

**Middle Years Programme Handbook
2021 - 2022**



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

Our Guiding Statements

IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

QAD Vision

Empowering students to achieve high levels of academic growth and personal wellbeing and to be responsible citizens who are locally rooted and globally connected.

QAD Mission

At Qatar Academy Doha we offer a rigorous academic program with strong Arabic and Islamic Studies. Our school community develops and challenges learners to be active, internationally minded citizens who demonstrate environmental consciousness.

QAD Values

At Qatar Academy Doha we are **SAFE, RESPECTFUL** and **RESPONSIBLE** learners.

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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/Courageous: 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.

Fairness and development

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.

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

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 website is shared during the second semester of grade 9 in addition to a dedicated online page. The website 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 months and their achievements are celebrated in the MYP Exhibition in February.

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 the 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	Planning		Applying skills	Reflecting

The total is always out of 32 except for the Personal Project and the interdisciplinary units!

MYP Grade Descriptors

Grade	Boundary Guidelines	Descriptor
1	1 – 5	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	6 - 9	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	10 - 14	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	15 – 18	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	19 – 23	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	24 – 27	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	28 - 32	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.

Academic Integrity

Academic integrity 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 integrity, 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 style

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 QAD

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

Objectives/Assessment Criteria

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

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	ATL	Content/Knowledge/skills	Objectives/Assessment criteria
Short story	Connections	Purpose Self-expression Theme	Identities and relationships	للعلاقات والصلات دور في تعزيز الروابط بين الناس.	Communication Reading, writing and using language to gather and communicate information Creative thinking skills - Generating novel ideas and considering new perspectives	تسعى الوحدة إلى: تعرف المعنى العام والأفكار الرئيسية لقصص المجموعة. تعرف عناصر القصة: الحدث - الزمان - المكان. تعرف الأساليب البلاغية والنحوية (انظر الكتاب). توظيف أدوات الربط، وعلامات الترقيم في الكتابة. تحليل القصص القصيرة بالمفاتيح الآتية: يحلل - يفسر - يبرر. التحدث بالفصحى. تعرف البدايات القصصية المتمثلة بـ (الاسترجاع، والحذف، والوصف، والحدث). كتابة (مقدمة) قصة قصيرة.	Creating a literary text Criteria A, B, C, D Own Short Story Criteria B, C, D
Positive in our lives (Ministry of Education and Higher Education)	Communication	Theme Purpose Audience imperatives	Personal and cultural expression	الإيجابية المستدامة أسلوب حياة، لها أثر في بناء الشخصية الفعالة والمبدعة في المجتمع.	Research-Information literacy skills: Finding, interpreting, judging and creating information Thinking - Critical-thinking	تسعى الوحدة إلى: تعرف المعنى العام والأفكار الرئيسية لنصوص الوحدة. تعرف المفهوم الإيجابية. تعرف الأساليب البلاغية والنحوية (انظر الكتاب). توظيف أدوات الربط، وعلامات الترقيم في الكتابة. تحليل النصوص الأدبية وغير الأدبية بالمفاتيح الآتية: يحلل - يفسر - يبرر. التحدث بالفصحى. إعداد مشروع شخصي عن الوحدة. تعرف النصوص التفسيرية والمعلوماتية وخصائصها. تعزيز مهارة التحدث والاستماع.	Analyzing Poems Criteria A, B, C, D Write non-literary text Criteria B, C, D

					skills: Analyzing and evaluating issues and ideas		
World Literature (Novel: Princesses Don't Wear Jeans - by Brenda Bellingham)	Creativity	Audience imperatives Character Self-expression	Orientati on in space and time	للإبداع دور في تعزيز الشخصية ثقافيًا واجتماعيًا.	Communication skills - <i>Exchanging thoughts, messages and information effectively through interaction</i> Self-management: Affective skills - Reflection skills	تسعى الوحدة إلى: تعرف المعنى العام والأفكار الرئيسة للرواية العالمية. تعرف مفهوم الأدب العالمي وسبب دراسته. تعرف الأساليب البلاغية والنحوية (انظر الكتاب). توظيف أدوات الربط، وعلامات الترقيم في الكتابة. تحليل الرواية العالمية بالمفاتيح الآتية: يحلل- يفسر- يبرر. التحدث بالفصحى. إعداد مشروع شخصي عن الوحدة. مقارنة قصص الوحدة الأولى (العربية) مع الرواية العالمية، تعرف القيم، والعادات، والتقاليد، والثقافات وأثرها في الأدب. تعزيز مهارة التحدث والاستماع، كتابة تحليل نقدي.	Comparison of two texts Criteria A, B, D Personal project Criteria B, C, D
Adventure and challenge (Ministry of Education and Higher	Perspective	Intertextuality Genres	Globalization and sustainability	من يتمتع بروح المغامرة والتحدى يستطيع اتخاذ القرارات الجريئة والحساسية في الوقت المناسب دون خوف.	Communication Reading, writing and using language to gather and communicate information Thinking: Transfer skills- Using skills and knowledge in multiple contexts Research: Media literacy skills-	تسعى الوحدة إلى: تعرف المعنى العام والأفكار الرئيسة لنصوص الوحدة. تعرف عنوان الوحدة المغامرة والتحدى. تعرف الأساليب البلاغية والنحوية (انظر الكتاب). توظيف أدوات الربط، وعلامات الترقيم في الكتابة. تحليل النصوص الأدبية وغير الأدبية بالمفاتيح الآتية: يحلل- يفسر- يبرر. التحدث بالفصحى. إعداد مشروع شخصي عن الوحدة. تعرف النصوص الإقناعية والنقاشية وخصائصها. تعزيز مهارة التحدث والاستماع.	Oral presentation Criteria B, C, D Eassessment text Criteria A, B, C, D Formative assessments throughout the year.

Educational)					Interacting with media to use and create ideas and information		
Grade 7							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment criteria
Short story	Communication	Character, Setting, Style	Personal and cultural expression	تبادل الثقافات يُعزّز التواصل بين الناس.	Communication Reading, writing and using language to gather and communicate information Creative thinking skills - Generating novel ideas and considering new perspectives	تسعى الوحدة إلى: تعرف المعنى العام والأفكار الرئيسية لقصص المجموعة. تعرف عناصر القصة: الحدث- الزمان- المكان- الصراع. تعرف الأساليب البلاغية والنحوية (انظر الكتاب). توظيف أدوات الربط، وعلامات الترقيم في الكتابة. تحليل القصص القصيرة بالمفاتيح الآتية: يحلل- يفسر- يبرّر- يصف. التحدث بالفصحى. تعزيز البدايات القصصية المتمثلة بـ (الاسترجاع، والحذف، والوصف، والحدث). تعرف النهايات القصصية الآتية: (مفاجئة- سعيدة- حزنة- مفتوحة). كتابة (نهاية) قصة قصيرة.	Creating a literary text Criteria A, B, C, D Own Short Story Criteria B, C, D
Human values (Ministry of Education and Higher	Perspective	Self-expression Point of view	Identities and relationships	تعزز القيم الإنسانية قبول الآخر واحترامه، وتنظم حياة البشر وتوحدهم، وتحقق لهم	Research-Information literacy skills: Finding, interpreting, judging and creating information	تسعى الوحدة إلى: تعرف المعنى العام والأفكار الرئيسية للوحدة. تعرف الأساليب البلاغية والنحوية (انظر الكتاب). توظيف أدوات الربط، وعلامات الترقيم في الكتابة. تحليل النصوص الأدبية وغير الأدبية بالمفاتيح الآتية: يحلل- يفسر- يبرّر- يصف. التحدث بالفصحى. إعداد مشروع شخصي عن الوحدة. تعرف النصوص التفسيرية والمعلوماتية وخصائصها. تعزيز مهارة التحدث والاستماع.	Analyzing Poems Criteria A, B, C, D Write non-literary text Criteria B, C, D

Educator)				السعادة والسلام.	Thinking - Critical-thinking skills: Analyzing and evaluating issues and ideas		
World Literature (Novel: The Blind Pony - by Jeanne Betancourt)	Connections	Point of view, Structure Audience imperatives	Globalization and sustainability	للروابط أثر إيجابي في التعبير عن الذات محليا وعالميا.	Communication skills - <i>Exchanging thoughts, messages and information effectively through interaction</i> Self-management: Affective skills - Reflection skills	تسعى الوحدة إلى: تعرف المعنى العام والأفكار الرئيسية للرواية العالمية. تعرف الأساليب البلاغية والنحوية (انظر الكتاب). توظيف أدوات الربط، وعلامات الترقيم في الكتابة. تحليل الرواية العالمية بالمفاتيح الآتية: يحلل- يفسر- يبرر- يصف. التحدث بالفصحى. إعداد مشروع شخصي عن الوحدة. مقارنة قصص الوحدة الأولى (العربية) مع الرواية العالمية، تعرف القيم، والعادات، والتقاليد، والثقافات وأثرها في الأدب. تعزيز مهارة التحدث والاستماع، كتابة تحليل نقدي.	Comparison of two texts Criteria A, B, D Personal project Criteria B, C, D
World Days (Ministry of Education and Higher Education)	Creativity	Intertextuality Genres	Orientation in space and time	الأيام العالمية تسلط الضوء على بعض الجوانب المضيئة في حياة الإنسانية وتاريخها.	Communication Reading, writing and using language to gather and communicate information Thinking: Transfer skills- Using skills and knowledge in multiple contexts Research: Media literacy skills- Interacting with media to use and	تسعى الوحدة إلى: تعرف المعنى العام والأفكار الرئيسية للوحدة. تعرف الأساليب البلاغية والنحوية (انظر الكتاب). توظيف أدوات الربط، وعلامات الترقيم في الكتابة. تحليل النصوص الأدبية وغير الأدبية بالمفاتيح الآتية: يحلل- يفسر- يبرر- يصف. التحدث بالفصحى. إعداد مشروع شخصي عن الوحدة. تعرف النصوص الإقناعية والنقاشية وخصائصها. تعزيز مهارة التحدث والاستماع.	Oral presentation Criteria B, C, D Eassessment text Criteria A, B, C, D Formative assessments throughout the year.

					create ideas and information		
Grade 8							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment criteria
Short story	Creativity	Context, Genres, Structure	Globalization and sustainability	السياق الثقافي واللغوي والاجتماعي أداة من أدوات الإبداع.	Communication Reading, writing and using language to gather and communicate information Creative thinking skills - Generating novel ideas and considering new perspectives	تسعى الوحدة إلى: تعرف المعنى العام والأفكار الرئيسية لقصص المجموعة. تعرف عناصر القصة: الحدث-الزمان- المكان- الصراع- الشخصيات - العقدة (؟) الحل. تعرف الأساليب البلاغية والنحوية (انظر الكتاب). توظيف أدوات الربط، وعلامات الترقيم في الكتابة. تحليل القصص القصيرة بالمفاتيح الآتية: يحلل- يفسر- يبرّر- يصف- يحدّد- يقيم. التحدث بالفصحى. تعزيز البدايات القصصية والنهايات. تعرف الطرق في تقديم الشخصيات (مباشر: صفات جسدية أو نفسية). تعرف أنواع الشخصيات (سلبية- إيجابية- تراثية- واقعية- خيالية-محورية - ثانوية). كتابة قصة قصيرة في حدود صفحة واحدة، تركز على تقديم الشخصية، ووصفها بما يناسب نهايتها.	Creating a literary text Criteria A, B, C, D Own Short Story Criteria B, C, D
Advice technique (Ministry of Education and Higher	Communication	Point of view Self-expression Style	Personal and cultural expression	ثقافة التناصح والنقد البناء تقوي العلاقات بين الناس، وتساعد الأفراد والمؤسسات على النمو والتطور.	Research- Information literacy skills: Finding, interpreting, judging and creating information	تسعى الوحدة إلى: تعرف المعنى العام والأفكار الرئيسية لنصوص الوحدة. تعرف الأساليب البلاغية والنحوية (انظر الكتاب). توظيف أدوات الربط، وعلامات الترقيم في الكتابة. تحليل النصوص الأدبية وغير الأدبية بالمفاتيح الآتية: يحلل- يفسر- يبرّر- يصف- يحدّد- يقيم. التحدث بالفصحى. إعداد مشروع شخصي عن الوحدة. تعرف النصوص التفسيرية والمعلوماتية وخصائصها. تعزيز مهارة التحدث والاستماع.	Analyzing Poems Criteria A, B, C, D Write non-literary text Criteria B, C, D

Educa tion)					Thinking - Critical-thinking skills: Analyzing and evaluating issues and ideas		
World Litera ture (Dra ma: The Merc hant of Venic e - by Willia m Shake spear e)	Connection s	Charact er, Context, Theme	Globaliza tion and sustainab ility	السياق التاريخي والثقافي للأعمال الأدبية يعزز فهم السياق اللغوي.	Communication skills - <i>Exchanging thoughts, messages and information effectively through interaction</i> Self-management: Affective skills - Reflection skills	تسعى الوحدة إلى: تعرف المعنى العام والأفكار الرئيسية لمسرحية تاجر البندقية. تعرف مفهوم الأدب العالمي وسبب دراسته. تعرف الأساليب البلاغية والنحوية (انظر الكتاب). توظيف أدوات الربط، وعلامات الترقيم في الكتابة. تحليل المسرحية العالمية بالمفاتيح الآتية: يحلل- يفسر - يبرّر - يصف- يحدّد- يقيم. التحدث بالفصحى. إعداد مشروع شخصي عن الوحدة. مقارنة قصص الوحدة الأولى (العربية) مع المسرحية العالمية، تعرف القيم، والعادات، والتقاليد، والثقافات وأثرها في الأدب. تعزيز مهارة التحدث والاستماع، كتابة تحليل نقدي.	Comparison of two texts Criteria A, B, D Personal project Criteria B, C, D
Entrep reneur ship and innova tion (Minist ry of Educat ion and Higher	Perspective	Intertext uality Genres	Fairness and developm ent	روح المبادرة والابتكار تدعم الاقتصاد القائم على المعرفة.	Communication Reading, writing and using language to gather and communicate information Thinking: Transfer skills- Using skills and knowledge in multiple contexts	تسعى الوحدة إلى: تعرف المعنى العام والأفكار الرئيسية لنصوص الوحدة. تعرف عنوان الوحدة روح المبادرة والابتكار. تعرف الأساليب البلاغية والنحوية (انظر الكتاب). توظيف أدوات الربط، وعلامات الترقيم في الكتابة. تحليل النصوص الأدبية وغير الأدبية بالمفاتيح الآتية: يحلل- يفسر - يبرّر - يصف- يحدّد- يقيم. التحدث بالفصحى. إعداد مشروع شخصي عن الوحدة. تعرف النصوص الإقناعية والنقاشية وخصائصها. تعزيز مهارة التحدث والاستماع.	Oral presentation Criteria B, C, D Eassessment text Criteria A, B, C, D Formative assessments throughout the year.

