



IB Middle Years Curriculum Guide

MYP 5/ Grade 10

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 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.

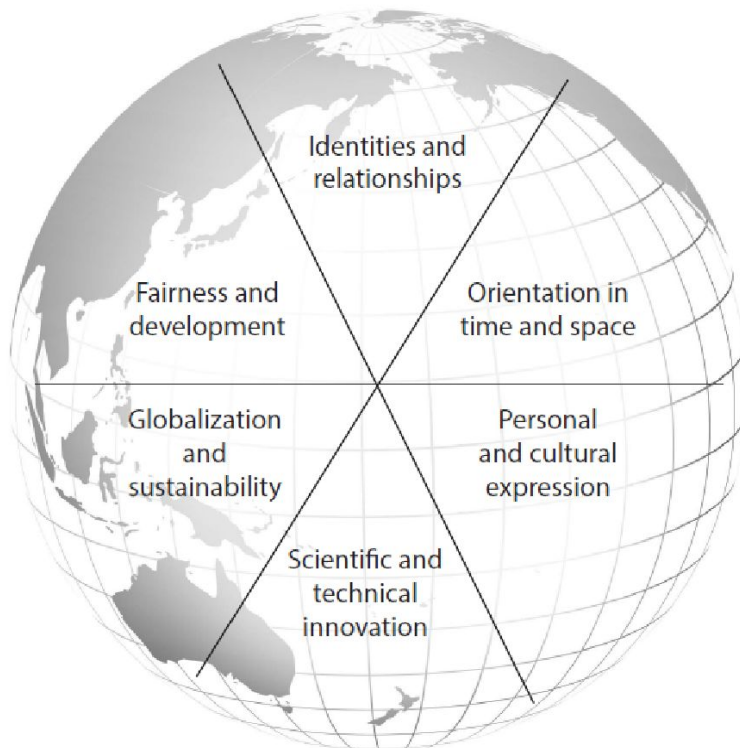


Figure 2
Global Contexts

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.

Personal Project – Grade 10

The Personal Project is a summative assignment designed as a formal expression of what students learned during their years in the MYP. The project should be based on one of the Global Contexts and reflect a topic of real interest to the individual student. All students in the MYP must complete a Personal Project.

The MYP personal project consists of three components.

Personal project component	How it is assessed
Focus on topic leading towards a product/outcome	Evident in the presentation/report
Process journal	A selection of extracts in appendices of the report
Report	The content of the report assessed using all four criteria

Assessment for the MYP personal project is criterion-related, based on four equally weighted assessment criteria.

Criterion A	Investigating	Maximum 8
Criterion B	Planning	Maximum 8
Criterion C	Taking action	Maximum 8
Criterion D	Reflecting	Maximum 8

MYP Objectives for Grade 10 Personal Project			
Objective A: Investigating	Objective B: Planning	Objective C: Taking action	Objective D: Reflecting
i. Define a clear goal and context for the project, based on personal interests ii. Identify prior learning and subject-specific knowledge relevant to the project iii. Demonstrate research skills and within genres and texts.	i. Develop criteria for the product/outcome ii. Plan and record the development process of the project iii. Demonstrate self-management skills	i. Develop criteria for the product/outcome ii. Plan and record the development process of the project iii. Demonstrate self-management skills	i. Evaluate the quality of the product/outcome against their criteria ii. Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context iii. Reflect on their development as IB learners through the project

MYP 5 Language and Literature English

Course Description

This course is designed to enhance students' critical literacy and improve students' articulation of ideas. During the course, students will encounter and create various text types. This course aims at preparing students for the Language and Literature course offered in the IB DP. Students will develop skills in textual analysis and interpretation.

Aims and Objectives

- use language as a vehicle for thought, creativity, reflection, learning, self-expression 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 works
- engage in literature from a variety of cultures and representing different historical periods
- explore and analyse aspects of personal, host and other cultures through literary and non-literary works
- engage with information and communication technology in order to explore language
- develop a lifelong interest in reading widely
- apply language A skills and knowledge in a variety of real-life contexts.

