

APPROACHES TO LEARNING

Represents general and subject- specific learning skills that the student will develop and apply during the program and beyond. The focus is on teaching students how to learn and helping them find out about themselves as learners.

ATL	Level 1/ Level 2	Level 3	Level 4/ Level 5
	WITH TEACHER SUPPORT:	WITH SOME GUIDANCE:	WITH INCREASING INDEPENDENCE:
ORGANIZATION			
Time Management			
Using time effectively in class, keeping to deadlines	Use time effectively in class to complete tasks set by the teacher. Uses agenda to record academic assignments as well as personal commitments and check myDwight class pages with frequent teacher reminders. Begin to divide long-term projects into smaller tasks.	Use time effectively in class to complete tasks set by the teacher. Uses agenda to record academic assignments as well as personal commitments. Asks teacher for guidance when needed. Continue to divide long-term projects into smaller tasks.	Use time effectively both inside and outside of class without advisement from the teacher or parent. Is able to set a timeline to meet deadlines for schoolwork and personal commitments. Independently divide long-term projects into smaller tasks.
Self Management			
Personal goal setting, organization of learning materials	Recognize academic strengths and weaknesses and work with the teacher to create goals for improvement. Keep school work organized that is determined by the Bentley House teachers as efficient and logical.	Review and evaluate areas of strength and weakness in academics through personal reflection and discussion, and review goal setting. Organize learning materials in accordance with Bentley House recommendations while taking personal learning styles into account.	Reflect upon personal academic strengths and weaknesses and set measurable and achievable goals for that reflection. Keep all school work consistently organized in preparation for the Personal Project and the Diploma program.
COLLABORATION			
Working in Groups			
Delegating and taking responsibility, adapting to roles, resolving group conflicts, demonstrating teamwork	Identify and define different group roles and responsibilities. Develop strategies for tasks and problem solving while working collaboratively.	Delegate and take on roles efficiently when working on collaborative tasks. Use a variety of strategies to resolve conflicts together whilst working on shared goals.	Identify and apply adequate group structures for shared goals when working on a task together. Effectively plan, carry out, and evaluate a task using previous learning experiences.
Accepting Others			
Analyzing others' ideas, respecting others' points of view, using ideas critically	Respectfully listen to others and respond to ideas using open-mindedness and give constructive feedback.	Appreciate and evaluate one another's ideas and opinions. Give and receive constructive feedback to enhance personal and collaborative performance.	Analyze and reflect upon a range of unfamiliar ideas and points of view. Demonstrate the ability to give and receive constructive feedback effectively.
Personal Challenges			
Respecting cultural differences, negotiating goals and limitations with peers and with teachers	Identify and define cultural differences. Appreciate the needs of others and the need to negotiate and compromise.	Analyze and discuss cultural differences. Identify and develop goals to enhance cultural awareness and understanding.	Evaluate and research cultural differences. Demonstrate ways to enhance cultural awareness and understanding.
COMMUNICATION			
Literacy			
Reading strategies, using and interpreting a range of content-specific terminology	Identify various reading strategies and apply strategies to extract meaning from various sources and contexts. Define a range of content-specific terminology.	Apply comprehension strategies to extract meaning from various sources and contexts. Interpret a range of content-specific terminology.	Apply a variety of comprehension strategies to extract meaning from various sources and contexts. Apply a range of content-specific terminology across all subject areas.
Being Informed			
The use of a variety of media	Identify and discuss a variety of media to acquire information responsibly.	Apply and evaluate a variety of media sources to acquire information responsibly.	Apply, evaluate, and reflect on a variety of media sources to acquire information responsibly.
Informing Others			
Presentation skills using a variety of media	Identify and discuss a variety of presentation skills using media.	Communicate information and ideas coherently using a variety of presentation skills through media.	Consistently communicate information and ideas coherently using a variety of presentation skills through media.
INFORMATION LITERACY			
Accessing Information			
Researching from a variety of sources using a range of technologies, identifying primary and secondary sources	Identify a variety of sources using a range of technologies. Identify and define the difference between primary and secondary sources.	Select and apply a variety of sources using a range of technologies across the subject areas. Apply primary and secondary sources for research purposes.	Evaluate the validity of a variety of sources using a range of technologies across the subject areas. Apply primary and secondary sources for research purposes.
Selecting and Organizing Information			
Identifying points of view, bias and weaknesses, using primary and secondary sources, making connections between a variety of resources	Identify and define point of view and bias using primary and secondary sources. Explore the connections between a variety of resources.	Apply points of view with the awareness of biases and weaknesses when using primary and secondary sources. Make connections between a variety of resources.	Discuss biases and weaknesses in arguments making connections between a variety of resources. Justify a point of view and create a valid well-researched argument.
Referencing			
The use of citing, footnotes and referencing of sources, respecting the concept of intellectual property rights	Recognize and implement the use of citing, footnotes, and the referencing of sources- defining and respecting the concept of intellectual property rights.	Recognize and implement the use of citing, footnotes, and the referencing of sources- respecting the concept of intellectual property rights.	Implement the use of citing, footnotes, and the referencing of sources- defining and respecting the concept of intellectual property rights.
REFLECTION			
Self Awareness			
Seeking out constructive criticism, reflecting on areas of perceived limitation	Define and discuss constructive criticism and perceived limitation. Recognize one's own strengths and weaknesses and be open to criticism.	Recognize one's own strengths and weaknesses and actively seek and give constructive criticism.	Reflect and evaluate one's ability to give and receive constructive criticism. Consistently act upon this reflection.
Self Evaluation			
The keeping of learning journals and portfolios, reflecting at different stages in the learning process	Review and enact the process of keeping learning journals and portfolios to reflect at the different stages of learning.	Analyze and evaluate your processes for keeping learning journals and portfolios.	Analyze, evaluate, and reflect upon the processes for keeping learning journals and portfolios.
THINKING			