Educational)					Research: Media literacy skills- Interacting with media to use and create ideas and information		
Grade 9							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment criteria
Drama	Creativity	Audience imperatives Character	Personal and cultural expression	للإبداع أثر إيجابي في تغيير ثقافة الجمهور.	Communication Reading, writing and using language to gather and communicate information Creative thinking skills - Generating novel ideas and considering new perspectives	تسعى الوحدة إلى: تعرف المعنى العام والأفكار الرئيسية للمسرحية. تعرف عناصر المسرحية: الزمان- والمكان- الشخصيات- الصّراع- الحوار- العقدة- الحل. تعرف الأساليب البلاغية والنحوية (انظر الكتاب). توظيف أدوات الربط، وعلامات الترقيم في الكتابة. تحليل المسرحية بالمفاتيح الآتية: يحلل- يفسر- يبرّر- يصف- يحدّد- يقارن- يقيّم- يستكشف- يستدل. التحدث بالفصحى. أداء مشهد مسرحي. تعرف مكونات الكتابة الدرامية (الحوار الدرامي، والإرشادات المسرحية) كتابة مشهد مسرحي قصير في حدود صفحة واحدة.	Creating a literary text Criteria A, B, C, D Own Short Story Criteria B, C, D
Challenges and creative thinking	Perspective	Point of view Self-expression	Fairness and development	مواجهة التحديات بتفكير إبداعي له أثر في تشكيل الشخصية الإيجابية القادرة على	Research- Information literacy skills: Finding, interpreting, judging and	تسعى الوحدة إلى: تعرف المعنى العام والأفكار الرئيسية لنصوص الوحدة. تعرف الأساليب البلاغية والنحوية (انظر الكتاب). توظيف أدوات الربط، وعلامات الترقيم في الكتابة. تحليل النصوص الأدبية وغير الأدبية بالمفاتيح الآتية: يحلل- يفسر- يبرّر- يصف- يحدّد- يقيّم. التحدث بالفصحى. إعداد مشروع شخصي عن الوحدة. تعرف النصوص التفسيرية	Analyzing Poems Criteria A, B, C, D Write non-literary text Criteria B, C, D

(Ministry of Education and Higher Education)				تحقيق أفضل النتائج، ومواصلة الحياة بنجاح.	creating information Thinking - Critical-thinking skills: Analyzing and evaluating issues and ideas	والمعلوماتية وخصائصها. تعزيز مهارة التحدث والاستماع.	
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.	Communication skills - <i>Exchanging thoughts, messages and information effectively through interaction</i> Self-management: Affective skills - Reflection skills	تسعى الوحدة إلى: تعرف المعنى العام والأفكار الرئيسة للقصص العالمية القصيرة والقصيرة جدا. تعرف مفهوم الأدب العالمي وسبب دراسته. تعرف الأساليب البلاغية والنحوية (انظر الكتاب). توظيف أدوات الربط، وعلامات الترقيم في الكتابة. تحليل القصص العالمية بالمفاتيح الآتية: يحلل- يفسر- يبرّر- يصف- يحدّد- يقارن- يقيم- يبيّن- يكتشف- يستدل. التحدث بالفصحى. إعداد مشروع شخصي عن الوحدة. مقارنة قصص الوحدة الأولى (العربية) مع القصص العالمية، تعرف القيم، والعادات، والتقاليد، والثقافات وأثرها في الأدب. تعزيز مهارة التحدث والاستماع، كتابة تحليل نقدي.	Comparison of two texts Criteria A, B, D Personal project Criteria B, C, D
Global Citizenship (Ministry of Education and Higher Education)	Connections	Intertextuality Genres	Identities and relationships	تنمية الإحساس بالانتماء إلى مجتمع عالمي وشعور مشترك بالإنسانية يمكن الأفراد من اتخاذ قرارات واعية، والتصدي لتحديات	Communication Reading, writing and using language to gather and communicate information Thinking: Transfer skills- Using skills and knowledge in multiple contexts	تسعى الوحدة إلى: تعرف المعنى العام والأفكار الرئيسة لنصوص الوحدة. تعرف عنوان الوحدة المواطنية العالمية. تعرف الأساليب البلاغية والنحوية (انظر الكتاب). توظيف أدوات الربط، وعلامات الترقيم في الكتابة. تحليل النصوص الأدبية وغير الأدبية بالمفاتيح الآتية: يحلل- يفسر- يبرّر- يصف- يحدّد- يقيم. التحدث بالفصحى. إعداد مشروع شخصي عن الوحدة. تعرف النصوص الإقناعية والنقاشية وخصائصها. تعزيز مهارة التحدث والاستماع.	Oral presentation Criteria B, C, D Eassessment text Criteria A, B, C, D Formative assessments throughout the year.

				القرن الواحد والعشرين.	Research: Media literacy skills- Interacting with media to use and create ideas and information		
Grade 10							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment criteria
Novel	Communication	Character, Context Setting	Identities and relationships	للروابط اللغوية والثقافية دور في تعزيز العلاقات بين الناس.	Communication Reading, writing and using language to gather and communicate information Creative thinking skills - Generating novel ideas and considering new perspectives	تسعى الوحدة إلى: تعرف المعنى العام والأفكار الرئيسية للرواية. تعرف عناصر الرواية: الزمان - المكان - الشخصيات - الصراع - الحوار - العقدة - الحل. تعرف الأساليب البلاغية والنحوية (انظر الكتاب). توظيف أدوات الربط، وعلامات الترقيم في الكتابة. تحليل الرواية بالمفاتيح الآتية: يحلل - يفسر - يبرر - يصف - يحدد - يقارن - يقابل - يقيم - يستكشف - يستدل - يصنف. التحدث بالفصحى. تعرف الحكمة (مسار أو سلسلة الحدث من البداية إلى النهاية). تعرف أنواع الرواية (العليم - المشارك - من الخارج). كتابة تحليل نقدي للرواية.	Creating a literary text Criteria A, B, C, D Own Short Story Criteria B, C, D
Equality and justice (Ministry of Education)	Connections	Point of view Self-expression Context	Fairness and development	ليس من الإنصاف أن نحكم على الناس من خلال الصورة النمطية.	Research- Information literacy skills: Finding, interpreting, judging and	تسعى الوحدة إلى: تعرف المعنى العام والأفكار الرئيسية لنصوص الوحدة. تعرف الأساليب البلاغية والنحوية (انظر الكتاب). توظيف أدوات الربط، وعلامات الترقيم في الكتابة. تحليل النصوص الأدبية وغير الأدبية بالمفاتيح الآتية: يحلل - يفسر - يبرر - يصف - يحدد - يقارن - يقابل - يقيم - يستكشف - يستدل - يصنف. التحدث بالفصحى. إعداد مشروع شخصي عن الوحدة. تعرف النصوص التفسيرية	Analyzing Poems Criteria A, B, C, D Write non-literary text Criteria B, C, D

and Higher Education)					creating information Thinking - Critical-thinking skills: Analyzing and evaluating issues and ideas	والمعلوماتية وخصائصها. تعزيز مهارة التحدث والاستماع.	
World Literature (Novel: The Bread Peddler- by Xavier de monte pin)	Creativity	Audience imperatives Structure, Style	Globalization and sustainability	الأدب العالمي هو لقاء إنساني بعيد عن الأغراض السياسية والاقتصادية، وهو اختيار ثقافي حر، غايته التعارف والتواصل بين الشعوب.	Communication skills - <i>Exchanging thoughts, messages and information effectively through interaction</i> Self-management: Affective skills - Reflection skills	تسعى الوحدة إلى: تعرف المعنى العام والأفكار الرئيسة للرواية العالمية جدا. تعرف مفهوم الأدب العالمي وسبب دراسته. تعرف الأساليب البلاغية والنحوية (انظر الكتاب). توظيف أدوات الربط، وعلامات الترقيم في الكتابة. تحليل القصص العالمية بالمفاتيح الآتية: يحلل - يفسر - يبرّر - يصف - يحدّد - يقارن - يقابل - يقيّم - يستكشف - يستدل - يصنف. التحدث بالفصحى. إعداد مشروع شخصي عن الوحدة. مقارنة قصص الوحدة الأولى (العربية) مع القصص العالمية، تعرف القيم، والعادات، والتقاليد، والثقافات وأثرها في الأدب. تعزيز مهارة التحدث والاستماع، كتابة تحليل نقدي.	Comparison of two texts Criteria A, B, D Personal project Criteria B, C, D
Books and libraries (Ministry of Education and Higher	Perspective	Intertextuality Genres	Personal and cultural expression	الكتب والمكتبات تصنع حراكا ثقافيا مجتمعيًا واسعًا يثري الحوار المعرفي، وينمي العقل والخيال الإبداعي.	Communication Reading, writing and using language to gather and communicate information Thinking: Transfer skills- Using skills and knowledge in multiple contexts	تسعى الوحدة إلى: تعرف المعنى العام والأفكار الرئيسة لنصوص الوحدة. تعرف عنوان الوحدة الكتب والمكتبات. تعرف الأساليب البلاغية والنحوية (انظر الكتاب). توظيف أدوات الربط، وعلامات الترقيم في الكتابة. تحليل النصوص الأدبية وغير الأدبية بالمفاتيح الآتية: يحلل - يفسر - يبرّر - يصف - يحدّد - يقارن - يقابل - يقيّم - يستكشف - يستدل - يصنف. التحدث بالفصحى. إعداد مشروع شخصي عن الوحدة. تعرف النصوص الإقناعية والنقاشية وخصائصها. تعزيز مهارة التحدث والاستماع.	Oral presentation Criteria B, C, D Eassessment text Criteria A, B, C, D Formative assessments throughout the year.

Educational)					Research: Media literacy skills- Interacting with media to use and create ideas and information		
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Language and Literature in English

Objectives/Assessment Criteria

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

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	ATL	Content/Knowledge/skills	Objectives/Assessment criteria
Memoirs	Perspective	Self expression	Identities and Relationships	Writers employ personal narrative techniques to share personal experiences.	<p>Communication skills - <i>Reading, writing and using language to gather and communicate information</i></p> <p>Critical thinking skills - <i>Analysing and evaluating issues and ideas</i></p>	<p>Students will read a variety of memoirs and learn the characteristics of what makes a good memoir. In order to write their memoir, they will practice using figurative language as well as adjectives and 'showing not telling'.</p> <p>Students will use the knowledge that they learned from the previous unit - they need to be able to recognise parts of speech such as 'adjectives' so that they can 'build a better sentence'. Also they need to be able to recognise from which perspective a particular piece of writing is</p>	<p>Memoir paragraph Criterion B, C & D</p> <p>Character Creative Task Criteria A, B, C & D</p>

						written from.	
Iron Man (Novella)	Connections	Structure	Personal and cultural expression	The structure of a language allows readers to make personal connections to texts	<p>Communication skills - <i>Exchanging thoughts, messages and information effectively through interaction</i></p> <p>Creative thinking skills - <i>Generating novel ideas and considering new perspectives</i></p>	The students will have multiple opportunities to practice their grammatical structures. Numerous websites will be shared with them and they will also take part in activities in class where they will practice where and when the apostrophe is used, capital letters, punctuation etc. They will also be introduced to Storyboardthat and they will have the opportunity to explore this platform to showcase their creativity when they create their story. They will also develop inference skills when reading 'Iron Man'.	<p>Book report Criteria A, B, C & D</p> <p>Grammar post-test Criterion D</p> <p>Graphic novel Criteria B, C & D</p> <p>Wonderopolis oral Criterion D</p>
Cinematography	Creativity	Audience imperatives, style	Personal and cultural expression	Film makes use of cinematographic techniques in order to convey meaning.	<p>Social skills - Collaboration skills: <i>Working effectively with others</i></p> <p>Critical thinking skills - <i>Utilizing skills and knowledge in multiple contexts</i></p> <p>Communication skills - <i>Exchanging thoughts, messages and information effectively through interaction</i></p>	<p>The students will use their knowledge of cinematographic techniques to analyse a Charlie Chaplin movie. They will choose a movie and then they will take screenshots of different scenes. These screenshots should be able to explain the story - beginning, middle and end.</p> <p>They will demonstrate the knowledge that they have gained in the analysis of shots and angles and the impact of these on an audience.</p>	<p>How-to Video Criterion</p> <p>Charlie Chaplin Analysis Criteria A, B, C & D</p> <p>Wonderopolis Oral Criterion D</p>

