

Cambridge Global Perspectives™

Cambridge Global Perspectives is a unique, transformational programme that helps students at every stage of school education develop outstanding transferable skills. This subject develops the skills of research, analysis, evaluation, reflection, collaboration and communication. It also provides valuable opportunities to reinforce links with other Cambridge Lower Secondary subjects.

The programme taps into the way today's students enjoy learning, including group work, seminars, projects and working with other learners around the world. The emphasis is on developing students' ability to think critically about a range of global issues where there is always more than one point of view.

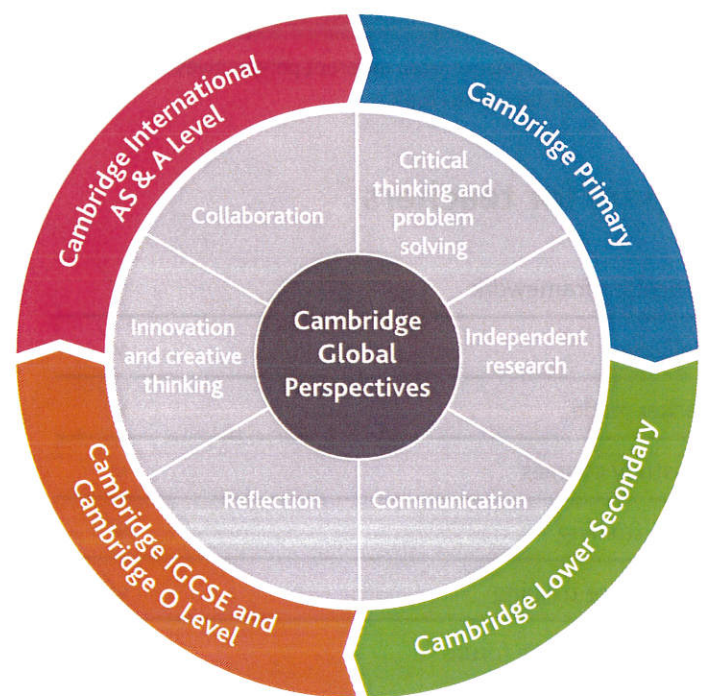
“Cambridge Global Perspectives is engaging, fun and encourages learners to develop the skills that will help them succeed in life. I believe it's something that all students should do in all schools, everywhere.”

Emma-Maria Robertson, Chief Executive and Director, Mayfair Academy, Málaga, Spain

What will students learn?

Students study global topics that are relevant to them – for example, the environment, education and keeping healthy. In doing so, they will:

- develop the skills needed for further education and the workplace
- understand their place in an interconnected world
- make informed decisions about the information they read, hear and see
- understand how causes and consequences are connected
- conduct their own independent research on a global issue.



The curriculum and progression

We have divided the learning objectives into six main areas called 'strands' that run through every stage. Each strand corresponds to one of the skills: Research, Analysis, Evaluation, Reflection, Collaboration and Communication.

We have designed the learning objectives in Cambridge Lower Secondary Global Perspectives to promote progression along the Cambridge Pathway.

Developing perspectives

By the end of the lower secondary phase, learners will be able to identify information from different perspectives in a source. In Stages 7 and 8 learners will analyse perspectives through the ideas and evidence supporting them and will be working with a range of sources. By Stage 9, they will be able to synthesise arguments from different perspectives. This will prepare learners for Cambridge Lower Secondary Checkpoint, where they will analyse different perspectives on an issue in order to answer a research question.



Learning objective examples

Stages 7 and 8

Identify ideas and evidence from different perspectives within different sources, on a given topic.

Stage 9

Identify perspectives and synthesise arguments and evidence from a range of sources on a given topic.

Support for teachers

Curriculum framework	✓
Challenges	✓
Teacher guide	✓
Self-study courses	✓
Online training	✓
Face-to-face training	✓
Community online forum	✓



How is the programme taught?