MYP Objectives for Grade 10 Language and Literature			
Objective A: Analysing	Objective B: Organizing	Objective C: Producing Text	Objective D: Using Language
<p>At the end of year 5, students should be able to:</p> <p>i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts</p> <p>ii. analyse the effects of the creator's choices on an audience</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. evaluate similarities and differences by connecting features across and within genres and texts.</p>	<p>At the end of year 5, students should be able to:</p> <p>i. employ organizational structures that serve the context and intention</p> <p>ii. organize opinions and ideas in a sustained, coherent and logical manner</p> <p>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</p>	<p>At the end of year 5, students should be able to:</p> <p>i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to develop ideas.</p>	<p>At the end of year 5, students should be able to:</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in a register and style that serve the context and intention</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>v. use appropriate non-verbal communication techniques.</p>

Materials and Resources

Students will need to provide the following:

1. Pens or pencils for daily use
2. A binder to keep their notes and handouts in
3. Paper for taking notes
4. Miscellaneous, other supplies to be announced as needed
5. Daily planner to keep track of assignments and due dates

Units of Study

- Informational Text Unit, various resources of realia/non-fiction - Virtual unit
- Short Stories Unit, various short stories from the class anthology and teacher's resources
- *Lord of the Flies*-Golding
- Pay It Forward, various fiction and non-fiction texts from anthology and teacher's resources
- Persuasion Unit, *Julius Caesar*-Shakespeare

MYP Criteria for Assessment

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

Criterion A	Analysing	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
- Research Projects
- Oral Presentations
- Group Projects
- Reading
- Note taking
- Quizzes
- Tests

Classroom Expectations

1. We will be punctual and arrive to class before the second bell.
2. We will bring all materials including: journal, binder, pen or pencil, and text.
3. We will complete work on time.
4. We will take notes and organize classroom material daily.
5. We will participate and ask questions.
6. We will treat everyone with respect.
7. We will always try to do our personal best.
8. We will have an open mind.

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برنامج الصفوف المتوسطة مادة اللغة والأدب / السنة الخامسة (الصف العاشر)

وصف المحتوى :

مادة اللغة العربية تعج بالموضوعات المشوقة الزاخرة والمتجددة ، وتركز على المفاهيم الأساسية الأربعة لمادة اللغة والأدب وهي (التواصل – الإبداع – المنظور- الروابط) و 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،متسائلون،مهتمون، مطلعون ،متزنون،مفكرون،متواصلون،مجازفون،منتقحون عقلياً،ذوو مبدأ ، والتي تعد رافداً من روافد صقل شخصية أبنائنا الطلاب، والتي تتماشى مع برنامج البكالوريا العالمية وتحضيراً للدبلوما الدولية كما أن المادة تحفز 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 يقب 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 –السنة الخامسة (الصف العاشر) - عربي

(الهدف أ) التحليل	(الهدف ب) التنظيم	(الهدف ج) إنتاج النص	(الهدف د) استخدام اللغة
- تحديد الجوانب المهمة للنصوص والتعليق عليها - تحديد اختيارات المبدع والتعليق عليها - تبرير الآراء والأفكار باستخدام الأمثلة والشروح والمصطلحات. - تحديد أوجه الشبه والاختلاف في المزايا داخل النصوص وفيما بينها	- توظيف الهياكل التنظيمية التي تخدم السياق والقصد. - تنظيم الآراء والأفكار بطريقة مستمرة ومتناسكة ومنطقية. - استخدام المراجع وأدوات التنسيق لإنشاء نمط عرض مناسب للسياق والقصد.	- إنتاج النصوص التي تثبت البصيرة والخيال والحساسية أثناء الاستكشاف وتعكس التركيز على آفاق جديدة وأفكار ناشئة عن الالتزام الشخصي مع العملية الإبداعية. - يقوم الطالب باختيارات أسلوبية من حيث الأجهزة اللغوية والأدبية	- 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 حتى تتطرق بدقة من خلال استخدام تقنيات الاتصال غير اللفظية المناسبة	والبصرية ،مما يدل على الوعي بأثره على الجمهور تحديد التفاصيل ذات الصلة وأمثلة تطوير الأفكار.		
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الموارد والمصادر

- 1- الكفايات اللغوية 1-2 / وزارة التربية والتعليم في المملكة العربية السعودية.
- 2- كتب متنوعة في الأدب.

