



IB Middle Years Curriculum Guide

MYP 1/ Grade 6

2020-2021



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ALS mission statement

Advanced Learning Schools provides students with an opportunity to acquire and demonstrate knowledge, appreciation and respect for their own cultural heritage, integrated with an understanding of, curiosity about, compassion and tolerance toward other cultures of the world.

It provides an environment that encourages moral development, active and independent learning, analytical thinking, life-long learning, and respect for individual differences and sensitivity to the moral, social and environmental requirements of the global community.

IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Middle Years Programme (MYP)

The information that follows in this section has been obtained from the International Baccalaureate Organization. For additional information on the middle years programme please visit the IBO website at www.ibo.org.

The MYP is designed for students aged 11 to 16. The MYP has been devised to guide students in their search for a sense of belonging in the world around them. It also aims to help students to develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. This means teaching them to become more independent learners who can recognize relationships between school subjects and the world outside, and learn to combine relevant knowledge, experience and critical thinking to solve authentic problems.



Figure 1
The programme

In the programme model for the MYP, the first ring around the student at the centre describes the features of the programme that helps students develop disciplinary (and interdisciplinary) understanding.

Approaches to Learning (ATL)

Approaches to Learning is central to the programme, as it is concerned with developing the intellectual discipline, attitudes, strategies and skills which will result in critical, coherent and independent thought and the capacity for problem solving and decision making. It goes far beyond study skills, having to do with “learning how to learn” and with developing an awareness of thought processes and their strategic use. ATL skills show that true learning is more than the acquisition of knowledge: it involves its thoughtful application, as well as critical thinking and problem solving, both individually and collaboratively.

IB programmes identify five ATL skill categories, expanded into developmentally appropriate skill clusters.

ATL skill categories	MYP ATL skill clusters
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
	IX. Creative thinking
	X. Transfer

Conceptual Understanding

The MYP program follows the concept-driven curriculum framework, which allows students to demonstrate levels of thinking that reach beyond facts or topics. Concepts are used to formulate the understandings that students should retain in the future; they become principles and generalizations that students can use to understand the world and to succeed in further study and in life beyond school. There are two kinds of concepts. **Key** concepts are ideas that provide interdisciplinary breadth to the program. **Related** concepts are grounded in each subject discipline and explore the key concepts in greater detail providing depth to the program.

MYP Global Contexts

The six Global Contexts shown in *figure 2* give the MYP its common language for powerful contextual learning so that students will become increasingly aware of the connections between subject content and the real world, rather than considering subjects as isolated areas unrelated to each other and to the world. The MYP presents knowledge as an integrated whole, emphasizing the acquisition of skills and self-awareness of broader and more complex global issues.

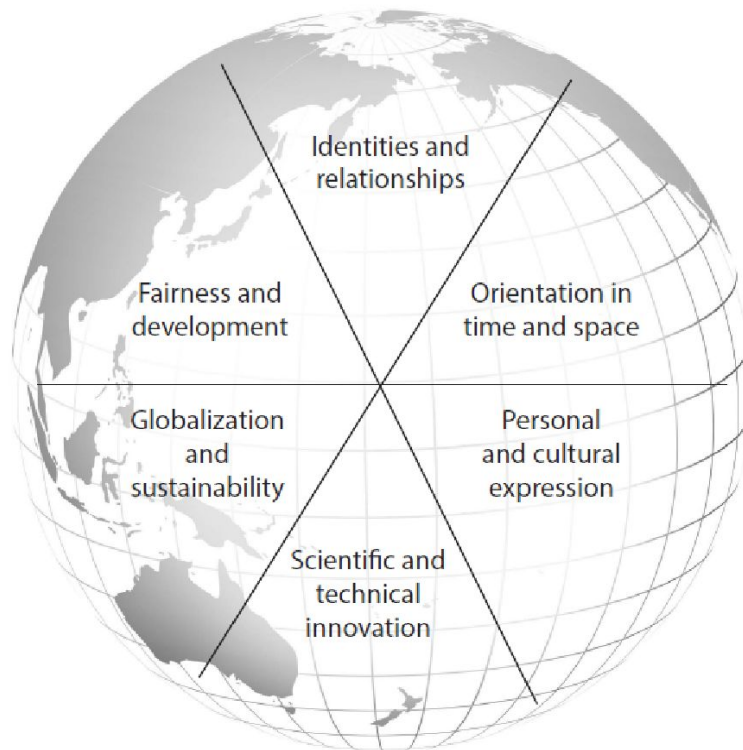


Figure 2
Global Contexts

How do we assess?

For all summative assessment, students have criteria with which they will be assessed. It provides guidelines on what teachers will be looking for when assessing the students' knowledge and deeper understanding of the unit statement of inquiry. It also helps the students know what is expected of them so that they can prepare and the best they can.

MYP Assessment Criteria

The MYP assessment criteria across subject groups can be summarized as follows. Each criterion has 8 possible levels that can be achieved. You can find more details in the subject section of this guide.

	A	B	C	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 real-world contexts
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 analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

MYP General Grade Descriptors

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

ALS uses the following MYP provided grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total

into a grade based on a scale of 1-7.

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.



