

IB MIDDLE YEARS PROGRAMME

CURRICULUM GUIDE

FOR 11 TO 16 YEARS



International
School of London
Qatar

2020
2021



International
School of London
Qatar

INTERNATIONAL BACCALAUREATE

MIDDLE YEARS PROGRAMME CURRICULUM GUIDE

CONTENTS

Message from the Head of Secondary and MYP Coordinator

Mission Statements

The IB Learner Profile

MYP Overview

Fundamental Concepts

The Structure of the MYP

Global Contexts

Approaches to Learning

Global Citizenship and Community Action

Language Learning at ISL Qatar

Learning 3 languages at ISL Qatar

Mother Tongue Programme

English Language Support

MYP Subject Groups

Group 1: Language and Literature (English, French, Spanish, Arabic)

Group 2: Language Acquisition (Arabic, French, Spanish)

Group 3: Individuals and Societies

Group 4: Sciences

Group 5: Mathematics

Group 6: Performing Arts, Visual Arts

Group 7: Design

Group 8: Physical and Health Education (PHE)

The Projects

Islamic Studies

Genius Hour

Homeroom

Library Services and Academic Integrity

Principles of Evidence for Learning (MYP Assessment)

Subject Grade Boundaries and Final Grades

Grade Descriptors

Entry into the IB Diploma Programme

Student Learning Support

Contact Details

Glossary

Dear Parents,

The ISL Qatar MYP Curriculum Guide, 2020-2021 is intended to provide you with an overview of the curriculum and learning opportunities available at the International School of London, Qatar over the five years of the IB Middle Years Programme (MYP).

The years of the MYP, from Grades 6 through 10, are a critical period in the development of young people, and their success in school is related closely to their personal, social and emotional well-being. At a time when students are establishing identity and building self-esteem, the MYP provides an established framework that can motivate students and help them to achieve success. The MYP compliments the school's commitment to the IB Diploma and ISL Qatar High School Diploma in Grades 11 and 12. The Primary Years Programme (PYP) is undertaken by students from the Early Childhood years to Grade 5 and students move from one programme to the next without any gap years. With its broad and balanced curriculum, the MYP allows students to build on personal strengths and to embrace the challenges in a variety of subjects. The students have opportunities to develop their potential, to explore their own learning preferences, to take appropriate and well-considered risks and to reflect on and develop a strong sense of personal identity.

This curriculum guide is a response to many questions raised by parents regarding the principles and practice of the MYP. It aims to provide a concise, accessible overview of the unique features of the MYP and indicates current practice in the school's assessment and reporting procedures.

I encourage you, as parents, to read this guide alongside other relevant school-generated guides and policies such as those listed below, and to consult it regularly. The ultimate aim of both the school and the MYP is to help students prepare for life.