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 اللغة

للتواصل:

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MYP 5 Mathematics

Course Description: The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Mathematics can help make sense of the world and allows phenomena to be described in precise terms. It also promotes careful analysis and the search for patterns and relationships, skills necessary for success both inside and outside the classroom.

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 10 Math			
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 iii. solve problems correctly in a variety of contexts.	i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as general rules consistent with findings iii. prove, or verify and justify, general rules.	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 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.	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 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.

Materials

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

- Binding folder (for 2 punched holes)
- A4 size notepad with punched holes
- A4 graph paper
- Graphing Calculator (TI-84 Silver plus)
- Geometry set (Ruler - Protractor - Compass - Set Squares)

Resources

- Textbook: Geometry Common Core – Pearson Education 2012
- Geometry Common Core Student Companion – Pearson Education 2012
- Tools of Geometry - Pearson Education 2012
- Textbook: Algebra 2 Common Core - Pearson Education 2012
- Foundations for Algebra 2 - Pearson Education 2012
- www.mathletics.com
- www.geogebra.com

Units of Study

1. Pre-Algebra
2. Quadratic Functions and Equations
3. Polynomials and Polynomial Functions
4. Radical Functions and Rational Exponents
5. Exponential and Logarithmic Functions
6. Rational Functions
7. Trigonometric Identities and Equations
8. Geometry

MYP Criteria for Assessment

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

Criterion A – Knowing and understanding

Maximum points: 8

Criterion B – Investigating Patterns

Maximum points: 8

Criterion C – Communicating

Maximum points: 8

Criterion D – Applying mathematics in real life context

Maximum points: 8

Classroom Expectations

1. Arrive on time.
2. Raise your hand before speaking.
3. Respect all property. (School property, personal property, and other's property)
4. Stay on task.
5. Do your assignments.
6. Be organized and prepared for class.
7. Do your very best!

Contact Information

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MYP 5 Sciences (Chemistry)

Course Description:

This course is designed to be an introductory course in Chemistry. It is a yearlong course and the curriculum is designed to meet the needs of students with varying abilities and proficiency in chemistry. The aim of the course is to provide MYP 5 students with an introduction to the major topics in Modern Chemistry. It is inquiry-based and students write laboratory reports that follow the IB MYP science criteria and objectives. The students are expected to stay current with the curriculum by reading scientific articles during their leisure time and their formative assessments. This class will introduce students to the common methods, measurements, and nomenclature used in Chemistry. The following themes will be explored in Chemistry: scientific investigations, the physical and chemical properties of a compound, understanding the types of chemical reactions, knowing the structure of atoms, the arrangement of elements in the periodic table, and using scientific terminology to articulate their understanding of scientific concepts.

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 data-based evidence and reach conclusions.
- Build an awareness of the need to effectively collaborate and communicate.
- Apply their communication skills effectively and knowledge, in a variety of real-life contexts
- Develop sensitivity and perspective towards the living and non-living environments in which they live.
- Reflect on their learning experiences and make informed choices.

MYP Objectives for Grade 10 Science			
Objective A:	Objective B:	Objective C:	Objective D:
i. Explain scientific knowledge ii. Apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations iii. Analyse and evaluate information to make scientifically supported judgments.	i. Explain a problem or question to be tested by a scientific investigation ii. Formulate a testable hypothesis and explain it using scientific reasoning iii. Explain how to manipulate the variables, and explain how data will be collected iv. Design scientific investigations.	i. Present collected and transformed data ii. Interpret data and explain results using scientific reasoning iii. Evaluate the validity of a hypothesis based on the outcome of the scientific investigation iv. Evaluate the validity of the method v. Explain improvements or extensions to the method.	i. Explain the ways in which science is applied and used to address a specific problem or issue ii. Discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue iii. Apply communication modes effectively iv. Document the work of others and sources of information used.