MYP 1 Language and Literature English

Course Description:

Language is fundamental to learning, thinking, and communicating; therefore it permeates the whole of one's life. This course is designed to help students develop an appreciation of the nature of language and literature, of the many influences on language and literature and of its power and beauty. Students will be encouraged to recognize that proficiency in languages is a powerful tool for communication in all societies and the ability language gives them to create and express themselves.

Aims and Objectives:

- 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 analyzing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyze 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

MYP Objectives for Grade 6 English			
Objective A: Analysis	Objective B: Organizing	Objective C: Producing Text	Objective D: Using Language
i. identify and comment upon significant aspects of texts ii. identify and comment upon the creator’s choices iii. justify opinions and ideas, using examples, explanations and terminology iv. identify similarities and differences in features within and between texts.	i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.	i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to support ideas.	i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques.

Materials and Resources:

students will need to provide the following:

- PDF copy of the book. “Google classroom.”
- Laptop/Ipad/ smartphone.
- Daily planner to keep track of assignments and due dates

Units of Study will include: Informational Texts, Short Stories, Drama and Novel Studies, amongst others; students will be given relevant resources as necessary.

Units chronologically are

1. Global Warming Informational Text “Virtual Unit”
2. Short Stories
3. Novel Study (Holes)
4. Poetry

MYP Criteria for Assessment:

Students will be assessed against the following Criteria/Objectives in a variety of ways.

Criterion A	Analysis	Maximum 8
Criterion B	Organizing	Maximum 8
Criterion C	Producing Text	Maximum 8
Criterion D	Using Language	Maximum 8

These are some of the ways the Criteria will be assessed:

- Written Tasks and Assessment
- Research Projects
- Essays
- Response to Literature
- Presentations
- Group projects

Classroom Agreements:

1. Students will be prepared each day to finish the task assigned on google classroom and be present during live sessions.
2. Students will enter Google class ready and willing to participate in the lesson or activity.
3. Students will follow all virtual school rules.
4. Plagiarism will not be tolerated and will result in failure.

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برنامج الصفوف المتوسطة اللّغة والأدب / السنة الأولى - الصف السادس

وصف المحتوى :

مادة اللغة العربية تعجّ بالموضوعات المشوقة الزاخرة والمتجددة ، حيث تنبئ هذه المادة – كبقية المواد - المفاهيم الأساسية لمنظمة البكالوريا الثلاثة : التعلم الشامل ، الوعي بالثقافات المختلفة ، وأخيراً التواصل ، والأخذ بعين الاعتبار ملامح متعلم البكالوريا العشرة وهي : متأملون، متسائلون، مهتمون، ذوو معرفة، متزنون، مفكرون، متواصلون، مجازفون، متفتّحون عقلياً، ذوو مبدأ ، والتي تعد رافداً من روافد صقل شخصية أبنائنا الطلاب، والتي تتمشى مع برنامج البكالوريا العالمية وتحضيراً للدبلوما الدولية.

الغايات والأهداف

أهداف تدريس مادة اللغة العربية في برنامج السنوات المتوسطة :

1- استخدام اللغة كأداة للتفكير والإبداع والتأمل والتعلم والتعبير عن الذات والتفاعل الاجتماعي.

- 2- تطوير المهارات التي تتعلق بفعاليات الاستماع والتحدث والقراءة والكتابة والمشاهدة والتقديم في العديد من السياقات.
- 3- تطوير طرق نقدية مبتكرة وشخصية لتحليل ودراسة الأعمال الأدبية.
- 4- الانخراط في أدب العديد من الثقافات والذي يمثل حقبات تاريخية مختلفة.
- 5- استكشاف وتحليل الجوانب الشخصية والاجتماعية للبلد المضيف والثقافات الأخرى من خلال الأعمال الأدبية وغير الأدبية.
- 6- الانخراط في المعلومات وتكنولوجيا الاتصالات لاستكشاف اللغة.
- 7- تطوير الاهتمام بالقراءة في مجالات عدة يدوم مدى الحياة.
- 8- تطوير المهارات والمعرفة الخاصة بمادة اللغة العربية في العديد من السياقات الحياتية الواقعية.

أهداف برنامج الصفوف الوسطى للبكالوريا الدولية – الصف السادس - عربي			
الهدف أ	الهدف ب	الهدف ج	الهدف د
<ul style="list-style-type: none"> - تحديد بعض الجوانب الهامة من النصوص والتعليق عليها. - تحديد الاختيارات الإبداعية والتعليق عليها. - تبرير الآراء والأفكار، باستخدام أمثلة وإيضاحات ومصطلحات. - تحديد أوجه التشابه والاختلاف في الميزات داخل، وبين النصوص. 	<ul style="list-style-type: none"> - توظيف الهياكل التنظيمية التي تخدم السياق والقصد. - تنظيم الآراء والأفكار بطريقة منطقية. - استخدام المراجع وأدوات التنسيق لإنشاء أنماط عرض مناسبة للسياق والقصد. 	<ul style="list-style-type: none"> - إنتاج النصوص التي تبيّن الفكر والخيال أثناء استكشاف آفاق جديدة وأفكار ناشئة عن التفاعل الشخصي مع العملية الإبداعية. - القيام باختيارات أسلوبية وفقاً للمؤثرات اللغوية والأدبية والبصرية، مما يدل على التأثير الواعي لدى المتلقي. - تحديد التفاصيل ذات الصلة، والأمثلة لدعم الأفكار. 	<ul style="list-style-type: none"> - استخدام المفردات المناسبة والمتنوعة، والبنى النصية وأشكال التعبير. - الكتابة والتكلم بالأسلوب والنمط المناسبين. - استخدام قواعد اللغة الصحيحة وبناء الجملة وعلامات الترقيم. - التهجئة (أبجدية لغات)، والكتابة (أحرف اللغات) وسلامة النطق_ استخدام تقنيات الاتصال غير اللفظية.

