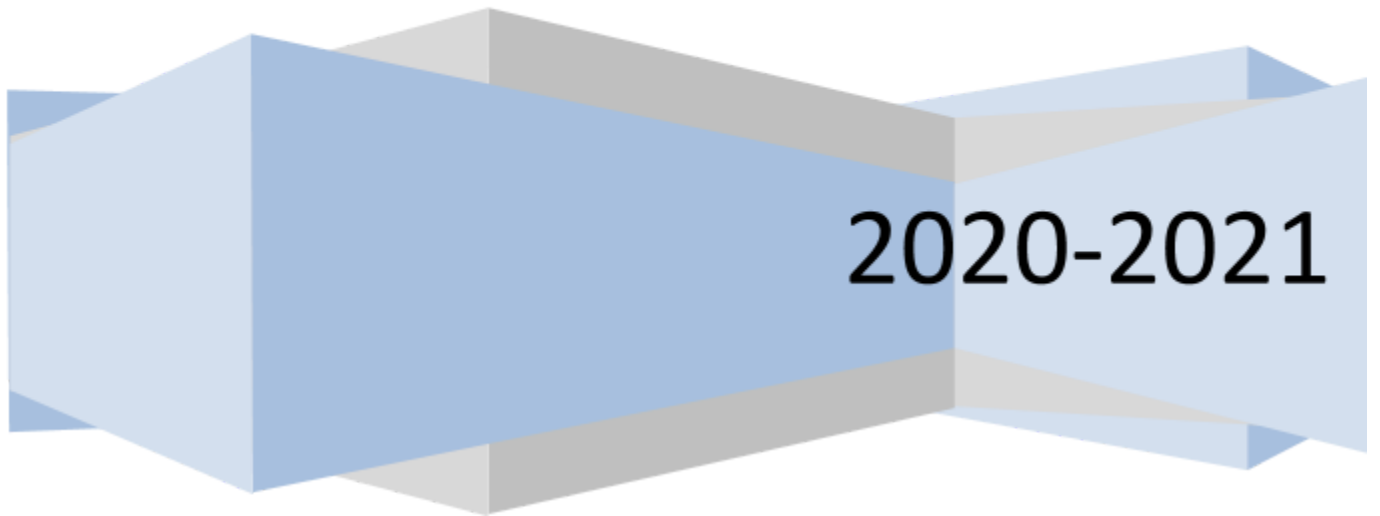




IB Middle Years Curriculum Guide

MYP 3/ Grade 8



Contents

ALS mission statement	3
IB mission statement	3
The IB Learner Profile	4
The IB Middle Years Programme (MYP)	5
MYP Assessment	8

MYP Subjects – Aims and Course Objectives

1. Language and Literature (English)	9
2. Language and Literature (Arabic)	11
3. Mathematics	14
4. Sciences	18
5. Individual and Societies	21
6. Individual and Societies (Social Studies of the Arab World)	23
7. Individual and Societies (Islamic Studies)	25
8. Physical and Health Education	27
9. Arts	30
10. Design	32

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 help 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 programme 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 which provide interdisciplinary breadth to the programme. **Related** concepts which are grounded in each subject disciplines and explore the key concepts in greater detail providing depth to the programme.

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.

