Middle Years Programme Handbook
2020 - 2021

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

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What is an International Baccalaureate (IB) education?

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

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

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

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

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

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

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

The IB Learner Profile

Inquirer: We nurture our curiosity, developing our skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

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

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Risk-takers/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: 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: 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: 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: 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: - the interconnectedness of human-made systems and communities - the relationship between local and global processes - how local experiences mediate the global - the opportunities and tensions provided by world-interconnectedness - the impact of decision-making on humankind and the environment.
Fairness and development	What are the consequences of our common humanity? Students will explore: - rights and responsibilities - the relationship between communities - sharing finite resources with other people and with other living things - access to equal opportunities. - peace and conflict resolution.

Approaches to Learning (ATL)

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

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

Service as Action

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

Service as Action at Qatar Academy

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

Community and Service requirements	
Grade 6	Minimum 1 activity and reflection completed
Grade 7	Minimum 1 activity and reflection completed
Grade 8	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 detailed Personal Project booklet is given to each student during the second semester of grade 9 in addition to a dedicated online page. The booklet lists deadlines and provides specific information about choosing a topic, working with a supervisor, organizational methods, MYP requirements, and assessment. This culminating experience of all their learning is completed over many months and their achievements are celebrated in the MYP Exhibition in March.

Assessment in the MYP: rigorous criteria, applied consistently worldwide

MYP assessment standards are consistent around the world. In order to maintain the rigour for which the IB is renowned, the MYP assessment model is criterion-related. Teachers structure varied and valid assessment tasks so that students can demonstrate achievement according to 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

<u>Please note</u>: **Each criterion is out of 8!**

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

Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP Projects	Investigating	Planning	Taking action	Reflecting

The total is always out of 32!

MYP Grade Descriptors

Grade	Boundary Guidelines	Descriptor
1	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.

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Academic honesty

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

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

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

The following concepts are addressed over the course of the 5 MYP Years:
- The concept of intellectual property (including the many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright.
- Plagiarism
- The difference between collaboration and collusion
- What is an authentic piece of work
- Paraphrasing and citing
- Referencing using MLA 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 QA

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

Subject Area Overviews

Language and Literature in Arabic

Nature and aims

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

Arabic Unit Overview

Grade 6					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
Short story	Connections	Purpose, Self-expression Theme	Identities and relationships	للعلاقات والصلات دور في تعزيز الروابط بين الناس.	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 المُستدامة أسلوب حياة، لها أثر في بناء الشخصية الفعالة والمبدعة في المجتمع.	Analyzing Poems Criteria A, B, C, D Write non-literary text Criteria B, C, D
World Literature (Novel: Princesses Don't Wear Jeans- by Brenda Bellingham)	Creativity	Audience imperatives Character Self-expression	Orientation in space and time	للإبداع دور في تعزيز الشخصية ثقافيًا واجتماعيًا.	Comparison of two texts Criteria A, B, D Personal project Criteria B, C, D
Adventure and challenge (Ministry of Education and Higher Education)	Perspective	Intertextuality Genres	Globalization and sustainability	من يتمتع بروح المغامرة والتحدي يستطيع اتخاذ القرارات الجريئة والحساسة في الوقت المناسب دون خوف.	Oral presentation Criteria B, C, D Eassessment text Criteria A, B, C, D Formative assessments throughout the year.
Grade 7					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
Short story	Communication	Character, Setting, Style	Personal and cultural	تبادل الثقافات يُعَزِّز التواصل بين الناس.	Creating a literary text Criteria A, B, C, D

Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	Assessment
				expression	Own Short Story Criteria B, C, D
Human values (Ministry of Education and Higher Education)	Perspective	Self-expression Point of view	Identities and relationships	تعزز القيم الإنسانية قبول الآخر واحترامه، وتنظم حياة البشر وتوحدهم، وتحقق لهم السعادة والسلام.	Analyzing Poems Criteria A, B, C, D Write non-literary text Criteria B, C, D
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.	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.	Oral presentation Criteria B, C, D Eassessment text Criteria A, B, C, D Formative assessments throughout the year.

Grade 8					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
Biography	Creativity	Context, Genres, Structure	Globalization and sustainability	السياق الثقافي واللغوي والاجتماعي أداة من أدوات الإبداع.	Creating a literary text Criteria A, B, C, D Own Short Story Criteria B, C, D
Advice technique (Ministry of Education and Higher Education)	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.	Analyzing Poems Criteria A, B, C, D Write non-literary text Criteria B, C, D

Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	Assessment
World Literature (Drama: The Merchant of Venice - by William Shakespeare)	Connections	Character, Context, Theme	Globalization and sustainability	السياق التاريخي والثقافي للأعمال الأدبية يعزز فهم السياق اللغوي.	Comparison of two texts Criteria A, B, D Personal project Criteria B, C, D
Entrepreneurship and innovation (Ministry of Education and Higher Education)	Perspective	Intertextuality Genres	Fairness and development	روح المبادرة والابتكار تدعم الاقتصاد القائم على المعرفة.	Oral presentation Criteria B, C, D Eassessment text Criteria A, B, C, D Formative assessments throughout the year.

Grade 9					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
Drama	Creativity	Audience imperatives Character	Personal and cultural expression	للإبداع أثر إيجابي في تغيير ثقافة الجمهور.	Creating a literary text Criteria A, B, C, D Own Short Story Criteria B, C, D
Challenges and creative thinking (Ministry of Education and Higher Education)	Perspective	Point of view Self-expression	Fairness and development	مواجهة التحديات بتفكير إبداعي له أثر في تشكيل الشخصية الإيجابية القادرة على تحقيق أفضل النتائج، ومواصلة الحياة بنجاح.	Analyzing Poems Criteria A, B, C, D Write non-literary text Criteria B, C, D
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.	Comparison of two texts Criteria A, B, D Personal project Criteria B, C, D
Global Citizenship	Connections	Intertextuality Genres	Identities and	تنمية الإحساس بالانتماء إلى مجتمع عالمي وشعور مشترك	Oral presentation Criteria B, C, D

(Ministry of Education and Higher Education)			relationsh ips	بالإنسانية يمكن الأفراد من اتخاذ قرارات واعية، والتصدي لتحديات القرن الواحد والعشرين.	Eassessment text Criteria A, B, C, D Formative assessments throughout the year.
Grade 10					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	
Novel	Communica tion	Character, Context Setting	Identities and relationsh ips	للروابط اللغوية والثقافية دور في تعزيز العلاقات بين الناس.	Creating a literary text Criteria A, B, C, D Own Short Story Criteria B, C, D
Equality and justice (Ministry of Education and Higher Education)	Connections	Point of view Self-expres sion Context	Fairness and developme nt	ليس من الإنصاف أن نحكم على الناس من خلال الصورة النمطية.	Analyzing Poems Criteria A, B, C, D Write non-literary text Criteria B, C, D
World Literature (Novel: The Bread Peddler- by Xavier de montepin)	Creativity	Audience imperative s Structure, Style	Globalizat ion and sustainabi lity	الأدب العالمي هو لقاء إنساني بعيد عن الأغراض السياسية والاقتصادية، وهو اختيار ثقافي حر، غايته التعارف والتواصل بين الشعوب.	Comparison of two texts Criteria A, B, D Personal project Criteria B, C, D
Books and libraries (Ministry of Education and Higher Education)	Perspectiv e	Intertextual ity Genres	Personal and cultural expressio n	الكتب والمكتبات تصنع حراكا ثقافيا مجتمعيا واسعا يثري الحوار المعرفي، وينمي العقل والخيال الإبداعي.	Oral presentation Criteria B, C, D Eassessment text Criteria A, B, C, D Formative assessments throughout the year.