الموارد والمصادر:

- 1- كتاب لغتي (منهج وزارة التربية والتعليم)
- 2- مختارات من الأدب العربي.
- 3- الشبكة العنكبوتية.

تبنى الوحدات الدراسية لتخدم السياقات العالمية الآتية

- التعبير الشخصي والثقافي
- الهويات والعلاقات.
- الاتجاه في الفراغ والزمان
- العولمة والاستدامة
- الإنصاف والتطوير
- الابتكار العلمي والتقني

معايير التقييم

سوف يتم تقييم الطلاب بحسب المعايير التالية وبطرق متعددة

- 1- كتابة المقالة وفق معياري "أ" التحليل و "د" استخدام اللغة
- 2- الاستجابة الأدبية وفق معياري "ب" التنظيم و "د" استخدام اللغة

3- الكتابة الإبداعية(قصة ، مسرحية ، تقرير ، حوار ، رسالة، سيرة، خطبة..) وفق معياري "ج" إنتاج نص و"د" استخدام اللّغة

القواعد الصفية (Class Rules)

- 1- أحضر أنا وطلابي الصف في الوقت المناسب.
- 2- يخرج الطلاب بعد قرع الجرس من الصف حتى يتأخروا عن الدرس القادم.
- 3- يترك الطلاب أماكنهم نظيفة ومرتبّة كما كانت.
- 4- يحضر الطلاب كتبهم كاملة وأدواتهم إلى الصف.
- 5- يقوم الطلاب بواجباتهم المنزلية ويسلمونها في الوقت المحدد ، ويجب أن يظهر جهده في الحل .
- 6- لا يسمح للطلاب بمضغ العلك أو الأكل داخل غرفة الصف.
- 7- لا يسمح للطلاب بالانشغال أثناء الشرح .
- 8- الاحترام المتبادل بين الطالب ومعلمه , وبين الطالب وزملائه والعاملين في المدرسة.
- 9- للطلاب الحق في الاستفسار عن أي معلومة لم يفهمها .

للتواصل

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MYP 1 Mathematics

Course Description

Mathematics plays an essential role both within the school and society. It promotes powerful universal language, analytical reasoning, and problem-solving skills that contribute to the development of logical and critical thinking. Sixth grade (MYP 1) mathematics, uses Prentice Hall Mathematics Course 1 by Pearson Publishing that integrates inquiry, technology and cooperative learning while making a data-based program. The development of the book has been driven by the Common Core State Standards. Students are given opportunities to be inquirers, thinkers, open-minded, and caring in addition to the other characteristics of an IB learner. All of the learner profile characteristics play an important role in our class and are emphasized at different times throughout the year. MYP 1 Mathematics focuses on number sense and preparing students for higher-level mathematics.

Topics that students will cover in this course include whole numbers and decimals, data and graphs, patterns and variables, fractions, ratios, proportions, percents, geometry and measurement, probability, integers, equations, and inequalities.

Aims and Objectives

The aims of MYP mathematics are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

MYP Objectives for Grade 6 Mathematics			
Objective A: Knowing and Understanding	Objective B: Investigating Patterns	Objective C: Communicating	Objective D:Applying Mathematics in Real Life Context
i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving problems	i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as general rules consistent with findings	i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations ii. use appropriate forms of mathematical representation to present information	i. identify relevant elements of authentic real-life situations ii. select appropriate mathematical strategies when solving authentic real-life situations iii. apply the selected mathematical strategies

<p>iii.solve problems correctly in a variety of contexts.</p>	<p>iii.prove, or verify and justify, general rules.</p>	<p>iii.move between different forms of mathematical representation iv.communicate complete, coherent and concise mathematical lines of reasoning v.organize information using a logical structure.</p>	<p>successfully to reach a solution iv.justify the degree of accuracy of a solution v.justify whether a solution makes sense in the context of the authentic real-life situation.</p>
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Materials

Students should bring to class the following materials at all times:

- a small white board with markers
- 1x A4 squared notebook
- A cm ruler
- Geometry set
- A scientific calculator
- An A4 graph notebook

Resources

- *Mathematics Prentice Hall, Course 1, Pearson 2011*
- Math.play.com
- Brainpop

Units of Study

- 1- Rational Numbers
- 2- Algebraic Expressions, Equations, and Inequalities
- 3- Ratios, Rates, and Proportions
- 4- Geometry
- 5- Statistics and Distributions

MYP Criteria for Assessment

Students will be assessed against the following Criteria/Objectives in a variety of ways.

Criteria A – Knowing and Understanding

Maximum points: 8

This criterion will be assessed using classroom test and examinations and the assessments will include both familiar and unfamiliar questions

Criteria B – Investigating Patterns

Maximum points: 8

For this criterion investigations that could have a variety of solutions and enhances independent mathematical thinking will be used.