Choose Kind	Identity	Context	Identities and Relationships	Identity and self-esteem is impacted by a sense of community.	Social skills - Collaboration skills Thinking skills Self-Management skills	Students will investigate the idea of transition (going from Grade 5 to 6) and show empathy by giving advice to those who are transitioning or moving away from their 'comfort zone' (community) Students will read and understand a novel and make logical inferences based on the text. They will understand plot, character, setting and novel structure. Students will make connections to the text.	Advice Letter Criteria A, B & D Book Report Criteria A,B,C,D
Living with Language	Communication	Structure, style	Personal and cultural expression	Clear style, structure and personal expression help us to communicate effectively.	Communication skills	Students need to learn word order within sentence structures. Students need to understand texts, particularly developing their inference and deduction skills. Students need to understand the structure of the exposition text type. Students need to progress and improve their personal achievement record on Membean by learning new vocabulary. Students need to understand how context relates to text - using Wonderopolis.	Formative assessments throughout the year.
Grade 7							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment criteria
Tales of the unexpected	Creativity	Character, setting	Personal and cultural expression	An author combines creativity	Communication skills Creative thinking	Students will read various short stories in order to recognise how authors create a story to engage their audience (for	Notice & Note Movie Clips Criteria A Book Report Criteria A,B,C,D

ted (short stories)				and structure in a story	skills	<p>example - an unexpected ending, twist in the plot) By doing this they will also practice the skill of inference.</p> <p>During this unit, grade 6 students are looking into elements of a story. For instance: plot structure, setting, characterisation, etc. In this unit this knowledge will be refreshed and taught in more detail in order for students to be able to write their own short story.</p>	Short Story Oral Crit C,D Own Short Story Crit B,C,D
Poetry	Aesthetics	Self expression	Personal and cultural expression	Poets employ a range of poetic devices and structures to express ideas and emotions	Communication skills Thinking skills - Creative thinking and transfer skills	Students will be exposed to a variety of poetry and poets. They will be given opportunities to write their own poems based on their own research of different poetic forms and activities that are done in class. Extensive work will be done on figurative language and other poetic devices	Analysing Poems Criteria A,B,C,D Poetry Anthology Criteria A,B,C,D
Wonder to Wisdom	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	Communication skills Self-Management skills Research skills	<p>1. Notice and Note Reading Strategies (Beers and Probst) Students will be exposed to:- the three big questions and the five signposts</p> <p>2. Library research skills: with the assistance of the librarians, students work to identify and locate structural features within published informational texts.</p> <p>3. Structural forms of informational text: problem and solution, cause and effect, sequence and order, compare and contrast, description</p> <p>4. Summarising and paraphrasing</p>	<p>Informational text essay Crit A,B,D</p> <p>Oral presentation Crit A,D</p> <p>Informational Text B,C,D</p>

				to their world.		5. Presentation skills: considering the impact of stylistic features on the reader and reflecting on this 'journey' of understanding how these features are used.	
Advertising	Communication	Purpose	Personal and cultural expression	Advertisers construct a reality through purposeful communication	Communication skills Social skills Thinking skills	Students will use analysis and synthesis skills. Students will develop knowledge of different persuasive advertising techniques commonly used in advertising. Examples include "Star Power", "Sense Appeal", and "Ideal Kids". Students will apply this knowledge in order to engage the thinking skills of analysis, evaluation, and synthesis as they firstly compare and contrast and then create different advertisements.	Advertising Campaign Crit B,C,D Book Report A,B,C,D
Living with Language	Communication	Structure, style	Personal and cultural expression	Clear style, structure and personal expression help us to communicate effectively.	Communication skills	Students need to learn word order within sentence structures. Students need to understand texts, particularly developing their inference and deduction skills. Students need to understand the structure of the exposition text type. Students need to progress and improve their personal achievement record on Membean by learning new vocabulary. Students need to understand how context relates to text - using Wonderopolis, NewsEla or ReadWorks.	Formative assessments throughout the year.
Grade 8							
Unit Title	Key concept	Related	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment criteria

		concept					
IDU: Media & Civil Rights	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.	Social skills - collaboration Thinking skills Research skills	I&S The historical background to slavery in the US. The impact and enforcement of the Jim Crow laws. The activists and groups that took action to challenge racial discrimination and change society. Key events which led to the enforcement of federal laws promoting equal treatment of citizens. English- All messages are constructs that consider purpose, audience, form, and context. Messages have implicit and explicit messages.	Different Perspectives Crit A,B,C,D Visit Qatar Crit A,B,C,D Reflection Task IDU Crit D
Poetry	Perspective	Self expression, style	Personal and cultural expression	Self-expression and perspective are key to a writer's style	Communication skills Self-Management skills	Students need to understand the poetic terms and be able to use them in their own poetry. Students need to understand the way poems affect people in different ways by understanding that all people are different in their own thoughts, opinions and experiences. Students will go through the writing process of drafting, editing and producing to enable them to understand how the creative process works and how we can always make improvements when expressing ourselves in the written form. Students will develop their understanding about how the audience may not	Poetry Video Criteria A ,B,C,D Poetry Summer Camp Task Crit A,B,C,D

						<p>perceive their poem the way it was intended.</p> <p>Students will develop analytical skills. (Using STILE to analyse poems)</p>	
Literature Circles: Hero's Journey	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.	<p>Communication skills</p> <p>Social skills</p>	<p>Students will develop their skills in reading for different purposes - for pleasure, to extract information, to draw conclusions and make connections.</p> <p>Students will develop writing skills - being creative within set limits.</p> <p>Students will make connections between their lives and the Monomyth.</p> <p>Students will develop their skills in comparing and contrasting - making connections between texts.</p>	<p>Monomyth Essay Crit A,B,C,D</p> <p>Analysis Essay Crit A,B,C,D</p> <p>Showing Understanding Crit C</p>
One World, Many Stories	Creativity	Context, genre, theme	Personal and cultural expression	Story genre reflects personal and cultural expression through creativity, context and theme.	<p>Communication</p> <p>Self-Management skills</p>	<p>Students will develop their skills in reading for different purposes - for pleasure, to extract information, to draw conclusions and make connections.</p> <p>Students will develop writing skills - being creative within set limits.</p> <p>Students will read many myths/folktales and acquire knowledge about ancient contexts.</p> <p>Students will develop their skills in</p>	<p>Comparing Myths Crit A,B,C,D</p> <p>Writing own Myth Crit A,B,C,D</p>

						comparing and contrasting - making connections between texts.	
Grade 9							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment criteria
Novel: The Pearl	Communication, Perspective	Point of view, context	Orientation In Time And Space	Social and historical perspectives impact the way a novel is written and received.	Research skills Self-Management skills Thinking skills	Analyse the content, context, language, structure, technique and style of text(s). Organize opinions and ideas in a sustained, coherent and logical manner. Produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Use appropriate and varied vocabulary, sentence structures and forms of expression.	Chapter 1-3 Comprehension Activity (Criterion A) Chapter 4-6 Comprehension Activity (Criterion A) Narrative Writing Activity (Criteria C and D) Commentary Activity - (Criteria A, B and D)
Drama: Macbeth	Creativity	Character, theme	Personal and cultural expression	Playwrights use the development of characters to convey themes to an audience.	Communication skills Social skills	Use appropriate forms of writing for different purposes and audiences. Collaborate with peers and experts using a variety of digital environments and media.	Dramatic Features Quiz (A) Summative Essay in Timed Conditions (A, B, D) Group Film Project (C)

Poetry	Communication	Theme, self-expression, style	Personal and cultural expression	Poetry uses language techniques to communicate ideas and opinions.	Communication skills Thinking skills	The focus is on the use and effects of figurative language devices (metaphor, simile, personification, hyperbole) in poetry. Students will be able to: recognise/analyse the subject of the comparison; what it is being compared to; the point of comparison; the connotations of the comparison in a range of poems. Students will write a series of their own poems, pastiching both the poems and the figurative language devices studied in class, along with a rationale for their poems.	Figurative Language Quiz (A) Own Poems + Rationale (C) e-Assessment test (A, B, D)
Language and Mass Communication: Visual Literacy	Communication	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.	Communication skills Thinking skills	1. Students will understand what is meant by denotation and connotation and be able to analyse still and moving images using the two concepts. 2. Students will learn the language of moving image analysis and be able to use it to analyse visual and audio visual texts. 3. Students will be able to write comparative essays on written and visual texts. 4. Students will be able to write effective summaries and take notes. 5. Students will be able to use a range of language features to write descriptively.	Comparative Assessment Essay (A, B, D) Create own Movie Poster + Rationale (C)
Grade 10							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment criteria

'An Inspector Calls'	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.	Communication Social	<p>A: Analysing B: Organizing C: Producing text D: Using language</p> <p>Students will know how to read a play script and take into account stage directions. Students will be able to take effective notes while watching a video. Students will understand and be able to use the PEE structure when writing an essay. Students will be able to find out about different text types and write for a range of purposes. Students will be able to work in groups to devise a creative piece. Students will be able to present in front of the rest of the class.</p>	<p>PEE Essay 1 Persuasive B, C, D Act 1, 2,3 Reflections Quiz Analytical A, D PEE Essay 2 Analytical A, B, D Creative Non - Fiction Creative Letter/Report B, C, D</p>
Persuasive Speeches	Communication	Context; Point of view; Purpose	Personal & Cultural Expression	Language and oratory are powerful tools to motivate, engage, inform or persuade people	<p>Communication Thinking Self-Management</p>	<p>A: Analysing B: Organizing C: Producing text D: Using language</p> <p>The focus is on the learning, analysing and implementing of persuasive and rhetorical techniques found in persuasive speeches.</p> <p>Close reading and textual analysis (comprehension skills) Active reading (annotating texts) Discussion skills (active listening; synthesising ideas of others) Presentation skills (oratory skills) Process skills (selecting topic, researching ideas, planning, writing, self-editing, presenting)</p>	<p>Persuasive Speech Written B, C, D Persuasive Speech Oral Presentation C, D</p>

<i>Animal Farm</i>	Communities	Genres ; Theme	fairness and development	A writer's voice is conveyed through their particular writing style and use of literary devices.	Communication Thinking	<p>A: Analysing B: Organizing C: Producing text D: Using language</p> <p>Students will know how to read a novel and consider how authorial choices create meaning. Students will take effective notes while reading (active reading). Students will understand and be able to use the PEE structure when writing an essay. Students will find out about different text types and write for a range of purposes.</p>	Reading Quizzes A Analytical Essay A,B, D Vocabulary D
<i>Creative Nonfiction</i>	Creativity	Point of view, Self-expression	Personal and cultural expression	Writers employ personal narrative techniques to share personal experiences.	Thinking Research	<p>A: Analysing B: Organizing C: Producing text D: Using language</p> <p>The focus is on analysing how authorial choices create meaning in creative nonfiction texts (memoir, travel writing).</p> <p>Close reading and textual analysis (comprehension skills)</p> <p>Active reading (annotating texts)</p> <p>Discussion skills (active listening; synthesising ideas of others)</p> <p>Presentation skills (written skills)</p> <p>Process skills (selecting topic, researching ideas, planning, writing, self-editing,</p>	Memoir + Rationale B, C, D Travel Writing + Rationale B, C, D

						presenting)	
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Language Acquisition

Objectives/Assessment Criteria

Criterion	Descriptor
Criterion A	Listening
Criterion B	Reading
Criterion C	Speaking
Criterion D	Writing

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 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	ATL	Content/Knowledge/skills	Objectives/Assessment criteria
<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.	Self Management Thinking	<p>Content: Saying what your name is, when your birthday is, and how old you are. Alphabet and numbers till 10. Months.</p> <p>Nationalities, countries, family members, pets and colours.</p> <p>Skills: Tú and usted, hay, plurals un/una/unos/unas. Presente regular.</p> <p>ser, adjectival agreement, colour and possessive pronouns. Comparative.</p>	<p>Crit.A-Comprehending spoken and visual texts.</p> <p>Crit.B-Comprehending visual and written texts</p> <p>CriterionC -Communicating</p> <p>CriterionD-Using language</p>

My school	Communications	Conventions, Context	Identities and Relationships	Language conventions and structures make communication possible and help build relationships.	Social Collaboration	Content: School subjects, opinion, times, transport, numbers from 10 to 100 Routine Skills: Me gusta (n) , radical changing verbs. Reflexive verbs for routine	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC -Communicating CriterionD-Using language
My house and my city	Connections	Word choice, Context	Orientation in space and time	Every language has keywords that help connect elements in space and time.	Communication: -communication skills	Content: types of houses, rooms in a house. Places in town and neighborhood. Geographical aspects of my country. Weather and seasons in the year. Skills: Ser y Estar, muy y mucho.	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC -Communicating CriterionD-Using language
Free time	Connections	Message, Structure, Audience	Orientation in space and time	Choices of place and time help to create connections that enhance relationships with others.	Social: Collaboration Skills	Free-time activities, household chores, going out and the days of the week Skills: Infinitives, ir, jugar, practicar, hacer Verbs of opinion.	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC -Communicating CriterionD-Using language
Grade 7							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment criteria
At the cafe	Culture	Intonation, Conventions	Personal and cultural expression	Cultures use different conventions to express choices.	Communication	Students will learn to order food from a Spanish menu and they will create their own menu. They will also learn to buy food from shops and supermarkets, and they will look at	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC -Communicating

						various dishes from the Spanish speaking world.	CriterionD-Using language
The body and sports	Communication	Purpose, Structures, Patterns	Identities and Relationships	Language conventions and patterns make communication possible and help us communicate with a purpose.	Social Research	Students will learn different parts of the body, and they will learn how to express pain, and the difference between “me duele” and “ me duelen” . They will also look at ways to express solutions.	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC -Communicating CriterionD-Using language
Clothing and shopping	Connections	Pattern, Structure	Personal and Cultural expression	Language elements connect by following specific patterns.	Communication Thinking	Students will learn clothing items. They will learn how adjectives change according to the nouns they describe. They will also shop for clothes, and they will make a video of a fashion show.	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC -Communicating CriterionD-Using language
Holidays and Places of interest	Culture	Purpose, Form	Orientation in space and time	Text forms help express our feeling and cultural preferences in order to communicate with a purpose.	Research	Students will look at free time activities. We will emphasize the importance of verb conjugation (mainly present and future) and they will talking about activities they do depending on the weather.	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC -Communicating CriterionD-Using language
Grade 8							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment criteria
Customs and Traditions	Culture	Function	Identities and Relationships	Understanding idioms allows us to relate to other cultures.	Research	Students will learn about different festivals and traditions in the Spanish speaking world. They will read about dishes and festivals and they will learn to use the	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC -Communicating

