The Middle Years Programme (MYP)
Curriculum Handbook 2016-2017
who we are
Our Mission
Stratford Hall educates students to the highest global standards, through the programmes of the International Baccalaureate. Excellence and confidence are developed through a challenging academic curriculum with further emphasis on creativity, action and service. We foster a strong pluralistic community built on integrity and respect.

Our Vision
Stratford Hall strives to be a global leader in the International Baccalaureate community. Our students will gain a deep understanding of the world around them, and they will act on their connections to the outside community. They will excel to the best of their abilities, and graduates will be equipped to achieve their chosen goals. This is accomplished by acquiring and retaining the best teachers, and by a commitment to a balanced and enriched curriculum. The success of Stratford Hall is deeply rooted in the establishment of a supportive, knowledgeable and committed community.

Internationalism at Stratford Hall
At Stratford Hall, we agree that global citizenship is an integral part of education. To be a global citizen is to understand and promote basic human rights, to know the nature of our physical and social world, and to be aware that our actions impact others and the planet. This goal is best accomplished by knowing ourselves and knowing our place in the world through the cultural backgrounds of all members of our community. Through this knowledge, we strive for a level of empathy that will direct our actions.

Pluralism At Stratford Hall
Stratford Hall endeavors to be a pluralistic community that goes beyond just being diverse, instead taking our diversity and doing something with it. Beyond tolerance and acknowledgement lies pluralism; a place where we not only live around people of different cultures, but also actively learn from, appreciate, and incorporate their different communities, beliefs, and histories into our everyday lives and understandings of the world around us. It is being open and accepting to ideas and cultures without necessarily losing your own beliefs in an attempt to foster a school culture and climate in which all community members feel safe, accepted and respected.

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

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

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
As an IB Continuum school, Stratford Hall provides learners with a continuous educational programme that emphasizes the IB mission in action from Kindergarten through Grade 12. Rather than simply offering three distinct programmes, the continuum ensures that students are developing skills and attributes throughout their entire school experience that will prepare them to be life-long learners.

An IB Continuum education:
• centres on learners;
• develops effective approaches to teaching and learning;
• works within global contexts; and
• explores significant content.

Students of all ages come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it. Promoting open communication based on understanding and respect, the IB encourages students to become active, compassionate, life-long learners. An IB education is holistic in nature—it is concerned with the whole person. Along with cognitive development, IB programmes address students’ social, emotional and physical well-being. They value and offer opportunities for students to become active and caring members of local, national and global communities; they focus attention on the values and outcomes of internationally minded learning described in the IB learner profile.

These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and, the world around them. IB programmes aim to increase access to the curriculum and engagement in learning for all students. Learning communities become more inclusive as they identify and remove barriers to learning and participation. Commitment to access and inclusion represents the IB learner profile in action.

The IB learner profile brings to life the aspirations of a community of IB World Schools dedicated to student-centred education. We:
• create educational opportunities that encourage healthy relationships, individual and shared responsibility and effective teamwork and collaboration;
• help students make informed, reasoned, ethical judgments and develop the flexibility, perseverance and confidence they need in order to bring about meaningful change;
• inspire students to ask questions, to pursue personal aspirations, to set challenging goals and to develop the persistence to achieve them; and
• encourage the creation of rich personal and cultural identities.

As an IB Continuum school, Stratford Hall emphasizes learning how to learn, helping students interact effectively with the learning environments they encounter, and encouraging them to value learning as an essential and integral part of their everyday lives.
Facilitating the Transition Among IB Programmes

The diagram below is taken from *Towards a Continuum of International Education* (September 2008). This diagram outlines the key features of the three IB programmes.

<table>
<thead>
<tr>
<th>Nature</th>
<th>Framework</th>
<th>Framework</th>
<th>Prescribed curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive</td>
<td>Inclusive</td>
<td>Inclusive</td>
<td>Aimed at preparing students for higher education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure</th>
<th>Transdisciplinary units of inquiry</th>
<th>Organized around disciplines and interdisciplinary global contexts</th>
<th>Organized around disciplines with theory of knowledge connecting the disciplines</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How the programme is assessed</th>
<th>Internal assessment of all aspects of a student’s learning</th>
<th>Internal assessment based on subject-specific criteria; schools can opt for external e-assessments</th>
<th>External moderation of internally assessed work and external examinations</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Learning to learn</th>
<th>Transdisciplinary concepts and skills</th>
<th>Approaches to learning</th>
<th>Theory of knowledge</th>
</tr>
</thead>
</table>

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<thead>
<tr>
<th>Learning through experience</th>
<th>Action</th>
<th>Service and action</th>
<th>Creativity, activity, and service</th>
</tr>
</thead>
</table>

|-----------------------------|--------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th>School’s additional language from age five</th>
<th>Support for mother-tongue/best language development</th>
<th>Support for mother-tongue development: school supported, self-taught language A1 courses</th>
<th>Support for mother-tongue development: school supported, self-taught language A1 courses</th>
</tr>
</thead>
</table>

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<tr>
<th>Culminating experience that synthesizes learning</th>
<th>Exhibition</th>
<th>Personal project</th>
<th>Extended essay</th>
</tr>
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**Table of Contents**

1. WelCome To The Continuum

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<th>IB Learner Profile</th>
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(Sep 2008)

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**Towards a Continuum of International Education**

(Sep 2008)
The IB Learner Profile
The aim of all IB Programmes is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The IB Learner Profile permeates every aspect of what we do, and it defines what IB learners—both teachers and students—strive to be.

The IB has announced new changes to the Learner Profile, which include changing the language from “they” to “we”, and giving schools the option to replace the term “risk-takers” with “courageous”. At Stratford Hall, we embrace both changes, as using “we” rather than “they” creates more ownership of LP attributes, and the word “courageous” refines the value of the term “risk-takers” in a more well-rounded way.

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquirers</td>
<td>We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</td>
</tr>
<tr>
<td>Thinkers</td>
<td>We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</td>
</tr>
<tr>
<td>Communicators</td>
<td>We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</td>
</tr>
<tr>
<td>Principled</td>
<td>We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</td>
</tr>
<tr>
<td>Open-minded</td>
<td>We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</td>
</tr>
<tr>
<td>Caring</td>
<td>We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</td>
</tr>
<tr>
<td>Courageous/Risk Taker</td>
<td>We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</td>
</tr>
<tr>
<td>Balanced</td>
<td>We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</td>
</tr>
<tr>
<td>Reflective</td>
<td>We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</td>
</tr>
</tbody>
</table>
Action and Service in the IB Continuum

Action (learning by doing and experiencing) is an essential element of the IB. Service, at all programme levels, is viewed as a subset of action. In the PYP, it is expected that a successful inquiry-based learning process will lead to responsible student-initiated action.