Criteria C – Communicating

Maximum points: 8

Criterion C is used when students present a report, for example, that requires a logical structure in order to be followed and that would allow for several forms of representation to be used to present information.

Criteria D – Applying Mathematics in Real Life Context

Maximum points: 8

Mathematics can be used to model many situations (for example, painting a room, analysing mobile telephone tariff plans, triangulation, diet plans).

Classroom Agreements

- Be on time.
- Manage your time wisely.
- Have a goal to aim for each day, and try to reach it.
- Focus on the lesson and complete all the classwork neatly.
- Respect the schools and other people's property and feelings.
- Participate actively in class by contributing and listening
- Show cooperation, responsibility, and open-mindedness.
- Do your best.

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MYP 1 Sciences

Course Description:

At ALS, Sciences are taught as an integrated subject in level 1 to level 3 of the MYP - Biology, Physics, Chemistry and Earth sciences are combined. Throughout the course, students are given the opportunities to relate the concepts taught to real-life situations and to find the link with other subjects. MYP science aspires to develop scientifically informed, caring and responsible individuals who can think critically and make informed choices about themselves, the environment and society.

Aims and Objectives:

The aims of MYP sciences are to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavor 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 non-living environments
- reflect on learning experiences and make informed choices.

At the end of year 1, students should be able to fulfill the objectives listed in the table below.

MYP Objectives for Grade 6 Science			
Objective A: Knowing and understanding	Objective B: Inquiring and designing	Objective C: Processing and evaluating	Objective D: Reflecting on the impacts of science
i. outline scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii. interpret information to make scientifically supported judgments.	i. outline an appropriate problem or research question to be tested by a scientific investigation ii. outline a testable prediction using scientific reasoning iii. outline how to manipulate the variables, and outline how data will be collected iv. design scientific investigations	i. present collected and transformed data ii. interpret data and outline results using scientific reasoning iii. discuss the validity of a prediction based on the outcome of the scientific investigation iv. discuss the validity of the method v. describe improvements or extensions to the method.	i. summarize the ways in which science is applied and used to address a specific problem or issue ii. describe and summarize the various implications of using science and its application in solving a specific problem or issue iii. apply scientific language effectively iv. document the work of others and sources of information used.

Materials:

- Highlighters, pencils, coloring pencils, markers, ruler, glue and scissors
- A4 2 ring binder with insertable dividers
- A4 notebook punched with 2 holes (journal)
- Tri-fold board for the Science Fair

Resources:

- Glencoe Science Student Textbook
- Brainpop.com

Units of Study:

Quarter 1 – The Scientific Method, *Life Sciences: Classification of Living Things*

Quarter 2 – *Physical Science: Energy and Matter*

Quarter 3 – *Physical Science: Electricity, and Magnetism*

Quarter 4 – *Exploring the Universe: The Solar System*

MYP Criteria for Assessment:

Students will be assessed against the following Criteria/Objectives in a variety of ways.

Criterion A Knowing and understanding **Maximum 8**

Assessed through the following:

- Classroom tests
- Examinations
- Assignments that include both familiar and unfamiliar situations

Criterion B Inquiring and designing **Maximum 8**

Assessed through inquiring and designing lab investigations

Criterion C Processing and evaluating **Maximum 8**

Assessed through processing and evaluating data in lab investigations

Criterion D Reflecting on the impacts of science **Maximum 8**

Assessed through essays, projects, tests and investigations

Classroom Expectations:

- Be on time.
- Come prepared with all material.
- Listen carefully to class instructions and ask questions to help deepen understanding.
- Complete all the class work neatly.
- Take note of assessment dates and come fully prepared.
- Respect the schools and other people's property and feelings.
- Participate actively in class by contributing and listening.
- If a student misses any assessments due to absence, it is the student's responsibility to talk to the teacher and make up for it.

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MYP 1 Individuals and Societies

Course Description:

This course is designed to help students gain a holistic view of the world and equip them with the skills necessary to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments.

Aims and Objectives:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concerns for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

MYP Objectives for Grade 6 Individuals and Societies			
Objective A: Knowing & Understanding	Objective B: Investigating	Objective C: Communicating	Objective D: Thinking Critically
i. use vocabulary in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.	i. explain the choice of a research question ii. follow an action plan to explore a research question iii. collect and record relevant information consistent with the research question iv. reflect on the process and results of the investigation.	i. communicate information and ideas with clarity ii. organize information and ideas effectively for the task iii. list sources of information in a way that follows the task instructions.	i. identify the main points of ideas, events, visual representation or arguments ii. use information to give an opinion iii. identify and analyse a range of sources/data in terms of origin and purpose iv. identify different views and their implications.

Materials and Resources:

Student will need to provide the following:

- PDF copy of the book. "Google classroom."
- Laptop.
- Daily planner to keep track of assignments and due dates

Units of Study:

- Foundations of Geography "Virtual Unit."
- The Ancient World
- Medieval Times to Today

MYP Criteria for Assessment:

Students will be assessed against the following Criteria/Objectives in a variety of ways.