		Conventions, Idioms				impersonal form "se" as well as the past tense.	CriterionD-Using language
<i>In my opinion</i>	Creativity	Purpose, Audience, Form	Personal and cultural expression	Language form can help communicate purposefully with an audience in mind.	Communication	Students will learn about pocket money and house chores. They will also look at movies and they will learn how to write a movie review.	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC -Communicating CriterionD-Using language
<i>The environment</i>	Connections	Purpose, Message	Globalisation and Sustainability	Commands are intended to influence our behaviour, decisions and perceptions.	Social Thinking	Students will look at some environmental issues in Qatar and around the world. They will learn to describe problems they see in Qatar, and they will learn to give advice in order to solve some of the problems.	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC -Communicating CriterionD-Using language
<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.	Communication	Students will be able to talk about their holidays in the present and the past. They will also be introduced to the Imperfect tense to describe events in the past. Students will learn some connectors useful to write a recount.	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC -Communicating CriterionD-Using language
Grade 9							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment criteria
<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.	Thinking - Social	To learn about the following: Car parts highways, road safety, cities and directions.	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC -Communicating CriterionD-Using language

						<p>The skills involved in speaking, listening comprehension, identifying visual conventions, creative writing, reading comprehension, are used to help</p> <p>Vocabulary related to the topic (Memorizing vocabulary related to the learning objectives through various tasks. (Answering /questioning /)</p> <ul style="list-style-type: none"> · Grammar and structures. • Students are able to analyze, communicate ideas and opinions from different resources and conclusions about the topics learned · Give recommendations and persuade others · Listening to stories in Arabic. · Reading long informative passages, interviews / newspaper articles about different opinions in the Arab world and answering questions · Individual short presentation, similar to group presentation · Self and peer feedback and editing <p>To develop writing skills Written Extension tasks (free writing response</p>	
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						<p>to the unit question and a short story, based on one or more themes)Listening: videos, YouTube</p> <p>Students will work with authentic resources</p>	
<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.	Self-Management-Research,	<p>Memorizing vocabulary: towns, cities-buildings, farm animals etc. •</p> <p>Memorizing short dialogue: directions and also conversations: advantages & disadvantages of town & city life</p> <p>Speaking- roles plays new kid in town, interviews with a town family & a rural family, oral presentation: home town</p> <p>Oral presentation: preferences to town/country living</p> <p>Writing- diary entries: holidays in country or in town, friendly letters: holidays too.</p> <p>Article: Doha for school newspaper</p> <p>Essay: where I used to live....</p> <p>Speaking skill: debate (2 groups) between the students about which do</p>	<p>Crit.A-Comprehending spoken and visual texts.</p> <p>Crit.B-Comprehending visual and written texts</p> <p>CriterionC -Communicating</p> <p>CriterionD-Using language</p>

						<p>you prefer to live the village of the city and why</p> <ul style="list-style-type: none"> · Reading skill: different texts about both places, story about the topic (village mouse and village city) , comparison between both places, in lifestyle, clothes, food and drinks, jobs, houses....etc. 	
Trade s and profe ssions	Crea tivity	Audienc e Purpos e, Conven tions	Fairness and Develop ment	Communication with a purpose and sense of audience can prove very effective.	-Communic ation - Thinking	<p>To learn about various professions, trades and workplaces</p> <ul style="list-style-type: none"> · To learn most common adjectives when describing any job, describing people's qualities · Writing resume for the future career · Most common jobs that people like to do. · Memorizing vocab related to jobs and careers identifying necessary objects, matching words to pictures, labeling pictures, listening & repeating 	<p>Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC -Communicating CriterionD-Using language</p>

						<ul style="list-style-type: none"> · Memorizing short dialogues at employment agency, in an interview etc.- role plays · Grammar and structures in Arabic from the texts read in the class. · Grammar exercises re: variety of exercises (filling gaps, unscrambling sentences etc.) • Use to tenses to correctly tell people why you are the right person for the job, and what you have done to prove this • How to make requests · Listening- identifying objects, answering questions, matching words, pictures, filling gaps, ticking correct answers, completing questions, multi choice exercises etc. · Reading passages from Arabic speaking countries from the Internet re: job offers · Speaking role plays job interviews/telephone conversations • Writing – dialogues re: interviews • Writing- formal letter of application & CV 	
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						<ul style="list-style-type: none"> Article re: Dream job for a school newspaper students will know to how to write a resume and a cover letter in Arabic for a future profession or job 	
Health lifestyle and Medical Problems	Communication	Empathy, Patterns, Argument	Identities and Relationships	Persuasive language helps express empathy, argue with other people, and influence behaviour, decisions, and perceptions.	Communications - Thinking	<ul style="list-style-type: none"> Vocabulary: words related to Parts of the body, hospital procedures, illnesses and accidents. Expressions of opinions and points of view Structures: <ul style="list-style-type: none"> future tense, questions keys and parts of the sentence Interact in a spontaneous and engaging manner using vocabulary structured in the unit. Analyze and organize information from a variety of sources and media Organize ideas and logically structure a coherent conversation Use clear and effective pronunciation and intonation in oral language and use style and register appropriate to the purpose and audience. Distinguish between the features of an informational and a literary text, Points of view, using structures they have practiced, the students debate on controversial topics related to the environment 	<p>Crit.A-Comprehending spoken and visual texts.</p> <p>Crit.B-Comprehending visual and written texts</p> <p>CriterionC -Communicating</p> <p>CriterionD-Using language</p>

						<ul style="list-style-type: none"> · Cultural perspectives (healthy food and the importance of practicing sports) · Students present and explain the visual to the whole class (healthy habits during Corona) · Students write an article about the project they have designed 	
Grade 10							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment criteria
Holidays	Culture	Audience, Message, Context	Orientation in space and time	Languages use different resources to persuade audiences.	Communications - Social	<ul style="list-style-type: none"> · Students will explore different holiday experiences, recounting a past experience and expressing their opinions in a variety of ways · Vocabulary related to holidays at the seaside, in the mountains and in the countryside, means of transportation and to the weather. · Questions and answers related to travelling, discussions / debate on newspaper articles about holidays/ 	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC -Communicating CriterionD-Using language

						<p>weather and transport in the Arab world countries</p> <ul style="list-style-type: none"> · Writing skills: piece of narrative: your last holiday and weather report. · Vocabulary related to holidays at the seaside, in the mountains and in the countryside, means of transportation, and to the weather. · As above box · Speaking Skills: students will talk about any holiday place they visited before using correct and good vocabulary words and sentences · Writing: to advertise in a local newspaper about any holiday place of their choice(related to the country they belong to or they come from) 	
Youth and Leisure Time	Culture	Purpose, Audience, Word Choice	Identities and Relationships	Language can be used to express points of view and motivate people to take action.	-Social -Communications,	<p>Students will explore beliefs, values, social and spiritual health habits and ways how to spend their free time related to the community they live in</p> <ul style="list-style-type: none"> • Students will be encouraged to ask questions to their friends about their own hobbies presented. They can make connections with the various activities practiced in their own countries and come 	<p>Crit.A-Comprehending spoken and visual texts.</p> <p>Crit.B-Comprehending visual and written texts</p> <p>CriterionC -Communicating</p> <p>CriterionD-Using language</p>

						<p>to a better understanding of some cultural aspects of other cultures.</p> <p>Vocabulary and the skills involved in speaking, listening comprehension, identifying visual conventions, creative writing, reading comprehension, are used to help</p> <ul style="list-style-type: none"> • Learning names of sport activities • Students will learn about the challenges and problems that young people are facing like smoking, bullying, drugs..... • What the components of the hobbies and youth problems are • Different types of hobbies and activities. • Advantages of practicing a hobby. • Vocabulary related to the topic and grammar structures present and future tense, • Students can analyze, communicate ideas and opinions from different resources and conclusions about different types of activities. • Formulate affirmative and negative statements • Give recommendations and persuade others 	
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						<ul style="list-style-type: none"> • Analyze and interpret visual elements of activities • Analyze and understand spoken, written and visual hobbies texts 	
Press and Media	Communication	Purpose, Pattern, Argument	Fairness and Development	Development of media has changed the way we use language and images to inform the audience.	Self-management- Thinking	<ul style="list-style-type: none"> • Students will learn about social problems, petty crimes, newspapers and other media. • Students will know: - What the components of an advertisement in the newspapers are - Different types of pages in the newspapers. - The meaning of manipulation and persuasion - Basic linguistic features of an advertisement and articles. – • Advantages and disadvantages of advertising in newspapers • Vocabulary related to press and media - Grammar structures: imperative (affirmative and negative) • students will be able to: - Analyze advertisement and media resources - Communicate ideas, draw and give opinions and conclusions about different types of Advertisements, articles, media tools(electronic newspapers.... • Formulate affirmative and negative statements - Give recommendations and persuade others - Analyze and interpret 	<p>Crit.A-Comprehending spoken and visual texts.</p> <p>Crit.B-Comprehending visual and written texts</p> <p>CriterionC -Communicating</p> <p>CriterionD-Using language</p>

						visual elements of advertisements and articles of the newspapers. - Analyze and understand spoken, written and visual articles in Arabic newspapers and texts	
Celebrities	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.	Social-Research	<p>Students will learn about different characteristics and skills of celebrities and how they affect their audience</p> <ul style="list-style-type: none"> • Learning experiences and activities <p>Memorizing vocabulary related to the learning objectives by answering questions / finding synonyms / identifying places / matching pictures / filling gaps / translating / discussing / speaking / role-plays / acting</p> <p>- Reading long informative passages about the topic and answering questions / extracting information from the passages.</p> <p>- Answering in full sentences / writing a report about one of the celebrities in the Arab countries</p> <p>writing about famous celebrities in Qatar.</p> <p>Grammar exercises: all the tenses of the verbs / a variety of oral and written exercises (filling gaps, conjugations, matching, asking questions, answering questions, describing, writing short paragraphs... all these from the passages that taught in the class)</p>	<p>Crit.A-Comprehending spoken and visual texts.</p> <p>Crit.B-Comprehending visual and written texts</p> <p>CriterionC -Communicating</p> <p>CriterionD-Using language</p>

						<p>Listening: websites from the internet about the most famous celebrities in the Arab world and their own country as well.</p> <p>The traits of becoming a celebrity and to be a role model to the country you belong to.</p> <p>Writing: to write about your favorite celebrity using good Arabic words and sentences</p>	
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Individuals and Societies

Assessment Criteria

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

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	ATL	Content/Knowledge/skills	Objectives/Assessment criteria
<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	Research	Students understand why we study History. Look into how people have influenced the different perspectives in History.	<ul style="list-style-type: none"> - Historical event presentation- Criteria A and B. - Historical figure assessment- Criteria C and D.
<i>Explore: How the Age of</i>	Global interactions	Culture, Power	Orientation in time and space	Power and trade are common reasons for cultures to explore new	Social. Self Management	Students explore how trade around the world was created through the study of famous explorers. What are	<ul style="list-style-type: none"> - Age of Exploration brochure- Criteria B and C. - Historical evidence and impact on trade- Criterion A

<i>Explore rs change d the world.</i>		r and Trade		lands and interact with others.		the common links between trade and explorers?	
<i>What is Geogra phy?</i>	Global intera ctions	Resou rces, Envir onme nt, Trend s and Patter ns	Globalizatio n and sustainabilit y	The relationship between humans and the physical environment is interdependent and we can often see patterns and trends.	Thinking and Communication	Students will understand the nature of Geography and Geographical interactions. Students will link the relationship between Humans and the environment. Able to recognise, interpret map skills and self management.	- Tourism in Qatar source analysis- Criterion D. - Come visit my country- Criteria A and B. - Create a country project- Criteria A,C, and D.
Grade 7							
Unit Title	Key conce pt	Relat ed conce pt	Global Context	Statement Inquiry	of ATL	Content/Knowledge/skills	Objectives/assessment criteria
Agents of Change	Chang e	Confli ct, Autho rity	Fairness and Developme nt	Throughout history, individuals and communities have resisted and challenged authority to create fairness and change.	-Communication -Self-Managemen t	Students will look at various people and groups who inspired great change in our historic and contemporary world.	- Agent of Change Speech (Criterion C) -Source Analysis (Criterion D)
Ancient Civiliza tions	Syste ms	Cultur e, Interc onnect	Orientation in Time and Space	Interconnected systems shaped the cultures of ancient civilisations.	-Communication -Research	Students look at Ancient Roman systems and develop an understanding of how systems are interconnected to create a functional society. Students will then apply their learning to	- Civilization systems research assignment (Criteria A, B, and C)

		tedness				investigate other civilizations and look at similarities and differences.	
Climate	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.	-Social -Thinking	Students develop an understanding of climate types, climate change, and human influence. Students then investigate a specific topic that climate change is affecting and show understanding of how we can help counter climate impacts.	- Climate assessment- (Criterion A) - Climate Change Online Lesson Presentation- (Criteria B, C, and D)
Natural Hazards - Interdisciplinary with Science	Global Interactions	Causality, Systems	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.	-Social -Thinking	Students look through both lenses of scientific and humanitarian understanding to establish preventative measures and rapid response when natural disasters strike.	Natural Hazard News Broadcast- (Criteria A, B and C)
Grade 8							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/assessment criteria