Teaching and assessment focus on the development of skills. This means that the learning objectives focus on skills that learners will need rather than knowledge and understanding about specific topics.

The skills are taught through a wide range of topics using a personal, local and global perspective. Teachers help students to look at a variety of global issues or topics that give a range of contexts. Cambridge Lower Secondary Global Perspectives introduces students to topics that they will cover for Cambridge Upper Secondary Global Perspectives, which supports their progression to the next phase of learning.

We have built this curriculum around a series of Challenges or medium-term plans. The Challenges for each stage provide:

- a skill focus and the learning objectives related to this skill
- a context in which to develop the skill and success criteria that describe how the skill could be demonstrated
- information about resources and suggested activities.

How is Cambridge Global Perspectives assessed?

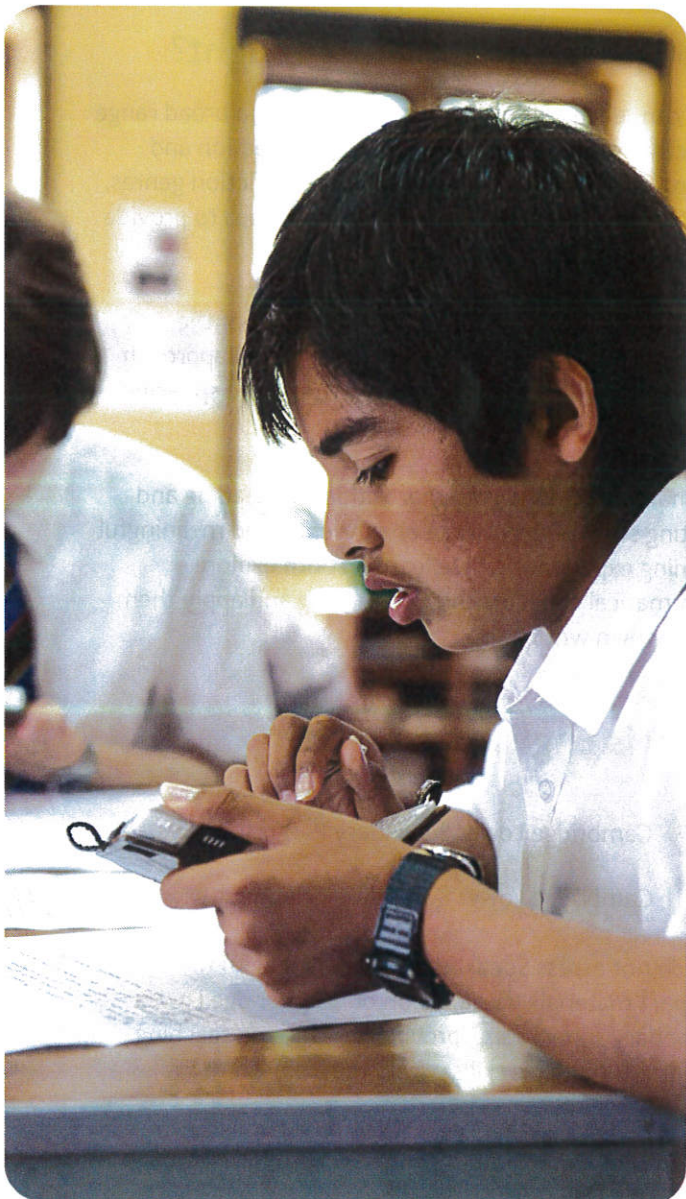
Chk Cambridge Lower Secondary Checkpoint*.

*Students produce an individual Research Report that is marked by teachers and moderated by Cambridge International.

English

Cambridge Lower Secondary English is for learners who have English as a first language. It can be used in any cultural context.

This subject encourages lifelong enthusiasm for reading, writing and spoken communication. It equips learners with transferable language skills for interrogating and producing spoken or written texts, and working collaboratively. It also develops learners' confidence, creativity and intellectual engagement.