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Thinking critically	Maximum 8

These are some of the ways the Criteria will be assessed:

- Written Tasks and Assessment
- Research Projects
- Drawing and mapping
- Presentations
- Group projects
- Quizzes

Classroom Expectations:

- Students will be prepared each day to finish the task assigned on google classroom and be present during live sessions.
- Students will enter Google class ready and willing to participate in the lesson or activity.
- Students will follow all virtual school rules.
- Plagiarism will not be tolerated and will result in failure.

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مادة الدراسات الاجتماعية (2020 - 2021)

وصف المحتوى :

مادة الاجتماعيات تُعجُّ بالموضوعات المشوقة الزاخرة والمتجددة ، حيث تتبنى هذه المادة – كبقية المواد - المفاهيم الأساسية لمنظمة البكالوريا الثلاثة : التعلم الشامل ، الوعي بالثقافات المختلفة ، وأخيراً التواصل ، والأخذ بعين الاعتبار ملامح متعلم البكالوريا العشرة وهي : متأملون ، متساؤلون ، مهتمون ، ذوو معرفة ، مترنون ، مفكرون ، متواصلون ، مجازفون ، منفتحون عقلياً ، ذوو مبدأ ، والتي تعد رافداً من روافد صقل شخصية أبنائنا الطلاب ، والتي تتمشى مع برنامج البكالوريا العالمية وتحضيراً للدبلوما الدولية .

أهداف تدريس مادة الاجتماعيات في برنامج السنوات المتوسطة

- تخضع أهداف المرحلة المتوسطة بشكل عام في أي دولة لما قد يتوقع من المعلم تدريسه أو القائم به . وما يتوقع أن يعرفه الطالب . ويجر به فهي توجي للطلاب كيفية إحداث التغيير من تربة التعليم . تهدف دراسة الاجتماعيات تشجيع وتمكين الطلاب من تطوير . تقدير القواسم المشتركة بين الانسان و البيئات المتنوعة . تقدير وتقهم الثقافات والأشخاص والأحداث في الأماكن والعصور المختلفة . تفهم عمل و تطور النظم البيئية و البشرية . تحديد وتطوير ما من شأنه رفع مستوى المجتمعات البشرية و البيئات الطبيعية . التصرف كمواطنين مسؤولين في المجتمعات المحلية و العالمية . تطوير مهارات البحث التي تؤدي إلى الوعي بمفاهيم العلاقات بين الأفراد و المجتمعات و البيئات التي يعيشون فيها .

أهداف برنامج الصفوف الوسطى للبكالوريا الدولية – الصف السادس - عربي

الهدف أ	الهدف ب	الهدف ج	الهدف د
يجب أن يكون بوسع الطلاب : • استخدام المفردات في سياق . • إظهار المعرفة و الفهم من المحتوى و المفاهيم ، المواضيع المحددة ، وذلك باستخدام أوصاف و تفسيرات و أمثلة	يجب أن يكون بوسع الطلاب : • شرح و اختيار سؤال البحث • اتباع خطة عمل لاستكشاف مسألة بحثية • اجمع و تسجيل المعلومات ذات الصلة بما يتفق مع سؤال البحث • التفكير في عملية ونتائج التحقيق	يجب أن يكون بوسع الطلاب : • إيصال المعلومات و الأفكار بوضوح . • تنظيم المعلومات و الأفكار بشكل فعال للقيام بهذه المهمة . • جمع قائمة لمصادر المعلومات بطريقة ينبع فيها الارشادات المهمة	يجب أن يكون بوسع الطلاب : • تحديد النقاط الرئيسية من الأفكار و الأحداث و التمثيل المرئي و المسموع . • استعمال المعلومات لإعطاء رأي . • تحديد و تحليل مجموعة من المصادر / البيانات من حيث المنشأ و الغرض التعرف على وجهات نظر مختلفة و آثارها

الموارد والمصادر:

- 1- الاجتماعيات للصف السادس الابتدائي .
 - 2- شبكة الإنترنت / ويكيبيديا .
 - 3- الموسوعة الجغرافية .
- الشبكة العنكبوتية/ العالم الإسلامي / الشرق العربي
منتدى المعلم / تضاريس العالم الإسلامي

عناوين وحدات الدراسة

- الوحدة الأولى :التاريخ
- الوحدة الثانية : الدولة السعودية الأولى
- الوحدة الثالثة : الدولة السعودية الثانية
- الوحدة الرابعة : المواطنة الاجتماعية و الاقتصادية .
- الوحدة الخامسة : سكان وطني.
- الوحدة السادسة : موارد وطني .
- الوحدة السابعة : التنمية في وطني .
- الوحدة الثامنة : نحن و الوطن .

معايير التقييم

سوف يتم تقييم الطلاب بحسب المعايير التالية وبطرق متعددة : الحد الأعلى للدرجة 8

المعرفة والفهم
الاستقصاء
التواصل
التفكير الناقد

مبادئ وقوانين الصف

القواعد الصفية (Class Rules)

- 1- أحضر أنا وطلابي الصف في الوقت المناسب.
- 2- يخرج الطلاب بعد قرع الجرس من الصف كي لا يتأخروا على الدرس القادم.
- 3- يترك الطلاب أماكنهم نظيفة ومرتبّة كما كانت.
- 4- يحضر الطلاب كتبهم كاملة وأدواتهم إلى الصف، حيث يحاسب كل طالب يأتي إلى الصف خالي الوفاض أو ينقصه شيء من أدواته.
- 5- يقوم الطلاب بواجباتهم المنزلية، ويتم تسليمها في الوقت المحدد لتسليمها.
- 6- لا يسمح للطلاب بمضغ العلك أو الأكل داخل غرفة الصف.
- 7- لا يسمح للطلاب بالنوم أو السهو أثناء الشرح في الصف.
- 8- الاحترام المتبادل بين الطالب ومعلمه ، وبين الطالب وزملائه والعاملين في المدرسة.
- 9- عند ملاحظة نقل الطالب للواجب من زملائه فإنه لن يحصل على درجة الواجب.
- 10- للطلاب الحق في الاستفسار عن أي معلومة لم يفهمها بطريقة مؤدبة وهادئة.