Materials and Resources:

- One hardback A4 notebook
- Ring binder with dividers
- Colored Pencils
- Pens and Pencils
- Ruler
- Graph Paper
- Lab Coat
- Highlighter
- Calculator

RESOURCES:

Pearson Chemistry (2017) and companion Reading and Studying Workbook, as a reference.

Units of Study:

Unit 1: Introduction to Chemistry

Students will cover these topics:

- The scope of chemistry
- Chemistry and you, think like a scientist
- Properties of matter
- Mixtures
- Elements and Compounds
- Chemical reactions

Unit 2: Atomic Structure and Periodicity

Students will cover these topics:

- Defining the atom
- Structure of an atom
- Distinguishing atoms
- The Electronic arrangement of atoms
- Organizing the elements of the Periodic Table
- Classifying the elements of the Periodic Table

Unit 3: Chemical Bonding

Students will cover these topics:

- Ionic and metallic bonding
- Covalent bonding
- Naming Ions
- Naming and writing formulas for Ionic compounds and molecular compounds
- Naming and writing formulas for simple acids and bases

Unit 4: Chemical Reactions

Students will cover these topics:

- Describe a chemical reaction
- Types of chemical reactions
- Reactions in aqueous solution

Unit 5: The Mole

Students will cover these topics:

- The Mole, Mole-Mass and Mole-volume
- Percent composition and chemical formula

MYP Criteria for Assessment:

Criterion A: Knowing and understanding
Criterion B: Inquiring and designing
Criterion C: Processing and evaluating
Criterion D: Reflecting on the impacts of science

Maximum: 8
Maximum: 8
Maximum: 8
Maximum: 8

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.
- 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. 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 see 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:

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May Atieh
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MYP 5 Physics

Course Description

This course is a standards-based study of fundamental physics concepts, such as measurement, calculation, and graphing, propagation and conservation of energy, gravity, and electricity. Emphasis is placed on the utilization of mathematical, analytical, data acquisition, graphical, and communication skills. Concepts and skills are reinforced by a strong emphasis on hands-on activities. Applications to society, individuals, and the utilization of technology are integrated in this course of study. Students will enhance their scientific investigation skills as they test laws of physics and they will analyze the interrelationships between physics and technology and consider the impact of technological applications of physics on society and the environment.

Aims and Objectives

- Develop curiosity, interest and enjoyment towards science and its methods of inquiry.
- Acquire scientific knowledge and understanding.
- Communicate scientific ideas, arguments and practical experiences effectively in a variety of ways.
- Develop experimental and investigative skills to design and carry out scientific investigations and evaluate evidence to draw a plausible conclusion.
- Develop critical, creative and inquiring minds that pose questions, solve problems, construct explanations, judge arguments and make informed decisions in scientific and other contexts.
- Develop awareness of the possibilities and limitations of science and appreciate that scientific knowledge is evolving through collaborative activity locally and internationally.
- Appreciate the relationship between science and technology and their role in society.
- Develop awareness of the moral, ethical, social, economic, political, cultural and environmental implications of the practice and use of science and technology.
- Observe safety rules and practices to ensure a safe working environment during scientific activities.
- Create an awareness of the need for and the value of effective collaboration during scientific activities.