Generating Ideas			
The use of brainstorming	Define brainstorming. Generate and use brainstorming to organize one's ideas.	Generate and use a variety of resources when brainstorming to organize one's ideas.	Generate and use a variety of resources when brainstorming to organize and express one's ideas.
Planning			
Storyboarding and outlining a plan	Identify and define storyboarding and outlining a plan. Generate and use these planning skills.	Organize and sequence storyboarding ideas with a variety of other thinking skills to generate a plan.	Analyze, evaluate, and reflect on storyboarding ideas used for independent projects.
Inquiring			
Questioning and challenging information and arguments, developing questions, using the inquiry cycle	Identify various forms of questioning to challenge information and arguments. Identify and discuss guiding questions across the subject areas.	Formulate and apply various questioning techniques to challenge information and arguments. Analyze and discuss guiding questions across the subject areas.	Apply and evaluate various questioning techniques to challenge information and arguments. Analyze and discuss guiding questions across the subject areas.
Applying Knowledge and Concepts			
Logical progression of arguments	Review and present a sequence of ideas to define an argument.	Demonstrate a sequence of ideas that provides supporting evidence for an argument.	Demonstrate and evaluate a sequence of ideas that provides supporting evidence and resources for an argument.
Identifying Problems			
Deductive reasoning, evaluating solutions to problems	Identify problems and evaluate possible solutions.	Identify, evaluate, and justify solutions to problems.	Reflect upon personal solutions to problems.
Creating Novel Solutions			
The combination of critical and creative strategies, considering a problem from multiple perspectives	Observe and predict multiple solutions to problems. Research possible solutions and test ideas to gain an understanding of multiple perspectives.	Observe and predict multiple solutions to a problem from a range of perspectives. Research to determine the best solution and reflect upon the effectiveness of the solution.	Observe and predict multiple solutions to a problem from a range of perspectives. Research various routes to determine the best solution. Reflect, redesign, and redefine possible solutions.
TRANSFER			
Making Connections			
Using knowledge, understanding and skills across subjects to create products or solutions, applying skills and knowledge in unfamiliar situations	Identify common knowledge and skills across subject areas. Create projects and solve problems in various contexts, from various perspectives, and in unfamiliar situations.	Use common knowledge and skills across subject areas. Create projects and solve problems in various contexts, from various perspectives, and in unfamiliar situations.	Use common knowledge and skills across subject areas. Create, evaluate, and reflect upon personal projects to solve problems in various contexts, from various perspectives, and in unfamiliar situations.
Inquiring in Different Contexts			
Changing the context of an inquiry to gain various perspectives			

COMMUNITY AND SERVICE

Considers how a student engages with his or her immediate family, classmates, and friends in the outside world as a member of these communities. Through effective planning and teaching, students can learn about their place within communities and be motivated to act.