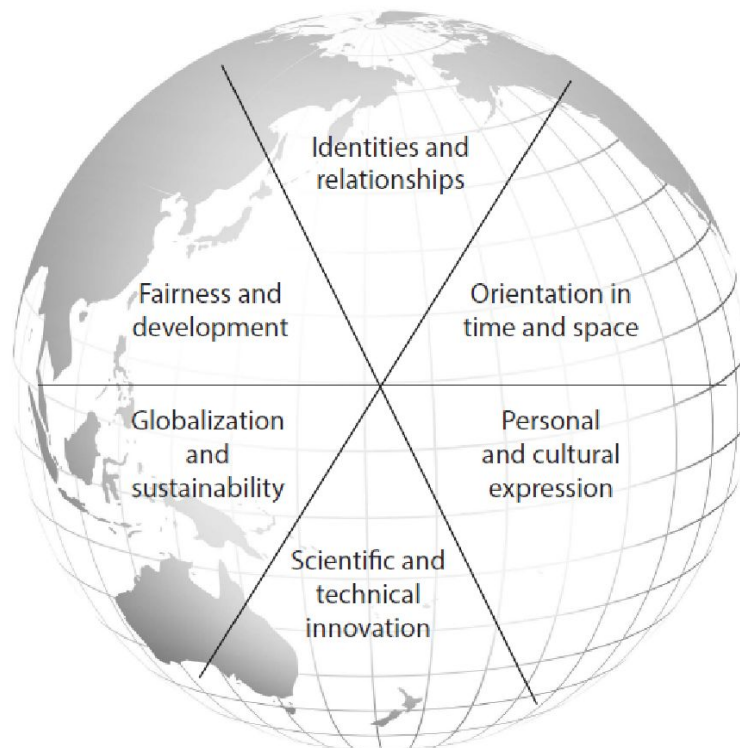


Figure 2
Global Contexts

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 3 Language and Literature English

Course Description:

Language is fundamental to learning, thinking and communicating; therefore it permeates the whole of 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 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.

MYP Objectives for Grade 8 Language and Literature English			
Objective A: Analysis	Objective B: Organizing	Objective C: Producing Text	Objective D: Using Language
i. identify & explain the content, context, language, structure, technique & style of text(s) & the relationships among texts ii. identify & explain the effects of the creator's choices on an audience iii. justify opinions & ideas, using examples, explanations and terminology iv. interpret similarities & differences in features within & between genres & 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, imagination & sensitivity, while exploring & considering new perspectives & 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:

1. A binder to keep their notes and handouts in – this will stay in the classroom
2. A Composition notebook – this will stay in the classroom
3. Colored pencils
4. A ruler
5. Daily planner to keep track of assignments and due dates

Units of Study:

- 1-Informational Texts(Urban Planning)
- 2-Short Stories
- 3-The Outsiders
- 4- The Pearl
- 5- Poetry
- 6-Mythology

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 Expectations:

1. Students will be prepared each day with their journal, binder, pen or pencil, any needed project materials and their text.
2. Students will show respect for themselves and others by waiting to be called on to speak, keeping their hands to themselves, not speaking out of turn or using any disparaging comments.
3. Students will be seated in their assigned seat when the bell rings or will be considered tardy.
4. Students will take care of their personal needs (bathroom, water, calling home) during break time or lunch.
5. Students will come to class ready and willing to participate in the lesson or activity.
6. Students will follow all school rules.

Contact Information

William Stansbury
wstansbury@alsschools.com

Flona Assafiri
fassafiri@alsschools.com

برنامج الصفوف المتوسطة اللّغة والأدب / السنة الثالثة (الثامن)

وصف المحتوى :

مادة اللغة العربية تعجّ بالموضوعات المشوّقة الزاحرة والمتجددة ، وتركّز على المفاهيم الأساسية الأربعة لمادة اللّغة والأدب وهي (التواصل – الإبداع – المنظور- الروابط) وتتبنى 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 ، منسائلون ، مهتمون ، مطلعون ، مترنون، مفكرون ، متواصلون ، مجازفون ، متقّحون عقلياً ، ذوو مبدأ ، والتي تعد رافداً من روافد صقل شخصية أبنائنا الطلاب ، والتي تتمشى مع برنامج البكالوريا العالمية وتحضيراً للدبلوما الدولية كما أنّ المادة تحفّز الذهنية العالمية لدى الطلبة.

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 حقبة تاريخية مختلفة.
- 5- استكشاف وتحليل الجوانب الشخصية ومظاهر البلد 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 الثامن - عربي

(الهدف أ) التحليل	(الهدف ب) التنظيم	(الهدف ج) إنتاج النص	(الهدف د) استخدام اللغة
- تحليل المحتوى، السياق، اللغة، هيكل وأسلوب ونمط من نصوص ، والعلاقات بين النصوص. - تحليل آثار اختيارات الكاتب على الجمهور. - تبرير الآراء والأفكار، باستخدام أمثلة وإيضاحات ومصطلحات.	- توظيف الهياكل التنظيمية التي تخدم السياق والقصد. - تنظيم الآراء والأفكار بطريقة مستمرة ومتناسقة ومنطقية. - استخدام المراجع وأدوات التنسيق لإنشاء نمط عرض مناسبة للسياق والقصد.	- إنتاج النصوص التي تثبت البصيرة والخيال والحساسية أثناء الاستكشاف وتعكس التركيز على آفاق جديدة وأفكار الناشئة عن الالتزام الشخصي مع العملية الإبداعية. - الاختيارات الأسلوبية من حيث الأجهزة اللغوية والأدبية والبصرية ، مما يدل على الوعي بأثره على الجمهور. -	- استخدام المفردات المناسبة والمتنوعة، وهياكل الحكم وأشكال التعبير . - الكتابة والتكلم في الأسلوب المناسب والنمط الذي يخدم السياق والنص. - استخدام قواعد اللغة الصحيحة وبناء الجملة وعلامات الترقيم. - تهجئة (أبجدية لغات)، وكتابة (أحرف اللغات) وتتنطق