<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.	Thinking and Communication	Students develop an understanding of significant historical events that have shaped our world economies and alliances. Students are then asked to present a specific system that was innovated during the Industrial Revolution and are challenged to analyze the value of paintings from a revolutionary time period.	<ul style="list-style-type: none"> - Port city painting analysis- Criterion D - Industrial Revolution research Criteria A, B, and C.
<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.	Self-management and Social	Students are encouraged to take action in their communities and the world to promote the UN Sustainable Development Goals. This is done through a documentary style project and shared with their peers through a viewing ceremony, open to the school community.	<ul style="list-style-type: none"> - Energy discussion paper Criteria A and C - United Nations Sustainable and Development Goals Action Documentary Criteria C and D.
<i>Media & Civil Rights in North America (IDU)</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.	Thinking And Research	Students look at the Atlantic slave trade and the civil rights movement in America. With time, students develop an understanding of perspective and research a specific topic to write about in their English classes to show the two sides of segregation and integration through various forms of media.	<ul style="list-style-type: none"> - Pre-Civil Rights History Criterion A - Test - Civil Rights Research and Source Analysis Criteria B and D
Grade 9							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/assessment criteria

<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.	Self management	Understand the interactions and interdependence of individuals, societies and the environment Develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.	<ul style="list-style-type: none"> - Top Trumps for Entrepreneurs. (Criteria A and C) - Quiz knowledge-based test. (Criterion A)
<i>Globalisation and Trade</i>	Global interaction	Globalisation, Culture	Globalisation and sustainability	Globalisation impacts development by influencing culture, the allocation of resources, and trade.	Research, communication, self management.	Students will study the process/evolution of global interaction/integration and its impacts. Building up from the regional, continental, intercontinental processes of integration, we will study to understand the motivations for branching out, and the long-term impacts of globalization, specifically through MNCs.	<p>Essay -on a MNC of student's choice</p> <p>The extent to which globalisation impacts development by influencing culture, the allocation of resources, and trade, and if this is overly positive or negative. (Criteria A,B,C,D)</p>
<i>Urbanisation</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.	Communication	Critically assessing and applying our understanding of the processes of urbanisation in different places and at different times, considering their varying levels of sustainability.	<ul style="list-style-type: none"> - Dreaming of a Sustainable City poster and report. (Criteria A, C and D) - Is it really sustainable? E-assessment style question. (Criterion D)

<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.	Thinking, communication, self management.	Students will study how power is used to make change, affecting people's lives and identities. This is primarily done using the context of the conflicts of the first half of the 20th century.	<ul style="list-style-type: none"> - OPCVL of cartoons on causes of WWII. (Criteria A and D) - Leaflet/Webpage and Action Plan for an event from WWII and its consequences. Linked to PEST framework. (Criteria A, B and C)
Grade 10							
<i>Unit Title</i>	<i>Key concept</i>	<i>Related concept</i>	<i>Global Context</i>	<i>Statement of Inquiry</i>	<i>ATL</i>	<i>Content/Knowledge/skills</i>	<i>Objectives/assessment criteria</i>
<i>Biomes</i>	Systems	Resource, sustainability	Globalisation and Sustainability	The <u>sustainable</u> management of <u>resources</u> in biomes depends upon understanding the complexities of each <u>system</u> .	Research, Information literacy	Sustainable management of natural environments: characteristics and human impacts on aquatic, deserts, forests, grasslands, and Arctic/tundra.	<ul style="list-style-type: none"> - Biomes case study Assessment. (Criteria A and B) - In class essay on sustainability and biomes. (Criteria C and D)
<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.	Self Management - Communication - Give and receive meaningful feedback	To develop an understanding of how military, political and economic power have led to the development of empires and superpowers with significant global influence. Students will analyze case studies from different regions of the world to determine specific strategies used by past empires in order to gain control.	<ul style="list-style-type: none"> - Empires and how they maintain power, research questions, justification and action plan. (Criterion B) - Propaganda Leaflet. (Criteria A and C) - Socratic Smackdown. (Criteria C and D)

Development: Imagining a hopeful future through social protest	Change	Equity, Processes, Resources	Fairness & Development exploration inequality	Addressing inequality leads to sustainable development and the creation of a more fair and equitable world.	Communicating Make inferences and draw conclusions Critical thinking skills Analysing and evaluating issues and ideas	An understanding of how development can be measured and calculated. An understanding of the various ways in which organisations have attempted to quantify development. Eg, happiness, HDI, GDP. An understanding that the indicators of development are interconnected.	- Development Report. (Criteria A, C and D) - Dollar Street Assessment. (Criteria A, C and D)
IDU Real news vs fake news	Systems	Change, Choice	Scientific & Technological Innovation	Scientific and technical innovation are used to put systems of evaluation in place which can change how we make choices.	Self-management Organization skills, Thinking Transfer skills	To understand two different systems of evaluating source. OPVL as a system for evaluating information from different sources. A scientific method as a system to be used to test claims about causes and consequences. Students will learn to choose the most appropriate system according to the type of data/information available in order to make informed choices.	- News video and script. (Criteria A and D) - In class reflection task. (Criterion D)

Mathematics

Assessment Criteria

Criterion	Descriptor
Criterion A	Knowledge and understanding

Criterion B	Investigating patterns
Criterion C	Communicating
Criterion D	Applying mathematics in real-life contexts

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 a 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			
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Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/assessment criteria
Numbers & the number system	Form	Representation, System	Orientation in space and time	Different systems and forms of representation develop as civilizations evolve, and humans interact.	Research	To write whole numbers from words To read decimal numbers To write decimal numbers To write numbers in Expanded notation To know Divisibility rules To write numbers as indices To apply the Order of operations To work out the factors and multiples of numbers including GCF and LCM To know about the number system, its history, its positive aspects and limitations.	Investigation: The Sieve of Eratosthenes (Criteria B and C) How much are we influenced from the past? (criteria C & D) Test (Criteria A)
Percentages, Inequality & Difference	Form	Equivalence, Quantity	Fairness and development	Inequality and difference become clearer through the use of equivalent forms of quantities.	Social, Self-management	Representing a number in different forms - fractions, decimals and percentages. Converting between equivalent forms of numbers - fractions, decimals and percentages. Calculating percentage increase and decrease. Applying mathematical strategies to solve problems involving percentages.	Criterion A Test on content Investigation - (Criterion B) - Key Percentages 'You are a refugee' assignment - (criteria C & D).
The Four Ops	Relation	Representation	Identities and Relation	Mathematics has been represented in	communication	NUMBER SENSE Order of operations	Criterion B Dividing by Powers of 10

	ships		ships	different ways and different forms throughout history and yet is a universal language	self management	Operations (+, -, x, /) whole numbers, fractions and decimals HCF and LCM Problem solving with LCM	C and D solving math problems to solve a code and planning a party with calculations
Plastic Plastic Everywhere	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.	communication self management social	NUMBER SENSE Order decimals, Read, expand, write Problem solving with decimals Simplifying fractions Adding and subtracting fractions with like and unlike denominators multiply fractions divide fractions comparing fractions Ratios: what is a ratio equivalent ratios unit rate word problems with ratios	Criterion A test Criteria C & D - measurements and waste production
Is It Absolute?	Logic	Equivalence, Simplification	Scientific & Technological Innovation	Algebraic representation can be used to model everyday relationships that can show quantity and pattern.	Thinking	NUMBER SENSE Directed numbers Absolute Value-number line Problem solving with directed numbers Order of Operations	Criterion A test

Mathematics for Designers (IDU)	Communication	Form, Perspective	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.	Self Management Thinking	<p>GEOMETRY</p> <p>Area and perimeter of rectangles and triangles and other polygons</p> <p>Polygons drawn in a coordinate plane</p> <p>Coordinate geometry</p> <p>Volume of right rectangular prisms & RWC – 3D</p> <p>Solve real life problems by graphing in the 4 -quadrants Ordered pairs in coordinate plane</p> <p>-</p>	<p>Interdisciplinary</p> <p>A,B,C</p> <p>Design B,C</p> <p>Design and make a wooden puzzle</p>
Grade 7							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	objectives/assessment criteria
In the Kitchen	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	Communication self management	<p>NUMBER SENSE</p> <p>- Adding and subtracting rational number</p> <p>- Adding and subtracting decimals and fractions</p> <p>- Multiplying and dividing rational numbers</p> <p>- Multiplying and dividing decimals and fractions.</p> <p>Ratios and Proportions</p> <p>- Parts of a whole</p>	<p>Criterion A test</p> <p>B,C Fractions and Decimal Investigation</p> <p>C,D Real World application converting a recipe for different number of guests</p>

				innovate in daily activities.		-Conversions	
Meet in The Middle	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.	Communication self management	<p>EXPRESSIONS & EQUATIONS</p> <ul style="list-style-type: none"> -Geometric Patterns -Substitution (using directed numbers and fractions and decimals) -Simplifying Expressions -Algebraic products -Distributive Law - Write expressions to represent quantities - Using the four operations to solve Linear equations (1-step) - Solving 2 step Equations (directed numbers, decimals and fractions) <p>GEOMETRY</p> <ul style="list-style-type: none"> -Graphing a linear equation in all 4 quadrants using a table and substitution -finding slope and y-intercept from an equation -finding slope using rise/run 	<p>Criterion A test</p> <p>C,D Real World application of solving a problem involving 2 skiers on a slope and finding where they will cross on the mountain.</p>
Creative Space	Relationships	Pattern & Space	Personal and cultural expression	Mathematical patterns and forms create measurable space used in art, architecture and other modes of personal expression.	Communication Social	<p>Geometry</p> <ul style="list-style-type: none"> -Solve real-world and mathematical problems involving area, surface area, and volume. -Draw construct, and describe geometrical figures and describe the relationships between them. - Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure 	<p>Criterion A test</p> <p>B Volume and Surface Area Investigation</p> <p>C,D Real World application Creating a sculpture while recording the design process as well as calculating surface area of the sculpture</p>

Anything But Typical	Relationships	Representation	Fairness & Development	Relationships between sample size and general populations allows for visual representations of data to justify conclusions.	Communication Thinking	STATISTICS & PROBABILITY - Sample space - Random sampling - mean, median, mode, range - Probability simple events - theoretical vs experimental probability - stem and leaf plot - tree diagrams	Criterion A
Grade 8							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment
Outbreak	Relationships	Measurement & Quantity	Scientific and technical innovation	The ability to measure extreme quantities allows innovation in the quality of life for communities.	-communication -self-management -thinking	-understanding exponents -operations with large and small numbers -conversion between fractions and decimals -conversion between SI units of measure -rational/ irrational numbers -square root and cube root Scientific Notation	Criterion A test Criterion B Magic Squares Investigation C and D using exponents involving the idea of disease spread

<i>The Price is Right</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.	-communication -self-management -thinking	-understanding the concepts of rates of change -linear equations; -using simultaneous equations -axes, intercepts -Graph proportional relationships,	Criterion A test B The Geometrical Significance of $y = mx + b$ C,D Real World Application Not So Fast- How should speeding tickets be calculated?
<i>Transformations</i>	Aesthetics	Transformations, Creativity	Identities and Relationships	Designs using patterns, create aesthetic pieces that help explore identities!	Communication	Area of 2D shapes Surface Area Volume of 3D shapes -Similarity and congruence -Transformations- -Triangle Identities	Criterion B Angles in a Polygon C,D Real World Application where the students design and paint a geometric transformation design
<i>Statistically Speaking</i>	Relationships	Pattern & Representation	Other (students choose their own based on their	Data collection and representation allows for pattern recognition to	Social	Construct and interpret scatter plots Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept	Criterion A test

			choice of question for their project)	describe relationships and connections that affect daily and lifestyle choices.			C,D Real World Application where students design their own bivariate data survey and analyze the data.
Grade 9							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment
<i>Algebraic skills</i>	Relationships	Generalization and Representation	Identities and Relationships	Variables allow one to represent generalized facts as relationships.	Thinking and communication	Algebraic notation, terminology, including linear equations, laws of indices, expansion and simplification	Criterion A Test assessing a range of algebraic skills.
<i>Linear Relationships</i>	Relationships	Model, Pattern, Representation	Globalization and sustainability	The relationship between the 2 variables often yields patterns or trends that can be modeled by linear relationships, which	Communication	Midpoints, slopes, distances of line segments, equations of straight lines, parallel & perpendicular lines and related applications.	Criterion A Test Criteria B and C investigation Criterion D task

				involves the application of some of the 4 arithmetic operations.			
Trigonometry and Transformations	Form	Space and representation	Orientation in space and time	The shapes we model can be represented in the space around us.		Understanding the trigonometric relationships in right-angled triangles, transformations, and similarity and congruence.	Criterion A task Criterion B task Criterion C and D task - Tessellations
Probability	Relationships	Model, pattern and representation	Fairness and development	Patterns can help us make connections in order to predict the most probable outcome of an event and consider its consequences, by modeling situations using different representations.		Understanding the mathematics of quantifying chance in various scenarios, including simple compound events, and using a range of sample space diagrams.	Criterion A Test
Statistics	Relationships	Justification and Model	Fairness and development	Statistics connects us to the world we inhabit			Criterion A Test

Quadratic Equations and Factoring	Relationships	Change, Model, Pattern	Scientific and technical innovation	through justified models. Not all relationships are linear. Not all change is constant.		Understanding factorization and its application to solving quadratic equations. Completing the square, quadratic formula, and related applications.	Criterion A Test Criteria B and C task Criterion D task
Grade 10							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Assessment
Organising Information	Relationships	Quantity and Representation	Fairness and development	Statistics connects us to the world we inhabit through justified models to support decision-making	Communication - Read critically and for comprehension Thinking - Interpret data	Be able to identify any outliers, including showing this info on a boxplot. Be able to find the regression equation and the correlation coefficient. Be able to use the regression equation and justify the validity of any predictions based on the correlation coefficient.	Criteria A (test), C and D (real-world task that allows students to demonstrate their ability to apply math in a real-world context.