C & S	Level 1/ Level 2	Level 3	Level 4/ Level 5
	WITH TEACHER SUPPORT:	WITH SOME GUIDANCE:	WITH INCREASING INDEPENDENCE:
COMMUNITY AWARENESS AND UNDERSTANDING OF:			
The Concept of "Community"			
What "community" means, how communities are different and how they are similar, what makes a community	Identify and define the concept of "community", compare and contrast how communities are different and how they are similar, and discuss what makes a community.	Analyze how communities are different and how they are similar, focusing on the appreciation of differences. Summarize and discuss the impact of one community on another.	Discuss, debate, and evaluate issues global communities are facing. Propose and justify actions that may have significance on these global issues.
Individuals in Communities			
The role of the individual, the needs of the individual, the responsibilities of communities to their members	Define and discuss the role of the individual, the needs of the individual, and the responsibilities of communities to their members.	Compare and contrast the roles of individuals in your community and the responsibilities they have to their community.	Compare and contrast the roles of individuals in the wider community and the responsibilities they have to their community. Debate and justify the role of an individual in the global community.
Different Communities			
The various forms of community, the issues within the communities, organizations within communities	Identify and discuss various forms of community and their needs. Define and identify organizations and their role within communities.	Recognize and discuss the relationships between individuals and communities. Analyze the issues within communities and the systems that organize them.	Analyze and discuss the complexity of various forms of communities and how they impact one another. Research and justify the impact of global organizations on communities.
REFLECTION ON:			
Attitudes			
Reflection upon different social patterns and ways of life, showing initiative	Identify and define different social patterns and ways of life. Discuss your role within the community.	Analyze and discuss different social patterns and ways of life. Identify and propose ways to take action in your community.	Analyze and discuss different social patterns and ways of life. Develop and employ an action project in your community.
Responsibilities			
The ethical implications of activity or inactivity within the community, using personal strengths to enhance communities, identifying personal strengths and limitations	Identify and discuss ethical implications of activity and inactivity within the community. Identify and discuss your personal strengths to enhance your community.	Analyze and discuss ethical implications of activity and inactivity within the community. Research and debate a current ethical implication within the community and begin to develop strategies for action based on your own strengths.	Develop and employ an action in response to a current ethical implication in the global community.
INVOLVEMENT THROUGH SERVICE IN TERMS OF:			
Community Involvement			
Types of involvement, effects on communities at various levels, personal involvement	Identify the different types of involvement your immediate community could enact. Initiate a collaborative community effort.	Identify and develop strategies for action on a larger community or global scale.	Implement an action plan independently to effect a community.
Being an Active Contributor			
Showing willingness and the skills to respond to the needs of others, coming up with solutions to actively resolve issues within communities	Identify knowledge and skills to respond to the needs of others. Identify and discuss solutions to actively resolve issues within the community.	Apply knowledge, skills, and willingness to resolve an issue within the larger community or on a global scale.	Apply knowledge, skills, and willingness to resolve an issue independently to effect a community.