The PYP Action Cycle facilitates students to choose, act, and reflect upon appropriate action that will extend their learning and/or have a wider social impact. This looks different at each grade. Action in the MYP aims to help students develop a sense of self, and their role as responsible and contributing members in their community. Service as action is an expectation of students in the MYP and DP. As students advance to the DP, service as action is a fundamental component of Creativity, Activity and Service (CAS), a core element of the DP. Stratford Hall’s expectations at each grade level are outlined below.

There are several potential benefits for students who engage in meaningful service as outlined below. At Stratford Hall, we categorize service engagement into three categories: one-time events, short-term commitments (1-2 weeks), and long-term commitments (at least two-month commitment).

Potential benefits of service learning for students:

- provides leadership opportunities, particularly for less outgoing students;
- improved confidence, decreased insecurity and improved sense of self worth;
- increased ability to maintain positive relationships, especially with adults;
- develop more mature understanding of diversity and empathy for others;
- increased willingness to take positive risks and initiative;
- improved intellectual and cognitive ability; and
- résumé building: universities and employers look for volunteer experience.

To engage in service learning:

- students must first self-examine to recognize their own interests and skills;
- students must take the initiative to seek out and choose opportunities for themselves that connect to their interests and skills. Activities that are chosen for students can easily be perceived as pointless or as punishment;
- service must be thought of as reciprocal in nature, where students have as much, if not more, to gain from the experience as those they serve;
- service engagement needs to be meaningful (not passive);
- reflection is crucial as it helps students to recognize what they gained from the experience.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten to Grade 5</td>
<td>Action is nurtured within the school day, often as outcomes from curriculum. At the PYP level, service opportunities stem from the Action Cycle. Students initiate ideas to make a difference and take action at any time. Proposals are vetted by teachers and the Principal, and action is celebrated at assemblies.</td>
</tr>
<tr>
<td>Grades 6 &amp; 7</td>
<td>Action is nurtured within the school day and facilitated through Connections and OEE. Students take a leadership role in the Junior School. They can initiate ideas that will make a difference and take action at any time. Proposals are vetted by teachers and the Principal, and action is celebrated at assemblies.</td>
</tr>
<tr>
<td>Grade 8</td>
<td>At least two, one-day events or one short-term commitment or one long-term commitment.</td>
</tr>
<tr>
<td>Grade 9</td>
<td>At least three, one-day events, or two short-term commitments or one long-term commitment.</td>
</tr>
<tr>
<td>Grade 10</td>
<td>At least two short-term commitments or one long-term commitment.</td>
</tr>
<tr>
<td>Grades 11 &amp; 12</td>
<td>All service learning requirements are taken care of within the CAS program.</td>
</tr>
</tbody>
</table>
This marks my tenth year in the Middle Years Programme at Stratford Hall. When I started working here, I was new to the IB and Stratford Hall was just getting started with the MYP. Since my introduction to the programme, I have grown to love the way it engages adolescents in deep, critical thinking about issues that are relevant to their lives. The MYP framework facilitates the transfer of knowledge between disciplines and cultivates essential skills for learning in the 21st century. Similarly, in the years that I have spent working with adolescents, I have come to see that the MYP is designed to make the most of the unique opportunities (and challenges) of the teenage years. Centred on deep questions or contentious statements of inquiry, MYP units pique students’ curiosity, ignite their passion, and focus their energy on sophisticated work.

The purpose of this handbook is to provide an overview of the MYP framework and how the programme is implemented at Stratford Hall. This will provide context for the conversations that you will have with your child and their teachers this year.

If you have any questions or concerns, I am happy to meet with you to discuss the programme in further detail.

Sincerely,
Sarah Phillips
Middle Years Programme Coordinator
Stratford Hall IB World School
www.stratfordhall.ca
604-436-0608
The Programme Model: The MYP Circle
The learner is placed at the centre of the MYP model to emphasize educating the whole person and the importance of student inquiry. Global contexts are also central to the programme. They help students to see connections between different subjects and they encourage questioning and reflecting on personal experience and perspective.

At Stratford Hall, these eight subject groups are further divided into academic and experiential courses. Note: This does not mean that academic subjects have no experiential component, or vice versa.

**Academic courses:** math, English, science, humanities, Spanish, and French

**Experiential courses:** music, theatre, coding, physical and outdoor education, visual arts, core, and options at Grades 9 and 10.

**Fine arts and design technology courses:** Beginning at Grade 6, students take both theatre and music. Music is assessed using arts criteria. However, for Grades 6 to 8, theatre is taught and assessed using the criteria for technology where the design cycle is emphasized.

In Grades 9 and 10 students choose from electives in both arts and design technology.
Grade 9 and 10 arts options: visual arts, music, theatre, circus, and photography.
Grade 9 and 10 design options: theatre production, film, sports science, and global challenges.

**Conceptual and Contextual Learning**

**Learning**
MYP Units are built around key concepts and global contexts. Together, these frame subject-specific inquiries that are conceptually driven and set within authentic, real-life contexts. Because the concepts and contexts span the individual subject areas, they also support interdisciplinary learning.

**Key Concepts Across All Subjects**

<table>
<thead>
<tr>
<th>Aesthetics</th>
<th>Change</th>
<th>Communication</th>
<th>Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change</td>
<td>Creativity</td>
<td>Culture</td>
<td>Development</td>
</tr>
<tr>
<td>Form</td>
<td>Global interactions</td>
<td>Identity</td>
<td>Logic</td>
</tr>
<tr>
<td>Perspective</td>
<td>Relationships</td>
<td>Time, place, and space</td>
<td>Systems</td>
</tr>
</tbody>
</table>
MYP Transdisciplinary Theme | MYP Global Contexts
--- | ---
Who we are | Identities and relationships
Where we are in place and time | Orientation in space and time
Forms of expression | Personal and cultural expression
How the world works | Scientific and technical innovation
How we organize ourselves | Globalization and sustainability

MYP Assessment

In the MYP, reporting on student growth and learning follows a timeline (please see the Family Handbook for further information).

- October: Parent-Teacher Conferences
- December: Written Reports
- February: Parent-Teacher Conferences
- April: Written Reports
- June: Written Reports

All parents are contacted by their child’s homeroom teacher (Grades 6 and 7) or advisor (Grades 8, 9, and 10) in early October regarding parent-teacher interviews. Teachers will often request interviews with parents to discuss student progress. Parents are also invited to schedule interviews with teachers as needed.

Student-led conferences take place in November and April and are equally as important as written report cards. They promote student self-awareness and responsibility, and provide direct evidence of performance. Student-led conferences allow parents to learn more about their child’s understanding and skills and to help their child set positive goals. At a student-led conference, the student reviews their portfolio of recent assessments with their parents, and interim marks are provided on summative work and Approaches to Learning.