Assessment Criteria

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

Language and Literature in English

Nature and aims

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

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

Every unit has a focus (primary) genre but other genres will be touched upon to ensure a balance. To further support literacy development in Grade 6 to 8, the following will be used:
http://membean.com (vocabulary)
http://youngzine.org (topical issues)
http://biblionasium.com (Reading journal)
https://www.readworks.org/ (Reading comprehension)

English Language and Literature Unit Overview

Grade 6					
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	Assessment

Iron Man (Novella)	Connections	Structure	Personal and cultural expression	The structure of a language allows readers to make personal connections to texts	Book report Criteria A, B, C & D Grammar post-test Criterion D Graphic novel Criteria B, C & D Wonderopolis oral Criterion D
Memoirs	Perspective	Self expression	Identities and Relationships	Writers employ personal narrative techniques to share personal experiences.	Memoir paragraph Criterion B, C & D Character Creative Task Criteria A, B, C & D
Cinematography	Creativity	Audience imperatives, style	Personal and cultural expression	Film makes use of cinematographic techniques in order to convey meaning.	How-to Video Criterion Charlie Chaplin Analysis Criteria A, B, C & D Wonderopolis Oral Criterion D
Choose Kind	Identity	Context	Identities and Relationships	Identity and self-esteem is impacted by a sense of community.	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.	Formative assessments throughout the year.

Grade 7					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
Tales of the unexpected (short stories)	Creativity	Character, setting	Personal and cultural expression	An author combines creativity and structure in a story	Notice & Note Movie Clips Criteria A Book Report Criteria A,B,C,D 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	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 to their world.	Informational text essay Crit A.B,D Oral presentation Crit A,D Informational Text B,C,D
Advertising	Communication	Purpose	Personal and cultural expression	Advertisers construct a reality through purposeful communication	Advertising Campaign Crit B,C,D Boor 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.	Formative assessments throughout the year.
Grade 8					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
Poetry	Perspective	Self expression, style	Personal and cultural expression	Self-expression and perspective are key to a writer's style	Poetry Video Criteria A ,B,C,D Poetry Summer Camp Task Crit A,B,C,D
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.	Monomyth Essay Crit A,B,C,D Analysis Essay Crit A,B,C,D Showing Understanding Crit c
One World, Many Stories	Creativity	Context, genre, theme	Personal and cultural expression	Story genre reflects personal and cultural expression through creativity, context and theme.	Comparing Myths Crit A,B,C,D Writing own Myth Crit A,B,C,D

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.	Different Perspectives Crit A.B,C,D Visit Qatar Crit A,B,C,D Reflection Task IDU Crit D

Grade 9

Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	Assessment
Drama: Macbeth	Creativity	Character, theme	Personal and cultural expression	Playwrights use the development of characters to convey themes to an audience.	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.	Figurative Language Quiz (A) Own Poems + Rationale (C) e-Assessment test (A, B, D)
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.	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)
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.	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	Assessment

Writing Portfolio '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.	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
Language & Mass Communication News reporting	Communication	Context; Point of view; Purpose	Orientation in Time & Space	News reporting raises awareness of our place in the world and influences our responses to it.	Making the News Feature article B, C, D
Rhetoric: Speeches	Communication	Context; Point of view; Purpose	Personal & Cultural Expression	Language and oratory are powerful tools to motivate, engage, inform or persuade people	Persuasive Speech Written B, C, D Persuasive Speech Oral Presentation C, D
Novel Study: Animal Farm	Communities	Genres; Theme	fairness and development	A writer's voice is conveyed through their particular writing style and use of literary devices.	Reading Quizzes A Analytical Essay A,B, D Vocabulary D
Creative Nonfiction	Creativity	Point of view, Self-expression	Personal and cultural expression	Writers employ personal narrative techniques to share personal experiences.	Memoir + Rationale B, C, D Travel Writing + Rationale B, C, D

Assessment Criteria

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

Language Acquisition

Nature and aims

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

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

Language Acquisition Unit Overview

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

Grade 6					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
My family and I	Connections	Pronunciation, Word Meaning Cognates	Identities and Relationships	To learn a new language it is useful to make connections with your own.	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC -Communicating CriterionD-Using language

My school	Communications	Conventions, Context	Identities and Relationships	Language conventions and structures make communication possible and help build relationships.	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.	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.	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**	**Assessment**
At the cafe	Culture	Intonation, Conventions	Personal and cultural expression	Cultures use different conventions to express choices.	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC -Communicating 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.	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.	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.	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**	**Assessment**
Customs and Traditions	Culture	Function Conventions, Idioms	Identities and Relationships	Understanding idioms allow us to relate to other cultures.	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC -Communicating CriterionD-Using language
In my opinion	Creativity	Purpose, Audience, Form	Personal and cultural expression	Language form can help communicate purposefully with an audience in mind.	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC -Communicating CriterionD-Using language
The environment	Connections	Purpose, Message	Globalisation and Sustainability	Commands are intended to influence our behaviour, decisions and perceptions.	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC -Communicating CriterionD-Using language
Going to a different place	Connections	Purpose, Pattern, Form	Globalisation and Sustainability	Sequencing is an important factor on how we use patterns to express experiences.	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**	**Assessment**
Means of transport and travel	Connections	Purpose, Structure, Pattern	Fairness and Development	Connections of patterns and structures within a language help with purposeful communication.	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC-Communicating CriterionD-Using language
LIfe in the city and the country	Creativity	Purpose, Pattern, Point of view	Scientific and technical innovation	Language patterns help express different points of view.	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC-Communicating CriterionD-Using language
Trades and professions	Creativity	Audience Purpose, Conventions	Fairness and Development	Communication with a purpose and sense of audience can prove very effective.	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC-Communicating CriterionD-Using language
Health	Communication	Empathy, Patterns, Argument	Identities and Relationships	ePersuasive language helps express empathy, argue with other people, and influence behaviour, decisions, and perceptions.	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC-Communicating CriterionD-Using language
Grade 10					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
Holidays	Culture	e Audience, Message, Context	Orientation in space and time	Languages use different resources to persuade audiences.	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC-Communicating CriterionD-Using language