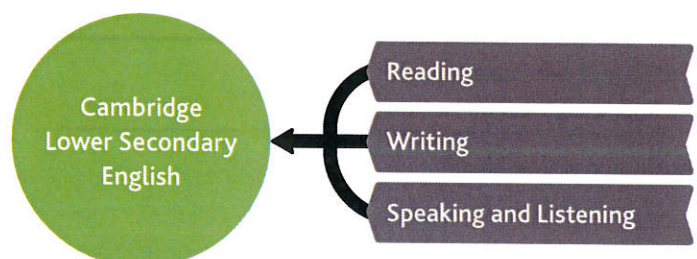
What will students learn?

Learners develop English skills they can apply for a range of different purposes and audiences in everyday situations and in study. They will communicate confidently and effectively, and develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment.

Together, the reading, writing, speaking and listening skills acquired through Cambridge Lower Secondary English support learners' overall intellectual, creative and social development. They will:

- become confident communicators, able to apply their reading, writing, speaking and listening skills effectively in everyday situations and in studying a range of subjects
- see themselves as readers, engaging with a range of texts for information and for pleasure, including texts from different times and cultures
- see themselves as writers, using the written word clearly and creatively for a range of different audiences and purposes
- develop speaking and listening skills for effective presentation and collaboration, sharing and responding to ideas to achieve a shared understanding or goal
- develop a broad vocabulary and an understanding of how to apply grammar and linguistic conventions appropriately
- develop skills to evaluate spoken and written texts, making decisions about how convincingly they represent different values and opinions.

Divided into three stages, the curriculum framework covers knowledge, skills and understanding in the three strands:



The curriculum and progression

We have designed learning objectives to ensure progression in learning from Stage 7 to Stage 9 and onwards into Cambridge Upper Secondary. The table at the top of the next page shows some examples of how knowledge, understanding and skills progress across the stages.

Learning objective examples

Strand	Stage 7	Stage 8	Stage 9
Reading	Comment on the key features of text structure in a range of fiction and non-fiction texts, including poetic forms.	Discuss how a writer uses features of text structure for effect in a range of fiction and non-fiction texts, including poetic forms.	Analyse how the structure of a text can be manipulated for effect in a range of fiction and non-fiction texts, including poetic forms.
Writing	Use a range of planning methods to generate, organise and shape ideas.	Use the most appropriate approach to planning writing in order to generate, organise and shape ideas.	Make an informed choice about whether to plan before writing.
Speaking and Listening	Show insight into texts and issues through choice of speech, gesture and movement, within drama.	Demonstrate empathy and understanding of a range of characters through flexible choice of speech, gesture and movement in a dramatic scene.	Explore complex ideas and issues in drama, establishing roles and applying dramatic approaches with confidence.

Support for teachers

We provide a wide range of support to help deliver Cambridge Lower Secondary English, including activities that you can adapt to suit your context:

Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Online training	✓
Face-to-face training	✓
Textbooks and resources from publishers	✓
Cambridge Lower Secondary Progression Tests and analysis tool	✓
Community online forum	✓

How is the programme taught?

You can teach our English curriculum using a broad range of activities that promote experience, reflection and improvement. We recommend a range of fiction genres, poetry, playscripts and non-fiction text types to provide authentic contexts for skills development.

The learning objectives in the three strands of the curriculum framework support an integrated approach to teaching and learning reading, writing, and speaking and listening skills.

We have embedded grammar within the Reading and Writing strands to promote an authentic and meaningful learning experience where learners both explore grammatical concepts through reading and apply them in their own writing.

How is English assessed?

 Cambridge Lower Secondary Progression Tests

 Cambridge Lower Secondary Checkpoint

We do not assess Speaking and Listening with these tests. Support materials, available on our Cambridge Lower Secondary support site, provide guidance on teaching and assessing these skills within the classroom.