بدقة من خلال استخدام تقنيات الاتصال غير اللفظية المناسبة.	تحديد التفاصيل ذات الصلة وأمثلة تطوير الأفكار.		- تقييم أوجه الشبه والاختلاف عن طريق توصيل الميزات عبر وداخل الأنواع والنصوص.
---	--	--	---

الموارد والمصادر

- 1- اللّغة العربية للصف الثاني المتوسط / وزارة التربية والتعليم في المملكة العربية السعودية.
- 2- كتب الأدب العامة
- 3- الشبكة العنكبوتية .

تبنى الوحدات الدّرّاسيّة لتخدم السياقات العالمية الآتية

- التعبير الشخصي والثّقافي
- 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 اللّغة
 - 2- الاستجابة الأدبيّة وفق معياري "ب" التّنظيم و "د" استخدام اللّغة
 - 3- الكتابة الإبداعية(قصة ، مسرحية ، تقرير ، حوار ، رسالة، سيرة، خطبة..) وفق معياري "ج" إنتاج نص و"د" استخدام اللّغة

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.
- 5- يقوم الطلاب بواجباتهم المنزلية ويسلمونها في الوقت المحدد.
- 6- لا يسمح للطلاب بمضغ العلك أو الأكل داخل غرفة الصف.
- 7- لا يسمح للطلاب بالانشغال أثناء الدرس.
- 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- للطالب الحق في الاستفسار عن أي معلومة لم يفهمها .

للتواصل

kmustafa@alsschools.com	د. خالد مصطفى
aobeed@alsschools.com	الأستاذة: الهنوف عبيد

MYP 3 Mathematics

Course Description:

MYP mathematics sets out to give students, appreciation of the usefulness, power and beauty of the subject. In the MYP Mathematics program students learn to use mathematics in order to think critically, and with the understanding that in applied mathematics there are many different approaches to a solution and sometimes more than one right answer. The central idea of all mathematics is to discover how having knowledge of some things, and using reasoning, permits students to develop knowledge of other things.

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 8 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 relationships and/or 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. solve problems correctly in a variety of contexts.	iii. verify and justify relationships and/or general rules.	iii. move between different forms of mathematical representation iv. communicate complete and coherent mathematical lines of reasoning v. organize information using a logical structure.	iii. apply the selected mathematical strategies successfully to reach a solution iv. explain the degree of accuracy of a solution v. explain whether a solution makes sense in the context of the authentic real-life situation.
---	---	---	--

Materials:

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

- 2x A4 2 ring binder with insertable dividers
- 2x A4 notebook
- A4 graph notebook
- Scientific Calculator
- Geometry set

Resources:

- Mathematics Prentice Hall , Course 3, Pearson 2011
- Khanacadamy.org
- Brainpop.com
- Common Core State Standards Initiative: <http://www.corestandards.org/Math/>

Units of Study:

Grade 8			
QUARTER 1			
Unit		Domain/Standards	Time Frame (Wks/Hrs)
1	I Numbers& Exponents	Decimal expansions and irrational numbers Compare values of irrational numbers 8.EE.1 Integer exponents 8.EE.2 Square root and cube roots 8.EE.3 Very small and very large quantities 8.EE.4 Scientific notation	5 Weeks 21 Hours
2	Pythagorean Theorem	Proof of Pythagorean Theorem 8.G.7 Apply Pythagorean Theorem to determine unknown side length	3 Weeks 13 Hours