Youth and culture	Culture	Purpose, Audience, Word Choice	Identities and Relations hips	Language can be used to express points of view and motivate people to take action.	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC -Communicating CriterionD-Using language
Press and Media	Communication	Purpose, Pattern, Argument	Fairness and Develop ment	Development of media has changed the way w use language and images to inform the audience.	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC -Communicating CriterionD-Using language
Celebri ties	Communities	Audience, Purpose, Point of view	Identities and Relations hips	Biographies allow audiences to identify and relate to people whose lives have made an impact in the community.	Crit.A-Comprehending spoken and visual texts. Crit.B-Comprehending visual and written texts CriterionC -Communicating CriterionD-Using language

Assessment Criteria

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

Individuals and Societies

Nature and aims

- Encourages learners to respect and understand the world around them.
- Equips students with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments.
- Helps students to appreciate critically the diversity of human culture, attitudes and beliefs.
- Enables students to collect, describe and analyse data used in studies of societies; test hypotheses; and learn how to interpret increasingly complex information, including original source material.

- Helps students to develop their identities as individuals and as responsible members of local and global communities.

Individuals and Societies Unit Overview

Grade 6					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
What is Humanities? What is History?	Time, Place and Space	Perspective	Orientation in time and space	Bias and different perspectives are influenced by one's orientation in time and space	- Historical event presentation- Criteria A and B. - Historical figure assessment- Criteria C and D.
Explorers: How the Age of Explorers changed the world.	Global interactions	Culture, Power and Trade	Orientation in time and space	Power and trade are common reasons for cultures to explore new lands and interact with others.	- Age of Exploration brochure- Criteria B and C. - Historical evidence and impact on trade- Criterion A
Spread of Empires	Change	Innovation, and Power	Identities and relationships	Empires change societies they conquer and establish their systems due to power.	- Sumerian poster- Criteria B and C. - Spread of empires- Criterion A
What is Geography?	Global interactions	Resources, Environment, Trends and Patterns	Globalization and sustainability	The relationship between humans and the physical environment is interdependent and we can often see patterns and trends.	- 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 concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
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.	- Climate assessment- Criterion A - Climate Change Presentation- Criteria- Criteria B, C, and D

Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	Assessment
Ancient Civilizations	Systems	Culture, Interconnectedness	Orientation in Time and Space	How systems interconnected shaped the cultures of ancient civilizations.	- Roman systems research- Criteria A, B, and C. - Roman Military source analysis- Criterion D.
Agents of Change	Change	Conflict, Authority	Fairness and Development	Throughout history, individuals and communities have resisted and challenged authority to create fairness and change.	- Agent of Change Speech- Criterion C.
Natural Hazards - Interdisciplinary with Science	Global Interactions	Causality	Fairness and Development	Convection currents are natural systems that can cause natural hazards but scientific innovation can be more fairly shared to help communities around the world survive the catastrophic consequences caused by these events.	Natural Hazard News Broadcast- Criteria A and B.

Grade 8					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
Revolutions in Trade	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.	- Port city paint analysis- Criterion D - Industrial revolution research- Criteria A, B, and C.
Impact of Natural Resources	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.	- Energy discussion paper- Criteria A and C. - United National Sustainable and Development Goals Action Documentary- Criteria C and D.
Civil Rights in North America	Change	Equity, Power	Orientation in Time and Space	Throughout time individuals and communities have organized themselves to change society by challenging inequity and discrimination.	- Pre-Civil Rights History- Criterion A. - Civil Rights research and source analysis- Criteria B and D
Grade 9					

Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	Assessment
Introduction to Economic Systems	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.	- Top Trumps for Entrepreneurs. (Criteria A and C) - Quiz knowledge-based assessment. (Criterion A)
Globalisation and Trade	Global interaction	Globalisation, Culture	Globalisation and sustainability	The rapid increase in cross border economic, social and technological change has positive and negative consequences.	- Silk Road Essay. (Criteria A, C and D) - Globalisation Infographic. (Criteria A and C)
Urban Morphology	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.	- Dreaming a Sustainable City poster and report. (Criteria A, C and D) - Is it really sustainable? E-assessment style question. (Criterion D)
Nation building and Conflict	Change	Power, Identity	Orientation in Time and Space	The struggle for power and identity leads to conflict and change.	- 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 (2018-2019 only)					
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	Assessment
Biomes	Systems	Resources	Globalisation and Sustainability	The sustainable management of biomes is dependent upon time and location.	- Biomes Template Assessment. (Criteria A and B) - In class essay on sustainability and biomes. (Criteria C and D)
Empires, Superpowers and the Cold War	Global Interactions	Power, Causality	Fairness and Development	Throughout time military, political and economic power have led to the development of empires	- Empires and how they maintain power research question, justification and action plan. (Criterion B) - Propaganda Leaflet.

				and superpowers with significant global influence.	(Criteria A and C) - Socratic Smackdown. (Criteria C and D)
Development: Imagining a hopeful future through social protest	Change	Equity, Globalisation, Innovation and Revolution	Fairness & Development	Change is required if we are to create a more fair and equitable world.	- Development Report. (Criteria A, C and D) - Dollar Street Assessment. (Criteria A, C and D)
IDU Food & the Environment: Fact or Fiction	Systems	Resources, Choice	Scientific & Technological Innovation	Changes to the systems and technology used to produce and distribute food have created both choice and challenge.	- News video and script. (Criteria A and D) - In class reflection task. (Criterion D)

Assessment Criteria

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

Mathematics

Nature and aims

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

In Grades 9 and 10, students may be placed in 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					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
The Four Ops	Relationships	Representation	Identities and Relationships	Mathematics has been represented in different ways and different forms throughout history and yet is a universal language	NUMBER SENSE Order of operations Operations (+,-, x, /) whole numbers, fractions and decimals

