Science and Physical Science

Instructor: Mrs. Price

Welcome to MYP Science Year 3! I hope the following information will help answer any questions you may have about this course.

Class policies, grading rubrics, and other information may be found at the class website.

Class website:

<http://globalscholar.wikispaces.com/Year+3+Science++Life+Science+%26+Physical+Science>

Assignments & due dates:

<http://globalscholar.wikispaces.com/Year+3+Science+Assignments+%26+Due+Dates>

Textbooks: *Middle School Life Science* and *Middle School Physical Science* published by CK12.org. These are available online at the class website.

Topics:

Quarter 1

Life Science - Ecosystems

Cross-Curricular: Algebra & solving equations

- A. From Populations to Biosphere (One World Essay)
- B. Ecosystem Dynamics (Spanish Assignment)
- C. Environmental Problems (One World Essay)
- D. Environmental Studies Project

Quarter 2

Life Science - Human Body

- A. Skin, Bones, & Muscles
- B. Food & Digestive System (One World Essay)
- C. Cardiovascular System (Spanish Assignment)
- D. Respiratory & Excretory System (One World Essay)

E. Controlling the Body

F. Diseases & Body's Defenses

Quarter 3

Physical Science: Chemistry

- A. Introduction to Matter
- B. States of Matter
- C. Atoms
- D. Periodic Table
- E. Chemical Bonding
- F. Chemical Reactions

Quarter 4

Physical Science: Physics

- A. Motion
- B. Forces
- C. Newton's Laws of Motion
- D. Fluid Forces
- E. Work and Machines
- F. Introduction to Energy
- G. Electricity
- H. Magnetism

MYP Science Year 4
Biology and Chemistry

Instructor: Mrs. Price

Welcome to MYP Science Year 4! I hope the following information will help answer any questions you may have about this course.

Class policies, grading rubrics, and other information may be found at the class website.

Class website:

<http://globalscholar.wikispaces.com/Year+4+Science>

Assignments & due dates:

<http://globalscholar.wikispaces.com/Year+4+Science+Assignments+and+Due+Dates>

Textbooks: *Biology* and *Chemistry* published by CK12.org. These are available online at the class website.

Topics:

Quarter 1

Biology - Cells and Cell Processes

- A. [Chemistry of Life](#) (One World Essays)
- B. [Cellular Structure and Function](#) (Spanish Assignment)
- C. [Photosynthesis and Cellular Respiration](#) (One World Essays)
- D. [Cell Cycle, Mitosis, and Meiosis](#)

Quarter 2

Biology - Genetics and Evolution

- A. [Gregor Mendel and Genetics](#)
- B. [Molecular Genetics](#)
- C. [Human Genetics](#)
- D. [Life: From the First Organism](#)
- E. [The Theory of Evolution](#)

Quarter 3

Biology - Ecology, Plants, and Animals

- A. [The Principles of Ecology](#)
- B. [Communities and Populations](#)
- C. [Plant Biology](#)
- D. [Introduction to Animals](#)
- E. [Mammals and Animal Behavior](#)

Quarter 4

Chemistry- Introduction to Chemistry

- A. Introduction to Matter
- B. States of Matter
- C. Atoms
- D. Periodic Table
- E. Chemical Bonding
- F. Chemical Reactions

MYP Chemistry MYP Year 5

Course Description: This course blends together skills and content knowledge so that students understand how science and nature affect each other and shape the chemical and physical world. Students examine the chemical make-up of our planet and the role that chemistry plays in our natural world. The basic concepts of chemistry (including thermal and atomic topics) will be covered with continual focus being placed on matter, energy and change. An environmental focus will look at science in our community and the effect that human beings have had on the science of chemistry. Students will utilize practical and critical thinking to analyze the world around them and are encouraged to think independently while developing group process skills.

Texts: Main text is *Cambridge IGCSE Chemistry Coursebook* (Harwood, Richard and Ian Lodge, Cambridge University Press, 3rd edition (October 4, 2010)) In addition, we will utilize a variety supplemental resources, such as guest scientists, scientific papers, articles, advertisements, websites, interviews, news reports, films, newspapers and magazines, graphs, tables, diagrams, leaflets, posters and television programs.

Methodology: One of the first stages in planning a unit of work is to design **summative assessment tasks**, linked to the MYP unit question, which provide varied opportunities for students to demonstrate their knowledge, understanding, skills and attitudes. It is also important to include ongoing **formative assessment tasks** within a unit of work as these provide valuable insights into the extent of student learning as the unit of work progresses. Students are encouraged to learn without penalty. All homework and many classroom tasks will constitute formative assessments for learning. These tasks are designed to support and prepare for the summative assessment tasks. while feedback on formative tasks will be given both individually and on a whole-class basis, final marks will be based exclusively on the summative assessment task marks.

Unit 1: Atomic and Personal Bonds (interdisciplinary unit with English Literature)	Unit Question: How are bonds formed in the physical and emotional worlds?
Unit 2 : Chemical Reactions	Unit Question: How can we describe and predict chemical reactions?
Unit 3: Aqueous Chemistry	Unit Question: Why is water such an important part of chemistry?
Unit 4: Thermal Chemistry	Unit Question: How does matter change as temperature changes?
Unit 5: Forces and Motion	Unit Question: How can we describe and predict objects in motion?
Unit 6: Waves and Vibrations (Light, sound, and matter waves)	Unit Question: How can moving energy affect our lives?

Assessments: May include peer evaluation, self-evaluation, quizzes, tests, games, essays, debates, speeches, lab demonstrations, data analysis, public service announcements and research papers.

Grading Policy & Use of MYP Criteria: Assessments within the course will be evaluated using the criteria listed below and the 0-6 scale for each provided by IBO for MYP Sciences. At the end of each quarter, teachers will report student progress using MYP general grade descriptors (1-7). The mark bands prescribed by IBO will be used to convert the zero to six marks for each criteria into the one to seven grade reported.