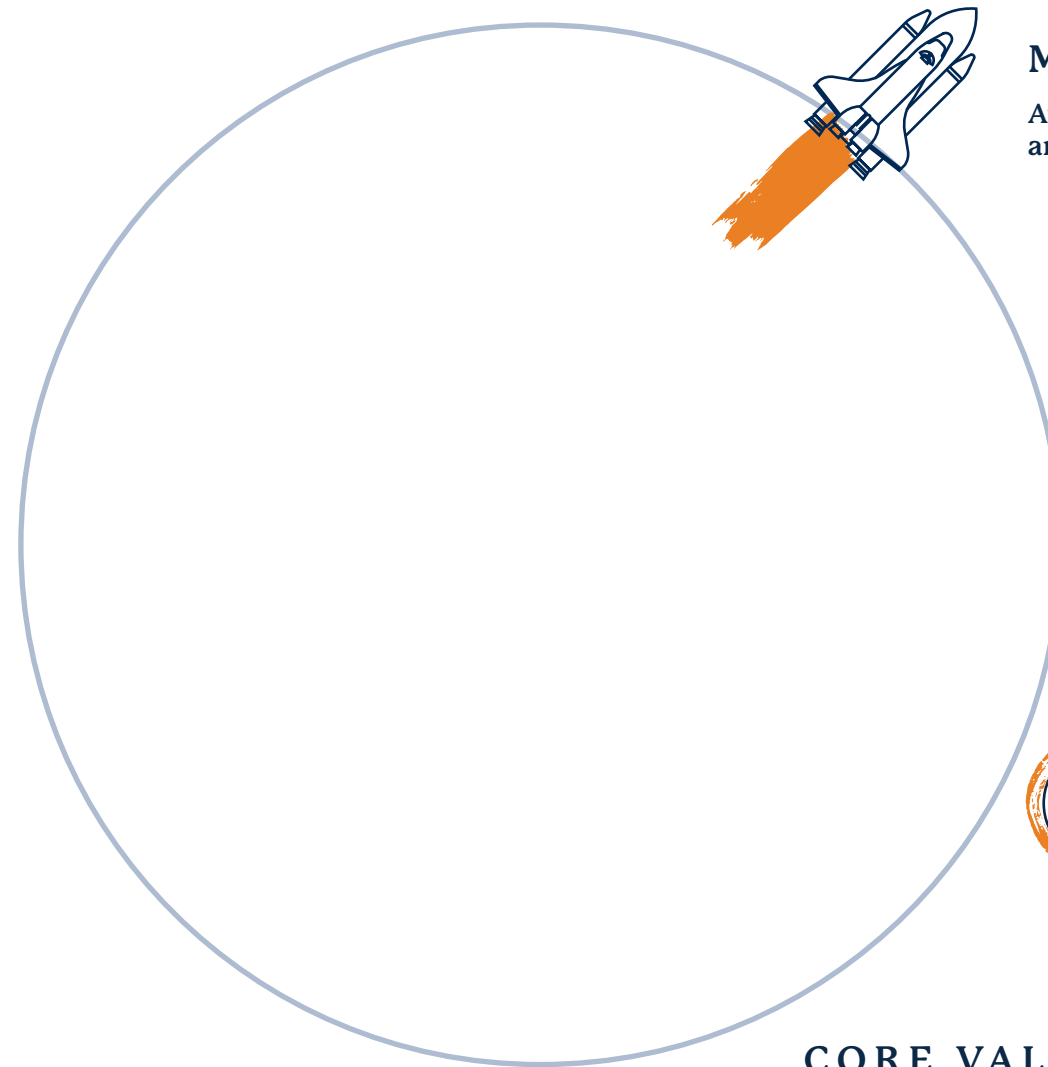
ISL Qatar Website
ISL Qatar Parent Handbook
Academic Integrity Policy

Should you have any further questions regarding the IB MYP, kindly contact the MYP Coordinator, via email: talmassarweh@islqatar.org or by telephone: 4433-8600.

Sincerely,

Secondary Leadership Team

MISSION AND VALUES STATEMENT



MISSION

At ISL Qatar, we believe in our students' ability to build a bright future, and that our purpose for being here should guide everything that we do.



WHY

We are committed to developing a passion for life and learning that leads to the betterment of the world in which we live.



HOW

We aim to foster creativity, integrity and resilience, founded on respect for self, for others and for the environment.



WHAT

We strive to maintain a diverse community of learners that promotes, nurtures and celebrates individual growth, talent and mastery within a culture of collaboration.

CORE VALUES

The core values at the International School of London are: **Diversity, Understanding, Identity, and Passion.**



DIVERSITY



UNDERSTANDING



IDENTITY



PASSION

The ISL education philosophy is based on the following core values and applies to our students, and teaching and administrative staff:

- A commitment to the acquisition of knowledge and the achievement of personal potential.
- The pursuit of excellence in all areas of activity and effort.
- Respect of self and others including the recognition of the uniqueness of each individual.
- Social and civic responsibility which seeks to explore and promote the common good and values, social justice, cultural diversity, and the emotional and physical well-being of others.
- Concern and respect for the natural and cultural environment.
- Treating all members of the community with respect, honesty, and integrity.



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

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.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



MYP Overview

The Middle Years Programme (MYP) is a coherent and comprehensive curriculum framework that provides academic challenge and develops life skills for students between the ages of 11 and 16, our secondary grades 6-10. As part of the IB's continuum of international education, the MYP naturally follows the Primary Years Programme (PYP) and can serve as excellent preparation for the Diploma Programme (DP). The MYP, originally developed by the International Schools Association, is a purpose-built programme that is taught and implemented world-wide. It offers students opportunities to develop their potential, to explore their own learning preferences, to take appropriate risks, and to reflect on and develop a strong sense of personal identity.

The MYP offers an approach to teaching and learning which empowers students aged 11-16 to develop the knowledge, skills, attitudes and personal qualities they need to participate effectively in life in the twenty-first century. The concept of balance is fundamental to the programme in a number of ways.

The programme provides learning in a broad base of disciplines to ensure that students acquire the knowledge and skills necessary to prepare for the future.