See page 23 for more information on report cards and our marking system. Report cards are completed in December, April, and June. The final report card gives a final mark for the year.

Teachers evaluate specific skill sets in each MYP subject using a standard set of criteria. These criteria are subject-specific, but remain the same in each subject from Grade 6 to 10. The expectation for the level of performance on the criteria will, of course, increase in each grade. Teachers use MYP subject guides that present the philosophy, aims and objectives for each course, as well as the rubrics for assessing student performance on criteria.
Academic Honesty At Stratford Hall

Academic honesty is cultivated when we are engaged in independent thought and self-expression that draws on creativity. It is a key component of Approaches to Learning at Stratford Hall and our strategy for developing together as life-long learners.

Stratford Hall endeavours to create a culture of honesty and integrity in our community, both academically and in how we develop as persons of character.

According to the IBO, an authentic piece of work is one that is based on “individual and original ideas, with the ideas and work of others fully acknowledged.” Malpractice includes any activity that provides a student with an unfair advantage in assessment.

The IBO insists that malpractice “must not be viewed as a trivial offence with only minor consequences. It must be viewed as a serious academic transgression with a community attitude that shows no tolerance and imposes severe penalties when it is discovered.”

At Stratford Hall, consequences are determined on a case-by-case basis. It is important that the student is educated, so they understand the nature of their malpractice and how to avoid it in the future. Teachers that suspect malpractice will investigate the matter and gather evidence. They will inform the School Principal and the student’s parents of the infraction. Discipline can take different forms, but minimally it will include:

- informing the School Principal and Programme Coordinator;
- informing the parents or legal guardians;
- a meeting between the teacher and student.
- No credit for the work. This will mean a mark of zero on a test. It may mean that the student must rewrite an assignment. The student will need to take ownership of their malpractice. Ideally, students should learn from their mistake and be able to demonstrate an improved understanding of academic honesty.

Depending on the severity of the infraction, malpractice may prevent students from being eligible for awards and scholarships, or other activities at Stratford Hall. Repeat offences will result in greater consequences that may involve suspension, revocation of Diploma candidacy, and/or eventual expulsion. All students must adhere to the Stratford Hall Academic Honesty. This policy is explained to students every year and they are always welcome to seek clarification as needed.
Language and Literature – English

English is the language of instruction and general conversation at Stratford Hall. Most of our students study English A Higher Level for their diploma. MYP teachers support the idea that they are both subject teachers and English teachers, and they are committed to helping students develop excellence in their communication skills. For more information on our school language philosophy, please ask to see a copy of our language policy.

MYP language and literature builds on experiences in language learning that students have gained during the PYP. Knowledge, conceptual understanding, and skills (listening, speaking, reading, writing, viewing, and presenting) are further developed through the MYP years.

For further details regarding this curriculum, please log into ManageBac.

Assessment

Criterion A: Analyzing
Students are assessed on their ability to demonstrate an awareness of the function of language through critical and creative writing; an understanding of the works studied; and an effective response to literature.

B: Organizing
Students are assessed on their ability to express ideas with clarity and coherence; structure arguments in a sustained and logical fashion; and support these arguments with relevant examples.

C: Producing text
Students are assessed on their ability to produce texts that demonstrate thought, imagination, and sensitivity while considering new perspectives from personal engagement with critical creative processes.

D: Using language
Students are assessed on their ability to use language for a variety of purposes, including description, analysis and persuasion. Appropriate register and language should be chosen, according to intention and audience.
Language Acquisition – Spanish and French

Language Acquisition at Stratford Hall: Overview
In the PYP, the language of acquisition is Spanish and when students begin in the MYP, we offer exposure to French, one of Canada’s official languages. In Grade 6 and 7, French is the declared language of acquisition and students are assessed using this criteria; Spanish is reinforced within the Design course, but not formally assessed as a language of acquisition. Entering Grade 8, students choose either Spanish or French for the remainder of their time in MYP, so in Grade 6 and 7 we prepare them to make that choice. Although doing two languages in Grades 6 and 7 creates some challenges, we believe it is important to expose students to both so that they are prepared for Grade 8 and beyond. Of course, it is important as Canadians that students have at least a beginning level of French. Most students will find that French links closely with what they have learned in Spanish.

Most students that transition to Stratford Hall in Grade 6, 7, 8, and 9 are from local schools, and our model accommodates students who have studied French as their language acquisition. We would expect students who choose French to be very well prepared for French SL in the Diploma, and students who come from immersion or francophone programs to take French HL.

In Grade 6 and 7, Spanish Design provides an excellent opportunity for students to consolidate their knowledge of Spanish by using the language as a tool within the MYP Design course. Students follow the organizational steps of the design cycle to create a project in a context that stimulates a real world situation. Projects are an excellent platform for the students to put into practice the vocabulary learned in Spanish in previous years, improve their fluency and confidence using the language, and explore different aspects of Hispanic culture. Our intent is not to add a great deal of new Spanish knowledge over these two years as we want the focus on new skills to be in French (we have found that doing two languages at once can be confusing at this age level). Our program is designed so that Spanish fluency and confidence are developed. Those students who choose Spanish in Grade 8 should be able to aim for Spanish HL in the Diploma. However, we have also developed separate formative diagnostic assessments to ensure that Spanish is improving and meeting our Grade 8 requirements.

Language Acquisition in the MYP: Our Phases
At Stratford Hall, we use the MYP model that assesses performance in Language Acquisition at six different phases. The phases represent a developmental continuum of additional language learning. Depending on their prior additional language-learning experiences, students may commence their language acquisition course in any phase on the continuum and may exit from any phase on the continuum. Language Acquisition teachers work with students and parents to determine which phase of instruction is appropriate.

