

Middle Years Programme Handbook 2019 - 2018



**Empowering students to achieve academic
excellence and be responsible citizens**

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What is an International Baccalaureate (IB) education

The IB continuum of international education, for students aged 3 to 19, is unique because of its academic and personal rigour, challenging students to excel in their studies and personal growth. The IB aims to inspire a quest for learning throughout life that is marked by enthusiasm and empathy

The IB aspires to help schools develop well-rounded students, who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in real-world, complex and unpredictable situations. The IB offers high-quality programmes of international education that share a powerful vision. An IB education

focuses on learners – the IB's student-centred programmes promote healthy relationships, ethical responsibility and personal challenge

develops effective approaches to teaching and learning – IB Programmes help students to develop the attitudes and skills they need for both academic and personal success

works within global contexts – IB programmes increase understanding of languages and cultures, and explore globally significant ideas and issues

explores significant content – IB programmes offer a curriculum that is broad and balanced, conceptual and connected

Informed by values described in the learner profile, IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success

The IB Learner Profile

Inquirer: We nurture our curiosity, developing our 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

Knowledgeable: 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

Thinker: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions

Communicators: 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

Principled: 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.

Risk-takers 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

Open-minded: 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

Caring: 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

Balanced: 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

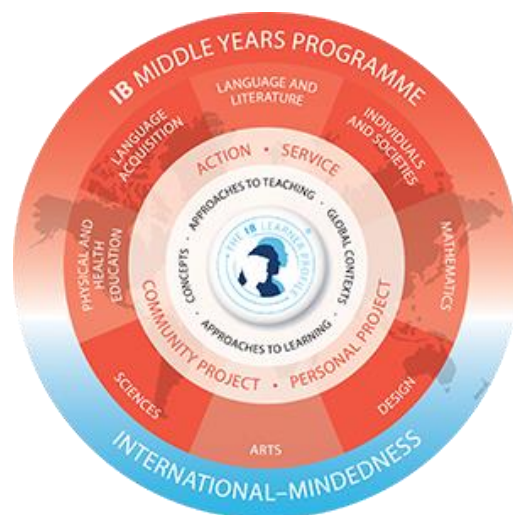
Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development



?What is the IB Middle Years Programme (MYP)

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders

The MYP is flexible enough to accommodate most national or local curriculum requirements. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Certificate (IBCC)



:The IB Middle Years Programme

- addresses students' intellectual, social, emotional and physical well-being holistically
- provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in eight subject groups
- requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others empowers students to participate in service within the community
- helps to prepare students for further education, the workplace and a lifetime of learning

The Curriculum

The MYP consists of eight subject groups: language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design. A detailed description of each course can be found in this guide

In MYP 4, our students choose one of the following art forms - Film, Drama, Visual Art, Music Production or Music Performance, which they will study for two consecutive years. In MYP 5, students choose one of the three options offered - Business Studies, Geography or History for their Individuals and Societies course and either Materials or Digital for Design

The MYP: a unique approach, relevant for a global society

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community

:MYP teachers organize the curriculum with appropriate attention to

- Teaching and learning in context.** Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally minded. Please see the table below for the 6 global contexts

Conceptual understanding. Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically

Global Contexts in the MYP

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP projects can develop meaningful explorations of

Global Context	Focus question and description
Identities and relationships	?Who am I? Who are we :Students will explore <ul style="list-style-type: none"> o Identity o beliefs and values o personal, physical, mental, social and spiritual health o human relationships including families, friends, communities and cultures o what it means to be human
Orientation in space and time	?What is the meaning of “where” and “when” :Students will explore <ul style="list-style-type: none"> o personal histories o homes and journeys o turning points in humankind o discoveries o explorations and migrations of humankind o the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives
Personal and cultural expression	?What is the nature and purpose of creative expression :Students will explore <ul style="list-style-type: none"> o the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values o the ways in which we reflect on, extend and enjoy our creativity o our appreciation of the aesthetic
Scientific and technical innovation	?How do we understand the world in which we live :Students will explore <ul style="list-style-type: none"> o the natural world and its laws o the interaction between people and the natural world o how humans use their understanding of scientific principles o the impact of scientific and technological advances on communities and environments o the impact of environments on human activity o how humans adapt environments to their needs
Globalization and sustainability	?How is everything connected :Students will explore <ul style="list-style-type: none"> o the interconnectedness of human-made systems and communities o the relationship between local and global processes o how local experiences mediate the global o the opportunities and tensions provided by world-interconnectedness o the impact of decision-making on humankind and the environment

- ?What are the consequences of our common humanity
:Students will explore
- o rights and responsibilities
 - o the relationship between communities
 - o sharing finite resources with other people and with other living things
 - o access to equal opportunities
 - o peace and conflict resolution

Approaches to Learning (ATL)

A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn. The ATL skills can be split up into 5 ATL categories and divided further into 10 skills clusters

IB ATL skill category	MYP ATL skill cluster
Communication	I Communication
Social	II Collaboration
Self-Management	III Organization
	IV Affective
	V Reflection
Research	VI Information literacy
	VII Media literacy
Thinking	VIII Critical thinking
	XI Creative thinking
	X Transfer

Service as Action

Action (learning by doing and experiencing) and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the programme, especially in the MYP community project

Service as Action at Qatar Academy

Community and Service holds a special place within the MYP at QA, as all students must meet Service as Action requirements in each year of the programme. Beginning in grade 6, students are required to complete one independent project outside of regularly scheduled classes, supported by the advisory programme. These independent projects become more challenging as students rise through the grades

Community and Service requirements	
Grade 6	Minimum 1 activity and reflection completed
Grade 7	Minimum 1 activity and reflection completed
Grade 8	activities and reflection completed 2
Grade 9	Athletic and one creative activity and reflection completed 1
Grade 10	Athletic and one creative activity reflection completed 1

In each year, students maintain a Service as Action Reflection Journal on their personal e-portfolio (through Managebac) documenting outcomes and reflecting on their experiences. Each year, students use this journal to document that they have completed all requirements for the MYP Certificate. The Service as Action requirements must be met to maintain placement within the school, as per our policy. **Specifically, to ensure that students do not fall too far behind, a student may not have incomplete requirements for .Service as Action two years in succession**

Students are provided with detailed information about the Service as Action programme, including requirements for independent projects, supported within the advisory groups programme by their Grade .level leaders, Service as Action Facilitator and their advisory teacher

MYP Projects

.MYP projects provide students the opportunity to demonstrate what they have learned in the MYP

Personal Project: Grade 10

The starting point is the latter months of grade 9 when students start exploring their passions and choose a goal to accomplish over the coming months. This is an exciting aspect of the programme, as students have an opportunity to show their talents in unique and creative ways. This is also widely considered the best real-life challenge within the MYP programme, demanding that students set real-world goals and find the .best ways of achieving them

Every student has a supervisor, as well as the help and guidance of the Personal Project Coordinator and the MYP Coordinator, to be successful in their personal project. Supervisors meet with students on a regular basis to share information about requirements and deadlines, and to provide advice about how to proceed. However, it is the students themselves who make decisions about what they will do and how they will .achieve it

A detailed Personal Project booklet is given to each student during the second semester of grade 9 in addition to a dedicated online page. The booklet lists deadlines and provides specific information about choosing a topic, working with a supervisor, organizational methods, MYP requirements, and assessment. This culminating experience of all their learning is completed over many month and their achievements are .celebrated in the MYP Exhibition in March

Assessment in the MYP: rigorous criteria, applied consistently worldwide

MYP assessment standards are consistent around the world. In order to maintain the rigour for which the IB is renowned, the MYP assessment model is criterion-related. Teachers structure varied and valid assessment tasks so that students can demonstrate achievement according to objectives defined by the IB. Tasks are .assessed against established criteria, not against the work of other students

A good curriculum develops a range of student skills. The MYP encourages teachers to assess this acquired skill set, including how to succeed in written examinations. Typical MYP assessment tasks include open-ended, problem-solving activities and investigations, organized debates, tests and examinations, hands-on experimentation, analysis and reflection. MYP assessment is carried out by teachers, according to the criteria defined by the IB

MYP Assessment Criteria

!Please note: Each criterion is out of 8

Subject group	Criterion A	Criterion B	Criterion C	Criterion D
Language and literature	Analysing	Organizing	Producing text	Using language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in the real world
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP Projects	Investigating	Planning	Taking action	Reflecting

!The total is always out of 32

MYP Grade Descriptors

Grade	Boundary Guidelines	Descriptor

1	5 – 1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills
2	9 - 6	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills
3	14 - 10	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations
4	18 – 15	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations
5	23 – 19	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations
6	27 – 24	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence
7	32 - 28	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations

MYP: From Principles into Practice, page 93

Academic honesty

Academic honesty is seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role-modeling and taught skills. Although it is probably easier to explain to students what constitutes academic dishonesty, with direct reference to plagiarism, collusion and cheating in examinations, whenever possible the topic is treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of student work in the MYP.