HCF and LCM Problem solving with LCM EXPRESSIONS & EQUATIONS

GEOMETRY

STATISTICS & PROBABILITY |
| 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. | 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
Is It Absolute?	Relationships	Pattern & Quantity	Scientific & Technological Innovation	Algebraic representation can be used to model everyday relationships that can show quantity and pattern.	NUMBER SENSE Directed numbers Absolute Value-number line Problem solving with directed numbers Order of Operations EXPRESSIONS & EQUATIONS Substitution Variables Read and write numerical expression Identify vocabulary of expressions and equations
Geometric Puzzles	Communication	Measurement	Personal and cultural expression	Through the use of measurement and design you are to design and make a child's jigsaw that engages and encourages the user to recognise and identify geometric shapes.	NUMBER SENSE Rational numbers Absolute Value—Number Line Ordered pairs in coordinate plane GEOMETRY Area and perimeter of rectangles and triangles and other polygons Polygons drawn in a coordinate plane Coordinate geometry Volume of right rectangular prisms & RWC – 3D Surface Area using Nets Solve real life problems by

					graphing in the 4 quadrants
Grade 7					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
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 innovate in daily activities.	NUMBER SENSE - Adding and subtracting rational number - Adding and subtracting decimals and fractions -Multiplying and dividing rational numbers -Multiplying and dividing decimals and fractions. Ratios and Proportions - Parts of a whole -Conversions
Expressions and Equations (Cell Phone Plan	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.	NUMBER SENSE - All operations with decimals and fractions - Convert from fractions, decimals and percentages and vise versa EXPRESSIONS & EQUATIONS -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) GEOMETRY -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
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.	NUMBER SENSE - Rational Numbers EXPRESSIONS & EQUATIONS -solving geometry problems using algebraic expressions GEOMETRY - Perimeter and Area of all quads and triangles and circles -Area of compound shapes - Surface Area - Volume (Rectangular Prism) - Relations between Geometric figures -Angles (degrees) -Angle properties
Anything But Typical	Form	Justification Representation	Fairness & Development	Relationships between sample size and general populations allows for visual representations of data to justify conclusions.	STATISTICS & PROBABILITY - Sample space - Random sampling -mean, median, mode, range - Probability simple events -theoretical vs experimental probability -stem and leaf plot

					-tree diagrams
Grade 8					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
Outbreak	Relationships	Measurement & Quantity	Scientific and technical innovation	The ability to measure extreme quantities allows innovation in the quality of life for communities.	NUMBER SENSE rational/ irrational numbers EXPRESSIONS & EQUATIONS Use square root and cube root Scientific Notation GEOMETRY Pythagoras theorem
Taxi!!!	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.	EXPRESSIONS & EQUATIONS Solve linear equations Solve systems of two linear equations GEOMETRY Graph proportional relationships,
Transformations	Aesthetics	**Patterns and change**	Identities and Relationships	Designs using patterns, create aesthetic pieces that help as explore our identities!	GEOMETRY Area of 2D shapes Surface Area Volume of 3D shapes Similarity and congruence Transformations-
Statistically Speaking	Relationships	Pattern & Representation	Other (students choose their own based on their choice of question for their project)	Data collection and representation allows for pattern recognition to describe relationships and connections that affect daily and lifestyle choices.	STATISTICS & PROBABILITY 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.

Grade 9					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
Algebraic skills	Relationships	Generalization and Representation	Identities and Relationships	Variables allow one to represent generalized facts as relationships.	Criterion A Test
Linear Relationships	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 involves the application of some of the 4 arithmetic operations.	Criterion A Test Criteria B and C investigation Criterion D task
Trigonometry and Transformations	Form	Space and representation	Orientation in space and time	The shapes we model can be represented in the space around us.	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.	Criterion A Test
Statistics	Relationships	Justification and Model	Fairness and development	Statistics connects us to the world we inhabit through justified models.	Criterion A Test

	Key concept	Related concept	Global Context	Statement of Inquiry	Assessment
Quadratic Equations and Factoring	Relationships	Change, Model, Pattern	Scientific and technical innovation	Not all relationships are linear. Not all change is constant.	Criterion A Test Criteria B and C task Criterion D task

Grade 10					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
Organising Information	Logic	Quantity and Representation	Scientific and technical innovation	How we organise and find similarities and differences.	Criterion A Test
Quadratics	Relationships	Model and Representation	Globalization and sustainability	Quadratic functions provide us with a mathematical model to maximize/minimize output which allows us to utilize our resources more efficiently.	Criterion A Test Criterion B Test Criterion C and D task - petrol stations
Geometry	Connections	Justification and Measurement	Orientation in space and time	Geometric concepts can be used in real life situations.	Criterion A Test Criterion B
Descriptive Statistics	Connections	Justification and Model	Fairness and development	Statistics connects us to the world we inhabit through justified models.	Criterion A Test Criterion C and D Task
Algebraic techniques	Form and Relationships	Model and Change	Orientation in space and time	Different transformations can be represented through the changes in their parameters, allowing for real-world phenomena to be modeled.	Criterion A Test Criterion C and D Task -Real life applications

Assessment Criteria

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

Sciences

Nature and aims

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

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

Every topic is based around a number of skills that encourage the student to look at the world around them via scientific methodology. This may encompass practical scientific or research-based skills. Students are encouraged to develop their inquiry based skills via open ended tasks that allow them to investigate branches of science that are relevant 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**	**Assessment**
It's alive! Systems in organisms	Systems	Form and Function	Scientific and technical innovation	Scientific innovation has led to the discovery of the cell and has allowed humanity to discover how these small systems function to form all living systems on Earth	Criterion A - End of topic test Criterion B/C Yeast Lab Report

Changes between Phases	Change	Transformations	Scientific and technical innovation	'Controlling your personal climate has allowed humans to live in all habitats on the planet.'	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.	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.	Criterion B/C Forces Lab Report

Grade 7					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
Our relationship with Microbes	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.	Criterion A End of topic test Criterion B/C Yeast Lab Report
Our Senses and Change	Change	Interactions	Scientific and technical 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.	Criterion A End of topic test Criterion D –- Sight/hearing loss presentation
Acids and Bases	Relationships	Balance	Scientific and technical innovation	In our technically-advanced, modern world, it is the imbalances in relationships that balance our lives.	Criterion B/C acids and metals Lab Report
Natural Hazards and Global Response	Global Interactions	Systems / Cause and	Fairness and Development	Convection currents are natural systems that can cause natural hazards but scientific innovation can	Interdisciplinary Unit - Criterion D Video News report and reflection

| | | Conseq uences | | be more fairly shared to help communities around the world survive the catastrophic consequences caused by these events. | |

Grade 8					
Unit Title	*Key concept*	*Related concept*	*Global Context*	*Statement of Inquiry*	*Assessment*
Photosynthesis and Change	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.	Criterion A- End of topic test Criterion B/C Photosynthesis Lab Report
Cardiovascular System and Function	Systems	Function	Orientation in time and space	The human body is a complex, natural system with many subsystems, and when not maintained properly, can break down like any human-made system.	Criterion B/C osmosis Lab Report Criterion D —- Body system disorder info-graph
Characteristics can change due to different properties.	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.	Criterion A- End of topic test Criterion D rare earth metals essay
Systems allow many connections to take place	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.	Criterion B/C Electricity Lab Report