Criterion A - - One World

Criterion B - - Communication in Science

Criterion C - - Knowledge & Understanding in Science

Criterion D -- Scientific Inquiry

Criterion E - - Processing Data

Criterion F - - Attitudes in Science

7th Grade Humanities Syllabus, 2012-2013

Joseph Elger

jelger@vimsia.org

The focus of 7th Grade Humanities will be an exploration of world geography and cultures. We will tour the world focusing on particular aspects of the humanities. The study of humanities covers a wide range of topics. This course will include study of history, government, geography, religion, art history, economics, and sociology. Each unit seeks to address one wide-ranging question, which will ultimately be answered in a major assessment. The process in completing the assessments is as much a part of the learning process as the final product. Because students learn in different ways, the types of assessments throughout the year are varied. We will develop the vocabulary necessary to understand and discuss a topic, use analytical skills through discussions and writings, develop reading comprehension skills through carefully selected sources, enhance research and presentation skills, create hands-on products, as well as administer traditional testing.

Below is the *projected* syllabus for the year. However, units, questions and assessments may be altered due to time constraints, availability of materials, and general changes of student, teacher, and community needs.

Unit Title	Unit Question	Area of Interaction	Summative Assessment
World Exploration and Geography	How can exploration and experience change the way we see the world?	Human Ingenuity	Reflective Essay 1 Map skills test World Explorers Comparison Project Reflective Essay 2
Ancient Civilizations	How do ideas begin?	Environments	Time Travel Brochure
World Religions	How can we show understanding of others' while maintaining our own individuality and principles?	Community & Service	World Religions Comparison & Reflective Essay
African Health & Society	How do statistics reflect quality of life?	Human and Social Health	Africa Map and Graph Poster Project
Virgin Islands History	How has the Virgin Islands changed?	Environments	VI Interview
European Art	How does art reflect life?	Human Ingenuity	Painting and Analysis
Social Leaders	What makes a good leader?	Community & Service	Social Movement Leader Speech

Assessment will be based on MYP Humanities Criteria. Please refer to the Criteria.

Criterion A=Knowledge and Understanding;

Criterion B=Investigating;

Criterion C=Thinking Critically;

Criterion D=Communicating

8th Grade Humanities Syllabus, 2012-2013

Joseph Elger

jelger@vimsia.org

The focus of 8th Grade Humanities will follow United States History through thematic units. Humanities incorporates a wide-range of sciences, therefore this history class will focus not only on the study of the past (history), but also subjects relevant to the development of the United States. These include geography, political science, sociology, and economics. Each unit of study will seek to answer one essential question, which will be investigated through the completion of various assessments. We will develop the vocabulary necessary to understand and discuss a topic, use analytical skills through discussions and writings, develop reading comprehension skills through carefully selected sources, enhance research and presentation skills, create hands-on products, as well as administer traditional testing.

Below is the *projected* syllabus for the year. However, units, questions and assessments may be altered due to time constraints, availability of materials, and general changes of student, teacher, and community needs.

Unit Title	Unit Question	Area of Interaction	Summative Assessment
American Foundations	How can I be an effective member of my community?	Community & Service	American Revolution Test, Constitutional Convention Speech, and Bill of Rights Handbook
Expansion	How do we use our environment?	Environments	Expansion Map and Timeline
What is Freedom—The American Civil War	What is Freedom?	Community & Service	Primary Source Analysis, Reflective Essay & Unit Test
Isolationism & Imperialism	How do we interact with others?	Health & Social Education	Map and Graph Test
Early 20th century innovations: 1890s-1920s	What do we invent?	Human Ingenuity	Roaring 20s Essay WWI Test
Great Depression & World War II	What causes the world to change?	Human Ingenuity	WWII Newspaper Great Depression Test
I Can Change the World: American Social Movements	What is the most effective way to cause change in society?	Health & Social Education	Discussion Leadership & Violence v. Nonviolence Essay
Personal Identity: US Virgin Islanders in the 21st Century	Who am I?	Health and Social Education	Creative Project

Assessment will be based on *NEW MYP Humanities Criteria*. Please refer to the Criteria.

Criterion A=Knowledge and Understanding;

Criterion B=Investigating;

Criterion C=Thinking Critically;

Criterion D=Communicating

9th Grade Humanities Syllabus, 2012-2013

Elizabeth Stevenson
estevenson@vimsia.org

The focus of 9th Grade Humanities will study a range of social and historical topics related to Economic, Intellectual, Political, and Social Revolutions. The units seek to develop students as responsible thinkers/arguers and develop knowledge and skills needed in future Humanities courses. Each unit of study will seek to answer one essential question, which will be investigated through the completion of various assessments. We will develop the vocabulary necessary to understand and discuss a topic, use analytical skills through discussions and writings, develop reading comprehension skills through carefully selected sources, enhance research and presentation skills, create hands-on products, as well as administer traditional testing.

Below is the *projected* syllabus for the year. However, units, questions and assessments may be altered due to student, teacher, and community needs.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Economic Systems	Think About It! Intellectual Revolutions	Environmental Revolutions	I Can Change the World: World Social Movements— Research
What is it worth?	How does how I think affect what I think?	What is worth protecting?	What makes change? How can I create a strong research project?
Summative Assessment: Economic Systems test	Summative Assessment: : Comparative analysis of the <i>Declaration of Independence</i> and the <i>Rights of Man & Citizen</i>;	Summative Assessments: Discussions/Papers on Three Mile Island; Virgin Islands Ecotourism; Constitutional Ecology; Birth of Environmentalism; Ecoterrorism	Summative Assessment: Individual research paper with proposal, thesis, drafts, citations, and project
The Cold War	Political Revolutions: American, French, Haitian, Russian	Cultural Revolutions: Music American Style	
Who are your friends?	Are the costs of change worth the benefits? Who or what creates change?	How do you reflect?	
Summative Assessments: Cold War Movie Review; Cold War Recruiting Summit	Summative Assessments: Cause & Effect Timelines; Position Paper	Summative Assessments: Song Analysis Music Video	

Assessment will be based on *NEW MYP Humanities Criteria*. Please refer to the *Criteria*.