		8.G.8 Apply Pythagorean Theorem to find distance between points	
3	Equations	8.EE.7 Solve linear equations in one variable	3 Weeks 13 Hours
4	Linear Systems	Pairs of simultaneous linear equations	5 Weeks 21 Hours
5	Functions	Draw geometric shapes with given conditions 8.EE.5 Graph and compare proportional relationships Use similar triangles to explain slope 8.F.1 Understand functions 8.F.2 Compare properties of functions 8.F.3 Linear functions 8.F.4 Construct & interpret linear functions 8.F.5 Describe functional relationships	4 Weeks 17 Hours
6	Volume	Volumes of cones, cylinders, and spheres	3 Weeks 13 Hours
7	Congruency / Similarity	Verify properties of transformations Understand congruence using transformation Describe effects of transformations in plane Understand similarity using transformation Angles, parallel lines cut by transversal	5 Weeks 21 Hours
8	Statistics/ Bivariate Data & Review	Scatter plots Line of best fit Interpret slope in data representation Two-way tables	2 weeks 8 Hours

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: Investigating Patterns**Maximum 8**

Assessed through mathematical investigations by allowing students:

- to choose their own mathematical techniques
- to reason from the specific to the general
-

Criterion C: Communicating**Maximum 8**

Assessed through reporting of investigations and real-life problems

Criterion D: Applying Mathematics in Real Life Context**Maximum 8**

Assessed through the use of mathematical concepts while solving real-life problems

Classroom Expectations:**WHAT IS EXPECTED OF STUDENTS****I follow R.E.S.P.E.C.T**

- Respect for others, the teacher, lab and classroom equipment, and most importantly YOURSELF!
- Excellence in effort in all assignments, homework and everything you do.
- Safety Rules must be followed at all times.
- Prepared for Class, All materials needed for class must be brought with you.
- Eating and Drinking is not allowed in the Science Lab. Water in closed bottles are allowed.
- Cooperation between students as well as teachers is a must.
- Timeliness is a virtue! You must be on time for class and homework and assignments must be handed in on-time to avoid penalties.

CLASS ATTENDANCE AND LATE WORK

If you are absent, you must consult the assignment calendar to find out what work needs to be done during your absence. Assignments will be with you at the end of each week. All work must be turned in on time. The work listed on the calendar is due when you return from your absence. You have one day to make up missed quizzes and class work, and two days to make up missed tests and labs. Please contact your teacher, if you have unusual circumstances such as a long illness. If you do not attempt to make up the work during the time allowed, a zero will be given for that work.

Contact Information:

Javier C. Dominguez
jdominguez@alsschools.com

Hana Zain
hzain@alsschools.com

MYP 3 Sciences

Course Description:

At ALS, IB Sciences are taught as an Integrated subject in Level 2 and 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 their other subject groups. MYP sciences aspires to develop scientifically informed, caring and responsible individuals, who can think critically and make informed choices about the environment, society, and themselves.

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 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 non-living environments
- reflect on learning experiences and make informed choices.

MYP Objectives for Grade 8 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. describe scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations iii. analyse information to make scientifically supported judgments.	i. describe a problem or question to be tested by a scientific investigation ii. outline a testable hypothesis and explain it using scientific reasoning iii. describe how to manipulate the variables, and describe how data will be collected iv. design scientific investigations.	i. present collected and transformed data ii. interpret data and describe results using scientific reasoning iii. discuss the validity of a hypothesis based on the outcome of the scientific investigation iv. discuss the validity of the method v. describe improvements or extensions to the method.	i. describe the ways in which science is applied and used to address a specific problem or issue ii. discuss and analyse the various implications of the use of 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:

Students should bring to class the following materials:

- Pens, highlighters, pencils, coloring pencils, markers, rulers, glue and scissors
- 4 different colors of playdough
- A4 whiteboard with whiteboard markers
- A4 2 ring binder with insert able dividers
- A4 notebook, punched with 2 holes (journal)
- Tri-fold boards for the Science Fair

Resources:

- Glencoe I Science Student Texts: “Cell Structures and Functions” “Atoms and Elements” “Forces and Motion” “Exploring Earth”
- www.brainpop.com
- www.bbc.co.uk/schools/gcsebitesize/science/

Units of Study:

1. Unit 1: Atoms and Elements: Bonding Basics
2. Unit 2: Cells Structures and Functions
3. Unit 3: Forces and Motion: Newton’s Laws of Motion
4. Unit 4: Exploring Earth: The changing earth

MYP Criteria for Assessment:

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

Criterion A Knowing and understanding Assessed through the following: <ul style="list-style-type: none">● Classroom tests● Examinations● Assignments that include both familiar and unfamiliar situations	Maximum 8
Criterion B Inquiring and designing Assessed through inquiring and designing lab investigations	Maximum 8
Criterion C Processing and evaluating Assessed through processing and evaluating data in lab investigations	Maximum 8
Criterion D Reflecting on the impacts of science Assessed through essays, projects, tests and investigations	Maximum 8