Science

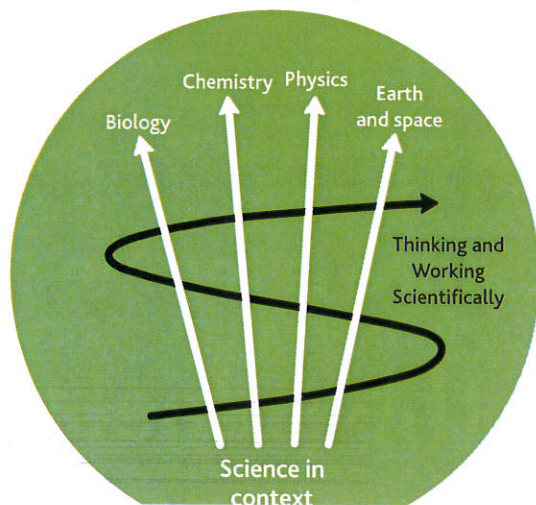
Our lower secondary Science curriculum helps learners develop lifelong curiosity about the natural world and helps them to seek scientific explanations to the phenomena around them.

Students develop a holistic approach to Science by considering scientific thinking and practical skills alongside knowledge and understanding, which is vital for explaining the world around us. This approach provides learners with the knowledge and skills they need to excel at Science in later stages of education. It also helps them to make informed choices, including considering sustainability issues and meeting the challenges facing our environment.

What will students learn?

This curriculum is divided into six main areas called 'strands':

- Biology – living things and their interaction with each other.
- Chemistry – the study of matter.
- Physics – the interaction of matter and energy.
- Earth and space – planet Earth, the wider Solar System and beyond.
- Thinking and Working Scientifically – develops understanding and skills of scientific models and representations, scientific enquiry and practical work.
- Science in context – unique to our Science curriculum, this helps teachers demonstrate the relevance of Science to learners.



The curriculum and progression

Due to the nature of developing Science, some learning objectives are developed over multiple years, for example in Thinking and Working Scientifically, to support mastery of a skill. Other scientific concepts are introduced in one year and then further developed after a gap, for example learning about chemical and physical properties in Stage 7 and further developing it in Stage 9. This gives you time to cover the breadth of scientific content as well as developing learners' depth of understanding over the whole curriculum. The table at the top of the next page shows some examples of how knowledge, understanding and skills progress across the stages.



Support for teachers

We provide a wide range of support to help deliver Cambridge Lower Secondary Science, including activities that you can adapt to suit your context:

Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Online training	✓
Face-to-face training	✓
Textbooks and resources from publishers	✓
Cambridge Lower Secondary Progression Tests and analysis tool	✓
Equipment list	✓

Learning objective examples

Strand	Stage 7	Stage 8	Stage 9
Thinking and Working Scientifically	Carry out practical work safely.	Carry out practical work safely, supported by risk assessments where appropriate.	
Biology	Understand that all organisms are made of cells and microorganisms are typically single celled.	(No relevant learning objective in the progression sequence)	Know that chromosomes contain genes, made of DNA, and that genes contribute to the determination of an organism's characteristics.
Chemistry	Use the particle model to describe chemical reactions.	Use word equations to describe reactions.	Use word equations and symbol equations to describe reactions (balancing symbol equations is not required).
Physics	Describe changes in energy that are a result of an event or process.	(No relevant learning objective in the progression sequence)	Know that energy is conserved, meaning it cannot be created or destroyed.
Earth and space	Describe the model of plate tectonics, in which a solid outer layer (made up of the crust and uppermost mantle) moves because of flow lower in the mantle.	(No relevant learning objective in the progression sequence)	Explain the movement of tectonic plates in terms of convection currents.
Science in context	Discuss how the uses of Science can have a global environmental impact.		

How is the programme taught?

The programme is designed to give you maximum flexibility, so you can integrate all of the 'strand' categories into a holistic Science learning experience.