Criterion A=Knowledge and Understanding;
Criterion C=Thinking Critically;

Criterion B=Investigating;
Criterion D=Communicating

10th Grade Humanities Syllabus, 2012-2013

Joseph Elger

jelger@vimsia.org

The focus of 10th Grade Humanities will study a range of social and historical topics with a focus on 20th century European history. The units seek to develop students as responsible thinkers/arguers and develop knowledge and skills needed in future Humanities courses. Each unit of study will seek to answer one essential question, which will be investigated through the completion of various assessments. We will develop the vocabulary necessary to understand and discuss a topic, use analytical skills through discussions and writings, develop reading comprehension skills through carefully selected sources, enhance research and presentation skills, create hands-on products, as well as administer traditional testing.

Below is the *projected* syllabus for the year. However, units, questions and assessments may be altered due to time constraints, availability of materials, and general changes of student, teacher, and community needs.

Unit Title	Unit Question	Area of Interaction	Summative Assessments
US Politics—What’s my role?	How important are my views?	Health and Social Education	Campaign Coverage
Freedom of Religion	What is freedom of religion?	Community & Service	Position Paper
Personal Economics	How do you use economy?	Environments	Personal Budget & Realistic Game of Life
Bismarck’s Germany	How do we create new nations?	Human Ingenuity	Primary Source Analysis & Terms and Maps Test
Europe Under Stress: Post WWI	How do I act under stress?	Health and Social Education	News Report & Map Quiz
20 th Century Totalitarian Governments	What are the consequences of living under a dictatorship?	Human Ingenuity	Dictatorial Platform & Facebook Profile
Cold War Witchhunts	What was the political and social environment built by the Cold War?	Environments	Cold War Map Quiz & Historical ‘Witchhunts’ Exploration
Walls Up & Down	When do you take a stand?	Community & Service	EU Map & Timeline of 1980s-2010s

Assessment will be based on *NEW MYP Humanities Criteria*. Please refer to the Criteria.

Criterion A=Knowledge and Understanding;

Criterion B=Investigating;

Criterion C=Thinking Critically;

Criterion D=Communicating

7th Grade MYP Spanish

Mr. Andy Gever – VIMSIA – agever@vimsia.org

Texts: *Realidades 1* (Boyles, Met, Sayers & Wargin)
(in addition to many other supplemental materials)

Course Overview 2012/2013

QUARTERS 1 & 2

➤ **Introduction to Spanish**

Why study Spanish?

Understand culture, improve language skills, expand career opportunities and enjoy Spanish experience

Introductions, greetings, telling time, around school, and weather
Expectations, reaching & achieving

➤ **Unit One**

Likes and dislikes, personality traits, expressing agreement or disagreement, adjectives, articles, Spain, the Caribbean, written and oral presentations, and readings

➤ **Unit Two**

The school day, the classroom, expressing location, subject pronouns, present tense of –ar verbs, the verb *estar*, plural of nouns and articles, México and Central America, readings, written and oral presentations

QUARTERS 3 & 4

➤ **Unit Three**

Foods and beverages for breakfast and lunch, food groups, food guide pyramid, activities to maintain good health, ways to describe food, present tense of –er, –ir verbs, plural of adjectives, the verb *ser*, South America, oral and written presentations, readings

➤ **Unit Four**

Places to go when you are not in school, activities outside of school, the verb *ir*, asking questions, the verb *jugar*, United States, readings, oral and written presentations

➤ **Unit Five**

Families, parties and celebrations, the verb *tener*, possessive adjectives, readings, oral and written presentations

➤ **Methods of Assessment**

Criterion A (8) Oral communication
Criterion B (8) Visual interpretation
Criterion C (8) Reading comprehension
Criterion D (8) Writing

***Parents & Students Please Note:**

Welcome to *Spanish*! As the MYP Spanish teacher, I will do my very best to provide our students with the basis they need to develop language skills and good study habits in Spanish. We can have fun doing this! As you can see, there is a lot of information to be covered in the upcoming course. We will *attempt* to cover as many of these topics as possible; however, I will use my own judgment in making any changes due to time restraints. I have outlined this course overview in a very basic format to be used in conjunction with the textbooks. It should be easy to follow and a constant reminder of the fun topics ahead!

8th Grade MYP Spanish

Mr. Andy Gever – VIMSIA – agever@vimsia.org

Texts: *Realidades 1* (Boyles, Met, Sayers & Wargin)
(in addition to many other supplemental materials)

Course Overview 2012/2013

QUARTERS 1 & 2

➤ **Introductions and Review**

Greetings, numbers, time, weather
Vocabulary and grammar learned
Expectations, reaching & achieving

➤ **Unit One**

Descriptions of family members, restaurant vocabulary, table settings, the verb venir, the verbs ser and estar, written presentation, reading

➤ **Unit Two**

Bedroom items, electronic equipment, colors, rooms in a house, household chores, how to tell someone to do something, making comparisons, the superlative, stem changing verbs, poder and dormir, affirmative tú commands, the present progressive tense, culture and world perspective of houses, readings, written and oral presentations

QUARTERS 3 & 4

➤ **Unit Three**

Shopping for clothes, plans, desires, and preferences, stores, shopping for gifts and accessories, things done in the past, stem-changing verbs pensar, querer, and preferir, demonstrative adjectives, the preterite of –ar verbs, the preterite of verbs ending in –car, –gar, direct object pronouns, cultural perspective around the world about shopping, oral and written presentations, readings

➤ **Unit Four**

Travel and vacations, past events, volunteer work community service tasks, what people did to help others, the preterite of –er and –ir verbs, the preterite of ir, the personal a, the present tense of decir, Indirect object pronouns, the preterite of hacer and dar, cultural perspective of volunteer work, readings, oral and written presentations