In the Diploma Programme, each student will select three higher level subjects and three standard level subjects to study. Students who are in phases 1-3 of their Language Acquisition in Grade 10 would be guided towards the study of that same language at the standard level in the DP. Alternatively, they might choose to study a different second language in Grade 11. Students in phases 4 or 5 of their Language Acquisition in Grade 10 would have the option to study this language at the standard or higher level in the DP. Students who achieve a strong performance in phase 6 of their second language at Grade 10 are considered to have achieved proficiency in line with expectations for Language A in the DP.
<table>
<thead>
<tr>
<th>PHASE 1</th>
<th>PHASE 2</th>
<th>PHASE 3</th>
<th>PHASE 4</th>
<th>PHASE 5</th>
<th>PHASE 6</th>
</tr>
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<tbody>
<tr>
<td>In order to reach the aims of language acquisition, students should be able to:</td>
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</tr>
<tr>
<td>i identify basic facts, messages, main ideas and supporting details in everyday situations</td>
<td>show understanding of messages, main ideas and supporting details in familiar situations</td>
<td>show understanding of information, main ideas and supporting details, and draw conclusions in familiar and some unfamiliar situations</td>
<td>construct meaning and draw conclusions from information, main ideas and supporting details in familiar and unfamiliar situations</td>
<td>analyze and draw conclusions from information, main ideas and supporting details in social and some academic situations</td>
<td>evaluate and draw conclusions from information, main ideas and supporting details in social and academic situations</td>
</tr>
<tr>
<td>ii recognize basic conventions</td>
<td>recognize basic conventions</td>
<td>understand conventions</td>
<td>interpret conventions</td>
<td>analyze conventions</td>
<td>interpret the author’s choice of style, format, and ideas to suit an intended audience and purpose</td>
</tr>
<tr>
<td>iii engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text</td>
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<td>engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions</td>
<td>engage with the spoken and visual text by analyzing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions</td>
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<th>PHASE 5</th>
<th>PHASE 6</th>
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</thead>
<tbody>
<tr>
<td><strong>OBJECTIVE B: COMPREHENDING WRITTEN AND VISUAL TEXT</strong></td>
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</tr>
<tr>
<td>i identify basic facts, messages, main ideas and supporting details</td>
<td>identify basic facts, main ideas and supporting details, and draw conclusions</td>
<td>show understanding of information, main ideas and supporting details, and draw conclusions</td>
<td>construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions</td>
<td>analyze and draw conclusions from information, main ideas and supporting details</td>
<td>evaluate and draw conclusions from information, main ideas and supporting details</td>
</tr>
<tr>
<td>ii recognize basic aspects of format and style, and author’s purpose for writing</td>
<td>recognize basic conventions including aspects of format and style, and author’s purpose for writing</td>
<td>understand basic conventions including aspects of format and style, and author’s purpose for writing</td>
<td>interpret basic conventions including aspects of format and style, and author’s purpose for writing</td>
<td>analyze basic conventions including aspects of format and style, and author’s purpose for writing</td>
<td>interpret the author’s choice of style, format, and ideas to suit an intended audience and purpose</td>
</tr>
<tr>
<td>iii engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text</td>
<td>engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text</td>
<td>engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions</td>
<td>engage with the written and visual text by analyzing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions</td>
<td>engage with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions</td>
<td>engage with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions</td>
</tr>
</tbody>
</table>
## MYP Course Descriptions

### OBJECTIVE C: COMMUNICATING IN RESPONSE TO SPOKEN, WRITTEN, AND VISUAL TEXT

<table>
<thead>
<tr>
<th>PHASE 1</th>
<th>PHASE 2</th>
<th>PHASE 3</th>
<th>PHASE 4</th>
<th>PHASE 5</th>
<th>PHASE 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>i</strong></td>
<td>respond appropriately to simple short phrases</td>
<td>respond appropriately to spoken, written and visual text in a limited range of familiar situations</td>
<td>respond appropriately to spoken, written and visual text in a range of familiar and some unfamiliar situations</td>
<td>respond appropriately to spoken, written and visual text in a range of familiar and some unfamiliar situations</td>
<td>respond appropriately to spoken, written and visual text in a wide range of social and some academic situations</td>
</tr>
<tr>
<td><strong>ii</strong></td>
<td>interact in basic structured exchanges on a limited variety of aspects within familiar situations</td>
<td>interact in rehearsed and unprepared exchanges on a limited variety of aspects within familiar and some unfamiliar situations</td>
<td>engage in rehearsed and unprepared exchanges to share ideas on topics of personal and global significance</td>
<td>engage in rehearsed and unprepared exchanges to share ideas on topics of personal and global significance</td>
<td>engage in unprepared and complex exchanges on a wide range of topics of personal and global significance</td>
</tr>
<tr>
<td><strong>iii</strong></td>
<td>use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics</td>
<td>use phrases to communicate ideas, feelings and information in familiar situations</td>
<td>express ideas and feelings, and communicate information in familiar and some unfamiliar situations</td>
<td>express ideas, opinions and feelings, and communicate information in simple and complex texts in familiar and unfamiliar situations</td>
<td>express a wide range of ideas, opinions and feelings, and communicate information in a wide range of situations</td>
</tr>
<tr>
<td><strong>iv</strong></td>
<td>communicate with a sense of audience</td>
<td>communicate with a sense of audience and purpose</td>
<td>communicate with a sense of audience and purpose</td>
<td>communicate with a sense of register, purpose and style</td>
<td>communicate with a sense of register, purpose and style</td>
</tr>
</tbody>
</table>

### OBJECTIVE D: USING LANGUAGE IN SPOKEN AND WRITTEN FORM

<table>
<thead>
<tr>
<th>PHASE 1</th>
<th>PHASE 2</th>
<th>PHASE 3</th>
<th>PHASE 4</th>
<th>PHASE 5</th>
<th>PHASE 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>i</strong></td>
<td>write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation</td>
<td>write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation</td>
<td>write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation</td>
<td>write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation</td>
<td>write and speak using a wide range of vocabulary, complex grammatical structures and conventions; when speaking, use oratory technique</td>
</tr>
<tr>
<td><strong>ii</strong></td>
<td>organize basic information and use a range of basic cohesive devices</td>
<td>organize information and ideas and use a range of basic cohesive devices</td>
<td>organize information and ideas and use a range of basic cohesive devices</td>
<td>organize information and ideas and use a structured text; use a wide range of cohesive devices</td>
<td>organize information and ideas; use a wide range of cohesive devices</td>
</tr>
<tr>
<td><strong>iii</strong></td>
<td>use language to suit the context</td>
<td>use language to suit the context</td>
<td>use language to suit the context</td>
<td>use language to suit the context</td>
<td>use language to suit the context</td>
</tr>
</tbody>
</table>
Individuals and Societies – Humanities

Course Content
The MYP individuals and societies course encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological, and cultural factors that have an impact on individuals, societies, and environments. It encourages learners, both students and teachers, to consider local and global contexts.

For more information regarding the Humanities curriculum, please log into ManageBac.

Assessment

A: Knowing and understanding
Students are assessed on their ability to know and use humanities terminology in context; they should demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

B: Investigating
Students are assessed on their ability to formulate a research question and to follow a related action plan that effectively answers their question, using methods to accurately collect and record information.

C: Communicating
Students are assessed on their ability to communicate information and ideas using an appropriate style and format that includes documentation of sources.

D: Thinking critically
Students are assessed on their ability to analyze concepts, events, issues, models and arguments using a range of sources, recognizing values and limitations, interpreting different perspectives and synthesizing information to make valid, well-supported arguments.
Mathematics

Course Content
In the MYP mathematics course, it is important that learners acquire mathematical understanding by constructing their own meaning through increasing levels of abstraction, starting with an exploration of their own personal experiences, understanding, and knowledge. MYP mathematics courses help specifically to prepare students for the study of group five courses in the IB Diploma Programme.