ENVIRONMENTS			
Environments considers how humans interact with the world at large and the parts we play in our environments. It extends into areas beyond human issues and asks students to examine the interrelationships of different environments.			
ENVS	Level 1/ Level 2	Level 3	Level 4/ Level 5
	WITH TEACHER SUPPORT:	WITH SOME GUIDANCE:	WITH INCREASING INDEPENDENCE:
AWARENESS AND UNDERSTANDING OF:			
The Roles our Environments Play in the Lives and Well Being of Humankind	Describe and identify types of environments and their impact on humans.	Investigate and explain the positive and negative impact different environments have on the lives of humans.	Evaluate and effectively communicate the positive and negative impact different environments have on the lives of humans.
The Effects of One Environment on Another	Identify, describe, compare, and contrast the effects of one environment on another.	Examine and discuss the effects of one environment on another.	Analyze and evaluate the effects of one environment on another. Predict possible outcomes and communicate findings.
The Effects of our Actions, Attitudes, and Constructs, such as Sustainable Development and Conservation	Recognize and discuss the effects of our actions, attitudes, and impacts on environments.	Analyze and illustrate the effects of our actions, attitudes, and impacts on environments.	Evaluate, communicate, and debate the effects of our actions, attitudes, and impacts on environments.
Physical, Social, Political, Economic, and Cultural Dimensions	Identify and discuss the various environmental dimensions and the relationships that exist between these dimensions.	Analyze and discuss the various environmental dimensions and the relationships that exist between these dimensions.	Evaluate and debate the various environmental dimensions and the relationships that exist between these dimensions.
The Nature and Role of Local and International Organizations Responsible for Protecting Our Natural Environments	Recognize and discuss the nature and role of local and international organizations responsible for protecting our natural environments.	Analyze and discuss the nature and role of local and international organizations responsible for protecting our natural environments.	Evaluate and effectively communicate the nature and role of local and international organizations responsible for protecting our natural environments.
How Organizational Policies in One Environmental Dimension Can Affect Other Environments	Define organizational policies. Explore and discuss how organization policies in one environmental dimension can affect other environments.	Analyze and explain how organization policies in one environmental dimension can affect other environments.	Research and investigated specific organizational policies and analyze how those policies affect other environments.
REFLECTION ON:			
Our Responsibilities to Our Environments	Identify our responsibilities to our environments.	Examine our responsibilities to our environments and discuss the impact of human actions on environments.	Reflect on our personal contributions to environments. Evaluate the impact of these contributions and actively seek positive ways to coexist with environments.
The Role of Virtual Environments in Modeling Our Other Environments	Identify and discuss virtual environments (technology).	Discuss and analyze the role of virtual environments (technology) and the value of them as a model of other environments.	Analyze and debate the role of virtual environments (technology) and the value of them as a model of other environments.
TAKING ACTION ON:			
A Range of Issues Related to Environments	Identify and discuss a range of issues related to environments. Develop skills that help to address issues related to environments.	Analyze and evaluate issues related to environments. Address and communicate issues related to environments.	Research, plan, and justify a position on an issue related to environments. Act upon the planning and justification put forward.

HUMAN INGENUITY			
The ways in which human minds have influenced the world, for example, the way we are, think, interact with each other, and create and find solutions to problems. It also considers the consequences of human thought and action.			
HI	Level 1/ Level 2	Level 3	Level 4/ Level 5
	WITH TEACHER SUPPORT:	WITH SOME GUIDANCE:	WITH INCREASING INDEPENDENCE:
AWARENESS AND UNDERSTANDING OF:			
The Meaning of "Ingenious"	Define the meaning of ingenious and human creativity.	Analyze and discuss the meaning of ingenious and human creativity.	Apply and critique human ingenuity and creativity.
A Range of Systems, Solutions, and Products	Explore and classify a range of systems, solutions, and products that can be used in various situations.	Examine and discuss a range of systems, solutions, and products that can be used in various situations.	Research and evaluate a range of systems, solutions, and products that can be used in various situations.
The Processes Involved in Innovation, Creation, Development, and Change	Identify and examine the processes involved in innovation, creation, development, and change.	Analyze and discuss the processes involved in innovation, creation, development, and change.	Assess and communicate the processes involved in innovation, creation, development, and change.
The Individual Desire to Create, Develop, or Change Things	Recognize and examine an individual's desire to create, develop, or change things. Explore the achievements of others and their impact on humanity.	Examine and discuss an individual's desire to create, develop, or change things. Analyze the achievements of others and their impact on humanity.	Explore the context in which individuals create, develop, or change things. Research and communicate the achievements of others and their impact on humanity.
How Systems or Products Develop and Change Over Time	Explore and explain how systems or products develop and change over time.	Evaluate and discuss systems and products and analyze the changes that have occurred over time.	Evaluate an existing system or product and its applicability to humanity. Plan and address ways to improve upon an existing system or product.
REFLECTION ON:			
The Impact of Innovation and Creation on Individuals, Communities, Societies, and the World	Identify and discuss how innovations and creations impact individuals, communities, societies, and the world.	Identify, discuss, and predict how innovations and creations impact individuals, communities, societies, and the world.	Analyze and evaluate the impact of innovations and creations on individuals, communities, societies, and the world.
The Products of Innovation, Creation, and Development in Context	Recognize, discuss, and explain the innovation and creation of products within a particular context.	Evaluate, analyze, and critique the innovation and creation of products within a variety of contexts.	Evaluate, justify, and predict the future evolution of the innovation and creation of products within a variety of contexts.
How Subjects Have "Ways of Thinking"	Identify and discuss the reasoning behind a creation or innovation.	Identify, examine, analyze, and discuss the various reasons behind a creation or innovation.	Evaluate and discuss the various reasons behind a creation or innovation. Predict and justify the various considerations behind a future creation or innovation.
A Range of Systems, Solutions, and Products	Identify and discuss the use of a system, solution, and product.	Identify, analyze, and discuss a range of systems, solutions, and products.	Analyze and assess a range of systems, solutions, and products.
TAKING ACTION TO:			
Create Solutions and Products to Solve Own and Others' Problems	Identify a solution and/or product in order to solve one's own and others' problems.	Apply strategies and solutions in order to plan and enact a solution to address a problem.	Apply strategies and solutions in order to plan and enact a variety of solutions to address numerous problems. Evaluate and defend the most appropriate solution.
Think Creatively	Recognize the benefits of thinking creatively about different issues in order to appreciate various points of view.	Analyze the benefits of thinking creatively about different issues in order to appreciate various points of view.	Apply creative ways of thinking and consider situations from different points of view.