The course objectives include skills and processes as well as concepts. The aim is to ensure that students are not only knowledgeable about the subject areas studied, but also develop a genuine understanding of principles and an ability to apply these

in unfamiliar contexts, in preparation for further learning.

The MYP promotes the principle of concurrent learning, whereby students study a balanced curriculum each year. As students mature and develop thinking skills, they explore the disciplines with increasing depth and realise how they are linked to each other and to global issues. In G9 and G10, subjects are studied to a deeper level than previously, in preparation for the Diploma programme offered in the final two years. A variety of teaching and learning methodologies are used to promote a climate in which students discover how they learn best in different contexts.

The development of the whole child is emphasised: affective, cognitive, creative and physical. Successful implementation of the programme has been and will continue to be underpinned by curriculum development, the provision of the requisite resources and teacher in-service training and professional development.

The programme also encourages a balance between formative and summative assessment, using a range of activities within the units of inquiry to allow students to use and demonstrate a full range of skills. Assessment strategies employed by ISL Qatar teachers include teacher-led assessment, group and/or peer evaluation, student portfolios, orals and student self-assessment, in addition to formal testing and examinations.

The IB MYP Philosophy

From its beginning, the development of the MYP has been guided by three principles that have special currency for middle years' learners, and are inspired by the IB mission. These three guiding principles, known as the three fundamental concepts, provided a strong foundation on which to build the programme. Holistic learning, communication and intercultural awareness are all part of the IB learner profile, seen especially in the attributes of 'balanced', 'communicators' and 'open-minded'.

HOLISTIC LEARNING

The MYP seeks to increase a student's awareness and understanding of both the separate identities of the various disciplines and their inter-relatedness. There are six learning contexts in the MYP for developing links between the disciplines so that students will learn to see knowledge as an interrelated whole. Through their application, students realise that most real-world problems require insights gained from a variety of disciplines; develop the skills of inquiry; and understand the similarities and differences between different approaches to human knowledge.

COMMUNICATION

The MYP stresses the central importance of communication, verbal and non-verbal, as a vehicle to realise the aims of the programme. Effective written and oral expression enables the young person both to fit successfully into society by communicating with others and to build his or her own personality through structural thinking. Students are required to develop at least two languages within the MYP, normally their first language and a second language. Students do have the option of studying a third language, if possible. Currently MYP Mother Tongue languages include: Arabic, Dutch, French, German, Greek, Italian, Japanese, Portuguese, Russian, Spanish, Swedish, and Turkish depending on demand. English Language Support (ELS) is provided by a specialist team throughout the MYP years, both as in-class or on request small-group support or a combination of both, as appropriate.