The mathematics programme at Stratford Hall is built on the belief that all students are capable of studying math at a high level. Students in the IB Diploma Program pursue a course of study in mathematics that exceeds the BC curriculum at Grade 11 and 12. In order to prepare students for this level of rigour, all mathematics courses in Grades 8-10 are enriched and cover material more deeply than the regular BC Ministry curriculum for those grades. Students who are willing and able to learn math at a faster pace can cover extended content in Grades 9 and 10, making Math HL a more feasible option in their Diploma Programme. Students who are more successful when studying at a slower pace will be grouped together so that instruction is tailored to suit their needs. We believe that all students will be able to realize their full potential when studying math at the pace which best suits their learning style - flexibility is key here. That said, our program has been redesigned to allow for students in Grade 9 and 10 to be placed in a math class based on their previous performance. This is based off of both summative work and the PAWER skills demonstrated throughout the year. In addition, this program permits smaller classes, thus allowing for more individualized attention.

Assessment

A: Knowledge and understanding
Students are assessed on their ability to use their knowledge and to demonstrate their understanding of the concepts and skills of the prescribed framework in order to make deductions and solve problems in different situations.

B: Investigating patterns
Students are assessed on their ability to select and apply appropriate inquiry and mathematical problem-solving techniques; recognize patterns; describe patterns as relationships or general rules; draw conclusions consistent with findings; justify or prove mathematical relationships and general rules.

C: Communicating
Students are assessed on their ability to use appropriate mathematical language (notation, symbols, terminology) in both oral and written explanations; use different forms of mathematical representation (formulae, diagrams, tables, charts, graphs and models); and move between different forms of representation.

D: Applying mathematics in real-life contexts
Students are assessed on their ability to identify relevant elements of real-life situations; select appropriate mathematical strategies; apply them successfully, and explain the degree of accuracy of their solution.
Assessment

A: Knowing and understanding
Students are assessed on their ability to describe scientific knowledge, apply their understanding to solving problems in familiar and unfamiliar situations, and analyze information to make scientifically supported judgements.

B: Inquiring and designing
Students are assessed on their ability to explain a problem using scientific reasoning, describe how to manipulate the variables and design scientific investigations.

C: Processing and evaluating
Students are assessed on their ability to interpret data and describe results using scientific reasoning; discuss the validity of hypotheses and methods based on scientific investigation, and describe improvements to these methods.

D: Reflecting on the impact of science
Students are assessed on their ability to discuss and analyze the various implications of using science in solving
Creative Arts – Music (6-10), Visual Arts (8-10) and Theatre (9-10)

For more information on the Creative Arts curriculum, please log into our ManageBac page.

**Assessment**

**A: Knowing and understanding**
Students are assessed on their knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts. They communicate a well developed critical understanding in the context of their own work.

**B: Developing skills**
Students are assessed on their ability to elaborate an idea, a theme or a personal interpretation to a point of realization, with purposeful expression and effective communication of artistic intentions.

**C: Thinking creatively**
Students are assessed on their ability to outline a clear artistic intention, outline alternatives, perspectives, and imaginative solutions, and develop the exploration of their ideas.

**D: Responding**
Students are assessed on their ability to outline connections
Physical and Outdoor Education

Our physical and outdoor education course includes learning sports, as well as the opportunity to explore the urban wilderness through kayaking, hiking, canoeing, climbing and sailing. Students are encouraged to take risks, try new things, keep an open mind and develop leadership skills. In Grade 10, students take part in a series of more challenging three-day expeditions: hiking the Stein Valley in September, snowshoeing and skiing in Manning Park in January, and climbing around Penticton in May.

Information will be sent home regarding all outdoor trips and activities. Only students with informed consent forms signed by parents or guardians are allowed to participate in trips. The school takes risk management very seriously and only engages in activities considered to have limited risks.

For more information regarding the physical and outdoor education curriculum, please log onto ManageBac.

Assessment

A: Knowing and understanding
Students are assessed on their ability to communicate understanding, applying terminology and knowledge effectively in familiar and unfamiliar situations.

B: Planning for performance
Students are assessed on their ability to formulate an idea, to construct, demonstrate and justify a plan and to analyze and evaluate the effectiveness of the plan.

C: Applying and performing
Students are assessed on their ability to apply and demonstrate skills and techniques, strategies and movement concepts in order to perform effectively.

D: Reflecting and improving performance
Students are assessed on their ability to examine and demonstrate strategies that enhance their relationships with others. They also discuss and apply goals to enhance performance and they analyze and evaluate their own achievements.
Design

In Grades 6-8, the design cycle is taught through our theatre course. In Grade 9 and 10, it is taught through options in film, publishing, sports and health science, and theatre production and leadership.

For more information regarding the Design curriculum, please log into ManageBac.

Assessment

A: Inquiring and analyzing
Students are assessed on their ability to critically investigate a problem, evaluating information from a broad range of appropriate, acknowledged sources. Students describe detailed methods for appropriate testing to evaluate their product/solution against their design specification.

B: Developing ideas
Students are assessed on their ability to generate a range of feasible designs, each evaluated against the design specification.

C: Creating the solution
Students are assessed on their ability to produce a plan that contains a number of detailed, logical steps that describe the use of resources and time.

D: Evaluating
Students are assessed on their ability to evaluate the success of their product/solution in an objective manner based on the results of testing, and the views of the intended users. Students evaluate the impact
At Stratford Hall, we present you with several important pieces of information about your child’s performance. None of what you see in the report card should ever be a surprise to your child; he or she should be fully aware of the term’s performance. For each subject there will be a teacher comment. It will relate to the material covered, the summative assessment, and the formative assessment. Teachers will include strategies to help the student become a better learner.

**Learner Profile**

The IB features this profile as a key strand through all three programmes (see page 6). The intent is to provide focus as we develop global citizens. We ask that you, as parents, use the elements of the Learner Profile as you discuss any issues with your children. We provide you with a descriptor of what the profile item means, and then indicate your child’s mastery in one of four areas. Students who are leading are seen to demonstrate the particular trait at all times, and in ways that influence the behaviour of other students. Students who are practicing are also demonstrating the trait at all times, or nearly so. The prime difference between practicing and leading is that the latter, either directly or indirectly, is influencing others in a positive way. Students who are developing a particular trait are not always demonstrating it, but are being guided to do so by teachers and others. In all cases we want to move students from developing to practicing. Finally, a student who does not meet expectations is experiencing significant difficulty, and remediation beyond classroom help may be required. In cases where either of the latter two categories is checked there will be some explanation in the comment.