للتواصل

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-الأستاذ فيصل الغانم : البريد الإلكتروني : falghanim@alsschools.com

برنامج الصفوف المتوسطة - السنة الأولى - الصف السادس المادة / تربية إسلامية

وصف المحتوى

مادة التربية الإسلامية تحفل بالموضوعات الشيقة الزاخرة والمتجددة ، حيث تحتوي في جنباتها – كبقية المواد - المفاهيم الأساسية لمنظمة البكالوريا الثلاثة : التعلم الشامل ، الوعي بالثقافات المختلفة ، وأخيراً التواصل ، والأخذ بعين الاعتبار ملامح متعلم البكالوريا الدولية العشرة وهي : متأملون، متسائلون، مهتمون، ذوو معرفة، مترنون، مفكرون، متواصلون، مجازفون، متفتّحون عقلياً، وذوو مبدأ ، والتي تعد عاملاً مهماً من عوامل صفّل شخصية أبنائنا الطلاب، و تتمشى مع برنامج البكالوريا العالمية وتعدّ تحضيراً للدبلوما الدولية.

الغايات والأهداف

تخضع أهداف المرحلة المتوسطة بشكل عام في أي دولة لما قد يتوقع من المعلم تدريسه أو القائم به. وما يتوقع أن يعرفه الطالب ويجر به فهي توجي للطلاب كيفية إحداث التغيير من تربة التعليم تهدف دراسة هذه المادة إلى تشجيع وتمكين الطلاب من

- . تقدير القواسم المشتركة بين الإنسان والبيئات المتنوعة
- . تقدير و تفهم الثقافات والأشخاص والأحداث في الأماكن والعصور المختلفة
- . تفهم عمل و تتطور النظم البيئية و البشرية
- . تحديد وتطوير ما من شأنه رفع مستوى المجتمعات البشرية والبيئات الطبيعية
- . التصرف كمواطنين مسؤولين في المجتمعات المحلية والعالمية
- . تطوير مهارات البحث التي تؤدي إلى الوعي بمفاهيم العلاقات بين الأفراد و المجتمعات و البيئات التي يعيشون فيها

الأهداف المرحلية للسنة الأولى			
أ- المعرفة والفهم	ب - الاستقصاء	ج – التواصل	د- التفكير تفكيراً ناقداً
<p>يجب أن يكون بوسع الطلاب :</p> <ul style="list-style-type: none"> • استخدام المفردات في سياق . • إظهار المعرفة والفهم من المحتوى والمفاهيم المواضيع المحددة ، وذلك باستخدام أوصاف و تفسيرات و أمثلة 	<p>يجب أن يكون بوسع الطلاب :</p> <ul style="list-style-type: none"> • شرح اختياره لسؤال البحث . • اتباع خطة عمل لاستكشاف مسألة بحثية جمع و تسجيل المعلومات ذات الصلة بما يتفق مع سؤال البحث • التفكير في عملية ونتائج التحقيق 	<p>يجب أن يكون بوسع الطلاب :</p> <ul style="list-style-type: none"> • إيصال المعلومات و الأفكار بوضوح . •تنظيم المعلومات والأفكار بشكل فعال للقيام بهذه المهمة . •جمع قائمة لمصادر المعلومات بطريقة يتبع فيها الإرشادات المهمة 	<p>يجب أن يكون بوسع الطلاب :</p> <ul style="list-style-type: none"> • تحديد النقاط الرئيسية من الأفكار و الأحداث و التمثيل المرئي و المسموع . • استعمال المعلومات لإعطاء رأي . • تحديد و تحليل مجموعة من المصادر / البيانات من حيث المنشأ و الغرض التعرف على وجهات نظر مختلفة و آثارها

الموارد والمصادر:

- القرآن الكريم
- كتاب التربية الإسلامية للصف الأول المتوسط
- كتب الحديث الستة ، صحيح البخاريو مسلم و سنن أبي داوود و الترمذي و النسائي و ابن ماجه و مسند الإمام أحمد - السيرة النبوية لابن هشام -

- فقه السيرة النبوية للدكتور محمد سعيد رمضان البوطي -
- حياة الصحابة لمحمد يوسف الكاندهلوي -
- أسد الغابة في معرفة الصحابة -
- تفسير ابن كثير -
- (شبكة المعلومات [الإنترنت] (الموسوعة الحرة ويكيبيديا -

عناوين وحدات الدراسة:

- . الوحدة الأولى : أخلاق النبي صلى الله عليه وسلم وتعامله مع من حوله
- الوحدة الثانية : الصلوات السببية
- الوحدة الثالثة : أمور تنافي التوحيد
- . الوحدة الرابعة : كيف نقرأ القرآن الكريم