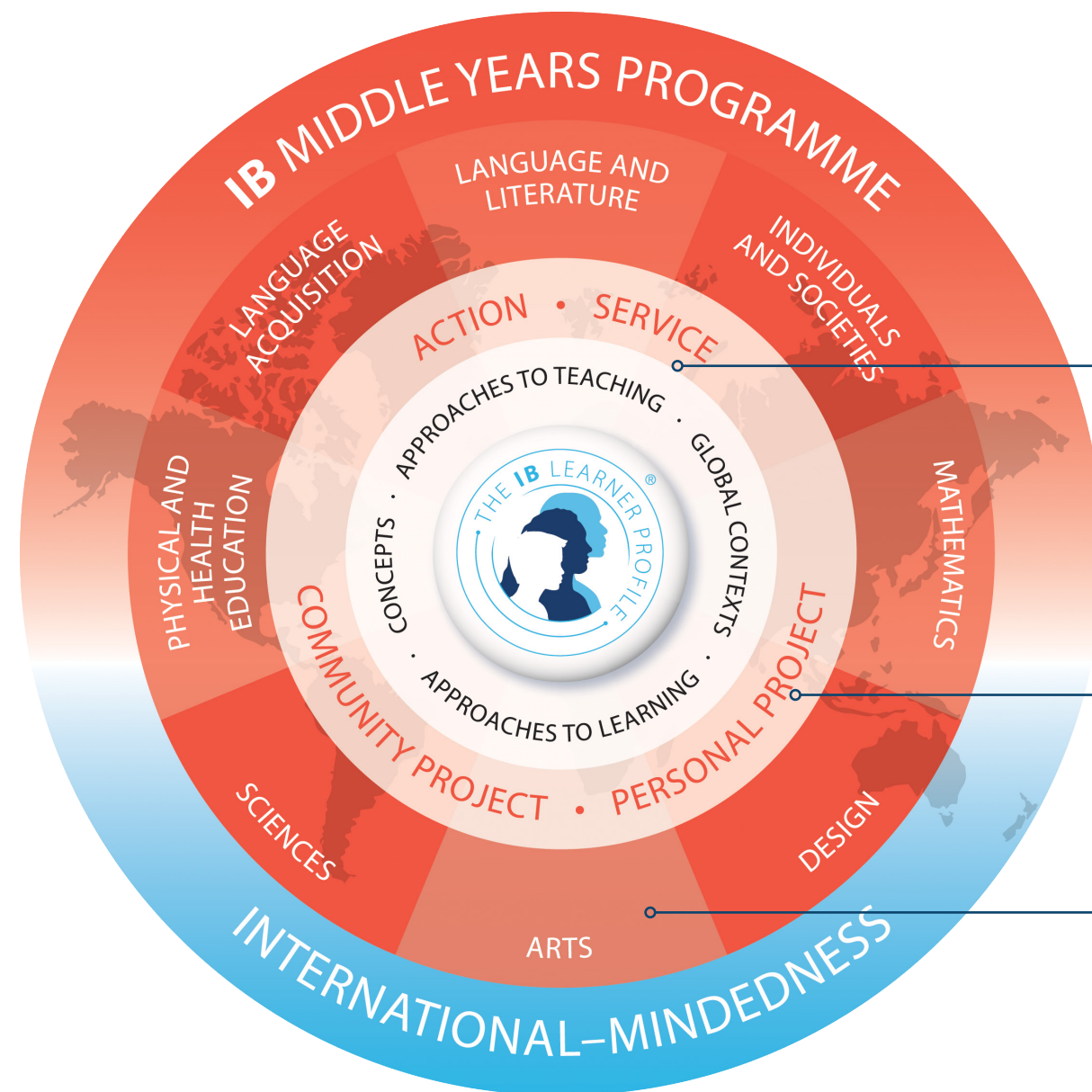
INTERCULTURAL AWARENESS

The concept of intercultural awareness is concerned with developing students' attitudes, knowledge and skills as they learn about their own and others' social and national cultures. It not only fosters tolerance and respect, but also leads to empathy and understanding.



The Structure of the MYP

The MYP is an innovative concept-driven curriculum which weaves together subject disciplines, cross-curricular themes and an emphasis on citizenship and personal development. It is shown in the model below:



FIRST RING

The **first ring** around the student at the centre describes the features of the programme that helps students develop disciplinary (and interdisciplinary) understanding:

- Approaches to learning (ATL) – demonstrating a commitment to approaches to learning is a key component of the MYP for developing skills for learning. The pursuit of excellence in all areas of activity and effort.
- Approaches to teaching – emphasising MYP pedagogy, including collaborative learning through inquiry.
- Concepts – highlighting a concept-driven curriculum.
- Global contexts – showing how learning best takes place in context.

SECOND RING

The **second ring** describes some important outcomes of the programme:

- Inquiry based learning may result in student-initiated action, which may involve service within the community.
- The MYP culminates in the Personal Project (for students in MYP5/Grade 10)

THIRD RING

The third ring describes the MYP's broad and balanced curriculum:

- The MYP organizes teaching and learning through eight subject groups: language and literature; language acquisition; individual and societies (humanities/global perspectives); sciences; mathematics; the arts; physical and health education; and design. The MYP culminates in the Personal Project (for students in MYP5/Grade 10).
- The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP.

Global Context

Teaching and learning in the MYP involves understanding of both key and related concepts within a global context. Learning that occurs outside of a context is often shallow and short term in character. The six learning contexts, used by all IB world schools, are designed to foster an awareness of the individual's role in, and engagement within, an increasingly interconnected and complex global society.

IDENTITIES AND RELATIONSHIPS

Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

ORIENTATION IN SPACE AND TIME

Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.

PERSONAL AND CULTURAL EXPRESSION

Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

SCIENTIFIC AND TECHNICAL INNOVATION

Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

GLOBALIZATION AND SUSTAINABILITY

Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.