The comment is intended to give you an overview of your child’s term, with an emphasis on the behaviour and attitude that he or she displays. In the case of the lower MYP grades, the homeroom teacher/advisor is the prime source of information. In the upper MYP, the comments are the result of the input from several teachers.

**Subjects**

All academic subjects are fully reported each term. Experiential subjects will always report a formative mark, but may not report a summative mark, depending on the nature of the course.

Every course has a brief description of what was covered during the term. If a summative assessment has occurred, it will be described in the course description. Following the course description, there is an overall level of achievement for each of the four subject criteria that have been assessed as well as a PAWER descriptor. A final MYP grade for each subject will be awarded in June.

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### Summary of Assessment Material in the MYP

<table>
<thead>
<tr>
<th>Language &amp; Literature</th>
<th>Analyzing</th>
<th>Organizing</th>
<th>Producing text</th>
<th>Using language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Acquisition</td>
<td>Comprehending spoken and visual text</td>
<td>Comprehending written and visual text</td>
<td>Communicating in response to spoken, written, and visual text</td>
<td>Using language in spoken and written form</td>
</tr>
<tr>
<td>Individuals &amp; Societies</td>
<td>Knowing and understanding</td>
<td>Investigating</td>
<td>Communicating</td>
<td>Thinking Critically</td>
</tr>
<tr>
<td>Sciences</td>
<td>Knowing and understanding</td>
<td>Inquiring and designing</td>
<td>Processing and evaluating</td>
<td>Reflecting on the impacts of science</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Knowing and understanding</td>
<td>Investigating patterns</td>
<td>Communicating</td>
<td>Applying mathematics in real world contexts</td>
</tr>
<tr>
<td>Arts</td>
<td>Knowing and understanding</td>
<td>Developing skills</td>
<td>Thinking creatively</td>
<td>Responding</td>
</tr>
<tr>
<td>Physical Education &amp; Health</td>
<td>Knowing and understanding</td>
<td>Planning for performance</td>
<td>Applying and performing</td>
<td>Reflecting and improving performance</td>
</tr>
<tr>
<td>Design</td>
<td>Inquiring and analyzing</td>
<td>Developing ideas</td>
<td>Creating the solution</td>
<td>Evaluating</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>Integrating knowledge and understanding</td>
<td>Learning in context</td>
<td>Communicating</td>
<td>Reflecting</td>
</tr>
</tbody>
</table>
**Summative Mark (Product of Learning)**

The summative mark tells you about the level of your child’s performance. It is based on one or more very specific assessments of the IB MYP subject criteria (see pages 12-21). Each subject has several criteria that are measured over the course of the year. At the end of each term, the scores of all the criteria are added together at the end of the year. The total is then translated into a 1-7 mark.

The summative mark is never an average of all of the work for the term. This is a departure from how most people consider generating grades. Our view, supported by the IB, is that an average does not tell you much at all. It is much more informative to measure specific activities and give feedback on them.

It is the summative mark that determines the academic progress of each student. At the end of the year the teachers look at the opportunities that each student had to demonstrate accomplishment in each of the criteria, and an overall mark is created. The school does not average the subject grades to create an overall average. Students who are achieving 4s and 5s are in the range of being successful in the IB, but there is little room to slip. Students who are achieving 5s and 6s, on the other hand, are in the direction of multiple offers of university admission and scholarships. Students achieving 6s and 7s are demonstrating superior achievement. Students with 6s and 7s in the Diploma Programme would be in a favourable position with any university in the world.

**Formative Assessment (Process of Learning)**

Formative assessment results are not recorded in mark books and are never used to create a final summative grade. This has a double-sided consequence. On one hand, it means that stress levels are reduced. Students know that formative work will not directly impact final grades. But on the other hand, it can create a situation where the student feels that the formative assessment is not important. Nothing could be further from the truth: Strong work on formative assessments and tasks will directly impact the final summative results. It is much like being an athlete or performer: Without serious attention to practice, ultimate success is difficult to achieve, if not impossible.

In the MYP, all summative assessments align with the scoring rubrics for each subject. A summative assessment might test one, or more than one, rubric element. Much preparation and formative work is done before a summative assignment is done. During the marking period (half the year in MYP) teachers will assign at least one summative assessment on each criteria, and possibly two. These summatives will be used to give the student mark on the report cards.

If the summative score is a snapshot of student achievement, and if formative feedback, ongoing and frequent, is to help learning, how do we evaluate the process of learning? At Stratford Hall, this is the fundamental question, for if the process of learning for a student is positive then he or she will perform at his or her best on summative tasks.

**The PAWER Rubric**

The IB generally considers the process of learning in Approaches to Learning (AtL). At Stratford Hall we are using the IB rubrics to assess AtL for Diploma students (Grade 11 and 12). By the time students enter Grade 11, we expect that they are focused, motivated, organized, and are working at capacity. Most importantly, we expect that students understand, and meet, deadlines.

In order to prepare students for the rigour of the IB Diploma, we have created our own Stratford Hall version of AtL. This is our PAWER scale. This is a complex set of rubrics that uses ideas from the IB’s AtL, but also from what is known as ‘executive functioning’. The acronym stands for Preparation, Attitude, Work habits, Effort (or Engagement in Grades 8 to 10), and self-Regulation. Students are introduced to PAWER in the PYP and are encouraged to reflect on their performance. In the MYP they begin to self-assess; this builds responsibility for learning.

We score the PAWER scale: leading, practicing, developing and, not-yet-meeting: the same as the summative IB marks, on a 1-7 band. We have set the standards for 6s and 7s to be attainable, and expected, for every student at Stratford Hall. Parents, teachers, and students should not be satisfied with student scores below 6, and certainly should be seeing red flags when scores are 4 and below. We believe that the formative PAWER score should be more informative in many ways than the summative mark.
In most cases, there will be a fairly strong correlation between the two marks. We usually see students who are “leading” scoring similarly on summative work; likewise, students who are “developing” on PAWER are often getting the same scores on summative tasks. Sometimes we see high summative scores and low PAWER scores. This usually means that the student finds the work quite easy and perhaps we need to increase our rigour. On the other hand, we occasionally see students with high PAWER scores and lower summative marks. This means that the student is working hard and efficiently, but may have particular difficulty with that specific subject, or has a learning difficulty.

We believe that the PAWER scale is the most important predictor of success in the IB Diploma. A student who is “practicing,” according to the PAWER scale, in every subject is likely not a good candidate to proceed to the Diploma Programme.

We ask that parents become familiar with the PAWER rubrics and use it as a valuable tool in guiding your children’s learning. Focusing on one aspect of PAWER at a time will build the learning tools that are essential to learning.

At Stratford Hall, strong PAWER scores are the first criterion for promotion to the next grade and an indication of fit for the school. Where the PAWER scores remain low, it becomes clear that our environment is not the best for the child.