All MYP students are expected to understand the basic meaning and significance of concepts that relate to academic honesty, especially intellectual property and authenticity. However, a conceptual understanding alone is not sufficient; students are given opportunities to increase their knowledge and practical skills to apply such concepts to their work.

MYP students learn key ATL skills such as citing and referencing, and are given opportunities to make mistakes and learn from them so that they are well prepared for further studies after the MYP.

The following concepts are addressed over the course of the 5 MYP Years

- The concept of intellectual property (including the many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright)
- Plagiarism
- The difference between collaboration and collusion
- What is an authentic piece of work
- Paraphrasing and citing
- Referencing using MLA 7

IB MYP course results

Students who complete MYP year 5 are eligible to receive IB MYP course results that report their achievements in the programme, including successful completion of the personal project and the school's expectations for community service. IB MYP course results provide official documentation of successful grades that have been externally-validated by MYP eAssessment.

IB MYP certificate

Students whose IB MYP course results meet certain conditions are also eligible to receive the IB MYP certificate. This award requires participation in the final year of the programme, with recommended participation for two years, and successful results from

- five on-screen examinations (one from each of four required subject groups, plus an interdisciplinary assessment)
- one ePortfolio from a course of study in language acquisition
- one ePortfolio from a course in physical and health education, arts or design
- the personal project

In order to obtain the IB MYP certificate, students must meet the school's expectations for community service.

The MYP bilingual certificate additionally requires successful results from on-screen examinations for one of the following

- A second language and literature course (instead of a course in language acquisition)
- One (or more) science, individual and societies, or interdisciplinary examination(s) in a language other than the student's chosen language and literature course

How does the MYP prepare students for the IB DP and what happens at its conclusion

The MYP develops skills and knowledge necessary for success in the IB DP. By the end of the MYP, students should be able to plan, organize and complete their own learning activities with limited support. They should have strong communication skills using a variety of styles of communication, such as different languages and the specific styles of mathematics, sciences, humanities, arts, etc. Students should be able to identify and build on their strengths, as well as identify and accommodate their weaker areas. In addition to these academic skills, over the course of the MYP, students will develop a strong knowledge and skills base in the different subject areas. This knowledge and skills base helps to prepare students for the greater challenges of the Diploma Programme.

Qualifying for the IB Diploma (Grade 11 and 12) at QA

Please see the High School Handbook for further information on requirements for entering the QAD IB Diploma Programme.

Subject Area Overviews

Language and Literature in Arabic

Nature and aims

:Are to encourage and enable students to

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts

Arabic Unit Overview

Grade 6				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
Short story	Connections	Purpose, Self-expression Theme	Identities and relationships	للعلاقات والصلات دور في تعزيز الروابط بين الناس.
Informational, interpretive and descriptive texts Ministry of) Education and (Higher Education	Perspective	,Context, Purpose Style	Personal and cultural expression	الحقائق والأفكار تُعزَّز المنظور المرتبط بالفرد والجماعات.
World Literature Novel: Princesses) -Don't Wear Jeans by Brenda Bellingham	Creativity	Audience imperatives Character Self-expression	Orientation in space and time	للإبداع دور في تعزيز الشخصية ثقافيًا واجتماعيًا.
Persuasive and discussion texts Ministry of) Education and (Higher Education	Communication	Point of view Self-expression Structure	Fairness and development	اللغة المُشتركة تدعم التواصل الفعال.
Poetry	Connections	Audience imperatives Purpose, Style	Identities and relationships	الشعر هو نمط أدبي إبداعي الغرض منه التعبير عن الهويات، وتعزيز الروابط والعلاقات لدى الجمهور المستهدف.
Grade 7				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry

Short story	Communication	,Character, Setting Style	Personal and cultural expression	تبادل الثقافات يُعزِّز التواصل بين الناس.
Informational, interpretive and descriptive texts Ministry of) Education and (Higher Education	Creativity	Structure Theme	Scientific and technical innovation	الإبداع يُعزِّز عملية توليد الأفكار الجديدة.
World Literature Novel: The Blind) Pony - by Jeanne (Betancourt	Connections	Point of view Self-expression Structure	Globalization and sustainability	للروابط أثر إيجابي في التعبير عن الذات محليا وعالميا.
Persuasive and discussion texts Ministry of) Education and (Higher Education	Perspective	Audience imperatives Style Theme	Identities and relationships	لوجهات النظر المختلفة أثر في توجيه العلاقات والسلوك بين الناس.
Poetry	Creativity	Audience imperatives Purpose, Style	Personal and cultural expression	الشعر هو سجل تاريخي للأجيال القادمة، ويعكس الهويات والعلاقات والخبرة البشرية.
Grade 8				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
Biography	Creativity	,Context, Genres Structure	Globalization and sustainability	السياق الثقافي واللغوي والاجتماعي أداة من أدوات الإبداع.
Informational, interpretive and descriptive texts Ministry of) Education and (Higher Education	Communication	Structure, Style	Scientific and technical innovation	الابتكارات العلمية تدعم التواصل بين المجتمعات.
World Literature Drama: The) Merchant of Venice - by William (Shakespeare	Connections	,Character, Context Theme	Globalization and sustainability	السياق التاريخي والثقافي للأعمال الأدبية يعزز فهم السياق اللغوي.
Persuasive and discussion texts Ministry of) Education and (Higher Education	Perspective	Point of view Self-expression	Personal and cultural expression	يحدث التغيير الإيجابي عندما يعبر المرء عن وجهة نظره.
Poetry	Creativity	Structure, Genres, Style	Identities and relationships	للشعر دور إنساني في التعبير عن الثقافة العربية.
Grade 9				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
Drama	Creativity	Audience imperatives Character, Setting	Personal and cultural expression	للإبداع أثر إيجابي في تغيير ثقافة الجمهور.
Informational, interpretive and descriptive texts Ministry of) Education and (Higher Education	Perspective	Style Theme	Scientific and technical innovation	لنصوص غير الأدبية دور في تشكيل ثقافتنا الإنسانية.

World Literature short stories – by) Alice Munro & Lydia (Davis	Communication	Self-expression Setting	Globalization and sustainability	للروابط الثقافية واللغوية دور في تعزيز العلاقات بين الناس.
Persuasive and discussion texts Ministry of) Education and (Higher Education	Connections	Audience imperatives Theme	Fairness and development	يتطلب التواصل الفعال لغة مشتركة مكتوبة أو شفوية.
Poetry	Creativity	Self-expression Style	Identities and relationships	اللغة أداة من أدوات الإبداع.
Grade 10				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
Novel	Connections	Character, Context Setting	Identities and relationships	للروابط اللغوية والثقافية دور في تعزيز العلاقات بين الناس.
Informational, interpretive and descriptive texts Ministry of Education) (and Higher Education	Communication	Structure Theme	Scientific and technical innovation	أساليب الكتاب في النصوص غير الأدبية تساهم في نقل الإشارات والحقائق والأفكار والرموز.
World Literature Novel: The Bread) Peddler- by Xavier de (montepin	Creativity	Audience imperatives Structure, Style	Globalization and sustainability	للصورة النمطية أثر في توجيه صناعة القرارات.
Persuasive and discussion texts Ministry of Education) (and Higher Education	Perspective	Audience imperatives Style	Personal and cultural expression	ربما يمكننا الاستفادة من فهمنا للتجربة الإنسانية لسد الفجوة بين ما نعرف وما بوسعنا تخيله.
Poetry	Creativity	Genres, Intertextuality Purpose	Fairness and development	للشعر أثر في التأثير على عواطف الجمهور.