MYP Objectives for Grade 10 Science			
Objective A: Knowing and Understanding	Objective B: Inquiring and Designing	Objective C: Processing and evaluating	Objective D: Reflecting on the impact of science
i. explain scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations iii. analyse and evaluate information to make scientifically supported judgments.	i. explain a problem or question to be tested by a scientific investigation ii. formulate a testable hypothesis and explain it using scientific reasoning iii. explain how to manipulate the variables, and explain how data will be collected iv. design scientific investigations	i. present collected and transformed data interpret data and explain results using scientific reasoning ii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation iii. evaluate the validity of the method, explain improvements or extensions to the method.	i. explain the ways in which science is applied and used to address a specific problem or issue ii. discuss and evaluate 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 and Resources

1. Physics textbook : Hodder Education, 2015
2. Physics copy book
3. Ruler
4. Scientific Calculator (Casio fx-991ES PLUS)

Units of Study

1. Measurements & Conversions

- Identify & Apply metric scale/SI units
- Convert units (using multipliers)
- Identify Vectors and Scalars Quantities (Add vectors)

2. Mechanics

- Differentiate Speed & Velocity
- Calculate speed
- Define & calculate acceleration
- Sketch and Read Graphs of Motion (introduction)
- Apply Equations of motion
- Identify main types of Forces and Calculate weight.
- State Newton's 3 laws of motion
- Apply Newton's second law ($F=m.a$)
- Draw a free body diagram.
- Consider Free fall application
- Apply mechanics in simple machines (Pulley, Inclined plane)

3. Energy

- A. Mechanical Energy
 - Calculate Kinetic Energy
 - Identify Gravitational Potential Energy
 - Apply Hooke's Law (lab activity)
 - Identify Different Forms of Energy(Project)
 - Define & calculate Work, Power, and Efficiency
- B. Thermal Energy
 - Identify 3 ways of heat transfer.
 - Define Specific Heat Capacity
 - Calculate Q lost & Q gained.
 - Calculate Latent Heat of Fusion/ Vaporization

4. Electricity

- Identify Simple Electric Circuits (parts and diagram)
- Define and calculate Electric Current and Electric Resistance
- Derive experimentally Ohm's Law (Lab Activity)
- Apply Ohm's law (formula)
- Differentiate between Series Connection and Parallel Connection
- Calculate R equivalent (in series & in Parallel circuits)

MYP Criteria for Assessment

Students will be assessed against the following Criteria:

- **Criterion A:** Knowing and understanding
Students will be assessed on this criterion through: tests and research.
- **Criterion B:** Inquiring and designing
Students will be assessed on this criterion through: lab experiments- designing.
- **Criterion C:** Processing and evaluating
Students will be assessed on this criterion through: lab experiments- designing.
- **Criterion D:** Reflecting on the impacts of science
Students will be assessed on this criterion through: lab experiments- designing-research.

Classroom Expectations

Students must:

- Be fully prepared.
- Arrive on time.
- Raise his/her hand before speaking.
- Listen to others and participate in class discussions.
- Stay on task.
- Do his/her assignments.
- Not have missing or incomplete homework will lead to lunch detention.
- Cooperate with his/her group.
- Take note of exam dates and come fully prepared.
- Follow the class rules and to abide by the essential agreement.
- Never stay in the class after the bell rings so as not to be late for the next class.
- Never leave handouts behind.
- Leave the place as clean and organized as it was.
- Must not copy or plagiarize on homework, quizzes, or tests otherwise he/she will receive a zero on that formative/summative assessments.
- Chewing gum is forbidden at any time and for any reason.
- Not use any devices at any time and for any reason during lessons/class without teacher permission.

Contact Information

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MYP 5 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 10 Individuals and Societies			
Objective A: Knowing & Understanding	Objective B: Investigating	Objective C: Communicating	Objective D: Thinking Critically
i. use a wide range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.	i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record appropriate, varied and relevant information iv. evaluate the process and results of the investigation.	i. communicate information and ideas effectively using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention.	i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid, well-supported arguments iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations iv. interpret different perspectives and their implications.

Materials and Resources:

Student 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

- Q:1 “ The Power Of Communication : WW1 “Virtual Unit.”
- Q:2 “Interdisciplinary Political Systems & Dictators
- Q:3 “WW2 and its Global Ramifications.”
- Q:4 “Cold war: A Bipolar War”.

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:

- Tasks
- 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.