WHAT IS EXPECTED OF STUDENTS

I follow R.E.S.P.E.C.T

- Respect for others, the teacher, lab and classroom equipment, and most importantly YOURSELF!
- Excellence in effort in all assignments, homework and everything you do.
- Safety Rules must be followed at all times.
- Prepared for Class, All materials needed for class must be brought with you.
- Eating and Drinking is not allowed in the Science Lab. Water in closed bottles are allowed.
- Cooperation between students as well as teachers is a must.
- Timeliness is a virtue! You must be on time for class and homework and assignments must be handed in on-time to avoid penalties.

CLASS ATTENDANCE AND LATE WORK

If you are absent, you must consult the assignment calendar to find out what work needs to be done during your absence. Assignments will be with you at the end of each week. All work must be turned in on time. The work listed on the calendar is due when you return from your absence. Upon your return, you have one day to make up missed quizzes and class work, and two days to make up missed tests and labs. Please contact your teachers at some as possible, if you have any unusual circumstances, such as a long illness. If you do not attempt to make up the work during the time allowed, a zero will be given for that work.

Contact Information:

Fadel Al Faqih:
falfaqih@alsschools.com

Asma Safadi
asafadi@alsschools.com

MYP 3 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 concern 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 8 Individuals and Societies			
Objective A: Knowing & Understanding	Objective B: Investigating	Objective C: Communicating	Objective D: Thinking Critically
i. use a range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.	i. formulate/choose a clear and focused research question, explaining its relevance ii. formulate and follow an action plan to investigate a research question iii. use methods to collect and record relevant information iv. evaluate the process and results of the investigation, with guidance.	i. communicate information and ideas in a way that is appropriate for the audience and purpose ii. structure information and ideas according to the task instructions iii. create a reference list and cite sources of information.	i. analyse concepts, issues, models, visual representation and/or theories ii. summarize information to make valid, well-supported arguments iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations iv. recognize different perspectives and explain their implications.

Materials and Resources:

Students will need to provide the following

- PDF Copy of the book. "Google Classroom."
- Daily planner to keep track of assignments and due dates

- Laptop

Units of Study

1. Q: 1 “Canada & The United States - Urban Planning” Virtual Unit.
2. Q: 2 “Europe past, present & future”
3. Q:3 “South America “
4. Q: 4 “Russia “

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

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.

Contact Information:

Maher Qanbaz
mqanbaz@alschools.com

Luma Abdel Hadi
labdelhadi@alschools.com

(برنامج الصفوف المتوسطة - السنة الثالثة - (الصف الثامن

المادة / الدراسات الاجتماعية

للعام الدراسي 2021/2020 م

وصف المحتوى :

مادة الاجتماعيات تعجُّ بالموضوعات المشوقة الزاخرة والمتجددة ، حيث تتبنى هذه المادة – كبقية المواد - المفاهيم الأساسية لمنظمة البكالوريا الثالثة : التعلم الشامل ، الوعي بالثقافات المختلفة ، وأخيراً التواصل ، والأخذ بعين الاعتبار ملامح متعلم البكالوريا العشرة وهي : متأملون،متسائلون،مهتمون،ذوو معرفة،متزنون،مفكرون،متواصلون،مجازفون،منقثون عقلياً،ذوو مبدأ ، والتي تعد رافداً من روافد صقل شخصية أبنائنا الطلاب، والتي تنمى 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 ويجربه فهي توحى للطلاب كيفية إحداث التغيير من تربة التعليم :
- تهدف دراسة الاجتماعيات تشجيع وتمكين الطلاب من تطوير
- 1- تقدير القواسم المشتركة بين الانسان و البيئات المتنوعة
 - 2- تقدير وتفهيم الثقافات والأشخاص والأحداث في الأماكن والعصور المختلفة
 - 3- تفهم عمل و تطور النظم البيئية و البشرية
 - 4- تحديد و تطوير ما من شأنه رفع مستوى المجتمعات البشرية و البيئات الطبيعية
 - 5- 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 -6