Assessment Criteria

Criterion	Descriptor
Criterion A	Analysing
Criterion B	Organizing
Criterion C	Producing text
Criterion D	Using language

Language and Literature in English

Nature and aims

:Are to encourage and enable students to

use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction

develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts

develop critical, creative and personal approaches to studying and analysing literary and non-literary texts

engage with text from different historical periods and a variety of cultures

explore and analyse aspects of personal, host and other cultures through literary and non-literary texts

explore language through a variety of media and modes

develop a lifelong interest in reading

apply linguistic and literary concepts and skills in a variety of authentic contexts

At all grade levels students will read summer reading materials that are used for skills based activities during the first weeks of the new school year. For grade 6 – 9 the anthologies and for grade 10 set texts. All the reading material is on the school's website

Every unit has a focus (primary) genre but other genres will be touched upon to ensure a balance. To further support literacy development in Grade 6 to 8, the following will be used

<http://membean.com> (vocabulary)

<http://youngzine.org> (topical issues)

<http://biblionasium.com> (Reading journal)

<https://www.readworks.org/> (Reading comprehension)

English Language and Literature Unit Overview

Grade 6				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
<i>Iron Man (Novella)</i>	Connections	Structure	Personal and cultural expression	The structure of a language allows readers to make personal connections to texts
<i>Memoirs</i>	Perspective	Self expression	Identities and Relationships	Writers employ personal narrative techniques to share personal experiences
<i>Cinematography</i>	Creativity	Audience imperatives, style	Personal and cultural expression	Film makes use of cinematographic techniques in order to convey meaning
<i>Choose Kind</i>	Identity	Context	Identities and Relationships	Identity and self-esteem is impacted by a sense of community
<i>Living with Language</i>	Communication	Structure, style	Personal and cultural expression	Clear style, structure and personal expression help us to communicate effectively
Grade 7				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry

<i>Tales of the unexpected short) (stories</i>	Creativity	Character, setting	Personal and cultural expression	An author combines creativity and structure in a story
<i>Poetry</i>	Aesthetics	Self expression	Personal and cultural expression	Poets employ a range of poetic devices and structures to express ideas and emotions
<i>Wonder to Wisdom</i>	Form	Purpose	Orientation in space and time	In order to convey their sense of wonder about discoveries, writers structure texts that offer a .perspective connecting individuals to their world
<i>Advertising</i>	Communicat ion	Purpose	Personal and cultural expression	Advertisers construct a reality through purposeful communication
<i>Living with Language</i>	Communicat ion	Structure, style	Personal and cultural expression	Clear style, structure and personal expression .help us to communicate effectively
Grade 8				
<i>Unit Title</i>	<i>Key concept</i>	<i>Related concept</i>	<i>Global Context</i>	<i>Statement of Inquiry</i>
<i>Poetry</i>	Perspective	Self expression, style	Personal and cultural expression	Self-expression and perspective are key to a writer's style
<i>Literature :Circles Hero’s Journey</i>	Connections	Point of view, character, structure	Identities and Relationships	Making connections between literary texts and our own lives helps us to see ourselves as the .hero of our own journey
<i>One World, Many Stories</i>	Creativity	Context, genre, theme	Personal and cultural expression	Story genre reflects personal and cultural .expression through creativity, context and theme
<i>IDU: Media Civil Rights &</i>	Perspective	Point of view, change, ,equity power	Orientation in space and time	When people challenge inequality and discrimination in society, all media coverage is a .construction
<i>Living with Language</i>	Communicat ion	Structure, style	Personal and cultural expression	Clear style, structure and personal expression .help us to communicate effectively
Grade 9				
<i>Unit Title</i>	<i>Key concept</i>	<i>Related concept</i>	<i>Global Context</i>	<i>Statement of Inquiry</i>
<i>Drama: Macbeth</i>	Creativity	Character, theme	Personal and cultural expression	Playwrights use the development of characters .to convey themes to an audience
<i>Poetry</i>	Communicat ion	,Theme, self-expression style	Personal and cultural expression	Poetry uses language techniques to .communicate ideas and opinions
<i>Novel: The Pearl</i>	Communicat ion, Perspective	Point of view, context	Orientation In Time And Space	Social and historical perspectives impact the way .a novel is written and received
<i>Language and Mass Communication: Visual Literacy</i>	Communicat ion	Genres, Purpose, style	Personal and Cultural expression	Visual texts have their own language and can be crafted and analysed in the same way as written .texts
Grade 10				
<i>Unit Title</i>	<i>Key concept</i>	<i>Related concept</i>	<i>Global Context</i>	<i>Statement of Inquiry</i>
<i>Writing Portfolio An ‘</i>	Perspective	Context; Audience imperatives	Identities and Relationships	Authors use drama and its conventions as a form of social commentary. Context informs the way an author writes a text and the way an audience .responds to a text

<i>Inspector 'Calls</i>				
<i>Language & Mass Communication News reporting</i>	Communication	Context; Point of view; Purpose	Orientation in Time Space &	News reporting raises awareness of our place in the world and influences our responses to it
<i>Analysing Text Into The 'Wild</i>	Perspective	Self expression; theme	Identities & Relationships	The biographer's perspective on their character shapes our understanding of the way they perceive the world (including values, feelings, beliefs, nature, culture
<i>Novel Study Short & Stories</i>	Creativity	Genres; Theme	Personal & Cultural Expression	A writer's voice is conveyed through their particular writing style and use of literary devices

Assessment Criteria

Criterion	Descriptor
Criterion A	Analysing
Criterion B	Organizing
Criterion C	Producing text
Criterion D	Using language

Language Acquisition

Nature and aims

Language acquisition in the MYP aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip the students with a skills base to facilitate further language learning. The MYP structures additional language learning in **Phases** so that the complexity and range of language profiles that students bring to their MYP classrooms is acknowledged and fostered

- The aims of the teaching and learning of MYP language acquisition are
 - gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
 - develop a respect for, and understanding of, diverse linguistic and cultural heritages
 - develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
 - enable the student to develop multiliteracy skills through the use of a range of learning tools
 - enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
 - enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
 - enable the student to understand the nature of language and the process of language learning
 - offer insight into the cultural characteristics of the communities where the language is spoken
 - foster curiosity, inquiry and a lifelong interest in , and enjoyment of, language learning

Language Acquisition Unit Overview

The units will be taught in Arabic, French and Spanish to various degrees of language complexity depending on the Phase

Grade 6				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
<i>My family and I</i>	Connections	,Pronunciation Word Meaning Cognates	Identities and Relationships	To learn a new language it is useful to make connections with your own
<i>My school</i>	Communications	,Conventions Context	Identities and Relationships	Language conventions and structures make communication possible and help build relationships
<i>My house and my city</i>	Connections	,Word choice Context	Orientation in space and time	Every language has keywords that help connect elements in space and time
<i>Free time</i>	Connections	,Message ,Structure Audience	Orientation in space and time	Choices of place and time help to create connections that enhance relationships with others
Grade 7				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
<i>At the cafe</i>	Culture	,Intonation Conventions	Personal and cultural expression	.Cultures use different conventions to express choices
<i>The body and sports</i>	Communication	,Purpose ,Structures Patterns	Identities and Relationships	Language conventions and patterns make communication possible and help us communicate with a purpose
<i>Clothing and shopping</i>	Connections	,Pattern Structure	Personal and Cultural expression	Language elements connect by following specific patterns

<i>Holidays and Places of interest</i>	Culture	,Purpose Form	Orientation in space and time	Text forms help express our feeling and cultural preferences in order to communicate with a purpose
Grade 8				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
<i>Customs and Traditions</i>	Culture	,Function ,Conventions Idioms	Identities and Relationships	Understanding idioms allow us to relate to other cultures
<i>In my opinion</i>	Creativity	,Purpose ,Audience Form	Personal and cultural expression	Language form can help communicate purposefully with an audience in mind
<i>The environment</i>	Connections	,Purpose Message	Globalisation and Sustainability	Commands are intended to influence our behaviour, decisions and perceptions
<i>Going to a different place</i>	Connections	,Purpose ,Pattern Form	Globalisation and Sustainability	Sequencing is an important factor on how we use patterns to express experiences
Grade 9				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
<i>Means of transport and travel</i>	Connections	,Purpose ,Structure Pattern	Fairness and Development	Connections of patterns and structures within a language help with purposeful communication
<i>Life in the city and the country</i>	Creativity	,Purpose ,Pattern Point of view	Scientific and technical innovation	Language patterns help express different points of view
<i>Trades and professions</i>	Creativity	,Audience ,Purpose Conventions	Fairness and Development	Communication with a purpose and sense of audience can prove very effective
<i>Health</i>	Communication	,Empathy ,Patterns Argument	Identities and Relationships	Persuasive language helps express empathy, argue with other people, and influence behaviour, decisions, and perceptions
Grade 10				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
<i>Holidays</i>	Culture	,Audience ,Message Context	Orientation in space and time	Languages use different resources to persuade audiences
<i>Youth and culture</i>	Culture	,Purpose ,Audience Word Choice	Identities and Relationships	Language can be used to express points of view and motivate people to take action
<i>Press and Media</i>	Communication	,Purpose ,Pattern Argument	Fairness and Development	Development of media has changed the way we use language and images to inform the audience
<i>Celebrities</i>	Communities	,Audience ,Purpose Point of view	Identities and Relationships	Biographies allow audiences to identify and relate to people whose lives have made an impact in the community