➤ **Unit Five**

Movies and television programs, opinions on media entertainment, computers and ways to use computers, ways to communicate, Acabar de + infinitive, gustar and similar verbs, the present tense of pedir and servir, saber and conocer, cultural perspective of computers, readings, oral and written presentations

➤ **Methods of Assessment**

Criterion A (8) Oral communication
Criterion B (8) Visual interpretation
Criterion C (8) Reading comprehension
Criterion D (8) Writing

***Parents & Students Please Note:**

Welcome to *Spanish*! As the MYP Spanish teacher, I will do my very best to provide our students with the basis they need to develop language skills and good study habits in Spanish. We can have fun doing this! As you can see, there is a lot of information to be covered in the upcoming course. We will *attempt* to cover as many of these topics as possible; however, I will use my own judgment in making any changes due to time restraints. I have outlined this course overview in a very basic format to be used in conjunction with the textbooks. It should be easy to follow and a constant reminder of the fun topics ahead!

9th Grade MYP Spanish

Mrs. Yenidil Toribio – VIMSIA – ytoribio@vimsia.org

Texts: *Realidades 1* (Boyles, Met, Sayers & Wargin)
(in addition to many other supplemental materials)

Course Overview 2012/2013

QUARTERS 1 & 2

➤ **Introductions and Review**

Greetings, numbers, time, weather
Vocabulary and grammar learned
Expectations, reaching & achieving

➤ **Unit One**

Descriptions of family members, restaurant vocabulary, table settings, the verb venir, the verbs ser and estar, written presentation, reading

➤ **Unit Two**

Bedroom items, electronic equipment, colors, rooms in a house, household chores, how to tell someone to do something, making comparisons, the superlative, stem changing verbs, poder and dormir, affirmative tú commands, the present progressive tense, culture and world perspective of houses, readings, written and oral presentations

QUARTERS 3 & 4

➤ **Unit Three**

Shopping for clothes, plans, desires, and preferences, stores, shopping for gifts and accessories, things done in the past, stem-changing verbs pensar, querer, and preferir, demonstrative adjectives, the preterite of –ar verbs, the preterite of verbs ending in –car, –gar, direct object pronouns, cultural perspective around the world about shopping, oral and written presentations, readings

➤ **Unit Four**

Travel and vacations, past events, volunteer work community service tasks, what people did to help others, the preterite of –er and –ir verbs, the preterite of ir, the personal a, the present tense of decir, Indirect object pronouns, the preterite of hacer and dar, cultural perspective of volunteer work, readings, oral and written presentations

➤ **Unit Five**

Movies and television programs, opinions on media entertainment, computers and ways to use computers, ways to communicate, Acabar de + infinitive, gustar and similar verbs, the present tense of pedir and servir, saber and conocer, cultural perspective of computers, readings, oral and written presentations

➤ **Methods of Assessment**

Criterion A (8) Oral communication

Criterion B (8) Visual interpretation

Criterion C (8) Reading comprehension

Criterion D (8) Writing

***Parents & Students Please Note:**

Welcome to *Spanish!* As the MYP Spanish teacher, I will do my very best to provide our students with the basis they need to develop language skills and good study habits in Spanish. We can have fun doing this! As you can see, there is a lot of information to be covered in the upcoming course. We will *attempt* to cover as many of these topics as possible; however, I will use my own judgment in making any changes due to time restraints. I have outlined this course overview in a very basic format to be used in conjunction with the textbooks. It should be easy to follow and a constant reminder of the fun topics ahead!

10th Grade MYP Spanish

Mrs. Yenidil Toribio – VIMSIA – ytoribio@vimsia.org

Texts: Realidades 2 (Boyles, Met, Sayers & Wargin)
(in addition to many other supplemental materials)

Course Overview 2012/2013

QUARTERS 1 & 2

➤ **Introductions and Review**

Vocabulary and grammar learned
Expectations, reaching & achieving

➤ **Unit One**

Parts of the body, accidents, what happens in emergency rooms, irregular preterits venir, poner, decir, and traer, imperfect progressive and preterite, written presentation, reading

➤ **Unit Two**

Movies, making a movie, television programs, sporting events, the verbs like gustar, verbs that use indirect object pronouns, the present perfect, the preterite of ir, stem-changing verbs, other reflexive verbs, readings, written and oral presentations

QUARTERS 3 & 4

➤ **Unit Three**

Camping and cookouts, foods, cooking expressions, food and appliances, following a recipe, giving directions in the kitchen, negative tú commands, the impersonal e, usted and ustedes commands, uses of por, oral and written presentations, readings

➤ **Unit Four**

Vacations, visiting an airport, planning a trip, traveling safely, staying in a hotel, appropriate tourist behavior, traveling in a foreign city, the infinitive in verbal expressions, the present subjunctive, irregular verbs in the subjunctive, present subjunctive with irregular expressions, present subjunctive of stem-changing verbs, oral and written presentations, readings

➤ **Unit Five**

The natural world, professions, making plans for the future, earning a living, what the world may be like in the future, problems facing the environment, solutions for the problems of our environment, the future tense irregular verbs, the present subjunctive with expressions of doubt, readings, oral and written presentations

➤ **Methods of Assessment**

Criterion A (8) Oral communication
Criterion B (8) Visual interpretation
Criterion C (8) Reading comprehension
Criterion D (8) Writing

***Parents & Students Please Note:**

Welcome to *Spanish*! As the MYP Spanish teacher, I will do my very best to provide our students with the basis they need to develop language skills and good study habits in Spanish. We can have fun doing this! As you can see, there is a lot of information to be covered in the upcoming course. We will *attempt* to cover as many of these topics as possible; however, I will use my own judgment in making any changes due to time restraints. I have outlined this course overview in a very basic format to be used in conjunction with the textbooks. It should be easy to follow and a constant reminder of the fun topics ahead!

