

Roosevelt International Baccalaureate Middle School 2011 – 2012



3366 Park Blvd.
San Diego, CA 92103
rooseveltmiddle.org
Phone: 619.293.4450
Fax: 619.497.0918

International Baccalaureate Organization Mission

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

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

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

This planner belongs to:

Name	Grade
First period teacher	Room

School Policies

Daily Schedule

A daily schedule is on the Roosevelt website, <http://rooseveltmiddle.org>, under the FOR PARENTS menu.

Uniform Policy

We want to develop a positive learning environment that promotes school community spirit, encourages positive behavior, and ensures student safety. Monitoring appropriate dress for over 800 students is very time consuming. We believe the time teachers, counselors, and vice-principals spend on this issue would be better spent supporting students and families with more serious social and academic issues.

Tops	Roosevelt shirt in gray, white, or maroon; includes shirts as part of SCHOOL SANCTIONED clubs/activities
Bottoms	Pants and shorts in khaki only, or plaid skirts for girls. NO JEANS! "Sagging" will not be tolerated.
Outerwear	Solid color gray, white, khaki, or maroon; no logos (except IB), no lettering or designs
Shirts under uniforms	Solid color gray, white or maroon; no logos (except IB), no lettering or designs
Shoes	Closed toe, rubber soled; no slippers, flip flops, sandals, etc.
Headwear	Not allowed. No hats, beanies, doo-rags, bandanas, or headwear of any kind.

You can purchase Roosevelt shirts, sweatshirts, and/or jacket with the IB logo in the FINANCIAL OFFICE. Students are often issued Roosevelt t-shirts/uniforms as part of SCHOOL SANCTIONED clubs and activities. We will have "loaners" for students who violate the uniform policy.

Attendance

Daily attendance is the responsibility of both the students and their parents. If you are absent, your parent must call the school at (619) 293-4450 ext. 2204, 2207, or 2223 within 72 hours. Any absence not cleared by a phone call requires that your parent write a note for you to take to the attendance office before school. Any absence not verified within 5 days becomes an unexcused absence. **Students with excessive absences (illness, excused, unexcused, truancy) will be assigned Saturday School.** If absences continue, the school will refer the case to the School Attendance Review Board (SARB).

Students who will be absent from school for 5 days or more should obtain a *Contract for Independent Study* from the Attendance Office **at least one week prior to the absence.** Teachers reserve the right to not assign homework for the duration of the contract resulting in no credit earned. Students must maintain good attendance in order to qualify for an Independent Study Contract.

Please make medical appointments on Tuesday afternoons (our modified day) to avoid unexcused absences and lost instructional time. All students who leave school for a medical appointment must provide proof of such appointment upon returning to school.

Each student is responsible to be on time to all his or her classes. It is very important to be on time so learning time is not missed. Students must be in their seats or at their designated stations on time.

Truancies

State Law dictates that truancies will not be tolerated. Consequences for truancies include receiving a citation and/or Saturday School. Parents must clear all absences and tardies with the Attendance Office. If truancy continues, the school will refer the case to the School Attendance Review Board. Students who are found out of school during school hours without a parent or guardian may be cited to court by a police officer. The fine for the first offense is approximately a \$200 fine from court.

School-Wide Expectations for Behavior

- Every student has the right to learn and teachers have the right to teach.
- Follow directions, be on time, and be prepared to learn.
- Keep hands, feet, and objects to yourself.
- Walk on campus, speak softly, and be in your designated area.
- Be respectful and demonstrate kindness while at school and in the community.
- Follow the school uniform policy.
- Be responsible and secure your belongings. Do not leave backpacks, binders, purses unattended or unlocked. Lock your bikes and skateboards.
- After school, NO LOITERING, and board the city buses in a courteous manner.
- Be careful with school property (books, furniture, computers, etc.), and use technology equipment and the internet appropriately (see the Technology Agreement on page 7).

In addition...