HEALTH AND SOCIAL EDUCATION

Explores human issues such as social structures, relationships and health. Students can identify and develop skills that will enable them to function as effective members of societies, as well as learning about how they are changing and how to make informed decisions about their own welfare.

HSE	Level 1/ Level 2	Level 3	Level 4/ Level 5
	WITH TEACHER SUPPORT:	WITH SOME GUIDANCE:	WITH INCREASING INDEPENDENCE:
AWARENESS AND UNDERSTANDING OF:			
Ourselves in the Wider Society			
Issues such as freedom, government health policies and globalization	Recognize and discuss examples of personal and political issues, and what these mean to the individual.	Analyze and examine examples of personal and political issues, and what these mean to the individual and the wider society.	Defend and advocate a stance on examples of personal and political issues both individual and in the wider society.
Ourselves and Others			
Issues such as relationships, sex and death	Identify and discuss examples of different relationships and related issues such as sex and death.	Compare and contrast the dynamics of different relationships and issues such as sex and death.	Analyze and discuss the dynamics of different relationships and how we confront issues such as sex and death.
REFLECTION ON:			
Understanding Ourselves			
Issues such as personal management, self-esteem, and growing up	Identify and discuss issues that shape one's sense of self.	Develop and demonstrate one's sense of self.	Continue to develop, demonstrate, and reflect critically on one's sense of self.
Looking after Ourselves			
Issues such as personal hygiene, diseases and substance abuse	Recognize issues of personal hygiene and health. Examine and discuss issues connected to one's physical and emotional well-being, such as diseases and substance abuse.	Positively model appropriate lifestyle behaviors. Continue to examine and discuss issues connected to one's physical and emotional well-being, such as diseases and substance abuse.	Exemplify appropriate lifestyle behaviors. Analyze and reflect upon issues connected to one's physical and emotional well-being, such as diseases and substance abuse.
MAKING CHOICES IN TERMS OF:			
Ourselves in the Wider Society			
Behavior and ethics	Identify and discuss behavioral changes and how these impact one's own personal values and responsibilities.	Develop and demonstrate socially appropriate behaviors. Compare and contrast examples of appropriate/inappropriate ethical behaviors and the impact of these on the wider society.	Demonstrate socially appropriate behaviors. Analyze and critical reflect upon examples of appropriate/inappropriate ethical behaviors and the impact of these on the wider society.
Ourselves and Others			
Personal values and taking responsibility			
Understanding Ourselves			
Self-control or needs and wants	Define and discuss sound decision making and self-control skills. Identify essential needs and wants.	Develop and demonstrate sound decision making and self-control skills. Analyze our essential needs and wants and how they impact society.	Demonstrate and evaluate sound decision making and self-control skills. Analyze and reflect upon global essential needs and wants and their impact on both the individual and society.
Looking after Ourselves			
Diet and exercise	Identify and discuss the attributes of a healthy lifestyle connected to diet and exercise.	Practice healthy lifestyle choices connected to diet and exercise. Reflect upon these choices.	Consistently practice healthy lifestyle choices connected to diet and exercise. Reflect and critically analyze these choices.