MYP Physical Education Years 2-3

I. Course description

MYP Physical Education class enables students **to develop an appreciation and understanding** of the value of physical education and its relationship **to a healthy, balanced lifestyle; an interest in the promotion of health and wellness; the motivation to participate fully in all aspects of physical education;** their optimal level of fitness; effective communication strategies, **the skills and understanding necessary to participate successfully in a variety of physical activities; the ability to reflect critically** – to be a critical performer; **to understand international perspectives on physical activity, sport and health education;** a lifelong interest in and enjoyment **of physical activities as a athlete.**

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

- Demonstrate an understanding of concepts, strategies, techniques and rules related to a variety of physical activities.
- Use their knowledge to analyze situations and solve problems.
- Apply tactics, strategies, and skills in both individual and group situations
- Take responsibility for their own learning process and demonstrate engagement with the activity
- Reflect critically upon their own achievements
- Set goals to enhance learning and take action towards achieving them.

II. Methodology

Students will engage in a variety of physical activities, as well as theory classes. Theory may consist of the following: history of sport, sociology of sport, health and nutrition, and class discussions will make up this physical education class. There is emphasis on an inquiry-based approach in this class, with student participation required. Examples of some of the units and the key unit questions include:

Unit 1: Fitness and Conditioning

Question: How can we make physical fitness a part of our everyday lifestyle?
What principles can we use to improve our fitness?

Unit 2: Soccer

Question: Why has soccer reached such worldwide popularity?

Unit 3: World Wellness Practices

Question: What is the importance of intellectual, physical and emotional balance? How have different cultures throughout time aimed to achieve this balance?

Unit 4: Volleyball

Question: How the sport of Volleyball can help achieve your physical goal?

Unit 5: Basketball

Question: What does an athlete needs to have to be successful and how it can be achieved?

III. Methods of assessment

Criterion A: Use of knowledge /Maximum 8

Criterion B: Movement composition /Maximum 6

Criterion C: Performance /Maximum 10

Criterion D: Social skills and personal engagement /Maximum 8

IV. Grading policy including the use of MYP criteria

At the end of each quarter, teachers will report student progress using MYP general grade descriptors (1-7).

MYP Physical Education Years 4-5

I. Course description

MYP Physical Education class enables students **to develop an appreciation and understanding** of the value of physical education and its relationship to a healthy, balanced lifestyle; **an interest in the promotion of** health and wellness; **the motivation to participate fully in all aspects of physical education;** their optimal level of fitness; effective communication, **strategies, skills and understanding necessary to participate successfully in a variety of physical activities;** **the ability to reflect critically** – to be a critical performer; **to understand international perspectives on physical activity, sport and health education;** a lifelong interest in and enjoyment **of physical activities as a participant.**

Students will be exposed to various sports and health-related and fitness practices, as well as varying methods and principles of exercise throughout the course of the year.

This year, students will be able to:

- Demonstrate an understanding of concepts, strategies, techniques and rules related to a variety of physical activities.
- Use their knowledge to analyze situations and solve problems.
- Communicate effectively, and take responsibility for their own learning process and demonstrate engagement with the activity.
- Set goals to enhance learning and take action towards achieving them.

Unit 1: Fitness and conditioning

Question: How can we make physical fitness a part of our everyday lifestyle? What principles and benchmarks can we use to measure and improve our Fitness?

Unit 2: Volleyball

Question: How does self-refereeing and implementing the “Spirit of the Game” create more well-rounded citizens and foster sportsmanship and fair-play?

Unit 3: Basketball

Question: What are the connections between basketball and American football? How can we trace history through the evolution of sports?

Unit 4: Weight Training

Question: How does strength training improve one’s performance and overall health? How does anatomical knowledge better equip one to take good care of his/her health?

Unit 5: Soccer

Question: Why has soccer reached such worldwide popularity?

V. Methods of assessment

Criterion A: Use of knowledge /Maximum 8

Criterion B: Movement composition /Maximum 6

Criterion C: Performance /Maximum 10

Criterion D: Social skills and personal engagement /maximum 8

COURSE DESCRIPTION: This class engages students in performing and visual arts. Students will understand how the arts play a role in **developing and expressing personal and cultural identities**; appreciate how the arts innovate and communicate **across time and culture**; become informed and reflective **practitioners of the arts**; experience the process of **making art in a variety of situations**; explore, express and **communicate ideas**; become more effective learners, inquirers and thinkers; develop self-confidence and **self-awareness through art experiences**; appreciate lifelong learning in and **enjoyment of the arts**.

MYP ARTS OBJECTIVES:

Criterion A: Knowledge and understanding: Students will be able to

1. Demonstrate knowledge and understanding of the art form(s) studied in relation to societal, cultural, historical, and personal contexts
2. Demonstrate knowledge and understanding of the elements of the art form(s) studied, including specialized language, concepts and processes
3. Communicate a critical understanding of the art form(s) studied in the context of their work

Criterion B: Application: Students will be able to

1. Develop an idea, theme or personal interpretation to a point of realization, express and communicate artistic intentions
2. Apply skills, techniques and processes to create, perform and/or present art

Criterion C: Reflection and evaluation: Students will be able to

1. Reflect critically on their own artistic development and processes at different stages of their work
2. Evaluate their work
3. Use feedback to inform their own artistic development and processes

Criterion D: Personal engagement: Students will be able to

1. Show commitment in using their own artistic processes
2. Demonstrate curiosity, self-motivation, initiative, and a willingness to take informed risks
3. Support, encourage and work with their peers in a positive way
4. Be receptive to art practices and artworks from various cultures, including their own.

ASSESSMENT/GRADING

CRITERION A	Use of knowledge	Maximum 8
CRITERION B	Application	Maximum 10
CRITERION C	Reflection and evaluation	Maximum 8
CRITERION D	Personal engagement	Maximum 8

ATTENDANCE

Attendance at all class sessions is expected of all students. ***If for some reason you do miss class, you are responsible for learning the material you missed.*** Students should meet with Ms. Jones ***in person*** to discuss what they missed in class.