For example, you can teach content from Biology and develop a skill from Thinking and Working Scientifically while using a context, prompted by Science in context, to make sure learning is engaging and relevant to learners. However, you can also teach content learning objectives on their own or set content in a context with no skill development.

Science is an experimental subject and learners should have many opportunities to develop their skills in scientific enquiry. Not only does this help them to experience and understand different areas of Science, but it also helps them to appreciate that scientific understanding changes over time.

How is Science assessed?



Cambridge Lower Secondary Progression Tests



Cambridge Lower Secondary Checkpoint

Improving learners' awareness of Science in the world around them develops their sense that

'Science is for me',
helping to connect them
to the subject





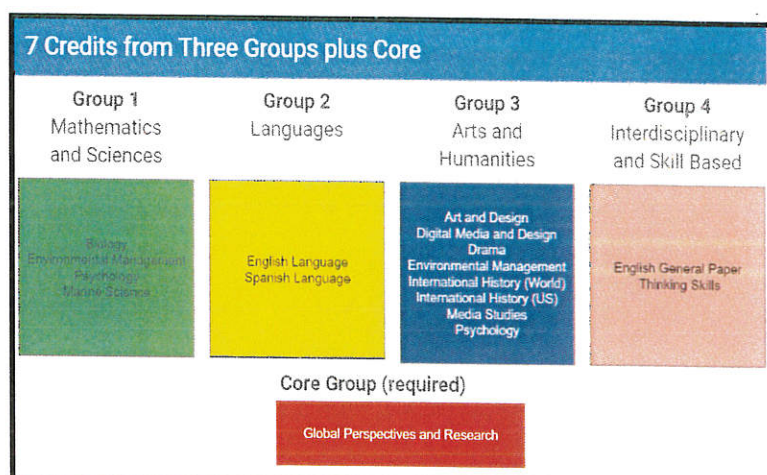
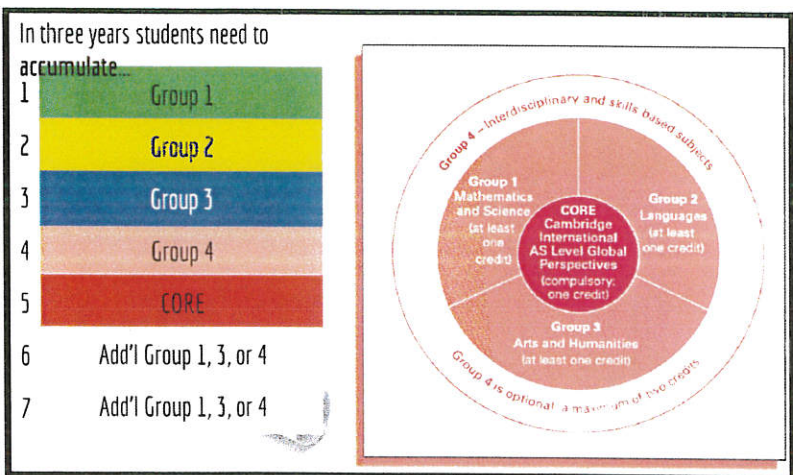
MCHS AICE Program



Benefits of AICE Program Participation

- Qualify for Full Bright Futures Scholarship*
- Prepare for College Success
- Earn College Credit
- Earn highest HS course weight (AP/ IB /DE equivalent)
- Explore a range of interests with flexible schedules and a range of courses.

**Removes ACT/SAT Score Requirements*



First Year AICE Course Descriptions - Students take two courses their first year in the AICE Program at MCHS. All students take General Paper and either Media Studies or Thinking Skills. The following QR code will take you to the course descriptions of our current course offerings at MCHS.



Please check out our MCHS Cambridge Website for more information.

<https://www.martinschools.org/o/mchs>

Contact Information

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Mrs. Claudia Thompson - thompcl1@martinschools.org

For more information about the Florida Bright Scholarship:

<https://www.floridastudentfinancialaidsg.org/PDF/BFHandbookChapter1.pdf>