Contact Information:

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(برنامج الصفوف المتوسطة - السنة الخامسة -) الصف العاشر
المادة / الدراسات الاجتماعية
للعام الدراسي 2020 / 2021م



وصف المحتوى :

مادة الاجتماعيات تعجُّ 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،متسائلون،مهتمون،ذوو معرفة،منزنون،مفكرون،متواصلون،مجازفون،متفتِّحون عقلياً،ذوو مبدأ ، والتي تعد رافداً من روافد صقل شخصية أبنائنا الطلاب، والتي تتماشى 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 بتشجيع وتمكين الطلاب من تطوير
- 1- العقل المتسائل
 - 2- المهارات اللازمة لدراسة مقالة من الاجتماعيات
 - 3- تقدير وتفهيم الثقافات والأشخاص والأحداث في الأماكن المختلفة والعصور المختلفة
 - 4- الفهم والتفاعل المتبادل بين الأفراد والمجتمعات والبيئات المختلفة
 - 5- فهم أسباب وعواقب التغيير من خلال العمليات والإجراءات المادية والبشرية
 - 6- فهم القضايا الإنسانية المعاصرة
 - 7- الوعي من جدوى التواصل مع علوم أخرى
 - 8- أن يستمتع بدراسة الاجتماعيات في مستقبله

أهداف برنامج الصفوف الوسطى للبكالوريا الدولية – الصف العاشر – 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 • عرض المعرفة والفهم لمحتوى ومفاهيم المواد الدراسية من خلال تقديم الوصف والتفسيرات والأمثلة المتطورة معرفة والفهم 	<p>يجب أن يكون بوسع الطلاب :</p> <ul style="list-style-type: none"> • صياغة سؤال بحث واضح ومركّز • وضع خطة عمل والسير عليها للبحث والتقصّي في سؤال البحث • استخدام الطرق استخداماً دقيقاً لجمع وتسجيل المعلومات المتناغمة مع سؤال البحث • تناول سؤال البحث بفعالية 	<p>وفي نهاية المساق الدراسي، يجب أن يكون بوسع الطلاب :</p> <ul style="list-style-type: none"> • تحليل المفاهيم والأحداث والقضايا والنماذج والحُجج • تحليل وتقييم مجموعة من المصادر من حيث أصلها والغرض منها، مع إدراك القيم والحدود والقيود • تفسير وجهات النظر المختلفة وانعكاساتها • تركيب المعلومات للتوصل إلى حُجج سليمة مدعومة جيداً 	<p>وفي نهاية المساق الدراسي، يجب أن يكون بوسع الطلاب :</p> <ul style="list-style-type: none"> • إيصال المعلومات والأفكار باستخدام الأسلوب الذي يُناسب الجمهور والغرض • ترتيب المعلومات والأفكار بطريقة تناسب الشكل المُحدّد • توثيق مصادر المعلومات باستخدام نظام توثيق معروف

الموارد والمصادر:

1- كتاب الدراسات الاجتماعية والوطنية / للصف الأول الثانوي للمدارس السعودية في الخارج

5- الشبكة العنكبوتية .

عناوين وحدات الدراسة

قضية فلسطين

- الموقع والجغرافيا

الحركة الصهيونية والانتداب البريطاني

الموقع العربي من الكيان الصهيوني

معايير التقييم

يكون التقييم وفقا للمعايير التالية / وبطرق 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 والفهم	8
B	الاستقصاء	8
C	التواصل	8
D	التفكير الناقد	8

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 عن 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 وتسليمها 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- للطالب الحق في الاستفسار عن أي معلومة لم يفهمها بطريقة مؤدبة وهادئة.