Attendance, preparedness, full participation, and prompt arrival are requirements for success in this course. Classes will take place either in the Arts Studio, Hibiscus Center, or Music Room – depending on the activity. Attendance is taken promptly at beginning of class. Any student who arrives late will be marked tardy. Poor attendance and arriving late to class will negatively affect a student's personal engagement grade.

NEED HELP?

Ms. Jones is readily available to assist all of her students. If a student feels she has a problem or would just like additional assistance, she should feel free to make an appointment with the teacher or simply stop by her office next to the Lunch Room. Ms. Jones can also be contacted by e-mailing (djones@vismia.org).

Interdisciplinary Arts Materials

In class DAILY, you should have comfortable clothes in which you can move freely (you may opt to keep an extra set of exercise clothes in your locker), your designated Arts binder, loose leaf and blue or black pen, and pencil. For dance, be prepared to dance barefoot or wear dance shoes (ballet slippers or jazz shoes).

COURSE DESCRIPTION: This class engages students in performing and visual arts. Students will understand how the arts play a role in **developing and expressing personal and cultural identities**; appreciate how the arts innovate and communicate **across time and culture**; become informed and reflective **practitioners of the arts**; experience the process of **making art in a variety of situations**; explore, express and **communicate ideas**; become more effective learners, inquirers and thinkers; develop self-confidence and **self-awareness through art experiences**; appreciate lifelong learning in and **enjoyment of the arts**.

MYP ARTS OBJECTIVES:

Criterion A: Knowledge and understanding: Students will be able to

- Demonstrate knowledge and understanding of the art form studied in relation to some aspects of societal, cultural, historical or personal contexts
- Demonstrated knowledge and understanding of some elements of the art form studied, including some specialized language, concepts, and processes
- Demonstrate an informed opinion of the art form studied in the context of their own artwork

Criterion B: Application: Students will be able to

- Articulate an idea, theme or personal interpretation to a point of realization
- Develop skills and apply the techniques and processes involved in creating, performing and/or presenting art

Criterion C: Reflection and evaluation: Students will be able to

- Describe the process they have made so far and identify strategies for areas that have been particularly challenging
- Identify strengths and weaknesses in their work
- Consider feedback constructively to identify strategies to develop and improve

Criterion D: Personal engagement: Students will be able to

- Show commitment in using artistic process and begin to develop their own
- Demonstrate curiosity, self motivation, initiative and a willingness to take informed risks
- Support, encourage and work with their peers in a positive way
- Recognize ways that art practices and artworks vary from culture to culture

ASSESSMENT/GRADING

CRITERION A	Use of knowledge	Maximum 8
CRITERION B	Application	Maximum 10
CRITERION C	Reflection and evaluation	Maximum 8
CRITERION D	Personal engagement	Maximum 8

ATTENDANCE

Attendance at all class sessions is expected of all students. ***If for some reason you do miss class, you are responsible for learning the material you missed.*** Students should meet with Ms. Jones ***in person*** to discuss what they missed in class. Attendance, preparedness, full participation, and prompt arrival are requirements for success in this course. Classes will take place either in the Arts Studio, Hibiscus Center, or Music Room – depending on the activity. Attendance is taken promptly at beginning of class. Any student who arrives late will be marked tardy. Poor attendance and arriving late to class will negatively affect a student's personal engagement grade.

NEED HELP?

Ms. Jones is readily available to assist all of her students. If a student feels she has a problem or would just like additional assistance, she should feel free to make an appointment with the teacher or simply stop by her office next to the Lunch Room. Ms. Jones can also be contacted by e-mailing (djones@vismia.org).

Interdisciplinary Arts Materials

In class DAILY, you should have comfortable clothes in which you can move freely (you may opt to keep an extra set of exercise clothes in your locker), your designated Arts binder, loose leaf and blue or black pen, and pencil. For dance, be prepared to dance barefoot or wear dance shoes (ballet slippers or jazz shoes).

Technology Year 2 - grade 7

Marion Elliot - melliot@vimsia.org

From the IB technology Guide:

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

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

MYP technology aims to provide the means and the context to help students become skillful problem solvers, who can appreciate the role of technology in everyday life and society and who can respond critically and resourcefully to real-life challenges.

The MYP technology course intends to:

- Challenge all students to apply practical and creative-thinking skills to solve problems in technology.
- Encourage students to explore the role of technology in both historical and contemporary contexts.
- Raise students' awareness of their responsibilities as world citizens when making decisions and taking action on technology issues.

The VIMSIA IB MYP Technology program at the Peter Gruber International Academy is designed to give students an opportunity to approach real world problems using a process of logical steps, the Design Cycle. These steps mirror such processes in society and may be applied to any issue or problem. Computer technology tools (laptops and software) are used to facilitate both the learning process and the approach to the problem. Students learn computer based skills, which are applicable to cross-curricular learning, as well as 21st century skills. These skills are learned as a part of a larger process.

Students will acquire **problem-solving** strategies illustrated in the Design Cycle and apply them to various issues in society. They will gain the **understanding** that the Design Cycle is an **interdisciplinary** process found in all subjects. Students will work both collaboratively and as individuals. Collaboration will take place both in class and beyond the classroom walls and with students from VIMSIA and other selected schools throughout the world. All collaboration will take place in a secure, monitored environment often referred to in education as a *walled garden*.

Course Overview 2012-2013

Unit	MYP Unit Question
Intro to Technology	What is Technology?
Intro to Mac OS X	How does it work?
Digital Citizenship	Are you a digital citizen?
Survive!	How do animals evolve?
IB Learner Profile Movie	How do I learn?

Timeline	
Quarter 1	Intro to Mac OS X
Quarter 2	Digital Citizenship
Quarter 3	Survive!
Quarter 4	IB Learner Profile Movie

Technology Year 3 - Grade 8

Gil Anspacher – tech@vimsia.org

From the IB technology Guide:

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

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

MYP technology aims to provide the means and the context to help students become skillful problem solvers, who can appreciate the role of technology in everyday life and society and who can respond critically and resourcefully to real-life challenges.