- Any articles, including weapons, which may cause injury or disruption, are not permitted at school. Any student found with these items will be recommended for expulsion (Zero Tolerance).
- Cell phones may be used only before and after school. After the first bell and until dismissal (including lunch and passing periods), cell phones should be turned off and put away in backpacks or pockets.
- Electronic devices are not allowed on campus. This includes iPods, hand-held games, personal CD players, or any other electronic device. This rule applies to PrimeTime as well. Also, leave large amounts of cash and valuables at home.
- If any electronic devices or cell phones are confiscated during school, the items will be given to the Vice Principal. The parent/guardian will need to pick up the confiscated item.
- Chewing gum is not allowed anywhere, anytime.

General Referral Process

All classrooms use the following levels of intervention for misbehavior:

Level 1	Verbal warning or "Reset"
Level 2	Phone call home and Buddy Room referral. (Buddy Room assignment includes a reflection and must have an academic focus.)
Level 3	Phone call home and Administrative referral.

Severe Classroom Violations

Call campus supervision – referral to Vice Principal

- Zero Tolerance violations
- Fighting
- Vandalism
- Extreme defiance or disrespect (including profanity)
- Bullying and/or harassment

**Student will be referred to the COST (Coordination of Services Team) after the first severe referral.*

Suspension Guidelines

Students have choices and their decision should be to behave appropriately in school. Those who have severe behavior in school will be suspended.

<ul style="list-style-type: none"> • Zero Tolerance violations • Fighting or play fighting • Defiance/profanity to a staff member • Classroom endangerment/major disruption • Bringing, possessing, or using tobacco, alcohol, or other drugs on campus 	<ul style="list-style-type: none"> • Sexual harassment • Hate violence • Threatening the safety of another person • Theft • Vandalism or graffiti (defacing school property) • Multiple referrals
--	---

School Safety

Students have an active role in creating a safe school environment at Roosevelt. To ensure the safety of all students, we ask every Roosevelt student to pledge to:

1. Report immediately to an adult if you have knowledge of a student bringing a weapon to campus.
2. Report immediately to an adult if you have knowledge of a student planning to harm him/herself or others (for example, suicide or fights after school).
3. Never threaten, put down, push, hit or otherwise harm fellow students. No bullying on our campus! Keep your hands to yourself.
4. Report drug use or possession to an adult.
5. You are responsible for your property. Secure your possessions.

Where to Get Help or Report Information

There are many adults on campus who can help you if you have questions or concerns. If you have important information to report, please see one of the adults listed below. These adults include, but are not limited to:

1. Your grade-level counselor in the Counseling Center (Room 212)
2. The school police officer in the Main Office
3. The school nurse in the Main Office (Room A15)
4. School administration (Principal and Vice Principals) in the main office and/or counseling center
5. Crime Stoppers anonymous tips at 888-580-TIPS (up to a \$1,000 reward)

District Tobacco and Drug Policy

Education Code Section 48900 gives the superintendent or principal of a school the authority to suspend and/or recommend for expulsion any student who unlawfully possesses, uses, sells, or otherwise furnishes, or has been under the influence of, any controlled substance, as defined in Section 11007 of the Health and Safety Code.

Academic Integrity

Principled behavior is expected of all students. Cheating, falsification, unauthorized collaboration, plagiarism, forgery, or theft can result in failing grades, suspension, or legal action.

Public Displays of Affection (PDAs)

There will be no public displays of affection (PDAs) on campus, whether in the classroom or outside classes. PDAs include kissing, holding hands, prolonged hugs (more than a quick hug) and/or inappropriate touching or disrespecting one's personal space (touching in a sexual manner).

Lunchtime Expectations

T reat everyone with respect	C utting in line is not permitted
A ccept responsibility for action	H elp others
K eep RMS clean	A pproach staff members for assistance with any issues
E at within the blue lines	R unning in the lunch area is unsafe
	G et to class on time after lunch
	E veryone & their possessions are not to be touched without permission

Messages/Deliveries to Students

School staff will not deliver non-academic, non-health-related items (e.g. money, lunches, balloons, flowers, gifts, shoes, etc). School staff will not deliver PHONE MESSAGES regarding a change in student pick-up or attendance/non-attendance in PrimeTime. School staff WILL DELIVER messages in an emergency situation.

Student Store

The Student Store may be open before school, during various lunch times and after school on Tuesdays (minimum day). You can purchase IB polo shirts, sweatshirts, windbreakers, snacks, drinks, and school supplies at the Student Store. The daily schedule will be posted by the door.