FAIRNESS AND DEVELOPMENT

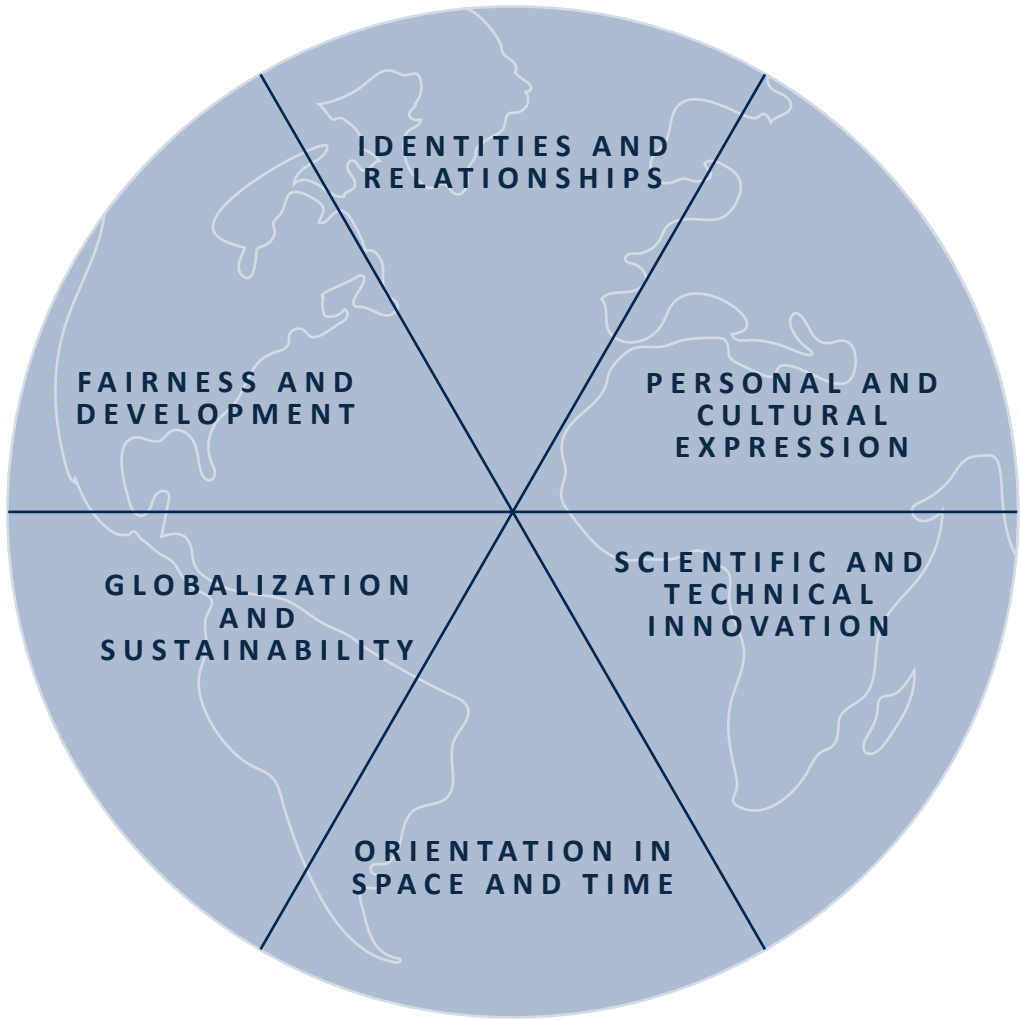
Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

When teachers select a global context for learning, they are answering the following questions:

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this area of learning?

The six MYP global contexts (as shown in the diagram) inspire explorations of our common humanity and shared guardianship of the planet. They invite students to reflect on local, national and global communities in addition to the real-life issues and concerns of 11 to 16 year old students. For each MYP unit of inquiry, teachers identify one global context that establishes a focus for meaningful teaching and learning in a programme of international

education. Over the course of their study, students will encounter all six global contexts. These contexts provide the common point of entry for inquiries into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement.



Inquiring into subject content through a context enables students to develop a deeper understanding of both the subject and its application in the real world. Repeated cycles of inquiry, action and reflection can lead students from academic knowledge towards practical understanding, developing positive attitudes towards learning as well as a sense of personal and social responsibility.

In the final year of the programme, the global contexts are assessed through the Personal Project, a component that is completed by all G10 students.

Approaches to Learning (ATL)

In all IB programmes, approaches to learning is concerned with the development of effective attitudes, strategies and skills that will result in critical, coherent and independent thought and the capacity for problem-solving and decision-making. Central to this is ‘learning how to learn’ and developing an awareness of thought processes and their strategic use.