Patterns	Form	Model , Pattern, Representation	Globalization and sustainability	Using different forms to generalize and justify patterns can help improve products, processes, and solutions.	Research - Understand and use technology systems Thinking - Draw reasonable conclusions and generalizations	Finding, developing, and justifying or proving general rules/formulae for sequences	Criteria A (test on arithmetic, geometric and quadratic sequences), Criteria B and C: pattern recognition
Linear Programming	Form	Justification and Measurement	Identities and relationships	Modelling with equivalent forms of representation can improve decision making.	Self-management - Managing time and tasks effectively Thinking - Apply skills and knowledge in unfamiliar situations	Modelling real-life problems with linear programming	Criteria A, C, and D assessments: using linear programming techniques to solve real-world problems

Functions	Relationships	Change and Model	Orientation in space and time	Relationships model patterns of change that can help clarify and predict duration, frequency and variability.	Thinking - Apply existing knowledge to generate new ideas, products or processes	To be able to know what is meant by a function, understand the domain and range of a function, transform functions using reflections, rotations, translations and enlargements, look at exponential, sine and cosine graphs and their transformations.	Criterion A
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Sciences

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

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 to 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	ATL	Content/Knowledge/skills	Objectives/Assessment
<i>It's alive! Systems in organisms</i>	Systems	Form and Function	Scientific and technological innovation	Scientific innovation has led to the discovery of the cell and has allowed	Social, Communication-collaboration, Research-information/media literacy	Students will examine how cells function as a complete system in and of themselves and how they form larger systems when working together. We will examine how larger systems like photosynthesis and respiration are	Criterion A - End of unit test Criterion B/C Yeast Lab Report

				humanity to discover how these small systems function to form all living systems on Earth		driven by the functions of cells individually and working together.	
Changes between Phases	Change	Transformations	Scientific and technical innovation	'Controlling your personal climate has allowed humans to live in all habitats on the planet.'	Communication. Self-Management-Organisation skills. Thinking-Transfer	Students will investigate phase changes by designing and conducting a lab. They will evaluate and discuss their data as well as the effectiveness of their investigation. Students will gain a working understanding of kinetic theory. Students will research, investigate and present information about climate zones across the globe.	Criterion B/C Insulation Lab Report Criterion D Climate Research Presentation
Relationships between organisms and the environment	Relationships	Balance	Globalization and sustainability	Balance in relationships ensures sustainability.	Research -> Information literacy skills and Media literacy skills	Investigate Biomes and start working on the Environmental Science Fair project and presentations.	Criterion A- End of topic test Criterion D environmental fair
Forces and Motion	Relationships	Movement	Orientation in time and space	Movement is related to where you are in space.	Thinking Critical, creative and transfer	How does force create changes in movement? Conducting experiments with objects to assess the impact of gravity and mass on speed and distances travelled.	Criterion B/C Forces Lab Report

					<p>Apply skills and knowledge in unfamiliar and familiar situations. Interpret data.</p> <p>Research Information Literacy / Media Literacy</p>		
Grade 7							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment
<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.	Communication -> Communication Skills, Self Management->Organisation	Students will learn about the differences between microbes (bacteria, viruses, fungi and protists). They will learn how their overall functions help us in our daily lives (decomposition, fermentation, nitrogen fixation etc.) They will learn how vaccinations are beneficial and how they help the world battle disease causing pathogens.	Criterion A End of topic test Criterion B/C Yeast Lab Report

<i>Our Senses and Change</i>	Change	Interactions	Scientific and technological innovation	We use our senses to interact with sound and light and change simple waves into usable information, but when they are not functioning properly, science and technology can help us find ways to continue interacting with our environment.	Communication. Self-Management-Organization skills. Thinking-Transfer	Students will learn what light is, that it exists in waves and how it travels. They will learn about reflection and refraction. They will learn how we see and hear as well as the anatomy of the eye and ear. They will learn how color is absorbed and reflected. They will learn the difference between sound and light waves (transverse and longitudinal)	Criterion A End of topic test Criterion D — Sight/hearing loss presentation
<i>Acids and Bases</i>	Relationships	Balance	Scientific and technological innovation	In our technically-advanced, modern world, it is the imbalances in relationships that balance our lives.	Communication. Organization skills -> Managing time and tasks effectively, Affective skills, Reflection skills	Students will learn about basic atomic structure and the differences between elements, compounds and mixtures. We will look at basic chemical symbols and how to write them. We will learn basic chemical reactions. They will learn the general size of atoms and molecules. They will learn what makes elements differ from one another. They will learn the differences between metals, nonmetals and metalloids. They will learn what separates and distinguishes acids and bases. They will study the pH scale and neutralization.	Criterion B/C acids and metals Lab Report

Natural Hazards and Global Response	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.	<p>Social</p> <ul style="list-style-type: none"> ● II. Collaboration skills <p>Working effectively with others.</p> <ul style="list-style-type: none"> ● Exercise leadership and take on a variety of roles within groups. ● Combine knowledge, understanding and skills to create products or solutions <p>Thinking</p> <ul style="list-style-type: none"> ● X. Transfer skills <p>Utilizing skills and knowledge in multiple contexts. Combine knowledge, understanding and</p>	What are convection Currents? (Science) -Students will learn how particles move in patterns or systems and how they react with temperature changes. What are the three main areas of convection currents in Earth Systems? (Science) -Students will learn about the atmosphere, inner earth and ocean currents. How do convection currents contribute to natural hazards within these systems? (Science) -Students will learn how these movements can cause disasters or hazards. What scientific knowledge and technology should be utilized to make surviving natural disasters more likely. (Science) What are some implications of using science to solve issues present because of natural hazards?	Interdisciplinary Unit - Criterion D Video News report and reflection

					skills to create products or solutions.		
Grade 8							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment
<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.	Thinking, Critical, creative and transfer	<p>Students will observe closely how seeds germinate using the Gizmos and hands-on labs experiences, such as a Photosynthesis lab, as well as a Gizmo on this topic.</p> <p>Students will make a poster explaining/demonstrating various farming methods from across different climate zones all over the world.</p> <p>Students will complete a formative photosynthesis quiz.</p>	<p>Criterion A- End of topic test</p> <p>Criterion B/C Photosynthesis Lab Report</p>
<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	Research Information Literacy / Media Literacy	Students will create an infographic detailing the problems caused within various CardioVascular diseases. They will identify scientific solutions and issues arising through a given factor.	<p>Criterion B/C osmosis Lab Report</p> <p>Criterion D</p> <p>Body system disorder info-graph</p>

				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.	Communication Communication skills Research Information Literacy / Media Literacy	The students will be able to use the periodic table. They will recognize trends and patterns within the table to identify elemental structure. They will be able to create Bohr's diagrams from information given from the Periodic Table. They will be able to explain why and how elements react.	Criterion A- End of topic test Criterion D rare earth metals essay
<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.	Social <ul style="list-style-type: none"> II. Collaboration skills Working effectively with others Build consensus. <ul style="list-style-type: none"> Manage and resolve conflict and work collaboratively in teams 	Students will learn how electricity works through electrons on a molecular level and learn how series and parallel circuits work. Students will learn how to calculate Ohm's law with series and parallel circuits. Students will learn how to create series and parallel circuits. Students will learn the four factors of resistance. Students will manipulate the four factors of resistance.	Criterion B/C Electricity Lab Report

					<ul style="list-style-type: none"> ● Build consensus ● Encourage others to contribute. 		
Grade 9							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment
<i>Changes can build things up or break things apart.</i>	Change	Transformation	Scientific and technological innovation	The ability to transform fossil fuels into usable products has driven a large part of scientific research in the 21st century.	Research -VI. Information literacy skills -VI. Information literacy skills Thinking -VIII. Critical thinking skills	Digestive system demo to identify organs. Kahoots quiz to assess knowledge on digestion. Energy and food labs - used to assess criteria B and C. Research project on diabetes	Crit B & C assessed lab
<i>Digestion</i>	Relationships	Consequences	Globalization and Sustainability	Making informed dietary choices and maintaining a healthy lifestyle minimizes	Communication -I. Communication skills Thinking -VIII. Critical thinking skills	Students identify two substances through a series of tests to conclude which is ionic and which is covalent. Students use criterion Biv to write a full method.	Crit A test

				the chances of developing life altering disorders and complications .			
Rates of reaction	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.	Social -II. Collaboration skills Self-management -III. Organization skills Research -VI. Information literacy skills	Practice data analysis, Series of investigations for rates of reaction, Uses simulations, Focus on evaluation skills, Summative test	Crit A unit test Crit B & C assessed lab
Homeostasis	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.	Self-management -III. Organization skills Research -VI. Information literacy skills Thinking -VIII. Critical thinking skills -IX. Creative thinking skills	Knowledge of primary and secondary immune responses. Knowledge of particular diseases. Knowledge on homeostasis: Knowledge on the immune system	Crit D essay on disease Crit A test
Waves	Relationships	Energy	Scientific and technical	There is a relationship between the properties	Communication -Communication skills Research	Students investigate the behaviour of light through hands-on practical	Crit D essay on the EM spectrum

			innovat ion	and characteristic s of waves that determines their function (energy) and practical application for science and technological innovation.	- Information Literacy / Media Literacy	activities, demonstrations of transverse and longitudinal waves It taught students how to solve questions involving the wave equation Formative in class quizzes Criteria based research tasks involving the applications of waves in the real world Presentations of research about EM waves Debates about the energy crisis and mobile phones Library visits about MLA referencing	
Grade 10							
Unit Title	Key conc ept	Relat ed conc ept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/ Assessment
Genet ics	Cha nge	Cons eque nces and funt ion	Scientifi c and technic al innovat ion	Using scientific technology to make innovative changes can have many consequence s on how living organisms look and function.	Communication <ul style="list-style-type: none"> ● I. Communication skills Social <ul style="list-style-type: none"> ● II. Collaboration skills Research <ul style="list-style-type: none"> ● VI. Information literacy skills Thinking <ul style="list-style-type: none"> ● VIII. Critical thinking skills 	<ul style="list-style-type: none"> ● Structure and function of DNA ● Cell Division and Replication of DNA ● Inheritance and Mendelian Genetics ● Application of Biotechnology 	Crit A - End of semester test Crit D - uses of biotechnology essay

					<ul style="list-style-type: none"> ● IX. Creative thinking skills 		
Stoichiometry	Relationships	Energy and Evidence	Globalization and Sustainability	Understanding evidence about relationships in chemical reactions can lead to informed choices about energy usage in a sustainable global community.	Communication <ul style="list-style-type: none"> ● I. Communication skills Research <ul style="list-style-type: none"> ● VI. Information literacy skills ● VII. Media literacy skills Thinking <ul style="list-style-type: none"> ● VIII. Critical thinking skills ● IX. Creative thinking skills 	Moles <ul style="list-style-type: none"> ● calculations on solutions and limiting reagents ● % yield calculations Fuels and consumption <ul style="list-style-type: none"> ● Name of fuels ● properties of fuels Pollution of alternative fuels <ul style="list-style-type: none"> ● Impact of pollutants on global warming 	Crit A - End of semester test Crit B&C - Assessed lab Crit D - Renewable fuels in Qatar
Road safety	Relationships	Consequences and movement	Scientific technical and innovation	There is a relationship between movement in space and time which can lead to life-threatening consequence	Research <ul style="list-style-type: none"> ● VI. Information literacy skills Thinking <ul style="list-style-type: none"> ● VIII. Critical thinking skills 	<ul style="list-style-type: none"> ● Energy, work and momentum ● Newton's laws and motion ● Forces and their effects ● The science of moving <ul style="list-style-type: none"> ○ distance ○ time ○ speed/velocity ● Energy transformation 	Crit A - End of semester test Crit B&C - assessed lab

				s on our roads.			
<i>Real news vs fake news</i>	Change	Form and Patterns	Identities and relationships	How changing the form and pattern of evidence affects everyday decisions made by human societies.	Self-management <ul style="list-style-type: none"> • III. Organization skills Social <ul style="list-style-type: none"> • II. Collaboration skills Research <ul style="list-style-type: none"> • VII. Media literacy skills 	<ul style="list-style-type: none"> • Introduction: pseudoscience vs science • Application of pseudoscience and science • Evaluation of pseudoscience and science 	

Design

Assessment Criteria

Criterion	Descriptor
Criterion A	Inquiring and analysing
Criterion B	Developing ideas

Criterion C	Creating the solution
Criterion D	Evaluating

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 others viewpoints and appreciate alternative solutions to problems
- act with integrity and honest, 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	ATL	Content/Knowledge/skills	Objectives/Assessment