Financial Office

The Financial Office is located in Room 207, next to the Counseling Center. There you will pay for PE clothes, locks, ASB discount cards, yearbooks, and lost library/text books. The office is open 30 minutes before school Monday through Friday. Acceptable forms of payment are cash, money orders and checks (payable to Roosevelt I.B. Middle School).

Health Office

The Health Office is open during regular school hours, except when the nurse is at another assignment. Students need a pass to visit the Health Office, even at lunch!

Reasons to visit the nurse	Serious illness, bleeding, vomiting, or being injured at school.
Health problems	Parents must inform the nurse as soon as possible if their student has a serious health problem such as diabetes, epilepsy, asthma, and allergies. Please contact the nurse if these problems result in being frequently absent from school.
Medications	Students may not have any type of medicine with them at school, unless the nurse has forms signed by the doctor or parent. Contact the nurse for consent forms.
Illness	Students should remain home for 24 hours after a fever, vomiting, diarrhea, or severe respiratory symptoms.
PE Medical Excuse	A note from parent will be accepted for 1-3 days. A doctor's note is required for anything more than 3 days. Both need to be taken to the Nurse's Office.
Emergency Phone Numbers	Please keep current phone numbers with the Attendance Office and the Health Office. In case of an emergency, these numbers are essential.

Lost and Found

Searching for a lost item? If a good citizen has turned it in, missing clothes are located in the counseling center. Items not claimed by the end of the semester will be given to charity. Found valuables will be kept with the school police officer. If your property is lost or stolen, fill out a school police report. The forms are located on the wall outside of the school police office. It is your responsibility to fill out a school police report—make sure to turn it into the campus officer should your property be lost or stolen.

Participation in School-wide Activities

The ASB sponsors various fun activities throughout the year. In order to participate in activities such as school dances, yearbook signing party, eighth grade celebration, eighth grade standouts, and more, you will need to have a minimum of a 2.0 GPA in citizenship and academics for the reporting period.

Physical Education Program

Physical education is a required class for all students unless excused by a physician. All students MUST be in the official physical education uniform daily. Physical education clothing and combination locks may be purchased at the Student Store. The P.E. staff will assign individual lockers for storage of P.E. uniforms. All students must have a lock for their lockers to prevent theft. Students should always check their lock and make sure it is locked before going out to P.E.

Technology Equipment and Internet Use Agreement

Technology Equipment

This refers to desktop computers, laptops, netbooks, video cameras, printers, scanners, and any other electronic devices used in schools. For the purposes of this agreement, "technology" or "equipment" refers to any such device, including the use of a school computer.

Internet Use

The internet is used for many purposes in education. A variety of resources are available online, including textbooks, subscription databases, educational websites, video streaming, and school and public library catalogs. These resources make it possible for students and teachers to participate in collaborative projects, online quizzes and tests, high quality research, discussion groups, and many other activities.

Privileges

The use of technology equipment, district networks, and the internet is a privilege, not a right. Inappropriate use will result in a cancellation of those privileges.

Academic Integrity

Principled behavior and academic integrity are expected of all students. Plagiarism is defined as taking someone else's work or ideas and passing them off as your own. This is dishonest and unethical. Cheating, falsification, unauthorized collaboration, plagiarism, forgery, or theft can result in failing grades, suspension, or legal action.

Privacy

Since technology equipment, the district network, and internet access are provided and maintained by the district for appropriate educational use, privacy is not assumed. Technicians, teachers, and other district personnel have the right to view material on district equipment and monitor activity on the network. Here is a good rule to follow: never view, send, or write anything you would not want displayed in front of your teacher, the school principal, and your parents.