There are TEN approaches to learning clusters and these are explained in the table below:

COMMUNICATION	I. COMMUNICATION SKILLS	
	Exchanging thoughts, messages and information effectively through interaction.	How can students communicate through interaction?
SOCIAL	II. COLLABORATION SKILLS	
	Managing time and tasks effectively.	How can students collaborate?
SELF-MANAGEMENT	III. ORGANIZATION SKILLS	
	Working effectively with others	How can students demonstrate organization skills?
	IV. AFFECTIVE SKILLS	
	Managing state of mind: <ul style="list-style-type: none">• Mindfulness• Perseverance• Emotional management• Self-motivation• Resilience	How can students manage their own state of mind?
	V. REFLECTION SKILLS	
	(Re) considering the process of learning; choosing and using ATL skills.	How can students be reflective?

RESEARCH	VI. INFORMATION LITERACY SKILLS	
	Finding, interpreting, judging and creating information.	How can students demonstrate information literacy?
THINKING	VII. MEDIA LITERACY SKILLS	
	Interacting with media to use and create ideas and information.	How can students demonstrate media literacy?
	VIII. CRITICAL THINKING SKILLS	
	Analysing and evaluating issues and ideas.	How can students think critically?
	IX. CREATIVE THINKING SKILLS	
	Generating novel ideas and considering new perspectives.	How can students be creative?
	X. TRANSFER SKILLS	
	Using skills and knowledge in multiple contexts.	How can students transfer skills and knowledge across disciplines and subject groups?

Every MYP unit of inquiry identifies ATL skills that students will develop through their inquiry and demonstrate in the formative (if applicable) and summative assessment(s). Many ATL skills directly support the attainment of subject-group objectives and relate to the attributes of the Learner Profile.

Global Citizenship & Community Action

The Global Citizenship and Community Action (GCCA) programme aims to create, promote and implement service activities that guide students to become global citizens. The programme has the objective of encouraging students, from an early age, to care and act accordingly towards their immediate community and to extend these attitudes towards the global community. It also aims to empower students to be contributors to the welfare of the community by taking ownership of concrete activities and actions.



In order to accomplish its objectives, the programme promotes service activities that lead to students responding to the needs of others in their immediate and not-so-immediate community. The involvement starts with age appropriate service activities, and builds up to action that train students as leaders.

While service action is part of the MYP unit-planning process, it extends beyond the classroom, requiring students to participate in their communities. The emphasis is on developing community awareness and concern, a sense of responsible citizenship in the community through active learning and the skills needed to make an effective contribution in the wider community. School excursions are a way of integrating students into the community and our host country; and provide real-world contexts for learning that are at the centre of MYP pedagogy. For these reasons, student participation in all school field trips is a required component of the academic programme.

All MYP students are required to participate in community, service or community or service-based activities. They should be able to show personal initiative through their choices and are required to complete their reflections through ManageBac, the school's online portfolio system.

The GCCA Coordinator, together with the Homeroom Teacher, monitors the progress and commitment of each student to the programme. The GCCA Coordinator publishes and promotes various activities throughout the year and these are advertised in the newsletter, on the Community and Service display board and at student assemblies. Service Action is a requirement for IB MYP graduation and is continued in, and throughout, the IB Diploma Programme. MYP students should, through their engagement with service as action:

- become more aware of their own strengths and areas for growth;
- undertake challenges that develop new skills;
- discuss, evaluation and plan student-initiated activities;
- persevere in action;
- work collaboratively with others;
- develop international-mindedness through global engagement;
- consider the ethical implications of their actions.

Fulfilment of the school's expectations for participation in the GCCA programme is a requirement of the ISL Qatar Certificate of Participation.

Language Learning at ISL Qatar

LEARNING 3 LANGUAGES AT ISL QATAR

Grade 6 to 10

To meet the requirements of the MYP, a student must follow at least two languages and one of these must be a language and literature course. However, at ISL Qatar, you are able to study three languages:

1. English
 2. One or two Language Acquisition courses: Arabic, French or Spanish.
 3. To study a language programme in your Mother Tongue. Currently, the school offers MT courses in Arabic, Dutch, French, German, Greek, Italian, Portuguese, Russian, Spanish, Swedish and Turkish.
- If you study Mother Tongue Arabic, you are required to take an Additional Arabic enrichment course, designed to support your understanding of Arabic culture, history and society. As an IB school, our goal is to celebrate the host country culture by taking advantage of all the richness that the region has to offer.