What is Design?	Communication	Invention. Innovation	Scientific and Technical Innovation	Invention and innovation can be communicated through design.	Self-Management, Research	Design, The design cycle, Drawing in design	A, B, C
Posters that Matter	Communication	Form, Perspective	Fairness and Development	Designers combine images, text and colours to share messages that are accessible to all.	Communication, Social	Features of a successful poster, Canva	Design and create an awareness poster A,C,D
Popping Puzzles	Systems	Collaboration	Personal and Cultural Expression	Combining skills from more than one discipline can enhance the end product.	Research, Critical Thinking	Workshop safety, Tools and equipment, Children's puzzles, using maths in design	Design and create a wooden puzzle A, C, D
Monster Mash	Development	Form, Resources	Personal and Cultural Expression	Creative use of resources can generate products that engage and entertain.	Critical Thinking, Self-Management	Hand sewing techniques, Properties of fabric, Successful toys, Thoughtful use of resources	Design and create a felt monster B, C, D
Grade 7 - Groups rotate through units							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment
Super Stands	Development	Function, Form, Ergonomics	Orientation in Time and Space	Throughout time product development opportunities have come from the unexpected consequences of a new product.	Self Management, Research	Workshop safety, Working with craft knives, Cardboard as a modelling material, Product development	Design and create a card phone stand. A, B, C, D

The Perfect Design	Systems	Perspective, Evaluation	Scientific and Technical Innovation	Systems that support iterative design are critical to developing products that function as intended.	Communication, Social	3D printing, iterative design, creating functioning products.	Design and create a 3d product A, B, C
Roving Robots	Communities	Collaboration Innovation	Orientation in space and time.	Innovation and invention change the ways that societies work together.	Research, Critical Thinking	Robots and robotics, the impact that robots have on communities, advantages and disadvantages of robotics	Build and program an EV3 robot. A, C, D
Under the Sea	Communication	Innovation Resources	Personal and Cultural Expression	Innovative use of resources and materials can encourage individual expression.	Critical Thinking, Self Management	Properties of wood and plastics, designing for a client, Thoughtful use of resources	Design and build a wooden pencil holder. B, C
Grade 8							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment
Marvelous Materials	Systems	Function, Form	Science and Technical Innovation	Desirable products function as intended and fulfill aesthetic requirements.	Communication, Social	Electronics, Systems, Workshop skills	Design and build a product using CAD. A, B, C, D
Smart Textiles Toys	Development	Ergonomics Resources	Personal and Cultural Expression	The careful selection of materials can have an impact on the ergonomics of a product.	Research, Critical Thinking	Ergonomic products, fabric properties, Features and purpose of fidget toys.	Design and sew a fabric fidget toy. C, D

Logo Design - New Iterations	Communication	Adaptation Innovation	Fairness and Development	In order to keep up with current trends it is important that businesses adapt their communication techniques.	Self Management, Research	Logo design, Canva, Instagram, Business models.	Redesign an existing logo using CAD A, B, C, D
Grade 9							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment
Learning from the Past	Communities	Perspective	Orientation in Time and Space	Reflecting on the past allows us to understand ourselves and prepare for the future.	Research, Critical Thinking, Self Management	Importance of learning from the past, historical designs and designers, Textiles, workshop or digital skills	Design a solution that is inspired by past designs. A,B,C,D
Identity in a Developing Global Society	Communication	Function	Personal and Cultural Expression	Functions of design can help to develop and improve personal and cultural expression.	Self Management, Communication, Social, Research	Culture and traditions, the importance of preserving both, Textiles, workshop or digital skills	Design a solution that encourages the preservation of culture. A,B,C,D
Grade 10							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment
Promoting Productivity	Systems	Function	Fairness and Development	Designs that effectively synthesise structure and creativity can	Self Management, Communication, Research, Social	What is productivity, How can creativity improve productivity, Stress and its impact on the body	Design and create a solution that promotes productivity. A, B, C, D

Through Creative Design				improve productivity.		Textiles, workshop or digital skills	
E-portfolio	TBD	TBD	TBD	TBD	Research, Critical Thinking, Self Management	Textiles, workshop or digital skills	TBA A, B, C, D

Physical and Health Education

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
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 *Units are taught in a variety of order based on gender and facility availability.

Grade 6							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/ Assessment
Health & Fitness	Identity	Balance/Choice	Identities and	Identifying and applying healthy choices, leads to a	Research Make connections between various	Students will explore how their choices affect balanced and healthy lifestyles. They will learn and	Role: nutritionists Crit B: creating a Food Plan

			Relationships	balanced and healthy life.	sources of information, Collect and analyse data to identify solutions and make informed decisions	understand different components of fitness and how they can be developed. The essential nutrients in their daily food intake and how these can be regulated to contribute to healthy lifestyles.	Crit D : Reflection on choices of food plan
Swimming	Change	Refinement	Identities & Relationships (Health and Well-being)	For improved health and well-being, change and refinement in movement patterns is crucial.	Self Management Bring necessary equipment and supplies to class / Demonstrate persistence and perseverance	Students will explore how health and well being can be improved by refining movements. They will practice correct body streamlining, front crawl kick & arms, body positioning, breathing, stroke timing and correction of stroke technique for effective swimming of front crawl.	Crit. A: Knowing and understanding- Written test Crit C: Applying and performing -Performance of Swimming Strokes
Table Tennis	Change	Adaptation/ Movement	Identities & Relationships	Cooperating with teammates and changing our movements can physically develop our skills.	Social Skills Give and receive meaningful feedback/Encourage others to contribute	Students will explore how cooperation with others can help improve their skills. They will learn and practice skills of forehand serve while developing the skill of anticipation and quick decision making. Practice maintaining correct grip and ready position for offensive and defensive play. Learn and practice skills to outwit opponents such as spins while practicing skills in singles and doubles game plays.	Crit B: Plan for performance Crit C: Performance of Skills Crit D: Reflection

Invasion and International Game Skills	Development	Space/Coordination	Orientation in Space and Time	Spatial awareness and coordination are key to developing great game skills. "Do YOUR Best, Forget the REST!"	Communication Negotiate ideas and knowledge with peers and teachers, Give and receive meaningful feedback	Students will explore how spatial awareness in games can help enhance coordination skills. Practice of positioning of offense and defense players in invasion games, moving to open space, utilising field space, introducing and practicing transition from defense to offense.	Crit C: Use of skills and strategies to perform effectively and responsibly.
Gymnastics	Development	Choice and Movement	Personal and Cultural Expression (Creation)	The Creation of movement patterns can be effectively developed with right choices	Thinking Creative thinking -Generating Novel ideas and considering new perspectives Transfer -combine knowledge, understanding and skills to create products or solutions	Students will generate novel ideas and consider new perspectives while learning to create aesthetic movement patterns. Exploration of presentation requirements-flight, rotations, balances, strength. Practicing skills they can perform while applying the sequence designing structure taught.	Crit A: Knowledge and application of aesthetic movements Crit C: Routine
Grade 7							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment
Volleyball	Communication	Choices/Consequences	Identities & Relationships	The choices we communicate as a team will result in different consequences.	Social Skills Manage and resolve conflict, and work collaboratively in	Students will explore how team choices could result in different consequences. They will learn and practice skills of serving, passing, types of contact, court positioning	Crit A: Knowledge Test Crit C: Performance of Volleyball Skills

					teams / Practise empathy	while maintaining control and coordination.	
Aesthetics	Aesthetics	Movement and Creativity	Personal and Cultural Expression (Creativity and beauty)	Aesthetic beauty is often expressed through creative movement.	Thinking Practise observing carefully in order to recognize problems / Propose and evaluate a variety of solutions	Students will explore how aesthetic beauty is often expressed through creative movement. Students will learn and practice a sequence of movements in taekwondo that consist of fundamental stances, blocks, punches, and kicks. Students will use their creative skills to compose a poomsae/ sequence by combining different skills and techniques.	Crit B: Planning for performance Crit C: Performance Crit D: Reflection on performance
International and invasion Games	Change	Movement	Identities and Relationships	Cooperating with teammates and changing our movements can physically develop our skills.	Communication Give and receive meaningful feedback / Interpret and use effectively modes of non-verbal communication	Students will explore how team cooperation can develop their skills. They will learn and practice positioning of offense and defense players in invasion games, moving to open space, utilising field space, introducing and practicing transition from defense to offense.	Crit C: Use of skills and strategies to perform effectively and responsibly.
Table Tennis	Relationships	Integrity/Respect	Fairness and Development	Core values of respect, integrity and fairness need not be lost when being competitive.	Research Access information to be informed and inform others / Make connections between various sources of information	Students will explore how to maintain core values in competitive situations. They will learn and practice skills of forehand serve while developing the skill of anticipation and quick decision making in table-tennis. Practice maintaining correct grip and ready position for offensive and defensive play. Learn and practice skills to	Crit B: Planning improvements of skills Crit C: Performance of skills Crit D: Reflection on performance

						outwit opponents such as spins while practicing skills in singles and doubles game plays.	
Swimming	Relationships	Choice	Orientation in Space and Time (constraints and adaptation)	The interactions between people and environment affects choices and require adaptations	Self - Management Bring necessary equipment and supplies to class / Demonstrate persistence and perseverance	Students will explore how human interactions affect their choices. They will practice correct body streamlining, front crawl kick & arms, body positioning, breathing, stroke timing and correction of stroke technique for effective swimming of front crawl.	Crit A: Written Test Crit C: Performance Skills of swimming
Grade 8							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment
Aesthetics	Change	Refinement, movement, patterns, energy	Personal and cultural expression	Athletes and performers analyse current movement patterns so that they can refine technique and maximize performance energy	Social Skills Help others to succeed/Exercise leadership and take on a variety of roles within groups	Students will explore how as performers they analyse movement patterns for technique refinement. They will learn and practice Taekwondo skills of stances, punching, kicks and blocks. They will use their social skills while creating a clip with different movement patterns.	Crit B: Plan for performance Crit C: Performance Crit D: Reflect and Improve performance
Volleyball	Relationships	Choice and	Identities and	The relationships that we develop result from our	Research Access information to be	Students will explore how their relationships are influenced by their choices. They will learn and practice	Crit B: Planning for performance Crit C: Performance of volleyball skills and team play

		Interac tion	Relatio nships	choice of interaction	informed and inform others/ Make connections between various sources of information	different volleyball skills of serving, overarm & underarm passing, body positioning for effective offensive and defensive plays while practicing to work effectively with others in small sided games.	Crit D: Reflection on plan and performance
Interna tional and Invasio n Games	Change Relation ships	Move ment	Identiti es and Relatio nships	Cooperating with teammates and changing our movements can physically develop our skills.	Communication Give and receive meaningful feedback/ Use intercultural understanding to interpret communication	Students will explore how cooperation with teammates can help in developing their skills. They will learn and practice positioning of offense and defense players in invasion games, moving to open space, utilising field space, introducing and practicing transition from defense to offense.	Crit C: Use of skills and strategies to perform effectively and responsibly.
Badmin ton/Per sonal and Individ ual Lifetim e Sports	Creativi ty	Adapt ation	Orienta tion in space and time (exchan ge and interact ion)	The ability to adapt and think creatively has an impact on success	Self - management Practice positive thinking./Practic e focus and concentration	Students will explore spatial awareness in Badminton while learning skills of serving, overhead & underhand Clears, forehand & backhand drives. Practice offensive and defensive plays with smash and drop shots, singles and doubles game practices.	Crit A: Knowledge of game C:Performance of Skills
Table Tennis	Logic	Choice	Scientifi c and technic al innovat ion (opport unity)	Using logic, you have the opportunity to analyze and evaluate your choices.	Thinking Identify obstacles and challenges/Practi se observing carefully in order to recognize problems	Students will explore skills of forehand serve with control and accuracy while developing the skill of anticipation and quick decision making. Practice maintaining correct grip and ready position for offensive and defensive play. Learn and practice skills to outwit opponent such as spins while	Crit A: Written test Crit C: Performance Skills

						practicing skills in singles and doubles game plays.	
Grade 9							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Assessment
Volleyball	Communication	Function	Personal and Cultural Expression, (systems & institutions)	"For a team to function effectively, all the members must communicate clearly and efficiently".	Communication Give and receive meaningful feedback / Interpret and use effectively modes of non-verbal communication	Students will explore effective verbal and non-verbal communication skills for successful game play. Practice of different volleyball skills like serving, passing, tossing, hitting, digs, smash, and ready positioning for effective offensive and defensive play. The skills will be practiced in isolation, pairs and small sided games.	Crit A: Knowledge of volleyball skills, play and teamwork. Crit C: Performance of Volleyball skills and team play
Aesthetics	Relationships	Movement, patterns, balance	Identities and Relationships	Team members must work together to develop interconnected, responsive movement patterns to maintain positional balance.	Thinking Use brainstorming and visual diagrams to generate new ideas and inquiries, Combine knowledge, understanding and skills to create products or solutions	Students will explore how to develop responsive movement patterns while working with a team. They will learn and practice routine creation skills with isolated and partner movement skills to develop aesthetically pleasing performances. They will develop their research skills while creating routines.	Crit B: Goals and Plan for performance Crit C: Performance or routine Crit D: Reflection of plan and performance
Invasion and	Relationships	Interaction	Identities and	Successful relationships are	Self-Management Set goals that	Students will explore how relationships help in fulfilling team	Crit C: Use of skills and strategies to perform effectively and responsibly.