أهداف برنامج الصفوف الوسطى للبكالوريا الدولية – الصف التاسع – اجتماعيات			
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 مصطلحات الدراسات الإنسانية في سياق • إظهار المعرفة و الفهم من المحتوى و المفاهيم ،المواضيع المحددة ،وذلك باستخدام أوصاف و تفسيرات وأمثلة . 	<p>يجب أن يكون بوسع الطلاب :</p> <ul style="list-style-type: none"> • صياغة /اختيار سؤال واضح /أبحاث مركزة ،موضحاً أهميتها . • وضع ومتابعة خطة عمل للتحقيق في مسألة بحثية • استخدام أساليب لجمع و تسجيل المعلومات ذات الصلة • تقييم عملية ونتائج التحقيق مع التوجيه 	<p>يجب أن يكون بوسع الطلاب :</p> <ul style="list-style-type: none"> • إيصال المعلومات و الأفكار بطريقة مناسبة للجمهور و الغرض . • هيكلية المعلومات و الأفكار وفقاً للتعليمات المهمة . • تفسير وجهات النظر المختلفة وانعكاساتها • إنشاء قائمة المرجعية و الاستشهاد بمصادر المعلومات 	<p>يجب أن يكون بوسع الطلاب :</p> <ul style="list-style-type: none"> • تحليل القضايا ،المفاهيم ،نماذج التمثيل النظري و /أو النظريات • تلخيص المعلومات لجعل الحجج التي تدعمها جيداً وافية . • تحليل مجموعة من المصادر /البيانات من حيث المنشأ و الغرض ، الاعتراف بالقيم الاعتراف بوجهات النظر المختلفة و شرح آثارها

الموارد والمصادر:

- 1- الكتاب المدرسي / الاجتماعيات للصف الثاني المتوسط . المدارس السعودية في الخارج
- 2- شبكة الإنترنت / العالم الإسلامي / منتدى العالم الإسلامي .
- 3- الشبكة العنكبوتية ./المكتبة الاسلامية / الحضارة الاسلامية

عناوين وحدات الدراسة:

- الوحدة الأولى : الخلفاء الراشدون
الوحدة الثانية :الدولة الأموية
الوحدة الثالثة :الدولة العباسية
الوحدة الرابعة :العالم العربي والإسلامي
- الوحدة الخامسة : العلاقات الدولية
معايير التقييم

يكون التقييم وفقاً للمعايير التالية / وبطرق متعددة تشمل الاختبارات تارة و الأعمال الصفية و المنزلية تارة أخرى أو الأسئلة الشفهية و الأبحاث العلمية

الحد الأعلى للدرجة	نوع المعيار	الرمز
8	المعرفة والفهم	A
8	الاستقصاء	B
8	التواصل	C
8	التفكير الناقد	D

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 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 من زملائه فإنه لن يحصل على درجة الواجب.
- 10- للطالب الحق في الاستفسار عن أي معلومة لم يفهمها بطريقة مؤدبة وهادئة.

للتواصل:

Haldasi @alsschools.com

البريد الإلكتروني

-الأستاذة / هيفاء الدعسي :

وفق الله الجميع لما يحب و يرضى

(برنامج الصفوف المتوسطة - السنة الثالثة - (الصف الثامن
المادة / الدراسات الإسلامية
للعام الدراسي 2021/2020



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،متزنون،مفكرون،متواصلون،مجازفون،متقنّون عقلياً، و ذوو مبدأ ، والتي تعد عاملاً مهماً من عوامل صقل شخصية أبنائنا الطلاب، و تتمشى مع برنامج البكالوريا العالمية وتحضيراً 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 ويجربه فهي توحى للطالب كيفية إحداث التغيير من تربة التعليم .
كما تهدف دراسة هذه المادة إلى تشجيع وتمكين الطلاب من :
1- تقدير القواسم المشتركة بين الانسان و البيئات المتنوعة -
2- تقدير و تفهم الثقافات والأشخاص و الأحداث في الأماكن و العصور المختلفة -
3- تفهم عمل و تتطور النظم البيئية و البشرية -
4- تحديد و تطوير ما من شأنه رفع مستوى المجتمعات البشرية و البيئات الطبيعية -
5- التصرف كمواطنين مسؤولين في المجتمعات المحلية و العالمية -
6- تطوير مهارات البحث التي تؤدي إلى الوعي بمفاهيم العلاقات بين الأفراد و المجتمعات و البيئات التي يعيشون فيها -