Assessment Criteria

Criterion	Descriptor
Criterion A	Comprehending spoken and visual text
Criterion B	Comprehending written and visual text
Criterion C	Communicating in response to spoken, written or visual text
Criterion D	Using language in spoken or written form

Individuals and Societies

Nature and aims

- Encourages learners to respect and understand the world around them
- Equips students 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
- Helps students to appreciate critically the diversity of human culture, attitudes and beliefs
- Enables students to collect, describe and analyse data used in studies of societies; test hypotheses; and learn how to interpret increasingly complex information, including original source material
- Helps students to develop their identities as individuals and as responsible members of local and global communities

Individuals and Societies Unit Overview

Grade 6				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
<i>What is Humanities? What is History</i>	Time, Place and Space	Perspective	Orientation in time and space	Bias and different perspectives are influenced by one's orientation in time and space
<i>Explorers: How the Age of Explorers changed the world</i>	Global interactions	Culture, Power and Trade	Orientation in time and space	Power and trade are common reasons for cultures to explore new lands and interact with others
<i>Islamic Empires: What are the achievements of the Islamic Empires</i>	Change	Innovation, and Power	Identities and relationships	Empires change societies they conquer and establish their systems due to power
<i>What is Geography</i>	Global interactions	Resources, Environment, Trends and Patterns	Globalization and sustainability	The relationship between humans and the physical environment is interdependent and we can often see patterns and trends
Grade 7				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
<i>Climate</i>	Time, Place, and Space	Resources, Dependence	Globalization and Sustainability	Geographic location determines climate. However, climate change is a global issue regardless of where you live
<i>Ancient Civilizations</i>	Systems	Culture, Interconnectedness	Orientation in Time and Space	How systems interconnected shaped the cultures of ancient civilizations
<i>Agents of Change</i>	Change	Conflict, Authority	Fairness and Development	Throughout history, individuals and communities have resisted and challenged authority to create fairness and change
<i>Natural Hazards - Interdisciplinary with Science</i>	Global Interactions	Causality	Fairness and Development	Convection currents are natural systems that can cause natural hazards but scientific innovation can be more fairly shared to help communities around the world survive the catastrophic consequences caused by these events
Grade 8				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry

<i>Revolutions in Trade</i>	Time, place and space	Trade, Innovation and Revolution	Scientific and technical innovation	Revolutions in trade and commerce bring positive and negative changes to societies across the globe, .through inventions and innovations
<i>Impact of Natural Resources</i>	Global Interactions	Sustainability, Scarcity	Fairness and Development	The availability and consumption of natural resources has an impact on the environment, society, development and the economy, both .locally and globally
<i>Civil Rights in North America</i>	Change	Equity, Power	Orientation in Time and Space	Throughout time individuals and communities have organized themselves to change society by .challenging inequity and discrimination
Grade 9				
<i>Unit Title</i>	<i>Key concept</i>	<i>Related concept</i>	<i>Global Context</i>	<i>Statement of Inquiry</i>
<i>Urban Morphology</i>	Time, Place & Space	Processes, Sustainability	Globalisation and Sustainability	The process of urbanisation presents social, environmental and economic opportunities and .challenges for local and global sustainability
<i>Introduction to Economic Systems</i>	Systems	Resources, Choice	Identities and Relationships	Economic systems are based on the choices that people make in order to allow the efficient .allocation of resources
<i>Globalisation and Trade</i>	Global interaction	Globalisation, Culture	Globalisation and sustainability	The rapid increase in cross border economic, social and technological change has positive and negative .consequences
<i>Nation building and Conflict</i>	Change	Power, Identity	Orientation in Time and Space	The struggle for power and identity leads to .conflict and change
Grade 10 (2018-2019 only)				
<i>Unit Title</i>	<i>Key concept</i>	<i>Related concept</i>	<i>Global Context</i>	<i>Statement of Inquiry</i>
<i>Urban Morphology</i>	Time, Place & Space	Sustainability, ,Processes	Globalisation and Sustainability	The process of urbanisation presents social, environmental and economic opportunities and .challenges for local and global sustainability
<i>Biomes</i>	Systems	Resources	Globalisation and Sustainability	The sustainable management of biomes is .dependent upon time and location
<i>Empires, Superpowers and the Cold War</i>	Global Interactions	Power, Causality	Fairness and Development	Throughout time military, political and economic power have led to the development of empires .and superpowers with significant global influence
<i>Development: Imagining a hopeful future through social protest</i>	Change	Equity, Globalisation, Innovation and Revolution	Fairness & Development	Change is required if we are to create a more fair .and equitable world
<i>IDU Food & the Environment: Fact or Fiction</i>	Systems	Resources, Choice	Scientific & Technological Innovation	Changes to the systems and technology used to produce and distribute food have created both .choice and challenge

Assessment Criteria

Criterion	Descriptor
Criterion A	Knowing and understanding
Criterion B	Investigating
Criterion C	Communicating
Criterion D	Thinking critically

Mathematics

Nature and aims

Mathematics promotes analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. It also provides a powerful universal and largely unambiguous language. Its standard techniques can be used to investigate and model phenomena and relationships in a multitude of contexts, including natural and societal, and its results are then used for many applications including informing decisions, developing systems, monitoring progress and manipulating the environment

In Grades 9 and 10, students may be placed in an Mathematics Extended class. This course follows the same aims and objectives as all MYP Mathematics classes, and supports students who are ready and able to move at a faster pace, investigate concepts more thoroughly, and/or prepare for advanced studies in Mathematics

Content, knowledge and skills

Fundamental facts and techniques in number, geometry, statistics and probability underpin inquiry into relationships in real-life contexts. The investigative method itself is studied. Skills are introduced in the context of important, standard problems and applied in these situations as well those that are unfamiliar or more complex. A key application of mathematical techniques is the modelling of relationships, which is achieved both through standard procedures and more general investigative methods

Students learn to interpret their results, including the validity and scope of any model, in the context of the problem and use them to inform decisions. Standard notation, terminology and other communication techniques are studied and applied throughout the course. Numerical, algebraic and geometric methods for problem-solving and communication are studied together whenever feasible and the links between these different methods are emphasised, as well as their relative advantages and disadvantages in terms of accuracy, clarity and efficiency

Mathematics Unit Overview

Grade 6				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
<i>The Four Ops</i>	Relationships	Representation	Identities and Relationships	Mathematics has been represented in different ways and different forms throughout history and yet is a universal language
<i>Keeping Qatar Clean</i>	Relationships	Measurement & Quantity	Globalization & Sustainability	Measurement of various aspects of a country help quantify relationships that can be used to compare countries and lead to sustainability -efforts through shared ideas
<i>Expressions and Equations</i>	Relationships	Pattern & Quantity	Scientific & Technological Innovation	Algebraic representation can be used to model everyday relationships that -can show quantity and pattern
<i>Geometric Puzzles</i>	Communication	Measurement	Personal and cultural expression	Through the use of measurement and design you are to design and make a child's jigsaw that engages and encourages the user to recognise and -identify geometric shapes
Grade 7				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
<i>In the Kitchen</i>	Form	Pattern & Quantity	Scientific and technical innovation	Number and ratio sense, patterns and mathematical forms help us to better quantify the world to help improve -and innovate in daily activities
<i>Expressions and Equations (Cell Phone Plan)</i>	Relationships	Justification & Model	Scientific and technical innovation	Logic, patterns and algebraic rules are used to develop models of real-life -situations to help justify decisions
<i>Dream Home</i>	Relationships	Pattern & Space	Personal and cultural expression	Mathematical patterns and forms create measurable space used in art, architecture and other modes of -personal expression
<i>Anything But Typical</i>	Form	Justification Representation	Fairness & Development	Relationships between sample size and general populations allows for visual representations of data to -justify conclusions
Grade 8				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
<i>Outbreak</i>	Relationships	Measurement & Quantity	Scientific and technical innovation	The ability to measure extreme quantities allows innovation in the -quality of life for communities
<i>!!!Taxi</i>	Logic	Equivalence & System	Identities and Relationships	Creating algebraic models to logically represent relationships such as distance, rate and time, and using graphical systems and solving