معايير التقييم:

- (سوف يتم تقييم الطلاب بحسب المعايير التالية وبطرق متعددة : الحد الأعلى للدرجة (8)

المعرفة و الفهم	A
الاستقصاء	B
التواصل	C
التفكير الناقد	D

القواعد الصفية (Class Rules)

- 1- أحضر أنا وطلابي في الوقت المناسب.
- 2- يخرج الطلاب بعد قرع الجرس من الصف كي لا يتأخروا على الدرس القادم.
- 3- يترك الطلاب أماكنهم نظيفة ومرتبّة كما كانت.
- 4- يحضر الطلاب كتبهم كاملة وأدواتهم إلى الصف , حيث يحاسب كل طالب يأتي إلى الصف خالي الوفاض أو ينقصه شيء من أدواته .
- 5- يقوم الطلاب بواجباتهم المنزلية ويسلمونها في الوقت المحدد لتسليمها .
- 6- لا يسمح للطالب بمضغ العلك أو الأكل داخل غرفة الصف .
- 7- لا يسمح للطالب بالنوم أو السهو أثناء الشرح في الصف .
- 8- الاحترام المتبادل بين الطالب ومعلمه , وبين الطالب وزملائه والعاملين في المدرسة .
- 9- عند ملاحظة نقل الطالب للواجب أو البحث من زملائه فإنه لن يحصل على درجة الواجب .
- 10- للطالب الحق في الاستفسار عن أي معلومة لم يفهمها بطريقة مؤدبة وهادئة .

للتواصل:

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وفق الله الجميع لما يحب ويرضى



MYP 1 Physical and Health Education

Course Description:

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well being. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

Aims and Objectives:

- 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.

MYP Objectives for Grade 6 Physical and Health Education

Objective A: Knowing and understanding	Objective B: Planning for performance	Objective C: Applying and performing	Objective D: Reflecting and improving performance
i. Outline physical health education factual, procedural and conceptual knowledge ii. Identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations iii. Apply physical and health terminology to communicate understanding.	i. Construct and outline a plan for improving health or physical activity ii. Describe the effectiveness of a plan based on the outcome.	i. Recall and apply a range of skills and techniques effectively ii. Recall and apply a range of strategies and movement concepts iii. Recall and apply information to perform effectively.	i. Identify and demonstrate strategies to enhance interpersonal skills ii. Identify goals and apply strategies to enhance performance iii. Describe and summarize performance.

Materials and Resources:

All students need the following items for each PE lesson:

- Appropriate sports shoes that provide cushioning & support (no Converse shoes or football boots with studs, unless it is the unit of football).
- A4 ring binder file

- Lined paper
- Plastic pockets
- *Any bracelets not removed must be covered with a **sweat band**

Units of Study:

1. Volleyball: Rules of Volleyball, serving, digging, setting, spiking, passing, include some of the skills that will be covered during this unit. Although students will improve their Volleyball skills, they will also be given the opportunity to improve on presentation skills, teamwork, and social skill during this unit.
2. Soccer and sports nutrition: Being one of the popular units, it is also one that the students enjoy the most. We work on improving soccer skills like trapping, shooting, dribbling, etc., we do however use soccer as a vehicle to improve teamwork, encourage leadership, and develop other skills.
3. Team games: During this unit students often work together as teams, playing games, solving problems etc. It therefore offers us the perfect opportunity to develop their ability to solve problems, and teach them the value of teamwork.
4. Basketball: Rules of Basketball, dribbling, shooting and passing include some of the skills that will be covered during this unit. Although students will improve their Basketball skills, they will also be given the opportunity to improve on presentation skills, teamwork, and social skill during this unit.
5. Dance: For this unit we allow students to be as creative as they want to be. We explore traditional dances like the Ardah, modern dances, as well as reasons why people dance.

MYP Criteria for Assessment:

Students will be assessed against the following Criteria/Objectives in a variety of ways.

Criterion A: Knowing and understanding

Maximum of 8

- Criterion A must be assessed in non-performance/non-playing situations.
- Criterion A can be assessed only through written or oral tasks.

Criterion B: Planning for performance

Maximum of 8

- Criterion B can be assessed through units that require students to inquire and plan. Examples include: composition of aesthetic movement routines (such as gymnastics, dance, sport aerobics, martial arts), fitness training programmes, coaching programmes, game creation and laboratory investigations (such as fitness, skill acquisition, energy systems).
- In order to meet the requirements of criterion B, students must carry out their plan to evaluate it.

Criterion C: Applying and performing

Maximum of 8

- Criterion C must be assessed in performance/playing situations.
- A student's ability to recall and apply skills and techniques effectively could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
- A student's ability to recall and apply strategies and movement concepts effectively could include: the use of space, force and flow of movement and adaptation to various situations.

Criterion D: Reflecting and improving performance

Maximum of 8

- Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating.

Classroom Expectations:

- Students are expected to show up on time
- Students are expected to come to all classes prepared and ready to participate

Contact Information:

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MYP 1 Arts (Drama)

Course Description:

Every person has the ability to be creative. In a rapidly changing world, it cannot be assumed that the knowledge and understanding that students develop during their formal education will be sufficient. Learning to think critically and creatively enables us to analyse situations, revisit challenges, create possible solutions, and innovate our way into a better future. MYP Visual Arts and Drama provide students with the tools for generating creative thought and encouraging creative behaviors will allow students to develop their creativity across all subject groups and foster lifelong learning.