Rules for Use of Technology and the Internet

As a responsible, principled student, I will:

- Use the technology and internet for schoolwork ONLY. Viewing, sharing, or downloading inappropriate material may result in loss of privileges, suspension, or other disciplinary action, including legal action. I may use only software installed by district personnel.
- Notify my teacher whenever I come across digital content that is inappropriate, dangerous, threatening, or makes me feel uncomfortable. Although the district has an internet safety plan in place, I know it is my responsibility to use the technology for educational purposes.
- Tell my teacher if I have identified or know about a security problem or availability of inappropriate material, and will do so without discussing it with other students.
- Comply with copyright laws and respect the intellectual property rights of others. I will not plagiarize content of any kind from the internet, other students, or anyone else, and understand that all work submitted must be entirely my own.
- Act ethically in regards to the work of others, including accessing another person's account, computer, portable drive, or other storage device without his/her consent or knowledge. This is considered hacking and is prohibited at all times.
- Keep personal and confidential usernames and passwords secure.
- Show respect for property and keep equipment safe. I am subject to disciplinary and/or legal action in cases of **vandalism, negligence, or tampering**. Examples include, but are not limited to, the following:
 - defacing or damaging equipment with writing, scratches, foods, liquids, or stickers
 - disconnecting or moving wires or cables
 - damaging mice or keyboards
 - changing settings or functions of the computer or other technology
 - leaving items unattended, unlocked, or in a place where they can be damaged or stolen
 - hacking into the system or downloading any kind of malware or computer virus

Library Media Center

The library is open most days during lunches, and for 30 minutes before school and 5 minutes after school. Mrs. Spaniol, Teacher Librarian, welcomes students who wish to read, check out books, use the computers, finish homework, or play games (chess, checkers, mancala, cards, and others). Whether it is on your own time or if you come with your class, you must be respectful of the library space, and everything and everyone in it. The rules are simple: no food or drink; no rowdy behavior; and no inappropriate use of the books, furniture, computers, or anything else in the library. **Students who wish to visit the library independently (other than with their teachers/classes) must sign and turn in a Library Use Contract.** They will then get a library sticker on their ID card or planner. Students must show this at the door when they visit the library in the mornings or during lunch. Those who don't demonstrate IB behavior will lose library privileges.

Library policies

- Books may be checked out for two weeks, and magazines for three days. You may renew a book if you need more time to finish it, unless there are other students waiting for that title. You may not renew magazines.
- There are no overdue fines, but PLEASE return things on time so other students may enjoy them.
- There is no specific limit to the number of books you may check out, but you must be responsible and keep track of what you have.
- Playaways (MP3 audiobooks) are available for checkout. Because of the high cost of these devices (\$50 - \$80 each), students must fill out and return an additional contract signed by a parent.

Computer Use - If you wish to use a library computer to complete an assignment, you must have a Library Use Contract on file, OR have the assignment written in your planner and signed by the teacher who assigned the work.

You, and only you, are completely responsible for the use and care of library books, Playaways, textbooks, computers, and any other materials belonging to the school. Excuses for lost or damaged items, or inappropriate use of computers, will not be accepted. Ignorance of the rules is no excuse. As stated in the *International Baccalaureate Learner Profile* (see page 12 of this planner), a Roosevelt student is *principled*. That means you act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. You take responsibility for your actions and the consequences that accompany them.

Library Resources Online

Roosevelt subscribes to several databases and online resources that should be your first stop when doing research. The information from these sources is edited, checked for accuracy, and free from advertisements and bias. Google, Yahoo, and Wikipedia have their place, but should not be your first or only source of reliable information. To access these resources, go to the Roosevelt Library home page and click on the links listed below.

<http://rooseveltmiddle.org/library>

CultureGrams (ProQuest) username: rooseveltjhs password: rooseveltjhs	Grolier Online username: roosevelt password: home	BrainPOP username: rms1234 password: brainpop	World Book Online username: sandi1 password: library
eLibrary (ProQuest) username: rooseveltjhs password: rooseveltjhs	Biography in Context password: roosevelthome	Teen Health & Wellness username: diego password: diego1	World Book Online French username: teddy password: french

Textbooks Online

Many textbooks are available online, and include the complete text of the print edition plus additional activities and resources. Please check with the librarian or your teacher about how to access these materials. A school-wide username and password, or an individual account, will be required to use the online versions. Check the Roosevelt Library web page for details. **<http://rooseveltmiddle.org/library/textbooks.jsp>**