				them using equivalence can .improve decision-making
<i>Transformations</i>	Aesthetics	Patterns and change	Identities and Relationships	Designs using patterns, create aesthetic pieces that help as explore !our identities
<i>Statistically Speaking</i>	Relationships	Pattern & Representation	Other (students choose their own based on their choice of question (for their project	Data collection and representation allows for pattern recognition to describe relationships and connections that affect daily and .lifestyle choices
Grade 9				
<i>Unit Title</i>	Key concept	Related concept	Global Context	Statement of Inquiry
<i>Algebraic skills and relationships</i>	Form	Pattern and Model	Identities and Relationships	Number patterns can be .represented in algebraic form
<i>Quadratics</i>	Relationships	Change and Equivalence	Scientific and technical innovation	Not all relationships are linear. Not .all change is constant
<i>Measurement and trigonometry</i>	Form	Space and representation	Orientation in space and time	The shapes we model can be .represented in the space around us
<i>Probability</i>	Form	Model and representation	Fairness and development	The chance of all outcomes is one and can be represented in a variety of way to identify the options that .lead to all outcomes
<i>Statistics</i>	Connections	Justification and Model	Fairness and development	Statistics connects us to the world we inhabit through justified .models
Grade 9 Extended				
<i>Unit Title</i>	Key concept	Related concept	Global Context	Statement of Inquiry
<i>Sets and Venn Diagrams</i>	Form	Representation	Identities and relationships	Symbolization is used as a means of classifying and describing the properties of numbers and how they are related. classifying them into groups based on characteristics is important in many cross- .curricular fields Eg. Living things
<i>Algebraic review</i>	Change	Equivalence Simplification	Scientific and technical innovation	What is more natural, order or .Chaos

<i>Linear relationships</i>	Relationships	Model Pattern Representation	Globalization and sustainability	The relationship between 2 variables often yields patterns or trends that can be modeled by linear relationships, which involves the application of some of the 4 arithmetic operations
<i>System of Equalities and Inequalities</i>	Relationships	Representation Simplification	Scientific and technical innovation	To make informed decisions, systems of equations and inequalities are used to obtain optimal solutions to diverse problems involving multiple variables
<i>Plane and Coordinate Geometry</i>	Form	Justification Measurement Quantity Representation	Globalization and sustainability	The use of points, lines, and surfaces allow us to explore the world around us, thus enabling us to define and quantify the man-made and natural environment
<i>Trigonometry</i>	Time, place and space	Measurement Quantity Representation Space	Scientific and technical innovation	Trigonometric skills allow us to determine dimensions of real-world objects without needing to physically measure them all
<i>Quadratic Functions</i>	Time, place and space	Model Pattern	Identities and relationships	Quadratic functions are used to represent trajectories of projectiles acted under gravity, and having their parabolic curvature used in many scientific and engineering fields. They also provide us with a tool that allow us to create a mathematical model to optimize the usage of our resources
<i>Indices & Exponential Equations and</i>	Relationships	Generalization Model Representation	Orientation in space and time	Most natural growth or decay phenomena can be modeled by exponential functions that allow us to predict their future impact
Grade 10				
<i>Unit Title</i>	Key concept	Related concept	Global Context	Statement of Inquiry
<i>Organising Information</i>	Logic	Quantity and Representation	Identities and relationships	How we organise and find similarities and differences
<i>Quadratics</i>	Relationships	Model and Representation	Globalization and sustainability	Quadratic functions provide us with a mathematical model to maximize/minimize output which allows us to utilize our resources more efficiently
<i>Geometry</i>	Connections	Measurement and Space	Orientation in space and time	Geometric concepts can be used in real life situations
<i>Descriptive Statistics</i>	Connections	Justification and Model	Fairness and development	Statistics connects us to the world we inhabit through justified models
<i>Algebraic techniques</i>	Form	Model and Representation	Identities and relationships	Explore how transformations affect functions

Grade 10 Extended Mathematics				
<i>Unit Title</i>	Key concept	Related concept	Global Context	Statement of Inquiry

<i>Circle Geometry, Similarity and Congruency</i>	Logic	Justification	Identities and relationships	Based on basic geometric facts, other more complex facts can be determined and used to solve a variety of geometric problems
<i>Number Patterns and Functions</i>	Relationships	Pattern	Identities and relationships	Functions are a precise representation of a relationship between 2 variables
<i>Trigonometry</i>	Relationships	Space	Orientation in space and time	Many things in the natural and industrial world run on a continuous cycle. By looking at the geometric patterns and relationships e.g. shapes and angles will help understand how certain things work. Many natural occurrences can be modelled using periodic functions
<i>Statistics and Probability</i>	Communication	Representation	Globalization and sustainability	Statistics and probability enable meaningful decisions to be made that affect individuals, communities, environment and the world
<i>Exponential and Logarithmic Functions</i>	Relationships	Representation	Identities and relationships	Establishing the relationship between exponential and logarithmic functions, allows various growth and decay phenomena to be understood
Transformations and Vectors in 2-D	Change	Change Equivalence Space	Personal and cultural expression	Knowledge and understanding of specific transformations allows us to develop our spatial awareness involving movement of (plane) shapes in 2-D, as well as cultural expression

Assessment Criteria

Criterion	Descriptor
Criterion A	Knowledge and understanding
Criterion B	Investigating patterns
Criterion C	Communicating
Criterion D	Applying mathematics in real-life contexts

Sciences

Nature and aims

- The aims of MYP sciences are to encourage and enable students to
- understand and appreciate science and its implications •
 - consider science as a human endeavour with benefits and limitations •
 - cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments •
 - develop skills to design and perform investigations, evaluate evidence and reach conclusions •
 - build an awareness of the need to effectively collaborate and communicate •
 - apply language skills and knowledge in a variety of real-life contexts •
 - develop sensitivity towards the living and nonliving environments •
 - reflect on learning experiences and make informed choices •

The Science courses are based around the development of 2 important areas, skill acquisition and .key concepts

Every topic is based around a number of skills that encourage the student to look at the world around them via scientific methodology. This may encompass practical scientific or research-based skills. Students are encouraged to develop their inquiry based skills via open ended tasks that allow them .to investigate branches of science that are relevant them and to their community at large

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across the science disciplines and connect to other subjects. Inquiry into .key concepts can facilitate these connections

Sciences Unit Overview

Grade 6				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
<i>It's alive! Systems in organisms</i>	Systems	Form and Function	Scientific and technical innovation	Scientific innovation has led to the discovery of the cell and has allowed humanity to discover how these small systems function to form all living systems on Earth
<i>Changes between Phases</i>	Change	Transformations	Scientific and technical innovation	Controlling your personal climate has allowed ‘ .humans to live in all habitats on the planet
<i>Relationships between organisms and the environment</i>	Relationships	Balance	Globalization and sustainability	.Balance in relationships ensures sustainability
<i>Forces and Motion</i>	Relationships	Movement	Orientation in time and space	.Movement is related to where you are in space
Grade 7				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
<i>Our relationship with Microbes</i>	Relationships	Function	Globalization and Sustainability	Some microbes can cause us harm, however relationships between humans and microorganisms are mostly beneficial to functions

				and sustaining global health today and in the .future
<i>Our Senses and Change</i>	Change	Interactions	Scientific and technical innovation	We use our senses to interact with sound and light and change simple waves into useable information, but when they are not functioning properly, science and technology can help us find ways to continue interacting with our .environment
<i>Acids and Bases</i>	Relationships	Balance	Scientific and technical innovation	In our technically-advanced, modern world, it is the imbalances in relationships that balance our .lives
<i>Natural Hazards and Global Response</i>	Global Interactions	/Systems Cause and Consequences	Fairness and Development	Convection currents are natural systems that can cause natural hazards but scientific innovation can be more fairly shared to help communities around the world survive the catastrophic consequences caused by these .events
Grade 8				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
<i>Photosynthesis and Change</i>	Change	Energy	Globalization and sustainability	Students will examine if farming practices can be changed to provide more food energy to sustain the growing needs of an interconnected .global society
<i>Cardiovascular System and Function</i>	Systems	Function	Orientation in time and space	The human body is a complex, natural system with many subsystems, and when not maintained properly, can break down like any .human-made system
<i>Characteristics can change due to .different properties</i>	Change	/Evidence Models	Scientific and technical innovation	Everything exists due to changes within three incredibly small particles which can be classified and modeled into functional categories because .of their properties
<i>Systems allow many connections to take place</i>	Systems	Energy	Scientific and technical innovation	Electricity and magnetism are powerful sources of energy that when harnessed by systems allow .humanity to power every aspect of human life
Grade 9				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
<i>Changes can build things up or break .things apart</i>	Change	Transformation	Scientific and technical innovation	The ability to transform fossil fuels into usable products has driven a large part scientific .research in the 21st century
<i>Digestion</i>	Relationships	Consequences	Globalization and Sustainability	Making informed dietary choices and maintaining a healthy lifestyle minimizes the chances of developing life altering disorders and .complications
<i>Rates of reaction</i>	Change	/Evidence models	Orientation in time and space	Humanity's knowledge of chemical interactions has had long lasting positive and negative .changes on the world
<i>Homeostasis</i>	Systems	Energy	Fairness & development	The human body utilizes a variety of systems to maintain homeostasis. When these systems fail, access to medical care is vital and necessary to .keep life going