Aims and Objectives:

The aims of MYP arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world

MYP Objectives for Grade 6 Arts			
Objective A: Knowing and Understanding	Objective B: Developing Skills	Objective C: Thinking Creatively	Objective D: Responding
i. demonstrate awareness of the art form studied, including the use of appropriate language ii. demonstrate awareness of the relationship between the art form and its context iii. demonstrate awareness of the links between the knowledge acquired and artwork created.	i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art.	i. identify an artistic intention ii. identify alternatives and perspectives iii. demonstrate the exploration of ideas.	i. identify connections between art forms, art and context, or art and prior learning ii. recognize that the world contains inspiration or influence for art iii. evaluate certain elements or principles of artwork.

Materials and Resources:

- Journal/Process Journal
- File
- Homework diary

Units of Study in Performing Arts (Drama):

1. Learning Through Games
2. Improvisation

Unit of study in Visual Arts:

3. Storyboarding and animation
4. Creative Expression

MYP Criteria for Assessment:

Students will be assessed against the following Criteria/Objectives in a variety of ways.

A: Knowing and Understanding	Maximum 8
B: Developing Skills	Maximum 8
C: Thinking Creatively	Maximum 8
D: Responding	Maximum 8

Classroom Expectations:

- Students are expected to refrain from talking and interrupting while instruction is taking place.
- The use of tablets, laptops and other electronic devices is prohibited unless permission is given by the teacher.
- The clean-up of materials and your personal area is required at the end of each class.
- For each class students are expected to bring:
 - Journal/Process Journal

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MYP 1 Design

Course Description:

Design, and the resultant development of new technologies, has given rise to profound changes in society: transforming how we access and process information; how we adapt our environment; how we communicate with others; how we are able to solve problems; how we work and live.

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation and adaptation. It is human-centered and focuses on the needs, wants and limitations of the end user.

Competent design is not only within the reach of a small set of uniquely skilled individuals, but can be achieved by all. The use of well-established design principles and processes increases the probability that a design will be successful. To do this, designers use a wide variety of principles which, taken together, make up what is known as the design cycle.

Aims and Objectives:

The aims of the teaching and study of technology are to encourage and enable students to:

- develop an appreciation of the significance of technology for life, society and the environment
- use knowledge, skills and techniques to create products/solutions of appropriate quality
- develop problem solving, critical- and creative thinking skills through the application of the design cycle
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- use and apply information and communication technology (ICT) effectively as a means to access, process and communicate information, and to solve problems.

MYP Objectives for Grade 6 Design Technology			
Objective A: Inquiring and analyzing	Objective B: Developing ideas	Objective C: Creating the solution	Objective D: Evaluating
i. Explain and justify the need for a solution to a problem ii. State and prioritize the main points of research needed to develop a solution to the problem iii. Describe the main features of an existing product that inspires a solution to the problem iv. Present the main findings of relevant research.	i. Develop a list of success criteria for the solution ii. Present feasible design ideas, which can be correctly interpreted by others iii. Present the chosen design iv. Create a planning drawing/diagram, which outlines the main details for making the chosen solution.	i. Outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution ii. Demonstrate excellent technical skills when making the solution iii. Follow the plan to create the solution, which functions as intended iv. List the changes made to the chosen design and plan when making the solution v. Present the solution as a whole.	i. Outline simple, relevant testing methods, which generate data, to measure the success of the solution ii. Outline the success of the solution against the design specification iii. Outline how the solution could be improved iv. Outline the impact of the solution on the client/ target audience.

Materials and Resources:

- Reference book: “computer concepts in action”
- Reference book: “101 Red hot ICT Starter”
- Internet resources
- School computers or student laptops
- School application software
- Handouts

Units of Study:

Unit Title
● E-Portfolio / Website for a Business
● Introduction to spreadsheets
● Video editing
● Creating interactive PowerPoint

MYP Criteria for Assessment:

Students will be assessed against the following Criteria/Objectives in a variety of ways.

Criterion A	Inquiring and analysing	Maximum 8
Criterion B	Developing ideas	Maximum 8
Criterion C	Creating the solution	Maximum 8
Criterion D	Evaluating	Maximum 8

The criteria will be assessed by creating a project in each quarter and is a compulsory component of **all** MYP design courses.

The project must be assessed using **all** four criteria. It must be presented as a design folder that is clearly divided into four sections: one per criterion. It is required to begin with the student’s inquiry into the problem and end with the evaluation of the product/solution.

Classroom Expectations:

- Students will never leave handouts behind.
- Students will always leave their place as clean and organized as it was.
- Students will always bring all required materials to class.
- Students will always have all homework completed on time. Incomplete homework will result in lunch detention and grade deduction.
- Students will not chew gum, drink, or eat in class.
- My students and I will respect the school’s and other people’s property and feelings.
- Students copying or cheating on homework, quizzes, or tests will receive a zero on that quiz or test.
- If a student is absent for a quiz or test, the quiz or test will be taken the next class, if the school permits.
- Students will ask for help if they don’t understand.
- Students will perform their BEST this year!

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