Eighth Grade Promotion Ceremony Requirements

Everyone wants to celebrate the success of students who have worked hard and fulfilled certain expectations for the eighth grade promotion ceremony. Roosevelt sets a high standard. Students who put forth the effort to meet the requirements listed below may participate in activities and celebrations to mark the end of the middle school experience. These include social events and the promotion ceremony itself that is held the last day of school at the San Diego Zoo. After the ceremony, students and their families are free to enjoy a day at the zoo, free of charge. This is a very special day for eighth graders, and the privilege of participating is earned by fulfilling the following requirements:

1. 2.0 Academic Grade Point Average (GPA)
2. 2.0 Citizenship GPA
3. No F grades in any course
4. Completed portfolio presentation
5. No more than one suspension
6. No outstanding library or department fines
7. No trancies

San Diego Unified School District also has certain requirements for students promoting to the ninth grade. They may change from year to year. (This is just to promote, not to participate in Roosevelt's ceremony.) If a student does not fulfill these requirements, he/she may be retained and would repeat the eighth grade. These are minimal expectations, and are less than what is expected of I.B. students. In early spring, counselors and teachers will inform students of promotion requirements, meet with students at risk of failing or retention, explain high school enrollment options, and communicate other information about the move to high school. Don't be left behind!

21st Century Skills

General Computer Use

- Connect to a server or personal account
- Move, resize, and close windows
- Minimize/maximize windows
- Select (highlight) text or images
- Right-click or Control-click to use menus
- Copy and paste text or images between different applications and windows
- Recognize file extensions (.doc, .jpg)
- Recognize hyperlinks and know how to remove them
- Understand file size and downloading
- Recognize and understand different operating systems and applications
- Use print preview

Internet Research

- Recognize different browsers and search engines
- Use authoritative sources
- Understand domain names (.com, .edu)
- Recognize significance of URLs
- Use keyword searches
- Use Boolean operators to modify searches
- Evaluate information found on the web

Academic Integrity

- Understand copyright and fair use
- Recognize plagiarism (and DO NOT plagiarize)
- Create an entry for a works-cited list or bibliography
- Use computers for schoolwork only
- Use technology ethically

Word Processing

- View Toolbars or Formatting Palette in Word
- Change page orientation
- Add text in headers and footers
- Set line spacing and adjust margins
- Change font, style, and size
- Set alignment (left, center, right)
- Cut, copy, and paste within a document
- Undo the last action (Command + Z)
- Use tab key for paragraphs
- Insert and format images
- Use spell check
- Save documents to a specific place
- Save documents as RTF files
- Name documents correctly

PrimeTime Before and After School Program



PrimeTime in the mornings!

Open every day from 6:00 to 7:30 a.m. in Room 702.

Students can network, use the computers or play games and socialize with friends! Room 702, the main PrimeTime classroom, opens every morning at 6:00 a.m. All Roosevelt students who arrive at school prior to 6:45 a.m. must be enrolled in PrimeTime. Enrollment in the PrimeTime morning program is not required to attend the afternoon program.

PrimeTime morning students must attend at least 45 minutes every day (be signed in before 6:45 a.m.) to maintain eligibility for the program. PrimeTime starts at 6:00 a.m. Students who do not sign in by 6:15 a.m. must have a *Late Arrival* form on file. Parents/guardians are required to sign students into the program every day (except students who normally walk or ride the bus to school).

PrimeTime after school!

Open every day from 2:30 to 6:00 p.m.; and from 1:00 to 6:00 p.m. on Tuesdays, the minimum day.
Come see what all the fun is about in PrimeTime!

PrimeTime is organized by **clubs**, including Ceramics, Cheerleading, Evolve Dance, Fern Street Circus, Garden Club, Girls in Science with the San Diego Zoo, Guitar, San Diego Junior Theatre, MESA (Math Engineering Science Achievement), Rough Writers student newspaper, Sports Club, Strategic Games Club, Tae Kwon Do and more! Students must join at least one of these clubs plus Homework Club.

PrimeTime students also have **Homework Club** from 2:35 – 3:35 every day, except Tuesday. Most students will go to one of their own teachers during the homework hour. Students are required to do homework during PrimeTime and may use computers for this purpose. Ask for help anytime, too.