Waves	Relationships	Energy	Scientific and technical innovation	There is a relationship between the properties and characteristics of waves that determines their function (energy) and practical application .for science and technological innovation
Grade 10				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
<i>Change allows us to design new and ingenious solutions</i>	Change	Consequences	Scientific and technical innovation	Using scientific and technical knowledge to make innovative changes to DNA can have many consequences
<i>Relationships between space and time can have unwanted consequences</i>	Relationships	Consequences and movement	Orientation in time and space	The relationship between space and time have .consequences for your safety
<i>Relationships allow us to make predictions about the unknown</i>	Relationships	Evidence and models	Identities and relationships	Empirical evidence must be linked with theoretical models to allow us to understand .the complexity of relationships in Science
<i>The ability to use one concept in many ways allows us to change how we function in the world</i>	Change	Transformation	Scientific and technical innovation	Making small changes to simple scientific equipment, can transform their use and has lead to many scientific and technical innovations

Assessment Criteria

Criterion	Descriptor
Criterion A	Knowledge and Understanding
Criterion B	Inquiring and Designing
Criterion C	Processing and Evaluating
Criterion D	Reflecting on the Impact of Science

Design

Nature and aims

- :The aims of MYP design are to encourage and enable students to
- enjoy the design process, develop an appreciation of its elegance and power •
 - develop knowledge, understanding and skills from different disciplines to design and create •
 - solutions to problems using the design cycle
 - use and apply technology effectively as a means to access, process and communicate •
 - .information, model and create solutions, and to solve problems
 - develop an appreciation of the impact of design innovation for life, global society and •
 - environments

- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for other's viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices

MYP design challenges all students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in both historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action

Inquiry and problem-solving are at the heart of the subject group. MYP design requires the use of the **design cycle** as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, the creation of solutions, and the testing and evaluation of the solution. In MYP design, a solution can be defined as a model, prototype, product or system that students have developed and created independently

A well-planned design programme enables students to develop not only practical skills but also strategies for creative and critical thinking. The MYP expects all students to become actively involved in, and to focus on, the whole design process rather than on the final product/solution

Design Unit Overview

Grade 6				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
?What is Design	Communication	Invention	Scientific and Technical Innovation	Invention and innovation can be communicated through design
Posters that Matter	Communication	Form	Globalisation and Sustainability	Communication comes in many forms. When ideas are expressed clearly, the end result is more effective
Arcade Games	Communities	Function Innovation	Identities and Relationships	Innovative functions of digital games can enhance social interaction within and between communities.
Monsters	Development	Resources	Personal and Cultural Expression	Imaginative use of resources allows us express ourselves in many ways
Popping Puzzles	Communities	Function Collaboration	Personal and Cultural Expression	Interactions with target audiences ensures that products are developed to fulfil their personal needs
Grade 7				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
Phone Core	Development	Function Form	Scientific and Technical Innovation	Raw materials can be formed in interesting ways to create custom-made products
The Perfect Design	Development	Invention Evaluation	Personal and Cultural Expression	Iterative design is critical to developing products that function as intended
Roving Robots	Communities	Collaboration Innovation	Orientation in space and time	Innovation and invention change the ways that societies work together
Under the Sea	Communication	Innovation Resources	Personal and Cultural Expression	Innovative use of resources and materials can encourage individual expression
Grade 8				

Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
Marvelous Memos	Systems	Function Resources	Scientific and technical .innovation	A product that appears to be simple often requires an underlying systems composed of complex .components to function effectively
Juggling Chickens	Development	Ergonomics Resources	Personal and Cultural Expression	The careful selection of materials can have a .positive impact the ergonomics of a product
Logo Design - New Iterations	Communication	Adaptation Innovation	Scientific and technical .innovation	Through innovation we can adapt logo designs to be more progressive and represent organisations .to be forward-looking and modern
Sahara Safari	Communication	Innovation Resources	Personal and Cultural Expression	Innovative use of resources and materials can .encourage individual expression
Grade 9				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
/Product Design Electronics				
Woodbots	Systems	Resources Invention	Scientific and Technical innovation	Through the application of scientific and technical knowledge we can follow systems and use .resources to invent products
Stack and Store	Development	Form Function	Identities and Relationships	By identifying the relationship between form and function we can produce an effective solution to .an everyday problem
Electronic Solutions	Development	Innovation	Scientific and technical .innovation	Innovative use of existing technologies and .materials can create contemporary products
Textiles Design				
I Am IB	Communication	Form	Identities and Relationships	Designers combine image, colour and texture to .communicate with a target audience
Patch It Together	Development	Innovation Resources	Globalization and sustainability	Innovative re-use of resources can lead to the .development of new products
Mythical Creatures	Communities	Adaptation Perspective	Orientation in space and time	Traditional stories are adapted over time to reflect .the changing perspectives of communities
Digital Design				
Captivating the Audience	Communication	Ergonomics Invention	Personal and Cultural Expression	Through expression and creativity we can innovate to captivate an audience, whilst crafting designs to .be increasingly more fit for purpose
IB Propaganda	Communication	Form	Identities and Relationships	Communities and their identities are shaped by the .way in which they communicate with each other
Grade 10				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
Recording For The Future	Communities	Perspective	Orientation In Time and Space	Functions of design can help to develop and .improve personal and cultural expression
E-portfolio	TBD	TBD	TBD	TBD

The Client is Always Right	Development	Ergonomics Adaptation Innovation	Scientific and technical innovation	Prior knowledge can be used to develop an innovative product that is adapted to meet the needs of an identified client
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Assessment Criteria

Criterion	Descriptor
Criterion A	Inquiring and analysing
Criterion B	Developing ideas
Criterion C	Creating the solution
Criterion D	Evaluating

Physical and Health Education

Nature and aims

The aims of MYP physical and health education are to encourage and enable students to

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences

Physical and Health Education Unit Overview

Grade 6				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
Health & Fitness	Identity	Balance/Choice	Identities and Relationships	Identifying and applying healthy choices, leads to a balanced and healthy life
Swimming	Relationships	Movement	Identities & Relationships	The coordination of body parts develops successful fluid movements
Volleyball	Change	Movement/Development	Identities & Relationships	Strong Foundations (basic moves) allow us to develop and change our skill level
Football	Change	Adaption/Interaction	Orientation in space and time	The ability to adapt skills to the conditions of the game, the time in the game and the position of my team will make me more successful
Games Skills	Change	Space/Coordination	Our Continuous Development	Spatial awareness and coordination are key to developing great game skills. "Do YOUR Best, "!"Forget the REST

Gymnastics	Aesthetics	Control/Coordination	Personal and Cultural Expression	Controlling and coordinating your movements, allows you to create more aesthetic compositions
Grade 7				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
Volleyball	Communication	Choices/Consequences	Identities & Relationships	The choices we communicate as a team will result in different consequences
Tae Kwon Do	Culture	Energy/Respect	Personal and Cultural Expression	Appreciating others cultures gives us opportunities to open our minds and learn new skills and show creativity
Basketball	Relationships	Responsibility/Interaction	Identities and Relationships	Successful teams build relationships when players fulfill their responsibilities
Health & Fitness	Relationships	Choice/Refinement	Identities and Relationships	Understanding the relationship between fitness and an activity can help us choose the right skill to refine
Badminton	Relationships	Integrity/Respect	Fairness and Development	Core values of respect, integrity and fairness need not be lost when being competitive
Swimming	Development	Adaptation/Movement	Orientation in space and time	Fluent movement evolves from correct body positioning and being able to adapt to different techniques
Grade 8				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
Tae Kwon Do	Change	Energy/Refinement	Fairness and Development	A positive energy will lead to changes and quality of performance
Basketball	Relationships	Responsibility/Interaction	Identities and Relationships	Successful relationships are built when players fulfil their team responsibilities
Football	Connections	Function/Interaction	Identities and Relationships	Positive connections between players, positions and tactics are the key to success
International Games	Culture	Adaptation/Systems	Orientation in space and time	Other cultures have different ideas that we can adapt to suit our needs
Badminton	Relationships	Variety/Space	Orientation in space and time	Understanding the relationship between space, and the variety of options available will allow us to be successful
Swimming	Relationships	Adaptation/Movement	Orientation in space and time	Fluent movement evolves from correct body positioning and being able to adapt to different techniques
Grade 9				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
Volleyball	Communication	Choice/Interaction	Fairness and development	Communicating, interacting and making the correct choices with your team can achieve more than an individual alone
Jump Rope	Relationships	Persistence/Interaction	Identities and Relationships	Progress can be achieved by understanding how teamwork aids persistence