The MYP technology course intends to:

- Challenge all students to apply practical and creative-thinking skills to solve problems in technology.
- Encourage students to explore the role of technology in both historical and contemporary contexts.
- Raise students' awareness of their responsibilities as world citizens when making decisions and taking action on technology issues.

The VIMSIA IB MYP Technology program at the Peter Gruber International Academy is designed to give students an opportunity to approach real world problems using a process of logical steps, the Design Cycle. These steps mirror such processes in society and may be applied to any issue or problem. Computer technology tools (laptops and software) are used to facilitate both the learning process and the approach to the problem. Students learn computer based skills, which are applicable to cross-curricular learning, as well as 21st century skills. These skills are learned as a part of a larger process.

Students will acquire **problem-solving** strategies illustrated in the Design Cycle and apply them to various issues in society. They will gain the **understanding** that the Design Cycle is an **interdisciplinary** process found in all subjects. Students will work both collaboratively and as individuals. Collaboration will take place both in class and beyond the classroom walls and with students from VIMSIA and other selected schools throughout the world. All collaboration will take place in a secure, monitored environment often referred to in education as a *walled garden*.

Course Overview 2012-2013

Unit	MYP Unit Question
Intro to Technology	What is Technology?
IB Learner Profile	How do I learn?
Digital Citizenship	Are you a digital citizen?
Thrill Ride	How are a roller coaster and Newton related?
Computer Science 101	How does computer technology work?

Timeline	
Quarter 1	IB Learner Profile
Quarter 2	Digital Citizenship
Quarter 3	Thrill Ride
Quarter 4	Computer Science 101

Technology Year 4 - Grade 9

Andy Gever – agever@vimsia.org

From the IB technology Guide:

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

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

MYP technology aims to provide the means and the context to help students become skillful problem solvers, who can appreciate the role of technology in everyday life and society and who can respond critically and resourcefully to real-life challenges.

The MYP technology course intends to:

- Challenge all students to apply practical and creative-thinking skills to solve problems in technology.
- Encourage students to explore the role of technology in both historical and contemporary contexts.
- Raise students' awareness of their responsibilities as world citizens when making decisions and taking action on technology issues.

The VIMSIA IB MYP Technology program at the Peter Gruber International Academy is designed to give students an opportunity to approach real world problems using a process of logical steps, the Design Cycle. These steps mirror such processes in society and may be applied to any issue or problem. Computer technology tools (laptops and software) are used to facilitate both the learning process and the approach to the problem. Students learn computer based skills, which are applicable to cross-curricular learning, as well as 21st century skills. These skills are learned as a part of a larger process.

Students will acquire **problem-solving** strategies illustrated in the Design Cycle and apply them to various issues in society. They will gain the **understanding** that the Design Cycle is an **interdisciplinary** process found in all subjects. Students will work both collaboratively and as individuals. Collaboration will take place both in class and beyond the classroom walls and with students from VIMSIA and other selected schools throughout the world. All collaboration will take place in a secure, monitored environment often referred to in education as a *walled garden*.

Course Overview 2012-2013

Unit	MYP Unit Question
Intro to Technology	What is Technology?
IB Learner Profile Video Game	What do games teach us?
Digital Citizenship	Are you a digital citizen?
Computer Science 101	How does computer technology work?
Peter Gruber	Who is Peter Gruber

Timeline	
Quarter 1	IB Learner Profile Video Game
Quarter 2	Digital Citizenship
Quarter 3	Computer Science 101
Quarter 4	Peter Gruber

Technology Year 5 - Grade 10
Gil Anspacher – tech@vimsia.org

From the IB technology Guide:

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

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

MYP technology aims to provide the means and the context to help students become skillful problem solvers, who can appreciate the role of technology in everyday life and society and who can respond critically and resourcefully to real-life challenges.

The MYP technology course intends to:

- Challenge all students to apply practical and creative-thinking skills to solve problems in technology.
- Encourage students to explore the role of technology in both historical and contemporary contexts.
- Raise students’ awareness of their responsibilities as world citizens when making decisions and taking action on technology issues.

The VIMSIA IB MYP Technology program at the Peter Gruber International Academy is designed to give students an opportunity to approach real world problems using a process of logical steps, the Design Cycle. These steps mirror such processes in society and may be applied to any issue or problem. Computer technology tools (laptops and software) are used to facilitate both the learning process and the approach to the problem. Students learn computer based skills, which are applicable to cross-curricular learning, as well as 21st century skills. These skills are learned as a part of a larger process.

Students will acquire **problem-solving** strategies illustrated in the Design Cycle and apply them to various issues in society. They will gain the **understanding** that the Design Cycle is an **interdisciplinary** process found in all subjects. Students will work both collaboratively and as individuals. Collaboration will take place both in class and beyond the classroom walls and with students from VIMSIA and other selected schools throughout the world. All collaboration will take place in a secure, monitored environment often referred to in education as a *walled garden*.

Course Overview 2012-2013

<u>Unit</u>	<u>MYP Unit Question</u>
Intro to Technology	What is Technology?
Student Online Newspaper	How do we communicate?
The History of VIMSIA	How can we preserve history?
Computer Science 101	How does computer technology work?
VIMSIA Senior Video	Who is the Class of 2013?

The MYP Technology Year 5 - Grade 10 class is the final step in the process of understanding the design cycle. Students are expected to follow the design cycle through each project with a focused self-driven process. Students will be guided through the process with frequent formative assessment and individualized instruction. Summative assessment will focus more on a student's process using the design cycle then the final product.

<u>Timeline</u>	
Quarter 1	Student Online Newspaper
Quarter 2	The History of VIMSIA
Quarter 3	Computer Science 101
Quarter 4	VIMSIA Senior Video

Wednesday Enrichment

This year, the Peter Gruber International Academy Enrichment Program is offered as an elective program. Students will have the opportunity to choose a class, from a list of offerings, which will help to enrich their lives and their school experience. We are happy to have found volunteers from our community that are willing to share their knowledge and talents with the students of VIMSIA. (If you are a parent or know of someone from our community that is willing to offer time and share skills with our youth, please contact Ms. Gloria Zakers at gzakers@vimsia.org or myself, Helen Sidiropoulos at hsidiropoulos@vimsia.org.)