MOTHER TONGUE LANGUAGE PROGRAMME

MYP MOTHER TONGUE LANGUAGE AND LITERATURE *(First Languages Other than English and Arabic)*

Grade 6

Our Grade 6 Mother Tongue programme gives you the opportunity to meet the MYP language and literature objectives at the highest level. Our balanced curriculum includes diverse works that will broaden your experience and perspectives, and encourage increased intercultural understanding through the study of a rich variety of cultures, historical periods and places; a balance of genres; and a range of different text types and concepts. In MYP 1, you will begin a unit on traditional short stories and fairy tales that looks at the concept of 'culture', exploring how mythical figures from our childhood can transmit cultural messages and affect social change. The second unit of inquiry will look at the concept of 'perspective' through a study of drama; and you will explore how different perspectives lead to multiple presentations and interpretations. Throughout these two units, we establish the groundwork for literary analysis. As the year continues, you will be invited to apply your analytical skills to poetry and opinion-editorial writing through annotation, Socratic-circle discussions and in-class presentation activities. We will also address vocabulary building, grammar concepts, together with an exploration of a variety of writing forms with increased emphasis on literary analysis.

MYP MOTHER TONGUE LANGUAGE AND LITERATURE *First Languages Other than English and Arabic)*

Grade 7 and Grade 8

This two-year course provides you with the skills to respond to a variety of texts; to develop a critical approach to literature and non-literary texts from different cultures; to communicate formally and appropriately in var-

ious situations; and to learn to develop your own voice in both the oral and the written form. By emphasizing the process of producing poetry, stories, essays, novels and dramatic scenes, you will gain insight and mastery into how your own use of language and expression shapes how others view you; and how this might be applied to real-world contexts.

In the first year, you will begin a unit on chivalry romance that looks at the concept of ‘culture’, exploring how this literary genre leads to understanding the relationships and the interconnectedness between individuals and civilizations. The second unit of inquiry will look at the concept of ‘identity’ through the study of drama; and you will explore how cultural experiences that affect the development of who we are can be captured creatively through this genre. The next unit will explore the concept of ‘creativity’ through the genre of poetry; and it is here where you will explore how multiple interpretations and expressions of love can extend our creativity and appreciation of this genre.

In the second year, you will begin with a unit that focuses on the concept of relationships through novel study. The second unit of inquiry will deepen your understanding and appreciation of a work of drama through the study of a range of classical plays. The next unit will look at the concept of ‘time, place and space’ and through the freedom of expression, you will analyze a variety of poems related to the global contexts. We will also continue to address vocabulary building, grammar concepts and an exploration of various writing forms with further emphasis on literary analysis.

MYP MOTHER TONGUE LANGUAGE AND LITERATURE (First Languages Other than English and Arabic)

Grade 9 and Grade 10

Our Mother Tongue language course in MYP4 and MYP5 introduces the theories, skills and vocabulary needed to integrate successfully into the International Baccalaureate Diploma Programme (DP) beginning in DP year 1.

You will refine your reading comprehension and analytical skills through the study of fiction, poetry, drama, and informational texts. You will further explore the techniques of writing literary essays and commentaries; and will work to develop ideas, voice, word choice, fluency, and organization in your writing while applying conventions of your mother tongue language.

In the first year, you will begin a unit that looks at the concept of ‘identity and relationships’, exploring how personal experiences that impact the development of our relationships can be expressed artistically through the novels of realism. The second unit of inquiry will look at the concept of ‘culture’ through the dramatic work; and you will explore how exploring culture through the drama genre can inspire self-expression and produce literary work that reflects beauty and creation. In the next unit, you will explore elements of travel writing and analysis of travel brochures and advertisements.

During the second year, you will start with a unit that looks at the concept of ‘identity’ and you will learn how fictional characters can mirror our own personalities; help us to better know our strengths and weaknesses; and lead us to explore a range of emotions and issues. The first unit will be followed by a unit that looks at the concept of ‘culture’ through studying a novel; and in this way, you will learn the role of historical novels in reflecting a community’s culture and its traditions. You will also study a unit that looks at the concept of ‘perspective’ through which you will be able to examine the impact of the press articles in shaping our opinions and thoughts.



The final unit in MYP5 focuses on the concept of ‘communication’; when you will explore a range of argumentative and persuasive techniques used by the writer to make an impact on the reader through reading and analysing a variety of articles and argumentative essays.

ENGLISH LANGUAGE SUPPORT (ELS)

Grades 6 to 9

In an inclusive environment, students are immediately welcomed at ISL Qatar to become successful members of the whole school, as they have the opportunity to share their mother tongue, values and rich experiences from their own social and cultural backgrounds at the same time as learning English.