الأهداف المرحلية للسنة الثالثة

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 مصطلحات الدّراسات الإنسانية في سياق إظهار المعرفة و الفهم من المحتوى و المفاهيم ،المواضيع المحددة ،وذلك باستخدام أوصاف و تفسيرات وأمثلة . 	<p>يجب أن يكون بوسع الطلاب :</p> <ul style="list-style-type: none"> • صياغة /اختيار سؤال واضح /أبحاث مركزة ،موضحاً أهميتها . • وضع و متابعة خطة عمل للتحقيق في مسألة بحثية • استخدام أساليب لجمع و تسجيل المعلومات ذات الصلة . • تقييم عملية و نتائج التحقيق مع التوجيه . 	<p>يجب أن يكون بوسع الطلاب :</p> <ul style="list-style-type: none"> • إيصال المعلومات و الأفكار بطريقة مناسبة للجمهور و الغرض . • هيكلية المعلومات و الأفكار وفقاً للتعليمات المهمة . • تفسير وجهات النظر المختلفة وانعكاساتها • إنشاء قائمة المرجعية و الاستشهاد بمصادر المعلومات . 	<p>يجب أن يكون بوسع الطلاب :</p> <ul style="list-style-type: none"> • تحليل القضايا ،المفاهيم ،نماذج التمثيل النظري و /أو النظريات • تلخيص المعلومات لجعل الحجج التي تدعمها جيداً وافية . • تحليل مجموعة من المصادر /البيانات من حيث المنشأ و الغرض ، الاعتراف بالقيم الاعتراف بوجهات النظر المختلفة و شرح آثارها

الموارد والمصادر:

- القرآن الكريم
- كتاب التربية الإسلامية للصف الثاني المتوسط المدارس السعودية في الخارج
- كتب الحديث الستة , صحيح البخاري و مسلم و سنن أبي داود 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 : الإيمان ما وقر في القلب و صدقه العمل
- الوحدة الثانية : إنما يخشى الله من عباده العلماء
- الوحدة الثالثة : صدقة السر تطفئ غضب الرب
- الوحدة الرابعة : وقل اعملوا فسيرى الله عملكم

معايير التقييم:

يكون التقييم وفقاً للمعايير التالية / ويطرق متعددة تشمل الاختبارات تارة و الأعمال الصفية و المنزلية تارة أخرى أو الأسئلة الشفهية و الأبحاث العلمية		
الرمز	نوع المعيار	الحد الأعلى للدرجة
A	المعرفة و الفهم	8
B	الاستقصاء	8
C	التواصل	8
D	التفكير الناقد	8

مبادئ و قوانين الصف :

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 ومرتبة كما كانت.
- 4- يحضر الطلاب كتبهم كاملة و أدواتهم إلى الصف , حيث يحاسب كل طالب يأتي إلى الصف خالي الوفاض أو ينقصه شيء من أدواته.
- 5- يقوم الطلاب بواجباتهم المنزلية و يسلمونها 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 و معلمه , وبين الطالب و زملائه و العاملين 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 و هادئة.

للتواصل:

- الأستاذة / سارة الهدامة : البريد الإلكتروني salhadama@alsschools.com
- الأستاذ : محمد العمري : البريد الإلكتروني malamri@alsschools.com

وفق الله الجميع لما يحب و يرضى



MYP 3 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 8 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. Describe physical health education factual, procedural and conceptual knowledge ii. Apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations iii. Apply physical and health terminology effectively to communicate understanding.	i. Design and explain a plan for improving physical performance and health ii. Explain the effectiveness of a plan based on the outcome.	i. Demonstrate and apply a range of skills and techniques ii. Demonstrate and apply a range of strategies and movement concepts iii. Outline and apply information to perform effectively.	i. Describe and demonstrate strategies to enhance interpersonal skills ii. outline goals and apply strategies to enhance performance iii. Explain and evaluate 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 sweatband

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 their presentation skills, teamwork and collaboration skills, and social skills 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 our third unit of study, students often work together as teams, playing games, solving problems. Therefore, it 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 skills, 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, as well as modern dances. Students will explore reasons why people dance.

MYP Criteria for Assessment:

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

Maximum: 8

Criterion A: Knowing and Understanding

At the end of MYP 3, students should be able to:

- i. Outline physical health education-related 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.

- 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

At the end of MYP 3, students should be able to:

- i. construct and outline a plan for improving health or physical activity
- ii. describe the effectiveness of a plan based on the outcome.