PrimeTime students are encouraged to join a **sports team**, such as basketball, flag football, tennis, girls volleyball and soccer! These sports are seasonal and teams play intramural games with other middle schools after school and sometimes on Saturdays. We also have **daily sports** activities in Sports Club, such as kickball, softball, flag football, soccer and basketball, so students can learn teamwork and have fun!
Go Rough Riders!

After school, students do not have to attend Roosevelt's PrimeTime every day, but the PrimeTime Program Leaders must have your child's daily schedule on file. If a student leaves PrimeTime before 5:45 p.m. on any day, an *Early Release* form must be filled out by the parent. Parents/guardians are required to sign their students out of the PrimeTime program every day! That means adults cannot wait in cars or at the curb to pick up students. Students who walk home or take the bus are exempt from this requirement.

All Roosevelt students are welcome to join PrimeTime! Enrollment will be open until October 31, 2011. All PrimeTime students must turn in an enrollment packet signed by their parents. Also, remember that the PrimeTime program is a privilege, not an automatic right. PrimeTime students must follow the PrimeTime and school rules or be subject to suspension and even expulsion from the program. This includes the school uniform policy and no electronic devices on campus.

The PrimeTime schedule and enrollment forms are available in the main office or the PrimeTime office, Room 704. Stop by and talk to Ms. Allison Brown (afternoons) or Bree Holmes (mornings), PrimeTime Site Supervisors, in Room 704 to learn more. Parents can call 293-4450 x2704 for more information.
See you after school!

The International Baccalaureate Middle Years Programme (IBMYP)

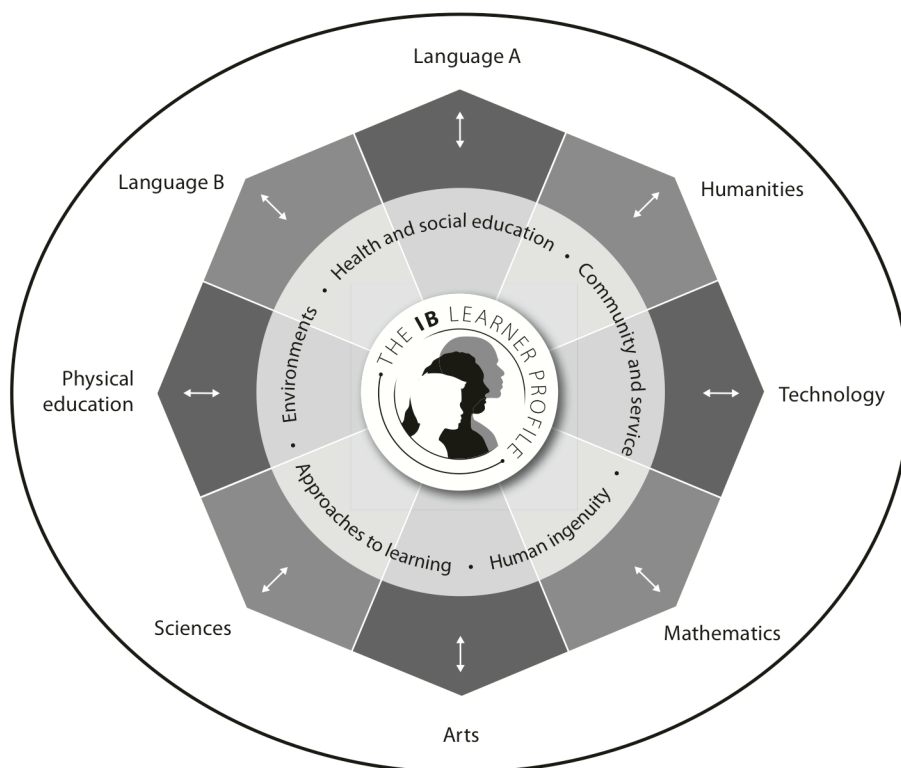
Life in the 21st century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The International Baccalaureate® (IB) Middle Years Programme is designed to help them find a sense of belonging in the ever-changing and increasingly interrelated world around them and to foster a positive attitude to learning.

The IB Middle Years Programme, for students aged 11 to 16*, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

The overall philosophy of the programme is expressed through three fundamental concepts that support and strengthen all areas of the curriculum. These concepts are based on:

- intercultural awareness
- holistic learning
- communication

To this end, the programme is divided into eight subject areas that integrate the five **AREAS OF INTERACTION** while fostering the ten attributes of the **IB LEARNER PROFILE**.