Parents need to familiarize themselves with the two kinds of assessments and gain an understanding of what appropriate expectations would be for their children. We remind parents that an IB Diploma can be earned with scores of 4 (developing) if a student is working hard and effectively (as demonstrated on the PAWER score) and attaining summative marks of 4, he or she will be successful. The following chart might assist parents in establishing expectations for their children.
**PLANNING**

<table>
<thead>
<tr>
<th>Learning Skill:</th>
<th>Leading</th>
<th>Practicing</th>
<th>Emerging</th>
<th>Not yet meeting expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organizing work: paper and electronic</strong></td>
<td>Keeps track of work <strong>effectively, always</strong> knowing where to find work: both on paper and in electronic files</td>
<td>Keeps track of work, <strong>generally</strong> knowing where to find work: both on paper and in electronic files</td>
<td>Keeps track of work, knowing where to find work: both on paper and in electronic files <strong>with support</strong></td>
<td><strong>Unable</strong> to keep track of work, even with support</td>
</tr>
<tr>
<td><strong>Managing personal belongings; respecting others’ belongings</strong></td>
<td><strong>Consistently</strong> keeps personal belongings in appropriate spaces and shows respect for others’ belongings</td>
<td><strong>Generally</strong> keeps personal belongings in appropriate spaces and shows respect for others’ belongings</td>
<td>Keeps personal belongings in appropriate spaces and shows respect for others’ belongings <strong>with support</strong></td>
<td><strong>Struggles</strong> to keep personal belongings in appropriate spaces and shows respect for others’ belongings, even with support</td>
</tr>
<tr>
<td><strong>Maintaining shared spaces and resources</strong></td>
<td>Independently demonstrates care for shared spaces and resources; <strong>sets an example for their peers to do the same</strong></td>
<td>Independently demonstrates care for shared spaces and resources</td>
<td>Demonstrates some care for shared spaces and resources, <strong>when prompted by the teacher</strong></td>
<td>Demonstrates little care for shared spaces and resources <strong>even when prompted by the teacher</strong></td>
</tr>
<tr>
<td><strong>Appropriate use of electronic tools</strong></td>
<td>Demonstrates <strong>effective and principled</strong> use of electronic tools, both in and out of class.</td>
<td>Uses electronic tools <strong>appropriately</strong> both in and out of class.</td>
<td>Uses electronic tools <strong>appropriately, with support</strong></td>
<td><strong>Struggles</strong> to use electronic tools appropriately</td>
</tr>
<tr>
<td><strong>Time Management</strong></td>
<td><strong>Consistently</strong> establishes and follows a timeline in order to complete tasks in an appropriate period of time</td>
<td><strong>Generally</strong> establishes and follows a timeline in order to complete tasks in an appropriate period of time</td>
<td>Follows a timeline - <strong>established with guidance from a teacher</strong> – in order to complete tasks in an appropriate period of time</td>
<td><strong>Struggles</strong> to follow a timeline - established with guidance from a teacher – in order to complete tasks in an appropriate period of time</td>
</tr>
<tr>
<td><strong>Ready to start at the beginning of class</strong></td>
<td>Is <strong>consistently</strong> prepared – both physically and mentally – when class begins</td>
<td>Is <strong>generally</strong> prepared – both physically and mentally – when class begins</td>
<td>Is prepared – both physically and mentally – when class begins, with <strong>reminders from the teacher</strong></td>
<td>Is often <strong>unprepared</strong> when class begins, even with support from the teacher</td>
</tr>
</tbody>
</table>

**ATTITUDE**

<table>
<thead>
<tr>
<th>Learning Skill:</th>
<th>Leading</th>
<th>Practicing</th>
<th>Emerging</th>
<th>Not yet meeting expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Empathy; considering multiple perspectives</strong></td>
<td>Employs interpersonal strategies <strong>effectively</strong> to handle differences of opinion; <strong>promotes a safe environment for learning</strong></td>
<td>Employs interpersonal strategies to handle differences of opinion <strong>maintains a safe environment for learning</strong></td>
<td>Employs interpersonal strategies to handle differences of opinion, <strong>with guidance</strong></td>
<td><strong>Resists</strong> employing interpersonal strategies to handle differences of opinion, even with guidance</td>
</tr>
<tr>
<td><strong>Working in groups</strong></td>
<td>When collaborating, <strong>models</strong> caring interactions and open-mindedness, regardless of who is in the group; is able to recognize and accommodate the strengths and goals of the group members</td>
<td>When collaborating, <strong>maintains</strong> caring interactions and open-mindedness, in the group assigned by the teacher; is able to consider the strengths of the group members when assigning roles</td>
<td>Collaborates in the group and role assigned by the teacher, <strong>with occasional support</strong>; is able to consider their own strengths when choosing a role</td>
<td><strong>Struggles</strong> to collaborate in the group assigned by the teacher, even with support; <strong>struggles</strong> to choose a role that suits their strengths</td>
</tr>
<tr>
<td><strong>Using an organizational system: agenda, Edmodo and/or similar</strong></td>
<td>Uses an organizational system to manage weekly deadlines in all subject areas, <strong>including special situations</strong> such as absence or early dismissal</td>
<td>Uses an organizational system to manage weekly deadlines in all subject areas, <strong>within the classroom routine</strong></td>
<td>Uses an organizational system to manage weekly deadlines in all subject areas, <strong>with support</strong></td>
<td><strong>Struggles</strong> to use an organizational system to manage weekly deadlines, even with support</td>
</tr>
</tbody>
</table>
## WORK HABITS

<table>
<thead>
<tr>
<th>Learning Skill:</th>
<th>Leading</th>
<th>Practicing</th>
<th>Emerging</th>
<th>Not yet meeting expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting deadlines</td>
<td><strong>Consistently</strong> completes work on time</td>
<td>Generally completes work on time</td>
<td><strong>Sometimes</strong> completes work on time</td>
<td>Requires teacher support to complete work on time</td>
</tr>
<tr>
<td>Submitting work according to instructions</td>
<td>Submits work in the required format at the appropriate time and place, <strong>even in special situations</strong></td>
<td><strong>Independently</strong> submits work in the required format at the appropriate time and place</td>
<td>Submits work in the required format at the appropriate time and place, <strong>with support</strong></td>
<td>Struggles to submit work at the appropriate time and place, even with support</td>
</tr>
</tbody>
</table>