للتواصل:

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- الأستاذ محمد العمري: البريد الإلكتروني malamri@alsschools.com

وفق الله الجميع لما يحب و يرضى

(برنامج الصفوف المتوسطة - السنة الخامسة -) الصف العاشر

المادة / الدراسات الإسلامية

للعام الدراسي 2021/2020

وصف المحتوى :

مادة التربية الإسلامية تحفل بالموضوعات الشيقة والزخرة 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،منقثون 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 ترحي للطالب كيفية إحداث التغيير من تربة التعليم :
- 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 الخامسة

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 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 الأول الثانوي للمدارس السعودية في الخارج
- كتب الحديث الستة , صحيح البخاريو مسلم وسنن 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 :كيف نفهم القرآن الكريم
- الوحدة الثانية : أحاسنكم أخلاقاً
- . الوحدة الثالثة :كن حريصاً على سلامة المنهج لا منهج السلامة
- . الوحدة الرابعة :الحدود الإسلامية

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

مبادئ وقوانين 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 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 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 أو البحث من زملائه فإنه لن يحصل على درجة الواجب.

10- للطالب الحق في الاستفسار عن أي معلومة لم يفهمها بطريقة مؤدبة وهادئة.

للتواصل:

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

MYP 5 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 10 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. Explain physical health education factual, procedural and conceptual knowledge ii. Apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations iii. Apply physical and health terminology effectively to communicate understanding.	i. Design, explain and justify plans to improve physical performance and health ii. Analyse and evaluate the effectiveness of a plan based on the outcome.	i. Demonstrate and apply a range of skills and techniques effectively ii. Demonstrate and apply a range of strategies and movement concepts iii. Analyse and apply information to perform effectively.	i. Explain and demonstrate strategies to enhance interpersonal skills ii. Develop goals and apply strategies to enhance performance iii. Analyse 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 on presentation skills, teamwork, 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 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 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, 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.

Maximum: 8

Criterion A: Knowing and 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

- 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

- 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

- 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 5 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 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 10 Visual Art			
Objective A: Knowing and Understanding	Objective B: Developing Skills	Objective C: Thinking Creatively	Objective D: Responding
i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology ii. demonstrate an understanding of the role of the art form in original or displaced contexts iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating 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. develop a feasible, clear, imaginative and coherent artistic intention ii. demonstrate a range and depth of creative-thinking behaviours iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.	i. construct meaning and transfer learning to new settings ii. create an artistic response that intends to reflect or impact on the world around them iii. critique the artwork of self and others.

Materials and Resources

- 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

Units of Study

1. Art History Series.
2. Techniques of Sculpture.

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

Criterion A: Knowing and understanding:

It will be class assignments in order of students' understanding of the art form has studied during the unit.

Criterion B: Developing Skills:

Final summative assessment. Create an artwork and it should depict the acquisition and development of the skills they have taught in the unit.

Criterion C: Thinking Creatively:

It will be assessed while the student shows his ability to use his imagination to make some changes to the original artwork. The artwork must depict creative-thinking in using the materials.

Criterion D: Responding:

This will be assessed using the method of art criticism, where the student will critique his art using the four methods of criticism.

Classroom Expectations

- Students are expected to come to class prepared to work, create and collaborate.
- Students are expected to be engaged and on task,
- Clean up after themselves as well as help organize and maintain classroom supplies,
- Bring art materials and visual arts journal to each class.

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MYP 5 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 10 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 for a specified client/target audience	I. Develop a design specification, which clearly states the success criteria for the design of a solution	I. Construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution	I. Design detailed and relevant testing methods, which generate data, to measure the success of the solution
II. Identify and prioritize the primary and secondary research needed to develop a solution to the problem	II. Develop a range of feasible design ideas, which can be correctly interpreted by others	II. Demonstrate excellent technical skills when making the solution	II. Critically evaluate the success of the solution against the design specification
III. Analyze a range of existing products that	III. Present the chosen design and justify its selection		

inspire a solution to the problem IV. Develop a detailed design brief, which summarizes the analysis of relevant research.	IV. Develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.	III. Follow the plan to create the solution, which functions as intended IV. Fully justify changes made to the chosen design and plan when making the solution V. Present the solution as a whole.	III. Explain how the solution could be improved IV. Explain the impact of the solution on the client/ target audience.
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Materials and Resources

- 🔗 Reference book: “Information Systems for you”
- 🔗 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
● Spreadsheet intermediate level
● Hardware, software and networks
● Database intermediate level
● Introduction to Python

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 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 schools 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.

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