Internal Games		Perspectives	Relationships	built when players fulfill their team responsibilities.	are challenging and realistic, Practise positive thinking	responsibilities. They will learn and practice positioning of offense and defense players in invasion games, moving to open space, utilising field space, introducing and practicing transition from defense to offense. The skills will be practiced in small sided games.	
Health & Fitness	Development	Balance Choice	Identities and Relationships	By developing an understanding of mental, physical and social health, you can make choices that have a positive impact on your overall well-being.	Research Access information to be informed and inform others, Make connections between various sources of information	Students will explore how their choices affect overall well-being. They will learn and understand how to apply principles of training, training methods, and setting smart goals for an effective training program. They will learn to use their critical thinking skills in multiple contexts.	Crit B: Creating a plan to address areas of holistic Health Crit C: Healthy Choices Crit D: Reflection based on holistic Health
Badminton	Relationships	Movement and Balance	Identities and relationships (Cooperation, physical & social development)	Teammates must work together to develop interconnected, responsive movement to maintain positional balance.	Social Skills Manage and resolve conflict, and work collaboratively in teams, Encourage others to contribute	Students will explore spatial awareness in Badminton while learning skills of serving (forehand & backhand), overhead & underhand Clears, forehand & backhand drives. Practice offensive and defensive plays with smash and drop shots, singles and doubles game practices.	Crit A: Knowledge of Badminton Crit C: Performance of Badminton Skills
Grade 10							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Assessment

Volleyball	Change	Adaptation	Identities and relationships (Leadership)	“Becoming an effective leader is a process of making decisions that change and adapting to the demands of the environment.	Social Skills Make fair & equitable decisions / Exercise leadership and take on a variety of roles within a group.	Students will explore what makes an effective leader on and off the court. They will practice different volleyball skills like serving, passing, tossing, hitting, digs, smash, and ready positioning for effective offensive and defensive play. They will also learn and practice game rules, substitutions, captain roles. The skills will be practiced in isolation, pairs and small sided games.	Crit A:Written test Crit C: Performance
e-Portfolio Unit	TBD	TBD	TBD	TBD	Research Collect and analyze data to identify solutions and make informed decisions / Make connections between various sources of information. (Communication) Read a variety of sources for information and for pleasure / Collaborate with peers and experts using a variety of digital environments and media		ALL Criterion

Badminton	Communication	Adaptation Refinement	Identities and Relationships	Communication and cooperation can assist the development of our techniques and interpersonal skills.	Self Management Bring necessary equipment and supplies to class / Self-motivation - practise analysing and attributing causes for failure	Students will explore spatial awareness in Badminton while learning skills of serving (forehand & backhand), overhead & underhand Clears, forehand & backhand drives. Practice offensive and defensive plays with smash and drop shots, singles and doubles game practices.	Crit C: Performance of Badminton Skills
Invasion and International Games	Relationships	Interaction	Personal and Cultural Expression	Successful interactions with others and building your cultural understanding of new ideas can strengthen your relationships.	Thinking Create novel solutions to authentic problems / Apply skills and knowledge in unfamiliar situations	Students will explore how relationships help in fulfilling team responsibilities. They will learn and practice positioning of offense and defense players in invasion games, moving to open space, utilising field space, introducing and practicing transition from defense to offense. The skills will be practiced in small sided games.	Crit B : Planning performance in games Crit C: performing Crit D: Reflection

Arts

Objectives/Assessment Criteria

Criterion	Descriptor
Criterion A	Knowledge and Understanding
Criterion B	Developing Skills

Criterion C	Thinking Creatively
Criterion D	Responding

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 and Drama in Grade 6, Visual Arts and Drama in Grade 7, Visual Arts, Drama and Film in Grade 8. Students study one Visual Arts subject and one Performing Arts subject each semester per year. They choose one of three arts courses for Grade 9 and 10 for the last two years of the MYP Programme.

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.

Film G8, (G9 and G10 Media): Content, knowledge and skills

Through learning about media and how to create media, students have the chance to better understand 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

DRAMA

<i>Grade 6 DRAMA</i>							
<i>Unit Title</i>	<i>Key concept</i>	<i>Related concept</i>	<i>Global Context</i>	<i>Statement of Inquiry</i>	<i>ATL</i>	<i>Content/Knowledge /skills</i>	<i>Objectives/Assessment</i>

Demon Headmaster	Communication	Expression/Interpretation, Presentation	Identities and Relationships	Words and language can be brought to life through creative interpretation and structure using theatrical techniques and conventions.	Self management, Communication	Content related to scriptwork and the role that it plays in dramatic storytelling. Students explore spatial awareness and informed body movement through creating tableaux, and improvising pantomime narratives	A) i, ii, iii B) i, ii C) iii D) iii
Fables, Folklore and Fairytales	Identity	Narrative, Play	Personal and Cultural Expression	Folktales and fables are an ancient oral tradition of many cultures that convey important universal morals.	Creative Thinking, Collaboration	Storytelling, devised improvisation, readers theatre, characterization	A) i, ii, iii B) i, ii C) iii D) iii
Grade 7 DRAMA							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge /skills	Objectives/Assessment
Creepy Castle	Communication	Expression Presentation	Identities and Relationships	The process of creation can lead to self discovery	Creative Thinking, Social	Tension, atmosphere, still images, teacher in role, monologue writing, radio plays, soundscapes and drama literacy.	A) i, ii, iii B) i, ii C) iii D) iii
Film Noir	Aesthetics	Genre Role	Orientation in space and time	Genre conventions used to engage audiences are influenced by time and space	A) i, ii, iii B) i, ii C) iii D) iii	Research Social	Expressive skills; Stock characters, Formulaic storylines, Roles, lighting, soundscapes and drama literacy.
Grade 8 DRAMA							

<i>Unit Title</i>	<i>Key concept</i>	<i>Related concept</i>	<i>Global Context</i>	<i>Statement of Inquiry</i>	<i>ATL</i>	<i>Content/Knowledge /skills</i>	<i>Objectives/Assessment</i>
Puppetry around the world	Communication	Expression/Presentation	Personal and Cultural Expression	Improvisation performances build individual confidence and group trust.	Self management skills/reflection. Social Skills/Collaboration. Thinking Skills/Critical and Creative Thinking	Characterization exercises, vocal expression and projection warm ups, scene writing workshops	A) i, ii B) ii C) iii D) iii
Grade 9 DRAMA							
<i>Unit Title</i>	<i>Key concept</i>	<i>Related concept</i>	<i>Global Context</i>	<i>Statement of Inquiry</i>	<i>ATL</i>	<i>Content/Knowledge /skills</i>	<i>Objectives/Assessment</i>
Page to Stage	Change	Role, Presentation & Interpretation	Personal and Cultural Expression	Interpretation is an integral part of the creative process	Communication and self management	Neutral scripts Annotation practise on neutral scripts Watching a theatrical production to critique Using improvisation to interpret character in rehearsal Staging decisions Editing, annotating and rehearsing short published scripts	B) i, ii C) ii, iii D) ii, iii
Storytelling with Masks	Aesthetics	Interpretation	Identities and Relationships	Personal and cultural Identity is expressed through stories	Communication and self management	Annotation of storytelling videos, Aesthetics, Research into storytellers, Story development, Adaptation of stories for personal culture, Masks rules, voice work, Characterization- yourself as a storyteller, Process	A) i, ii, iii B) i, ii C) i, ii, iii D) i, ii, iii

						Journal tracking, Peer assessment	
Grade 10 DRAMA							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment
<i>Designing for the Theatre</i>	Perspective	Interpretation , Presentation	Identities and Relationships	Technical and methodical skill can create artistic design and creative innovation.	Self management Research	Mind Map methods TEAM Ideas Research Experiments Individual Outcomes Commentary	A) i, ii, iii B) i, ii C) i, ii, iii D) i, ii, iii

MEDIA(Film)

Grade 8 FILM							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment
<i>Animation</i>	Communication	Representation Composition	Personal and Cultural Expression	Personal and Cultural Identity can be expressed through animated stories.	Self-Management, Research	Mind Map Research Research Scripting Artist Skills Storyboarding Filming	A i, ii, iii B i, ii C i, ii, iii D i, ii, iii
Grade 9 MEDIA							

Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment
Genre 1 - Horror Films - 2 sentence shorts	Communication	Genre Representation	Personal and cultural expression	<i>We can enhance our narrative films through imaginative use of genre elements, carefully chosen locations and lighting.</i>	<i>Research, Thinking</i>	Mind Map KWL Research - genre/film movement Idea Development Pre-production - script, storyboard Production - lighting & location use Post-Production - Editing for effect Screening Evaluation	A i, ii, iii B i, ii C i, ii, iii D i, ii, iii
Genre 2 - Time to save the world with green screen	Change	Narrative Innovation	Scientific and technical innovation	Communication is enhanced using technical innovations to convey meaning in a narrative	Social (Collaboration) Thinking (Transfer)	Mind Map, KWL Research - innovations/sfx/vfx Idea Development Pre-production - Experiments Production - green screen and B-roll Post-Production - Editing sfx/foley Screening Critique/Evaluation	A i, ii, iii B i, ii C i, ii, iii D i, ii, iii
Grade 10 MEDIA							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Assessment
Advertising - Selling a lifestyle	Aesthetics	Audience Visual Culture	Orientation in space and time	Advertising is a product of its time, using symbols and	Research Creative Thinking	Ideas Research	A i, ii, iii B i, ii C i, ii, iii D i, ii, iii

				conventions to sell a lifestyle encouraging 'wants' rather than 'needs'	Communication	Critique Experiments Pre-production Production Post-Production Critique/Evaluation	
iProducers	Identity	Expression	Identities and relationships	The process of media creation can lead to self-discovery and promotion	Self Management Creative Thinking	Individual Mind Maps Filmmaker Research Biography Proposal Process & Product Commentary Critical Evaluation	A i, ii, iii B i, ii C i, ii, iii D i, ii, iii

VISUAL ARTS

Grade 6 VISUAL ARTS							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge /skills	Objectives/Assessment
Insect Disguise	Aesthetics	Expression, Structure, Colour Theory	Personal and Cultural Expression	Aesthetics can be expressed using both expression and structure.	Self-management	Idea Development Drawing Painting Outcomes Mixed Media	A i, iii B i, ii C i, ii, iii D i, ii ,iii
The Dinner Party	Imagination	Construction Modelling	Scientific and Technical Innovation	Demonstrating the exploration of ideas through construction and modelling aids us in developing our imagination.	Creative thinking	Idea Development Drawing Modelling & Construction Outcomes	A i. ii B i, ii C i, ii ,iii D i, ii, iii

Grade 7 VISUAL ARTS

<i>Unit Title</i>	<i>Key concept</i>	<i>Related concept</i>	<i>Global Context</i>	<i>Statement of Inquiry</i>	<i>ATL</i>	<i>Content/Knowledge/skills</i>	<i>Objectives/Assessment</i>
DOB	Identity	Composition Representation Visual Clues	Identities & Relationships	Identity can be more than a traditional self-portrait.	Communication, Research	Mind Map Idea Development Artist Research Drawing Reflection	A ii, iii B i, ii C ii, iii D i, ii, iii
Alien Ikebana	Aesthetics	Construction Modelling	Scientific and Technical Innovation	Space Exploration can lead to innovative discoveries and expanding human aesthetics	Self-management	Mind Map Idea Development Artist Research Drawing	A i, ii B i, ii C i, ii, iii D i, ii, iii
Grade 8 VISUAL ARTS							
<i>Unit Title</i>	<i>Key concept</i>	<i>Related concept</i>	<i>Global Context</i>	<i>Statement of Inquiry</i>	<i>ATL</i>	<i>Content/Knowledge/skills</i>	<i>Objectives/Assessment</i>
Time Traveler	Aesthetics	Interpretation Expression Narrative	Orientation in space and time	Where we are and who we are may influence how we interpret and express the world around us.	Research	Mind Map Idea Development Artist Research Drawing Painting or Drawing Outcome	A i, ii, iii B i, ii C i, ii, iii D i, ii, iii
Grade 9 VISUAL ARTS							
<i>Unit Title</i>	<i>Key concept</i>	<i>Related concept</i>	<i>Global Context</i>	<i>Statement of Inquiry</i>	<i>ATL</i>	<i>Content/Knowledge/skills</i>	<i>Objectives/Assessment</i>
Famous ID	Identity	Audience Expression	Orientation in space and time	Identity can be expressed as the product of culture, contexts and personal perspectives.	Communication	Mind Map Ideas Artists Research Experiments Painting Outcomes	A i, ii, iii B i, ii C i, ii, iii D i, ii, iii

Under the Microscope	Change	Composition Expression	Identities and relationships	The ever-changing Micro world around us can offer inspiration for playful expression.	Collaboration	Mind Map Ideas Research Experiments Modelling & Painting/Drawing Outcomes	A) i, ii, iii B) i, ii C) i, ii, iii D) i, ii, iii
Grade 10 VISUAL ARTS							
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	ATL	Content/Knowledge/skills	Objectives/Assessment
iArtist	Creativity	Post-Modernism Expression Contemporary Artist	Personal and Cultural Expression Unique Personality	Contemporary Artists have unique personalities and individual responses to art making practices and processes	Creative thinking Self management	Individual Mind Maps iBiography iLineage Research iProposal iArtist Process & Product iCommentary	A) i, ii, iii B) i, ii C) i, ii, iii D) i, ii, iii
Explosive Inventions	Communication	Innovation, Narrative, Composition, Presentation	Scientific and Cultural Innovation	Human inventions and technological innovations have changed the environment we live in over time.	Communication, Creative Thinking	Mind Map Ideas Research Experiments Collage & Construction Outcomes	A i, ii, iii B i, ii C i, ii, iii D i, ii, iii

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: <ul style="list-style-type: none"> · 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: <ul style="list-style-type: none"> · 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

	<ul style="list-style-type: none"> • The History of Islamic Legislation • The Muslim Code of Dress • The Fundamentals of Islamic Jurisprudence
Biography	<p>Students will know:</p> <ul style="list-style-type: none"> • 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	<p>Students will know:</p> <ul style="list-style-type: none"> • 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 critically appreciate 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/Objectives

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

Bibliography

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