Grade 9					
Unit Title	*Key concept*	*Related concept*	*Global Context*	*Statement of Inquiry*	*Assessment*
Changes can build	Change	Transformation	Scientific and	The ability to transform fossil fuels into usable products has driven a	Crit B & C assessed lab

			technical innovation	large part of scientific research in the 21st century.	
things up or break things apart.					
Digestion	Relationships	Consequences	Globalization and Sustainability	Making informed dietary choices and maintaining a healthy lifestyle minimizes the chances of developing life altering disorders and complications.	Crit A test
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.	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.	Crit D essay on disease Crit A test
Waves	Relationships	Energy	Scientific and technical innovation	There is a relationship between the properties and characteristics of waves that determines their function (energy) and practical application for science and technological innovation.	Crit D essay on the EM spectrum
Grade 10					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
Bio- technology	Change	Consequences	Scientific and technical innovation	Using scientific and technical knowledge to make innovative changes to DNA can have many consequences	Crit A - End of semester test Crit D - uses of biotechnology essay
Road safety	Relationships	Consequences and movement	Orientation in time and space	The relationship between space and time have consequences for your safety.	Crit A - End of semester test Crit B&C - assessed lab

Quantitative chemistry and fuels	Relationships	Evidence and models	Globalization and Sustainability	Empirical evidence must be linked with theoretical models to allow us to understand the complexity of relationships in Science.	Crit A - End of semester test Crit B&C - assessed lab Crit D - renewable fuels in Qatar
The ability to use one concept in many ways allows us to change how we function in the world	Change	Evidence and models	Identities and relationships	The use of evidence in Science is vital to establish relationships between our identities and the real world	Crit A - end of topic test Crit D - presentation

Assessment Criteria

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

Design

Nature and aims

The aims of MYP design are to encourage and enable students to:
- enjoy the design process, develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems.
- develop an appreciation of the impact of design innovation for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for 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**	**Assessment**
What is Design?	Communication	Invention	Scientific and Technical Innovation	Invention and innovation can be communicated through design.	A, B, C, D
Arcade Games	Communities	Function Innovation	Identities and Relationships	Innovative functions of digital games can enhance social interaction within and between communities.**I**	Design and code an Arcade Game using Scratch A, B, C, D
Popping Puzzles	Communities	Function Collaboration	Identities and Relationships	Interactions with target audiences ensures that products are developed to fulfil their personal needs.	Design and create a children's jigsaw puzzle A, C, D
Monsters	Development	Adaptation	Personal and Cultural Expression	Creative use of resources can generate products that engage and entertain.	Design and stitch a felt monster B, C
Grade 7 - Groups rotate through units					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	

Marvelous Models	Development	Function Form	Scientific and Technical Innovation	The function and form of products develops over time.	Design and create a card phone stand. A, B, C, D
The Perfect Design	Development	Invention Evaluation	Personal and Cultural Expression	Iterative design is critical to developing products that function as intended.	Design and print a useful 3D object. B, C, D
Roving Robots	Communities	Collaboration Innovation	Orientation in space and time.	Innovation and invention change the ways that societies work together.	Build and program an next robot. A, C, D
Under the Sea	Communication	Innovation Resources	Personal and Cultural Expression	Innovative use of resources and materials can encourage individual expression.	Design and build a wooden pencil holder. B, C

Grade 8					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
Scribble Notes	**Systems**	Function Resources	Orientation in Time and Space	A product that appears to be simple often requires an underlying systems composed of complex components to function effectively.	Design and build an electronic note stand. A, B, C, D
Juggling Chickens	Development	Ergonomics Resources	Personal and Cultural Expression	The careful selection of materials can have a positive impact the ergonomics of a product.	Design and sew a fabric juggling ball. C, D
Logo Design - New Iterations	Communication	Adaptation Innovation	Scientific and technical innovation.	Through innovation we can adapt designs to be more progressive and modern.	Redesign an existing logo using Illustrator. A, B, C, D
Better Boxes	Development	Function	Scientific and technical innovation.	Products are designed to meet a functional need and then created using appropriate techniques to ensure quality.	Design and build a storage box. B, C

Grade 9					

Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	Assessment
Product Design/ Electronics					
Woodbots	Systems	Resources Invention	Scientific and Technical innovation	Through the application of scientific and technical knowledge we can follow systems and use resources to invent products.	Design and build a wooden robot. C
Stack and Store	Development	Form Function	Identities and Relationships	By identifying the relationship between form and function we can produce an effective solution to an everyday problem.	Design and build a wooden storage system. A, B, C, D
Electronic Solutions	Development	Innovation	Scientific and technical innovation.	Innovative use of existing technologies and materials can create contemporary products.	Design and create a night light. A, B, C, D
Textiles Design					
I Am IB	Communication	Form	Identities and Relationships	Designers combine image, colour and texture to communicate with a target audience.	Design and stitch a fabric tote bag. C, D
Patch It Together	Development	Innovation Resources	Globalization and sustainability	Innovative re-use of resources can lead to the development of new products.	Design and stitch a patchwork cushion. A,B,C,D
Mythical Creatures	Communities	Adaptation Perspective	Orientation in space and time	Traditional stories are adapted over time to reflect the changing perspectives of communities.	Design and stitch a toy. A,B,C
Digital Design					
Techno Travel App	Communities	Resources, Adaptation, Innovation	Orientation in Time and Space	Apps can be developed as innovative tools to access information about a particular situation.	Design a travel app. A, B, C, D

Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	Assessment
PYP App Design Challenge	Systems	Function, Perspective	Scientific and technical innovation	The design of learning applications needs to consider the requirements of the teacher and the perspective of the student while creating interesting and innovative interactions.	Design a game. A, B, C, D
Grade 10					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
Promoting Productivity Through Creative Design	Systems	Function	Fairness and Development	Functions of design can help to develop and improve personal and cultural expression.	Design and create a solution that promotes productivity. A, B, C, D
E-portfolio	**TBD**	**TBD**	**TBD**	**TBD**	TBA A, B, C, D
The Client is Always Right	Development	Ergonomics Adaptation Innovation	Scientific and technical innovation	Prior knowledge can be used to develop an innovative product that is adapted to meet the needs of an identified client.	Design and create a solution for a specified client. B, C

Assessment Criteria

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

Physical and Health Education

Nature and aims

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

Physical and Health Education Unit Overview

Grade 6					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
Health & Fitness	Identity	Balance/Choice	Identities and Relationships	Identifying and applying healthy choices, leads to a balanced and healthy life.	Crit A: Written test Crit B: Food Plan
Swimming	Relationships	Movement	Identities & Relationships	The coordination of body parts develops successful fluid movements	Crit. A: Written test Crit C: Performance Front Crawl
Striking and Fielding	Development	Function Movement	Orientation in Space and Time	The development of functional movement and spatial awareness helps us to interact successfully.	Crit C:Performance Skills throw, catch, hit Crit D: Reflection
Football	Change	Adaptation/ Movement	Identities & Relationships	Cooperating with teammates and changing our movements can physically develop our skills.	Crit A:Written Test Crit C:Performance Skills of Football and game play
Games 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!"	Crit C: Hand Eye Coordination and Spatial Awareness
Gymnastics	Aesthetics	Control/Coordination	Personal and Cultural Expression	Controlling and coordinating your movements, allows you to create more aesthetic compositions	Crit B: Planning Document of your routine Crit C: Group Routine
Grade 7					

Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	Assessment
Health and Fitness	Development	Choice	Identities and Relationships	By developing an understanding of diseases, I am making the choice to positively contribute to a healthy local and global community	Crit A: Quizlett Crit B: Smart Goal and PSA
Volleyball	Communication	Choices/Consequences	Identities & Relationships	The choices we communicate as a team will result in different consequences.	Crit B: SMART Goals and Drill plans Crit C: Performance of Volleyball Skills
Aesthetics	Culture	Energy and Respect	Personal and Cultural Expression	Appreciating other cultures gives us the opportunity to open our minds and to learn new skills and show creativity	Crit B: Planning for performance Crit C: Performance
Football	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	Crit C: Performance of Football Skills Crit D: Reflection
Invasion Games	Change	Movement	Identities and Relationships	Cooperating with teammates and changing our movements can physically develop our skills.	Crit C: Performance - team play
Badminton	Relationships	Integrity/Respect	Fairness and Development	Core values of respect, integrity and fairness need not be lost when being competitive.	Crit A:Written Test Crit D: Reflection Test
Swimming	Relationships	Adaptation/Movement	Orientation in space and time	Fluent movement evolves from correct body positioning and being able to adapt to different techniques	Crit A: Written Test Crit C: Performance Skills of swimming
Grade 8					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
Health and Fitness	Development	Choice	Identities and Relationships	By developing an understanding of diseases, I am making the choice to positively contribute to a healthy local and global community	Crit A: Quizlett Crit B: Smart Goal and PSA

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	Crit B: Plan for performance Crit C: Performance Crit D: Reflect and Improve performance
Volleyball	Relationships	Choice and Interaction	Identities and Relationships	The relationships that we develop result from our choice of interaction	Crit A: Written Test Crit C: Performance of volleyball skills and team play
Invasion Games	Change	Movement	Identities and Relationships	Cooperating with teammates and changing our movements can physically develop our skills.	Crit C: Performance - team play
International Games	Relationships	Interaction	Personal and Cultural Expression	Successful interactions with others and building your cultural understanding of new ideas can strengthen your relationships.	Crit C: performance skills of communication and leadership
Badminton	Relationships	Variety/Space	Orientation in space and time	Understanding the relationship between space, and the variety of options available will allow us to be successful.	Crit B: Goals and Plans for improvements Crit C:Performance of Badminton Skills Crit D:Reflection
Personal Survival in Swimming	Change	Environment, Interaction	Identities and Relationships	A change in situation can alter how you interact with the environment.	Crit A: Written test Crit C: Performance Skills to survive in water

Grade 9					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
Volleyball	Communication	Choice/Interaction	Fairness and development	Communicating, interacting and making the correct choices with your team can achieve more than an individual alone.	Crit C:Performance of Volleyball skills and team play Crit D: Reflection
Aesthetics	Relationships	Movement, patterns, balance	Identities and Relationships	Team members must work together to develop interconnected, responsive movement patterns to maintain positional balance.	Crit B:Goals and Plan for performance Crit C: Performance or routine
Football	Relationships	Interaction Perspectives	Identities and	Successful relationships are built when players fulfill their team responsibilities.	Crit C: Performance of Football play as a team

Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	Assessment
			Relationships		
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.	Crit B:Creating a plan to address areas of holistic Health Crit D: Reflection based on holistic Health
Badminton	Communication	Adaptation Refinement	Identities and relationships	Communication and cooperation can assist the development of our techniques and interpersonal skills	Crit C: Performance of Badminton Skills Crit D: Reflection on Performance and Improvement
Personal Survival in Swimming	Change	Environments/Interaction	Identities and relationships	A changing environment can alter the situation and how you react	Crit A: Written test Crit C: Performance Skills to survive in water
Grade 10					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
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.	Crit B:Creating a plan to address areas of holistic Health Crit D: Reflection based on holistic Health
Volleyball	Change	Adaptation	Identities and relationships	Understanding the game of volleyball allows me to lead and adapt to changing situations in the game.	Crit A:Written test Crit C: Performance Crit D:Reflection
Table Tennis	Change	Refinement	Scientific and Technical Innovation	Change is the result of the development of skills through refinement and reflection	Crit A: Written test Crit C: Performance of Table Tennis skills Crit D: Reflection
e-Portfolio Unit	**TBD**	**TBD**	**TBD**	**TBD**	**ALL Criterion**
Football	Relationships	Interaction/Perspectives	Identities and Relationships	Successful relationships are built when players fulfill their team responsibilities.	Crit B:Planning for skill improvement Crit C: Performance Football skills and game play
Invasion Games	Change	Movement	Identities and	Cooperating with teammates and changing our movements	Crit C: Performance - team play

			Relationsh ips	can physically develop our skills.	
Badmint on	Communicati on	Adaptatio n Refineme nt	Identities and Relationshi ps	Communication and cooperation can assist the development of our techniques and interpersonal skills.	Crit B: Goal Setting and Training Plans Crit C: Performance of Badminton Skills

Internati onal Games	Relationshi ps	Interaction	Personal and Cultural Expression	Successful interactions with others and building your cultural understanding of new ideas can strengthen your relationships.	Crit C: performance skills of communication and leadership

Assessment Criteria

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

Arts

Nature and aims

- · Experience and develop curiosity, interest and enjoyment in their own creativity and that of others
- · Explore through the processes of performing arts
- · Acquire and develop skills needed for the creation of performing art work
- · Use the language, concepts and principles of performing arts
- · Communicate their thoughts and ideas through performing arts
- · Create performing art work
- · Reflect on, appreciate and evaluate their work and the work of others
- · Develop receptiveness to performing art forms across time, place and cultures, and perceive the significance of these art forms as an integral part of life

Arts Unit Overviews

At QAD, students have Visual Arts and Drama in Grade 6, Visual Arts and Music in Grade 7, Visual Arts or Film and Music or Drama in Grade 8, students study one Visual Arts subject and one Performing Arts subject each semester per year. They choose one of five arts courses for Grade 9 and 10 for the last two years of the MYP Programme.