SOURCE: <http://ibo.org/myp>

*Roosevelt is a three-year MYP and thus only serves students aged 11 to 14

The International Baccalaureate Learner Profile

Attribute	Documentation
<p>INQUIRERS - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.</p>	
<p>KNOWLEDGEABLE - They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</p>	
<p>THINKERS - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.</p>	
<p>COMMUNICATORS - They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.</p>	
<p>PRINCIPLED - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.</p>	

The International Baccalaureate Learner Profile

Attribute	Documentation
<p>OPEN-MINDED - They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.</p>	
<p>CARING - They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</p>	
<p>RISK-TAKERS - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.</p>	
<p>BALANCED - They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.</p>	
<p>REFLECTIVE - They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.</p>	

Community and Service

community awareness & understanding of:	<ul style="list-style-type: none"> • the concept of community—including what “community” means, how communities are different and how they are similar, what makes a community • individuals in communities—including the role of the individual, the needs of the individual, the responsibilities of communities to their members • different communities—including the various forms of community, the needs of different communities, issues within communities, organizations within communities 	<ul style="list-style-type: none"> • How does this unit apply to my communities? • What impact does my community have on the content of this unit? • Which communities does this unit affect?
reflection on:	<ul style="list-style-type: none"> • attitudes—including reflection upon different social patterns and ways of life, showing initiative • responsibilities—including ethical implications of activity or inactivity within the community, using personal strengths to enhance communities, identifying personal strengths & limitations 	<ul style="list-style-type: none"> • How can my learning help my communities? • How can my communities help me learn? • What should I do?
involvement through service in terms of:	<ul style="list-style-type: none"> • community involvement—including types of involvement, effects on communities at various levels, personal involvement • being an active contributor— including showing willingness & skills to respond to the needs of others, coming up with solutions to actively resolve issues 	<ul style="list-style-type: none"> • What needs to be done? What can I do? • How is my involvement helping me develop?

Environments

awareness & understanding of:	<ul style="list-style-type: none"> • the roles our environments play in the lives & well-being of humankind • the effects of one environment on another • the effects of our actions, attitudes and constructs, such as sustainable development and conservation • physical, political, economic & cultural dimensions • the nature and role of local & international organizations responsible for protecting our natural environments • how organizational policies in one environmental dimension can affect other environments 	<ul style="list-style-type: none"> • How do I affect my environments? • How do my environments affect me?
reflection on:	<ul style="list-style-type: none"> • our responsibilities to our environments • the role of virtual environments in modeling our other environments 	<ul style="list-style-type: none"> • How can we make informed & responsible choices? • What are the lifestyle implications of making environmental choices?
taking action on:	<ul style="list-style-type: none"> • a range of issues related to environments. 	<ul style="list-style-type: none"> • How can I affect my environments in a positive way? • What difference can I make as an individual?

Human Ingenuity

awareness & understanding of:	<ul style="list-style-type: none"> • the meaning of “ingenious” • a range of systems, solutions and products • the processes involved in innovation, creation, development and change • the individual desire to create, develop or change things • how systems or products develop and change over time 	<ul style="list-style-type: none"> • Why do humans create, develop or change products or solutions? • How and why do products or solutions change over time? • How do we celebrate human endeavor and achievement?
reflection on:	<ul style="list-style-type: none"> • the impact of innovation and creation on individuals, communities, societies and the world • the products of innovation, creation and development in context • how subjects have “ways of thinking” a range of systems, solutions and products 	<ul style="list-style-type: none"> • What are the consequences of creating? • How can I make responsible choices based on my understanding? • What impact have creations had on individuals, society and the world? • What future developments can I foresee?
taking action to:	<ul style="list-style-type: none"> • create solutions and products to solve own and others’ problems • think creatively. 	<ul style="list-style-type: none"> • What are my challenges and what solutions can I come up with? • How can I have a personal involvement as an innovator, creator and developer? • How can I use my thinking in one subject to help me in another?

