



HOMS turned 30 this year and with that major milestone, our Lower Secondary Cambridge program is celebrating its 2nd birthday. Just like a 2-year-old, HOMS Cambridge is bustling with energy this year! We tripled the number of course sections offered and have more teachers facilitating Cambridge learning opportunities to more students than ever before. Our Cambridge teachers attended summer learning opportunities and are also attending the year-round growth opportunities designed for them throughout the school year. We are growing with our eyes on the future!

HOMS 2022/2023 LOWER SECONDARY CAMBRIDGE COURSES

Course Name	Teachers	Total Enrollment
English 1	DeVito, Schneider, Watkins	62
English 2	Koeppel	72
English 3	Bianco	77
Science 1	Montalbano, Bukowski, Maynard	63
Science 2	Wagner	79
Science 3	Wagner	58
Global Perspectives 1	Baker, Montague, Neff	51
Global Perspectives 2	Davis	53
Global Perspectives 3	Davis	24

**How are you Cambridge
Confident?
Share your reflections with
us!**

**Email:
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CAMBRIDGE LEARNER ATTRIBUTES

An integral part of the Cambridge Lower Secondary curriculum is the Cambridge Learner Attributes. These attributes are the habits students need to be successful in life. Understanding the importance of developing *learners*, we have dedicated Aug/Sept to developing “Confident” and will follow with “Responsible” in Oct/Nov.

Confident	Confident in working with information and ideas – their own and those of others. Cambridge learners are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.
Responsible	Responsible for themselves, responsive to and respectful of others. Cambridge learners take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.

Help us make these traits innate in our students: reflect and share with your Cambridge learner the importance of the varied elements of Cambridge Confidence and how you exhibit those traits in the many facets of your daily life; discuss how taking an intellectual risk can begin with a daunting leap but end with priceless rewards; instead of asking “*What happened in school today?*” ask “*How were you Cambridge Confident today?*”--share your stories together!

HOMS’ GOALS FOR OUR CAMBRIDGE LEARNERS

I hope to turn my students into reflective learners. –Laura Wagner

My goal is to foster lifelong learners who are engaged and reflective in their learning, and who are not afraid to take academic/intellectual risks! –Julie Bukowski

I hope to teach my students to think outside the box, to see the whole picture, and how that impacts us and our world. –Christina Davis

My goal this year is to develop Cambridge learners who are confident, secure in their knowledge, and ready to take intellectual risks. –Marcie Montalbano

I hope my learners build confidence and a solid foundation to enjoy the freedom of exploring new ideas at a global level. –Shari DeVito

Cambridge Global Perspectives learners will develop the necessary skills to become global citizens able to solve global issues. –Stephanie Neff