**Seventh and eighth graders will be required one semester of a research skills course, to help with their overall academic performance. Students in grade 7 and 8 will have the opportunity to select an enrichment class the other semester.

Below is a list of our Fall Semester course offerings and descriptions. Students will get to choose their top 3 favorites. Depending on class size and other variables, we will try our best to place you in one of your top choices.

VI Exploration: Culture & Heritage guided by Marcella Jennings-Collier

Explore Virgin Islands culture by learning about its flora and fauna. Partake in its rich culinary arts by cooking with a coal pot and making Johnnie Cakes. Learn Dutch Creole, take historic tours, listen to storytelling and play games with our respected historians, artists, chefs and musicians. Speakers will include Ital Anthony of the Echo People, Jambie Samuels, Dr. Gilbert Sprauve, Eddie Bruce, Kwabena Davis, Myron Jackson and more... Small supply fee may apply.

Pre-requisites: inquisitive, curious individuals who love food, music and culture

Art with Sean O'Toole

Art class will be a visual course where students will explore and experience a variety of painting and drawing techniques. The course deals with form, color, line and texture, inspired by the world outside, photos, plus the students' imagination. A variety of materials including acrylic, watercolor, ink, oil pastel, pencil and more will be used. This course will cultivate creativity, as well as self-discovery developing the student's individual and unique artistic voice.

Pre-requisites: respectful of art, art supplies and artistic space and be able enjoy your creativity

Positive Change with Liz Estes

Have you ever wanted to be a part of big change for this community, the USVI or the world? Did you think you were too young, too inexperienced or too small to matter? Take this class and learn how to implement your ideas and put them into motion. From concept, to proposal, to action plan, you will be guided through 15 weeks of development using your own ideas. This course is intended to assist each student through a self-guided project designed to implement change in the community, the island, the territory or beyond. Through a series of assignments designed to foster concept development, the students will piece together their action plans little by little each week until a comprehensive movement has been realized.

Pre-requisites: know how to use Microsoft PowerPoint software and be able to work independently

Grass Roots Gardening with Richard Berry

It is not often that you get to play in the dirt while you are at school! Gardening class will allow you to do this while observing the cycle of life firsthand in your own personal vegetable/ flower garden. There is little that is as satisfying as caring for something over a long period of time and then being able to share the product of your hard work with others in the creative manner that you choose. By participating in this class, you will be gaining an important life skill while expanding your own environmental awareness, arming yourself with knowledge that will allow you to be a positive changing force in the future of Mother Earth. Some of the perks of joining this class will be enjoying nature, getting buff while working the land and zoning out to your tunes via head phones while you garden. Supply fee will apply.

Pre-requisites: high interest level, dedication, a great attitude and the ability to work independently

Music with John Cahill

This class is intended to make music more interesting and enjoyable for students who have already studied and played music. We will learn more about music by studying theory and form, and increase music skills with dictations, ear training, and also study music history, both classical and popular. By exploring other forms of music, ballet, opera, folk, and contemporary, we will see how they are different and the same. The most fun part of the class will be studying music that you will play and perform.

Pre-requisites: three years of instrumental music study and basic music literacy

Build Your Own Live Aquarium or Terrarium with Rebecca Grundy

Learn how to build your own aquarium or terrarium that is sustainable without artificial oxygenation and constant cleaning. What types of soils, plants, fish, water will keep the aquarium or terrarium alive? Learn the question-asking skills necessary to develop a scientific mind. Something may not survive in your aquarium: why? Something may flourish: how? What are the conditions necessary for building a beautifully successful aquarium or terrarium? Each may be different for each choice you make with your starting conditions. Small supply fee may apply.

Pre-requisites: Love of science! A need for curiosity about our natural world and desire to explore how living eco-systems function

Eco-Desires EcoStore with Helen Sidiropoulos

It's finally here...The Ecostore. This will be our grand opening year and you can be a part of a new, student-run, eco-friendly business. This Enrichment class is offered to students in 9-12th grade. Only a select few will be chosen so feel free to apply if you meet the following criteria: you are an organized, focused, responsible and timely individual. You should have some interest in marketing and sales, retail, advertising and be computer savvy. This class requires a full year commitment.

Pre-requisites: along with skills listed above, individual must be able to work well with others

7-8th Grade MYP Research Enrichment

Ms. Kathy Schlesinger – VIMSIA – kschlesinger@vimsia.org

Course Overview 2012/2013

Unit One

Effective use of library tools: using books, reference materials, online catalog, databases, internet to find appropriate information

Unit Two

Website and resource evaluation – tools for judging suitability, reliability and bias of information

Unit Three

Sourcing & Bibliography – how to identify and avoid plagiarism, writing citations and bibliographies

Unit Four

Using the internet more effectively – constructing better queries for search engines, directories and databases, use of advanced search tools

Unit Five

Selecting or rejecting information according to goal, note taking, summarizing, synthesizing, putting information literacy skills to work in various projects.

MYP Unit Questions:

Unit 1: Fundamentals of Library Skills	Unit Question: How do I access information?
Unit 2: Website & Resource Evaluation	Unit Question: Is the information reliable?
Unit 3: Sourcing & Bibliography	Unit Question: How can I avoid plagiarism?
Unit 4: Smarter Internet Searching	Unit Question: How can I find what I really need online?
Unit 5: Selecting Information & Note-taking	Unit Question: What will I do with the information?

Much of the material covered will be new to students in seventh grade, and as such there will be more emphasis on the introduction and practice of these information literacy skills. Students in grade eight will have a shorter review of each unit with more extensive exploration of skills where appropriate, with greater attention to applying skills in ongoing projects.