Health and Social Education

awareness & understanding of:	<ul style="list-style-type: none"> • ourselves in the wider society— including issues such as freedom, government health policies and globalization • ourselves and others—including issues such as relationships, sex and death 	<ul style="list-style-type: none"> • Which health and social issues affect my age group? • Which health and social issues will I have to consider as I get older?
reflection on:	<ul style="list-style-type: none"> • understanding ourselves— including issues such as personal management, self-esteem and growing up • looking after ourselves—including issues such as personal hygiene, diseases and substance abuse 	<ul style="list-style-type: none"> • What alternative courses of action are open to me? • What social choices have I already made? • How am I changing?
making choices in terms of:	<ul style="list-style-type: none"> • ourselves in the wider society— including behavior & ethics • ourselves and others—including personal values and taking responsibility • understanding ourselves— including self-control or needs and wants • looking after ourselves—including diet & exercise. 	<ul style="list-style-type: none"> • What do I need to consider so I can make the right choice? • What skills do I need to make the right choice? • How can I look after myself & others? • What are the consequences of making poor choices?

Approaches to Learning

Organization	<ul style="list-style-type: none"> • TIME MANAGEMENT—using time effectively in class, keeping to deadlines • SELF-MANAGEMENT—personal goal setting, organization of learning materials 	<ul style="list-style-type: none"> • What organizational tools do I have? • What aspects of my organization do I need to develop? • How can I best organize myself?
Collaboration	<ul style="list-style-type: none"> • WORKING IN GROUPS—delegating and taking responsibility, adapting to roles, resolving group conflicts, demonstrating teamwork • ACCEPTING OTHERS—analysing others’ ideas, respecting others’ points of view, using ideas critically • PERSONAL CHALLENGES—respecting cultural differences, negotiating goals and limitations with peers and with teachers 	<ul style="list-style-type: none"> • How do I work with others? • What successes have I had when I have worked with others? • How can I work with others; how can they work with me?
Communication	<ul style="list-style-type: none"> • LITERACY—reading strategies, using and interpreting a range of content-specific terminology • BEING INFORMED—the use of a variety of media • INFORMING OTHERS—presentation skills using a variety of media 	<ul style="list-style-type: none"> • What communication tools do I use? • Which ways of communicating do I need to improve on? • How can I better communicate my understanding?
Information Literacy	<ul style="list-style-type: none"> • ACCESSING INFORMATION—researching from a variety of sources using a range of technologies, identifying primary and secondary sources • SELECTING AND ORGANIZING INFORMATION—identifying points of view, bias and weaknesses, using primary and secondary sources, making connections between a variety of resources • REFERENCING—the use of citing, footnotes and referencing of sources, respecting the concept of intellectual property rights 	<ul style="list-style-type: none"> • How can I access information? • How do I know if the information is reliable? • What will I do with this information?
Reflection	<ul style="list-style-type: none"> • SELF-AWARENESS—seeking out positive criticism, reflecting on areas of perceived limitation • SELF-EVALUATION—the keeping of learning journals & portfolios, reflecting at different stages in the learning process 	<ul style="list-style-type: none"> • How do I reflect? • How have my reflections helped me learn? • What other reflection tools and resources can help me?
Thinking	<ul style="list-style-type: none"> • GENERATING IDEAS—the use of brainstorming • PLANNING—storyboarding and outlining a plan • INQUIRING—questioning and challenging information and arguments, developing questions, using the inquiry cycle • APPLYING KNOWLEDGE AND CONCEPTS—logical progression of arguments • IDENTIFYING PROBLEMS—deductive reasoning, evaluating solutions • CREATING NOVEL SOLUTIONS—the combination of critical & creative strategies, considering a problem from multiple perspectives 	<ul style="list-style-type: none"> • How do I think? • What tools can help me think in different ways? • What planning tools do I have?
Transfer	<ul style="list-style-type: none"> • MAKING CONNECTIONS—using knowledge, understanding and skills across subjects to create products or solutions, applying skills and knowledge in unfamiliar situations • INQUIRING IN DIFFERENT CONTEXTS—changing the context of an inquiry to gain various perspectives. 	<ul style="list-style-type: none"> • What are the “big ideas” of each of the different subjects? • Do the big ideas of the subjects overlap? • How can I use my knowledge, understanding & skills across subjects?