DRAMA

Grade 6 DRAMA					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
Mime With Me	Communication	Expression, Presentation	Personal and Cultural Expression	People can communicate and express themselves without words.	Students research mime artists and explore non-verbal communication and elements of Mime. showing spatial awareness and use of informed body movement. **A)** i, iii **B)** i, ii **C)** i,iii **D)** ii, iii
Fairy Tales, Fables and Folklore	Identity	Narrative, Play	Identities and relationships	Folklore and fables are ancient oral traditions that express identity through important universal morals.	Students explore storytelling with devised improvisation considering character development and relationships with the audience. **A)** ii, iii **B)** ii **C)** ii, iii **D)** i, iii
Grade 8 DRAMA					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
Destination Improvisation	Communication	Expressions Presentation	Personal Expression	People can communicate and express themselves without words.	Corporeal improvisation activities, tableaus, ensemble building, sensory awareness workshop A) i, ii B) ii C) iii D) iii
Peace Journey	Change	Narratives Boundaries Role	Identities and Relationships	Make connections between world events that impact the lives of people and community through dramatic expression.	Characterization exercises, vocal expression and projection warm ups, scene writing workshops A) i B) ii C) ii D) i, ii, iii
Grade 9 DRAMA					

Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	Assessment
Page to Stage	Change	Role, Presentation & Interpretation	Personal and Cultural Expression	Interpretation is an integral part of the creative process	Annotation practise on neutral scripts Watching a theatrical production to critique Staging decisions Editing, annotating and rehearsing short published scripts A)i, ii B) i, ii C) ii, iii D) ii, iii
Storytelling	Aesthetics	Interpretation	Personal & cultural expression	Personal and cultural identity is expressed through stories.	Research a story found in library, Story development, Adaptation of stories for personal culture, Pop up story book, voice work, Characterization-yourself as a storyteller, Process Journal tracking, Peer assessment A) i, ii, iii B) i, ii C) i, ii, iii D) i, ii, iii
Improvisation	Communication	Boundaries & Expression Relationships	Identities & relationships	Trusting each other and building a positive group dynamic is essential for success in drama.	Trust games, energizer games, improvisation and freeze frame/tableaux techniques, storytelling. A) i, iii B) i, ii C) i, ii D) iii
Grade 10 DRAMA					
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	Assessment
Original Process	Perspective	Interpretation Presentation	Identities and Relationships	Theatre has many ways of exploring issues of importance and that has given way to the use of non-traditional theatre methods.	Mind Map TEAM methods Ideas Research Experiments Individual Outcomes Commentary A) i, ii B)i, ii C) i,ii ,iii D) ii

Script Work	Role, Presentation & Interpretation	Expression Structure	Personal and cultural expression	Interpretation is an integral part of the creative process	Mind Map Ideas Research Experiments Individual Outcomes Commentary A) i, iii B) i, ii C) i, ii D) iii
Devised Drama	Aesthetics Communication	Innovation Expression Composition & Structure	Personal and cultural expression	The creative ensemble process is a unique way of initiating, developing and communicating a specific message to an audience.	Voice work; Body language work; Discussion of building blocks of devised drama; Forum Theatre, Exploration of stimulus - photos, articles, music, stories, social and cultural issues, A) i, ii, iii B) i, ii C) i, ii, iii D) i, ii, iii

MUSIC

Grade 7 MUSIC					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
The Doctor is In!	Change	Interpretation, Structure	Fairness & Development	Courageous artists can provoke change in both individuals and societies.	Musical elements, analysis of music heard, instrumental performance and composition A) i, iii, B) i, ii C) i, ii, iii D) i, iii
Talking in Music	Communication	Narrative, Expression	Personal Cultural Expression	Music as a form of communication expresses what words cannot	Learning to play Western *Scales* and *Modes*, Indian *Ragas* and Arabic *Maqams.* Understanding the concept of scales as 'words & sentences' within the 'language' of Music, and using them for creative expression.

| | | | | | A) i, iii B) ii C) i, iii D) iii |

Grade 8 MUSIC					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
The Rhythm is Gonna Get You!	Communication	Play & Role	Orientation in Time & Space	Pattern and repetition can communicate motion.	Students will explore single and multi-layered rhythmic music from around the world. A) i, ii, iii B) i, ii C) iii D) i, iii
Music in the 21st Century	Creativity	Composition, Expression, Innovation	Scientific & Technical Innovation	Music technology empowers musicians to be creative, expressive and innovative.	Use of digital media for creative projects. Introduction to Logic Pro X and key features: looping, splicing, arranging, basic effects, and their use in composition activities. A)i B) i, ii C) i, ii D) i, ii

Grade 9 MUSIC					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
Happy Together	Relationships	Role	Identities & Relationships	Working musically with others is its own reward.	Students will experience various forms of collaborative music- making and be encouraged to reflect on the benefits. Students will develop musical skills across a variety of areas and be creative as individuals within group contexts B) i, ii C) i D) i

Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	Assessment
TechnoLOGIC	Communication	Innovation	Scientific & Technical Innovation	Technology can enhance musicians' creativity	Students will work with Logic Pro X and develop an understanding of its features and functions. Students will explore creativity through music technology medium, aiming to create communicative artwork A) iii B) i C) ii D) ii
SoundScape	Creativity	Expression and Innovation	Personal & Cultural Expression	All sounds can create an emotional reaction	Looking at the concept 'what is music', investigating other approaches, creating music of their own. A) ii B) ii C) ii, iii D) ii

Grade 10 MUSIC

Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	Assessment
Practice makes Permanent	Change	Play	Orientation in Time & Space	Effective, efficient and consistent practice is more significant to development than natural talent	Students will investigate how to focus on specific learning points and how to improve. Students will investigate different philosophies and methods in deciding their own best-fit practice methodologies B) i, ii D) ii
Our Album	Creativity	Expression, Narrative, Communication	Personal and Cultural Expression	A collaborative album of artists' work is an expressive means of	Creating an album of tracks. Work will be contributed via individual, partner and whole-group collaborations and

| | | | | communication | the album will become a marketing and summative product to represent the work and learning that has gone into the last 2 years of MYP Music Production.

A) iii B) ii C) iii D) ii |
| Jingles All the Way | Identity | Role, Interpretation | Identities & Relationships | An artist's creation has both aesthetic and persuasive value | Students will research and gain an understanding of how music contributes to the advertising industry. Students will investigate musical composition techniques and how they are used in jingle writing

B) ii C) i, iii D) ii |

MEDIA

Grade 8 FILM					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
This IS Me!	Identity	Expression Presentation	Identities and Relationships	Identity can be expressed through artistic presentation.	Presentation, Idea Development, Skills development, Product outcome, Reflective commentary A) ii, iii B) i, ii C) i, iii D) ii, iii
Animate to Educate	Aesthetics	Interpretation	Personal and	*Personal and Cultural Identity*	Research presentation,

		Compositi on	Cultural Expression	*is expressed through stories.*	Written Statement of Intent, Idea Development, Creative Experiments, Animated short film, Reflective commentary A) i, ii, iii B) i, ii C) i, iii D) i, iii