Football	Relationships	Interaction/Perspectives	Identities and Relationships	The relationships between roles and responsibilities change the way we view each other
Health & Fitness	Development	Adaptation/Function	Scientific and Technical Innovation	For the development of long term health, we need to understand the function of our bodies and how they adapt to change
Badminton	Communication	Adaptation/Refinement	Identities and relationships	Communication and cooperation can assist the development of our techniques and interpersonal skills
Swimming	Change	Environments/Interaction	Identities and relationships	A changing environment can alter the situation and how you react
Grade 10				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
Volleyball	Change	Adaptation	Identities and relationships	Understanding the game of volleyball allows me to lead and adapt to changing situations in the game
Jump Rope	Relationships	Persistence/Interaction	Identities and Relationships	Progress can be achieved by understanding how teamwork aids persistence
e-Portfolio Unit	TBC	TBC	TBC	TBC
Football	Relationships	Interaction/Perspectives	Identities and Relationships	The relationships between roles and responsibilities change the way we view each other
Basketball	Relationships	Interaction/Systems	Identities and Relationships	A Role Implies Behavior, Rights and Obligations

Assessment Criteria

Criterion	Descriptor
Criterion A	Knowing and understanding
Criterion B	Planning for performance
Criterion C	Applying and performing
Criterion D	Reflecting and improving performance

Arts

Nature and aims

Experience and develop curiosity, interest and enjoyment in their own creativity and that of others

Explore through the processes of performing arts

Acquire and develop skills needed for the creation of performing art work

Use the language, concepts and principles of performing arts

Communicate their thoughts and ideas through performing arts

Create performing art work

Reflect on, appreciate and evaluate their work and the work of others

Develop receptiveness to performing art forms across time, place and cultures, and perceive the significance of these art forms as an integral part of life

Arts Unit Overviews

At QAD, students have Visual Arts, Drama and Music on a semester rotation in the Middle School. They choose one of five arts courses for Grade 9 and 10

DRAMA

DRAMA 100				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
<i>Mime With Me</i>	Communication	Expressions, Presentation	Personal Expression	People can communicate and express themselves without words
<i>Fairy Tales, Fables and Folklore</i>	Identity, Culture	Narrative, Interpretation	Personal and Cultural Expression	Folklore and fables are ancient oral traditions that convey important universal morals
DRAMA 200				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
<i>Mime With Me</i>	Communication	Expressions, Presentation	Personal Expression	People can communicate and express themselves without words
<i>Peace Journey</i>	Change	Narratives Boundaries Role	Identities and Relationships	Make connections between world events that impact the lives of people and community through dramatic expression
Grade 9 DRAMA				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
<i>Page to Stage</i>	Change	Role, Presentation & Interpretation	Personal and Cultural Expression	Interpretation is an integral part of the creative process
<i>Storytelling</i>	Aesthetics	Interpretation	Personal & cultural expression	Personal and cultural identity is expressed through stories
<i>Getting to know you</i>	Communication	Boundaries & Expression Relationships	Identities & relationships	Trusting each other and building a positive group dynamic is essential for success in drama
Grade 10 DRAMA				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
Original Process	Perspective	Interpretation Presentation	Identities and Relationships	Theatre has many ways of exploring issues of importance and that has given way to the use of non-traditional theatre methods

<i>E-PORTFOLIO</i>	Out in November	Out in November	Out in November	Partially Completed Unit plan out in November
Devised Drama	Aesthetics, Communication	Innovation, Expression, Composition & Structure	Personal and cultural expression	The creative ensemble process is a unique way of initiating, developing and communicating a specific message to an audience

MUSIC

<i>MUSIC MYP 1</i>				
<i>Unit Title</i>	Key concept	Related concept	Global Context	Statement of Inquiry
<i>The Doctor is In</i>	Time, place and space	Interpretation, Structure	Fairness & Development	Courageous artists can provoke change in both individuals and societies
<i>Talking in Music</i>	Communication	Narrative, Expression	Personal Cultural Expression	Music as a form of communication expresses what words cannot
<i>MUSIC MYP 2</i>				
<i>Unit Title</i>	Key concept	Related concept	Global Context	Statement of Inquiry
<i>The Rhythm is I Gonna Get You</i>	Communication	Play & Role	Orientation in Time & Space	Pattern and repetition can communicate motion
<i>Music in the 21st Century</i>	Creativity	Composition, Expression, Innovation	Scientific & Technical Innovation	Music technology empowers musicians to be creative, expressive and innovative
<i>Grade 9 MYP 3</i>				
<i>Unit Title</i>	Key concept	Related concept	Global Context	Statement of Inquiry
Happy Together	Relationships	Role	Identities & Relationships	Working musically with others is its own reward
TechnoLOGIC	Communication	Innovation	Scientific & Technical Innovation	Technology can enhance musicians' creativity
SoundScape	Creativity	Expression and Innovation	Personal & Cultural Expression	All sounds can create an emotional reaction
<i>Grade 10 MYP 4, MUSIC Instrumental</i>				

<i>Unit Title</i>	<i>Key concept</i>	<i>Related concept</i>	<i>Global Context</i>	<i>Statement of Inquiry</i>
<i>Practice makes Permanent</i>	Change	Play	Orientation in Time & Space	Effective, efficient and consistent practice is more significant to development than natural talent
<i>E-PORTFOLIO</i>	Out in November	Out in November	Out in November	Partially Completed Unit plan out in November
<i>Our Album</i>	Creativity	Expression, Narrative, Communication	Personal and Cultural Expression	A collaborative album of artists' work is an expressive means of communication
Grade 10 MYP 4, MUSIC Instrumental				
<i>Unit Title</i>	<i>Key concept</i>	<i>Related concept</i>	<i>Global Context</i>	<i>Statement of Inquiry</i>
<i>Jingles All the Way</i>	Identity	Role, Interpretation	Identities & Relationships	An artist's creation has both aesthetic and persuasive value
<i>ePortfolio</i>	Out in November	Out in November	Out in November	Partially completed unit plan released in November
<i>Our Album</i>	Creativity	Expression, Narrative, Communication	Personal and Cultural Expression	A collaborative album of artists' work is an expressive means of communication

MEDIA

Grade 8 FILM				
<i>Unit Title</i>	<i>Key concept</i>	<i>Related concept</i>	<i>Global Context</i>	<i>Statement of Inquiry</i>
<i>!This IS Me</i>	Identity	Expression Presentation	Identities and Relationships	Media can form and help reinforce identities and relationships
<i>Animate to Educate</i>	Aesthetics	Interpretation Composition	Personal and Cultural Expression	<i>Personal and Cultural Identity is expressed through stories</i>

Grade 9 MEDIA				
<i>Unit Title</i>	<i>Key concept</i>	<i>Related concept</i>	<i>Global Context</i>	<i>Statement of Inquiry</i>
<i>Producers and Consumers</i>	Identity	Audience Innovation	Scientific and technical innovation	The process of media creation leads to self-discovery and promotion

<i>What you want to say and how you going to say it Documentary...</i>	Perspective	Narrative Audience	Personal and cultural expression	Media perspectives have potential for global influence and can be .vehicles for change
<i>Lights, Camera, Action! Time to make a music video</i>	Creativity	Composition Expression	Identities and relationships	Musical form can be enhanced through the addition of visual .elements
Grade 10 MEDIA				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
<i>Advertising</i>	Aesthetics	Audience, boundaries	Globalization and sustainability	Visual advertising employs symbols and conventions to instill desire in consumers encouraging 'wants' .rather than 'needs'
<i>E-PORTFOLIO</i>	Out in November	Out in November	Out in November	Partially Completed Unit plan out in November
<i>Putting it all together</i>	Communication	Genre Narrative	Personal and Cultural Expression	Communication is enhanced by combining visual and audio elements to convey a narrative

VISUAL ARTS

Grade 6 VISUAL ARTS				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
<i>Animal X-Ray</i>	Change	Innovation Pattern Style	Personal and Cultural Expression	Aboriginal Artists have used animals .for inspiration for over 30,000 years
<i>The Dinner Party</i>	Imagination	Construction Modeling	Scientific and Technical Innovation	Demonstrating the exploration of ideas through construction and modeling aids us in developing our .imagination