- 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).
- Planning for the execution of skills is not appropriate for assessment against this criterion. (For example, criterion B is not used to assess a student's plan of how to execute a skill such as tackling in rugby or performing a lay-up in basketball.)
- In order to meet the requirements of criterion B, students must carry out their plan to evaluate it.

Criterion C: Applying and performing

At the end of MYP 3, students should be able to:

- Recall and apply a range of skills and techniques effectively
- Recall and apply a range of strategies and movement concepts
- Recall and apply information to perform effectively.

- 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

At the end of MYP 3, students should be able to:

- Identify and demonstrate strategies to enhance interpersonal skills
- Identify goals and apply strategies to enhance performance
- Describe and summarize performance.

- **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 class prepared and ready to participate

Contact Information

randa shananir
rshaneer@alsschools.com

Ioan Pisoc
ipisoc@alsschools.com

MYP 3 Visual Arts

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 Art provides students with the tools for generating creative thought and encouraging creative behaviors, which will allow students to develop their creativity across all MYP 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 8 Visual Arts			
Objective A: Knowing and Understanding	Objective B: Developing Skills	Objective C: Thinking Creatively	Objective D: Responding
i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language ii. demonstrate knowledge of the role of the art form in original or displaced contexts iii. use acquired knowledge to inform their artwork.	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. outline a clear and feasible artistic intention ii. outline alternatives, perspectives, and imaginative solutions iii. demonstrate the exploration of ideas through the developmental process to a point of realization.	i. outline connections and transfer learning to new settings ii. create an artistic response inspired by the world around them iii. evaluate the artwork of self and others.

Materials and Resources:

All students need the following items for each lesson:

- The Visual Art Journal - 9 x 12" hard-cover sketchbook with at least 50 blank pages
- Drawing pencils, eraser, ruler and pencil sharpener
- Pencil crayons
- Coloured and black markers

- A locking compass

Units of Study:

1. Islamic Tessellation and Saudi civilisation
2. Op Art (Students design and create their own color/black and white Optical Illusion.)

MYP Criteria for Assessment:

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

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

- Research.
- Class Assignments.
- Formative assessment.
- Final summative assessment.
- Art criticism/ reflection.

Classroom Expectations:

- Students are expected to come to class prepared to work, create and collaborate with one another.
- Students are expected to be engaged and on task.
- Clean up after yourself. Help to organize and maintain the supplies.
- Bring art materials and visual arts journal to each class.

Contact Information:

Mohammed Fattouh
mfattouh@alsschools.com

Maryam Harb
mharb@alsschools.com

MYP 3 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.

Aims and Objectives:

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 innovations 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 honesty, and take responsibility for their own actions developing effective working practices.

MYP Objectives for Grade 8 Design

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	I. Develop a design specification, which outlines the success criteria for the design of a solution based on the data collected	I. Construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution	I. Describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution
II. Construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem	II. Present a range of feasible design ideas, which can be correctly interpreted by others	II. Demonstrate excellent technical skills when making the solution	II. Explain the success of the solution against the design specification
III. Analyse a group of similar products that inspire a solution to the problem	III. Present the chosen design and outline the reasons for its selection	III. Follow the plan to create the solution,	III. Describe how the solution could be improved

Iv. Develop a design brief, which presents the analysis of relevant research.	Iv. Develop accurate planning drawings/diagrams and outline requirements for the creation	which functions as intended IV. Explain changes made to the chosen design and plan when making the solution V. Present the solution as a whole.	IV. Describe 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”
- www.dropbox.com
- Internet resources
- School computers or student laptops
- School application software
- Handouts

Units of Study:

Unit Title	Unit Question
Publishing on the web	How can learning of technology help me and others make healthier choices?
Data handling and management of data systems	How can I use technology to help my community?
Controlling and monitoring	Can I create a product/solution to communicate with others?
Web Animation	Can I use technology to help the environment?

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:

- My students and I will be in class on time.
- Students will never stay in the class after the bell rings to avoid being late for the next class.
- 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.

- If a student is absent for a quiz or test, the quiz or test will not be retaken without a written permission from the principal.
- Students will ask for help if they don't understand.
- Students will perform their BEST this year!

Contact Information:

Javier Carrasco
Javier.carrasco.dominguez@gmail.com

May Binshaiq
mbinshaiq@alsschools.com