## ENGAGEMENT

<table>
<thead>
<tr>
<th>Learning Skill:</th>
<th>Leading</th>
<th>Practicing</th>
<th>Emerging</th>
<th>Not yet meeting expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in the intellectual stimulation</td>
<td><strong>Consistently</strong> contributes to and gains from the intellectual stimulation of the class</td>
<td>Generally contributes to and gains from the intellectual stimulation of the class</td>
<td><strong>Sometimes</strong> contributes to and gains from the intellectual stimulation of the class</td>
<td>Rarely contributes to and gains from the intellectual stimulation of the class</td>
</tr>
<tr>
<td>Applying feedback</td>
<td>Independently sets or revises goals to improve work and behaviour</td>
<td>Applies constructive feedback to improve work and behaviour</td>
<td>Ignores constructive feedback</td>
<td>Resists constructive feedback</td>
</tr>
<tr>
<td>Following Instructions</td>
<td>Appropriately adapts instructions when unexpected situations arise</td>
<td>Follows a series of instructions to the completion of a task</td>
<td>Follows one or two instructions at a time to the completion of a task</td>
<td>Struggles to follow instructions to the completion of a task</td>
</tr>
<tr>
<td>Getting started on a task independently</td>
<td>Begins tasks <strong>immediately</strong> after instructions are given</td>
<td>Begins tasks <strong>quickly</strong> after instructions are given</td>
<td>Begins tasks <strong>soon</strong> after instructions are given</td>
<td>Begins tasks <strong>after prompting from the teacher</strong></td>
</tr>
<tr>
<td>Staying focused on a task</td>
<td>Persists with a task or activity the duration of the class; is able resume the task <strong>independently</strong> the next time the class meets.</td>
<td>Persists with a task or activity the duration of the class; is able resume the task the next time the class meets <strong>when reminded by the teacher to do so</strong></td>
<td>Persists with a task or activity the duration of the class; <strong>but struggles to resume the task</strong> the next time the class meets</td>
<td>Struggles to persist with a task or activity the duration of the class</td>
</tr>
</tbody>
</table>

## SELF-REGULATION

<table>
<thead>
<tr>
<th>Learning Skill:</th>
<th>Leading</th>
<th>Practicing</th>
<th>Emerging</th>
<th>Not yet meeting expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-solving</td>
<td>Is <strong>resilient</strong> in dealing with challenges; readily tries a new approach</td>
<td>Employs problem-solving strategies <strong>before</strong> asking the teacher</td>
<td>Employs problem-solving strategies <strong>when prompted to do so by the teacher</strong></td>
<td>Employs problem-solving strategies <strong>with guidance from the teacher</strong></td>
</tr>
<tr>
<td>On-task behaviour</td>
<td>Remains on task <strong>at all times</strong></td>
<td>Returns to on-task behaviour <strong>quickly and independently</strong></td>
<td>Returns to on-task behaviour <strong>when prompted by the teacher</strong></td>
<td>Unable to return to on-task behaviour, even when prompted by the teacher</td>
</tr>
<tr>
<td>Choice of collaborators</td>
<td><strong>Consistently</strong> makes wise choices about with whom to sit/work</td>
<td>Generally makes wise choices about with whom to sit/work</td>
<td>Makes wise choices about with whom to sit/work, <strong>with support from the teacher</strong></td>
<td>Struggles to make wise choices about with whom to sit/work even with support from the teacher</td>
</tr>
<tr>
<td>Waiting for appropriate opportunities to ask for help</td>
<td><strong>Consistently</strong> waits for an appropriate moment to ask for help or contribute to class discussions</td>
<td>Generally waits for an appropriate moment to ask for help or contribute to class discussions</td>
<td><strong>Struggles</strong> to wait for an appropriate moment to ask for help or contribute to class discussions</td>
<td>Unable to wait for an appropriate moment to ask for help or contribute to class discussions</td>
</tr>
<tr>
<td>Managing transitions</td>
<td>Makes <strong>efficient</strong> transitions between tasks, classes and activities</td>
<td>Makes transitions between tasks, classes and activities in a <strong>reasonable</strong> time frame</td>
<td>Makes transitions between tasks, classes and activities <strong>with teacher support</strong></td>
<td>Struggles to make transitions between tasks, classes and activities even, with teacher support</td>
</tr>
</tbody>
</table>
The Personal Project

The Grade 10 Personal Project is the culminating project of the Middle Years Programme and represents a rite of passage at Stratford Hall from the MYP into the DP. The Personal Project is a product of the students’ own initiative; this is an excellent opportunity for students to produce a truly personal piece of work of their choice and to demonstrate the skills they have developed during the MYP. Students are paired with teacher supervisors who coach them one-on-one to develop and document their creative process. The Personal Project is a significant body of work produced over an extended period, between June of Grade 9 and April of Grade 10.

The Personal Project is a reflection of a student’s ability to manage and direct their own inquiry. Students complete their Personal Project using the design cycle that they are taught in MYP technology. They investigate, design, plan, create, and evaluate their product. Examples of the Personal Project include creative writing, carpentry, music composition and production, photography, movie-making, architecture, cooking and recipes, visual art, and model-building.

The Personal Project includes three main components:
• a process journal;
• a final product; and
• a written report that explains and analyzes the choice and application of techniques in creating the product.
Entrance Policy: Stratford Hall IB Diploma Programme (Grade 10 into Grade 11)

Students who are currently registered at Stratford Hall must meet the following criteria in order to be admitted into Grade 11. The purpose of the standards is to avoid having unprepared students enter the programme, and then flounder. A key factor in success at the IB Diploma is motivation and organization.

**Academic**

Students in the IB Diploma must take six academic courses, three at higher level and three at standard. At the end of Grade 10, we expect an overall performance of 20 points, and no mark below three, in the final summative assessments.

- English
- Spanish/French (or a detailed plan, including literature list, for doing a self-taught Language A-1. This is reserved for students whose first language is not English)
- Social Studies
- Science
- Mathematics

If a student is below 20 points, and/or a mark of below 3, remedial work over the summer will be required and the student must have made the required improvements by the last Thursday in August.

**Experiential**

Students in the IB must reflect balance, and the experiential courses create that base. In order to proceed to the DP, the student must have a total of 16 points, and no mark below 3, in the final summative assessments for the following subjects:

- Physical and outdoor education
- Personal Project (this must be a 4)
- Arts option
- Design technology option

**Learner Profile**

The student must be at least at the ‘developing’ stage in all aspects of the Learner Profile in order to enter the DP. If there are more than two categories at which the student is ‘developing’, remediation over the summer may be required. In addition, students should have engaged in sustained service learning over their Grade 10 year.

**Personal Project**

In some ways, the Grade 10 Personal Project prepares students for the rigorous of the Diploma Programme Extended Essay. Performance on the Personal Project may be a predictor for the Extended Essay. Therefore, in the final summative assessment, a mark of at least 4 must be achieved. If the student meets all other entrance requirements, the student may be given a second opportunity to submit a Personal Project.

**PAWER**

Students must practice across the board for entrance into the DP.