VISUAL ARTS 100				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
<i>Radial Design Prints</i>	Connections	Expression Style	Personal and Cultural Expression	We form and understand our identity and self-awareness by .expressing ourselves visually
<i>Tessellation</i>	Aesthetics	Composition Visual Culture	Scientific and Technical Innovation	People create art to communicate and teach history, values and .beliefs

VISUAL ARTS 200				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
<i>Structures In My World</i>	Identity	Interpretation Visual Culture	Orientation in space and time	Where we are and who we are may influence how we interpret .and express the world around us
<i>Design: A Study of Space</i>	Creativity	Composition	Personal and Cultural Expression	Art develops creative thinking and .problem solving skills
Grade 9				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
<i>Famous ID</i>	Identity	Visual Culture Audience	Orientation in Time and Space	Identity can be expressed in a variety of different ways and it is the product of Culture, Situations .and Personal Perspective
<i>Explosive Inventions</i>	Communication	Innovation, Narrative, Composition, Presentation	Scientific and Technical Innovation	Human inventions and technological innovations have changed the environment we live .in over time
<i>Under the Microscope</i>	Change	Composition Expression	Identities and relationships	The ever-changing Micro world around us can offer inspiration for .playful expression
Grade 10				
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry
<i>iArtist</i>	Creativity	Postmodernism Expression Contemporary Artist	Personal and Cultural Expression Unique Personality	Contemporary Artists have unique personalities and individual responses to art making practices and processes
<i>E-PORTFOLIO</i>	Out in November	Out in November	Out in November	Partially Completed Unit plan out in November
<i>Larger than Life</i>	Change	D form, -3 Representation, Innovation, Presentation	Personal and Cultural Expression	Scale can be used to create unique opportunities for objects to communicate innovative concepts .and new meanings

Visual Arts

The MYP Visual Arts program builds on and develops students' existing artistic skills and knowledge. It provides a varied and challenging experience with exposure to a variety of projects, each involving the exploration of different skills, media and aims. The subject matter is broad and includes drawing/painting/printmaking, graphic design, 3D work, and photography. These functional skills are supported by investigation into art movements, historical contexts, and conceptual work in colour theory and compositional strategies. The sequence of courses equips every student to improve their thinking and creative processes concurrent with skill development. Students are encouraged to be exploratory in their approach and use the Creative Cycle of researching, .developing, doing, and reflecting

Drama: Content, knowledge and skills

- Students will develop a basic understanding of dramatic concepts. The class is introduced to the language and vocabulary of theatre and basic dramatic skills and concepts are introduced
- Students are encouraged to engage in drama exercises and activities
- Students will learn how to engage an audience effectively through creation and dramatization of an original or scripted story line
- Students will be able to identify how language arts concepts apply to drama and will be able to analyse familiar stories using new vocabulary
- Students will also apply original thoughts and ideas to create original works of theatre
- Students will develop their knowledge and understanding of characters, application of acting skills, and dramatic techniques

Music: Content, knowledge and skills

- Compose original works of music
- Arrange and develop music
- To experience music in a variety of forms, styles and genres
- Explore the artistic process through a musical instrument
- Expression of musical ideas and through the use of musical instruments and technology
- Individual and small group performances - performance in front of an audience
- Reflect on their artistic process; how works are created, developed and finished
- Solicit feedback from their peers, respond to the feedback, and use it to improve their work

Grade 9 and 10 Music Performance

- Each student will be given an individualized practice regimen that will help him/her to refine his or her performance skills
- Students will learn to compose music in various forms that are suitable to be played on/his/her instrument, or along with others to form small ensembles
- Students will have the experience of performing in front of small and large audiences, including (but not limited to): school assemblies, recitals, Quackfest, and regional music events

Grade 9 and 10 Music Production

- Students in this course will learn how to compose, arrange and edit music through a computer medium, the Digital Audio Workstation (DAW)
- Students will learn how to use microphones, hardware and recording equipment
- Students will learn how aspects of song writing and musical form of various world genres
- Students will learn how different parts of the music industry work together (music business, PR/promotion, copyright law), and how the roles of the studio (producer, engineer, performer) work together to help create a final product
- Students in Grade 10 Music Production will collaborate with Film to create the music, Foley and sound FX for the final movies of that year, to be presented at the annual Multimedia Presentation

Media (G9 and G10 Film): Content, knowledge and skills

Through learning about media and how to create media, students have the chance to understand better the power of media as a tool for expression and investigation. Imagery in film and media tells a story that immediately crosses cultural boundaries to speak in a universal language. Media also allows students to develop planning and organizational skills within a highly motivating context. (MYP Arts Guide)

Students will explore

- The role that that key directors and film-makers in media play in society, and a cultural and historical awareness of this
- The relationship between media and audience
- How screen language can be used to express ideas
- Skills and techniques in scripting, cinematography, sound recording and editing to create film
- The skills to work independently and collaboratively in defined roles and responsibilities
- How soundtracks and diegetic and non-diegetic sounds are an integral component of the total media experience
- Through the planning processes for making media (for example, treatments, storyboards, scripts, shot logs)
- By engaging in all the production phases and experimenting with the artistic procedures in the media-making process
- Through developing their own personal signature styles in creating media; anticipating and overcoming difficulties, modifying ideas
- By initiating, exploring and developing projects in response to current affairs
- By experimenting with various styles and genres in representation of an issue
- By critiquing the work of various film-makers or other media makers, including themselves

Assessment Criteria

Criterion	Descriptor
Criterion A	Knowledge and Understanding
Criterion B	Developing Skills
Criterion C	Thinking Creatively
Criterion D	Responding

Islamic Studies

Nature and aims

Islamic Studies is not part of the official IB MYP subject groups but the overall aims and objectives align in most cases. Where appropriate, assessment tasks are created that use the MYP Individuals and Societies assessment criteria

- Develop Muslims who perceive human diversity as a necessity and are tolerant of human beings regardless of gender, colour, ethnicity, religion or language
- Develop positive relationships between the students, the environment and the universe
- Develop a feeling in students of belonging to the Islamic nation at large on the basis of religion, culture, goals and destiny
- Educate students on how to use the knowledge of the Islamic faith to affect a person's behaviour and actions
- Raise students' awareness of the importance and value of worshipping
- Create in students the awareness to use the Holy Quran, Noble Speech and Acts of the Prophet Mohammad (Peace Be upon Him) as a basis of knowledge, actions and values
- Guide students on how to apply and practice Islamic values and manners
- Familiarize students with Islamic civilization through the study of Islamic personalities, events and art

Content, knowledge and skills

The Holy Qur'an	:Students will do the following Memorize passages of the Holy Qur'an Understand the vocabulary and the general meaning of the selected passages Recite selected Suras
The Noble Hadith	Students will understand, memorize and establish connections with selected Hadiths
Islamic Doctrine	:Students will know The belief in predestination The belief in Allah's names and attributes Impact of the Islamic doctrine on the individual and the community Twenty of Allah's names Five of Allah's prophets Philosophy, Science and Belief in Allah
Jurisprudence	:Students will know <ul style="list-style-type: none"> The history of Ka'bah Hajj: Definition, significance and rulings The Prophet's farewell Khutbah The Purification The History of Islamic Legislation The Muslim Code of Dress The Fundamentals of Islamic Jurisprudence
Biography	:Students will know Social and emotional roles Prophet Mohammad (PBUH) has played in the establishment of the early Muslim community The characteristics of Al-Madinah after Prophet Mohammad's (PBUH) death Muslim scientists who played great roles in the history of Islam
Islamic Ethics	:Students will know The etiquettes of Supplication (Duaa) The Islamic dress code The shyness in Islam

Assessment Criteria

Criterion	Descriptor
Criterion A	Knowing and understanding
Criterion B	Investigating
Criterion C	Communicating
Criterion D	Thinking critically

Cultural Studies

Nature and aims

Cultural Studies is a course for non-Muslim students at Qatar Academy, offered parallel to Islamic Studies. The course seeks to build understanding of the many aspects of culture in Qatar, the student's own culture, and societies around the world. Cultural Studies falls within the Humanities Department and the course follows the MYP Individual and Societies Criteria, but is distinct from the other courses in this subject group

- Encourages learners to respect and understand the world around them
- Equips students 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
- Helps students to appreciate critically the diversity of human culture, attitudes and beliefs
- Enables students to collect, describe and analyse data used in studies of societies; test hypotheses; and learn how to interpret increasingly complex information, including original source material
- Helps students to develop their identities as individuals and as responsible members of local and global communities

Assessment Criteria

Criterion	Descriptor
Criterion A	Knowing and understanding
Criterion B	Investigating
Criterion C	Communicating
Criterion D	Thinking critically

Bibliography

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