Grade 9 MEDIA					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**Assessment**
iProducer s	Identity	Expression Innovation	Scientific and technical innovation	The process of media creation leads to self-discovery and promotion.	Presentation, Idea Development, Product outcome, Critical Commentary A) i, ii, iii B) i, ii C) i, ii, iii D) i, ii, iii
Document ary Films	Perspective	Narrative Audience	Personal and cultural expression	Documentary films have potential for global influence and can be vehicles for change.	Presentation how documentary films function. Investigate and apply production techniques to create a documentary film. Commentary/Refle ction. A) i, ii, iii B) i, ii C) i, ii, iii D) i, ii, iii
Horror films - 2 sentence shorts	Communica tion	Compositio n Representa tion	Orientation in time and space	Films can be enhanced through the addition of visual elements, locations and lighting.	Research presentation, Idea Development, Creative Experiments 2-minute Horror short film, Reflective commentary 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	Assessment
The hard sell - Advertising	Aesthetics	Audience, Boundaries	Globalization and sustainability	Visual advertising sells a lifestyle encouraging 'wants' rather than 'needs'.	Research, Proposal, Product/campaign creation, Commentary A) i, ii, iii B) i, ii C) i, ii, iii D) i, ii, iii
Narrative Drama	Identity	Genre Narrative	Personal and Cultural Expression	Human emotion can be manipulated using cinematic elements and narrative techniques.	Presentation, Idea Development, Product outcome, Critical Commentary A) i, ii, iii B) i, ii C) i, ii, iii D) i, ii, iii
Time to save the world with green screen and sound	Communication	Composition Innovation	Scientific and technical innovation	Communication is enhanced by combining visual and audio elements to promote a narrative.	Research, Idea Development, Creative Experiments Superhero Trailer Evaluative Commentary A) i, iii B) i, ii C) i, iii D) ii, iii

VISUAL ARTS

Grade 6 VISUAL ARTS					
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	Assessment
Insect Disguise	Aesthetics	Expression structure	Personal and Cultural Expression	Aesthetics can be explored using both structure and expression.	Idea Development Drawing Painting Outcomes Mixed Media A) i, iii B) i, ii C) i, iii D) ii
The Dinner Party	Imagination	Construction Modeling	Scientific and Technical Innovation	Demonstrating the exploration of ideas through construction and modeling aids us in developing our imagination.	Idea Development Drawing Modelling & Construction Outcomes A) iii B) ii C) ii ,iii D) i, iii

Grade 7 VISUAL ARTS					
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	Assessment
DOB	Identity	Composition Representation	Identities and relationships	Identity formation can be more than a traditional self-portrait	Mind Map Idea Development Artist Research Drawing Outcome A) iii B) i C) ii, iii D) ii, iii
Alien Ickybana	Aesthetics	Construction Modelling	Scientific and Technical Innovation	Space Exploration can lead to Innovative Discoveries and Expanding Human Aesthetics	Mind Map Idea Development Artist Research Maquettes Sculpture Outcomes A) i, ii B) i, ii C) i, iii D) i, ii
Grade 8 VISUAL ARTS					
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	Assessment
Storytelling	Aesthetics	Expression, Narrative, Style	Identities and relationships	Cultural expression and aesthetics can help us to create unique and dynamic personal stories	Mind Map Idea Development Artist Research Drawing Paper Art Outcome A) i, iii B) i, ii C) i,ii D) i, iii
Time Capsule	Identity	Interpretation Visual Culture	Orientation in space and time	Where we are and who we are may influence how we interpret and express the world around us.	Mind Map Idea Development Artist Research Painting Outcome A) ii B) i, ii C) i, iii D) ii, iii
Grade 9 VISUAL ARTS					
Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	Assessment
Famous ID	Identity	Visual Culture Audience	Orientation in Time and Space	Identity can be expressed in a variety of different ways and it is the product of Culture, Situations and	Mind Map Ideas Artists Research Experiments Painting Outcomes A) i, ii, iii B) i, ii C) i, ii, iii D) i, ii

Unit Title	Key concept	Related concept	Global Context	Statement of Inquiry	Assessment
				Personal Perspective.	
Explosive Inventions	Communication	Innovation, Narrative, Composition, Presentation	Scientific and Technical Innovation	Human inventions and technological innovations have changed the environment we live in over time.	Mind Map Ideas Research Experiments Collage & Construction 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.	Mind Map Ideas Research Experiments Modelling & Painting/Drawing Outcomes A) i, iii B) ii C) i, ii, iii D) i, ii, iii

Grade 10 VISUAL ARTS					
Unit Title	**Key concept**	**Related concept**	**Global Context**	**Statement of Inquiry**	**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	Individual Mind Maps IBiography Lineage Research i Proposal i Artist Process & Product iCommentary A) i, ii B) ii C) i, ii, iii D) i, ii, iii
Statement	Identity	Expression Composition	Identities and Relationships	Human expression can be created using unique dynamic images	Mind Map Ideas Research Experiments Individual Outcomes A) iii B) i, ii C) i D) ii
Wrappers	Aesthetics	Interpretation Role Narrative	Globalization and sustainability	Everyday objects can communicate common meaning across divergent global contexts to communicate new meaning	Individual Mind Map Proposal Product Commentary A) iii B) i, ii C) i, ii D) ii

Visual Arts

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

Drama: Content, knowledge and skills

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

Music: Content, knowledge and skills

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

Grade 9 and 10 Music Performance

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

Grade 9 and 10 Music Production

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

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

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

Assessment Criteria

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

Criterion D	Responding

Islamic Studies

Nature and aims

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

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

Content, knowledge and skills

The Holy Qur'an	Students will do the following: · Memorize passages of the Holy Qur'an · Understand the vocabulary and the general meaning of the selected passages · Recite selected Suras
The Noble Hadith	Students will understand, memorize and establish connections with selected Hadiths
Islamic Doctrine	Students will know: · The belief in predestination · The belief in Allah's names and attributes · Impact of the Islamic doctrine on the individual and the community · Twenty of Allah's names · Five of Allah's prophets · Philosophy, Science and Belief in Allah
Jurisprudence	Students will know: · The history of Ka'bah · Hajj: Definition, significance and rulings · The Prophet's farewell · Khutbah · The Purification · The History of Islamic Legislation

	· The Muslim Code of Dress · The Fundamentals of Islamic Jurisprudence
Biography	Students will know: · Social and emotional roles Prophet Mohammad (PBUH) has played in the establishment of the early Muslim community. · The characteristics of Al-Madinah after Prophet Mohammad's (PBUH) death. · Muslim scientists who played great roles in the history of Islam.
Islamic Ethics	Students will know: · The etiquettes of Supplication (Duaa) · The Islamic dress code · The shyness in Islam

Assessment Criteria

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

Cultural Studies

Nature and aims

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

- Encourages learners to respect and understand the world around them.
- Equips students with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments.
- Helps students to appreciate critically the diversity of human culture, attitudes and beliefs.
- Enables students to collect, describe and analyse data used in studies of societies; test hypotheses; and learn how to interpret increasingly complex information, including original source material.
- Helps students to develop their identities as individuals and as responsible members of local and global communities.

Assessment Criteria

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

Bibliography

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