ISL Qatar offers a research-based, highly effective English Language Support (ELS) programme for those of you who are new to learning in English or continue to benefit from English language support. The ELS department uses a range of assessments to determine placement in, and exit from, the ELS programme.

In ELS classes, you will focus on improving the four English language skills i.e., speaking, listening, reading and writing, so that you may access the curriculum fully. This will be achieved through such ATL skills as self-management, communication, research, thinking and social. Those of you placed in the ELS programme, will receive in-class support (Tier 3) where your ELS teachers will be working alongside class teachers to plan, teach and assess your continued understanding of each subject within the MYP. You will also receive specialized out-of-class support from the ELS teachers on a regular basis. These lessons include content that is language-focused and vocabulary-rich, with focus on language-heavy subjects such as Science, and Individuals and Societies, enabling you to access all curriculum areas and develop your confidence.

With the aim of developing 21st-century skills, you will be taught to use a variety of online language learning tools such as Newsela, Flocabulary and Quizlet. Examples of events and projects include the Students as Teachers, where you will use your communication and presentation skills in order to improve your knowledge of English, and the ELS Magazine, a student-directed project where you will share your creativity and language-learning experiences with the whole school community.

MYP Subject Group

GROUP 1: LANGUAGE AND LITERATURE (English, French, Spanish, Arabic)

MYP ENGLISH LANGUAGE AND LITERATURE (LL)

Grade 6

This course promises to offer you exciting experiences and challenges. This is a transition year from the Primary Years Programme (PYP) into the Middle Years Programme (MYP). We initially focus on building our understanding of the Statement of Inquiry and how it is used to guide our inquiry. We look to build our understanding of both key and related concepts and how they inform our learning. Throughout the year, you will continue to develop an understanding of how your assignments are assessed by use of the four MYP Language and Literature assessment criteria. You will do this by learning how to assess both yourself and your peers using task-specific rubrics. We will also concentrate on how we can use our Approaches to Learning (ATL) skills to progress in our learning. You will learn all of the above by unleashing your creative and investigative minds through various stories and poems. The units are designed for you to develop your analytical reading and response skills; story writing skills, at the same time as developing your use of language, and skills of grammar.

MYP LANGUAGE AND LITERATURE (ENGLISH)

Grade 7

This course is designed to consolidate your learning through inquiry, using the statements of inquiry and key and related concepts. You will continue to build your understanding of the Language and Learning assessment criteria through self- and peer-assessment as you continue the journey to become a life-long learner. You will be introduced to the world of non-fiction and given the opportunity to study biographies, autobiographies and memoirs. You will then learn about critical media literacy and persuasion through a unit that focuses on advertising. You will be transported into the world of science fiction and dystopia, where you will study the conventions of the genre and invited to create your own imaginary science fiction world, using the writing skills that you would have developed. Our Hiroshima unit combines Language and Literature with elements of Humanities such as aspects of World War II, where you will investigate the human impact of the Atomic Bomb on the Japanese cities of Hiroshima and Nagasaki.

Later in the year, you will be invited to share your passion for reading through the creation, and display, of a multimedia presentation at a year-group book fair to which the larger ISL community will be invited.

MYP LANGUAGE AND LITERATURE (ENGLISH)

Grade 8

In our third year of the MYP, you have now developed into confident Language and Literature learners. Throughout the year, you will continue to develop and ‘hone’ your analytical and creative skills. All of you will study the genres of horror and its subgenre, gothic; and fantasy, focusing on the monomyth or structure of the hero’s journey. You will also delve into the world of spoken word poetry, where you will study a variety of performance poems and poets. Looking at performance techniques, you will discuss both local and global issues and then take center stage and perform your very own spoken word poem, one that raises awareness or tackles an authentic, pertinent issue. Along with the study of fictional texts, you will also be given the opportunity to ‘dig deeper’ into the world of critical media literacy by analyzing bias within the media.

Later on in the year, you will, again, participate and take on more of a leadership role in a celebration of reading through the format of a creative book fair.

MYP LANGUAGE AND LITERATURE (ENGLISH)

Grade 9

This course offers new experiences and challenges as, together, we explore a range of literary and non-literary texts. You will be introduced to a variety of literary genres through which you will engage with, and evaluate, new concepts; develop your critical, creative and personal approaches to studying and analyzing literary and non-literary works; and explore the power and precision of language. You will be encouraged to express your understanding through rich discussions, formal commentaries, insightful essays, powerful presentations, and creative texts of your own. Texts, in the main, are selected for you by your teacher, but you will be invited to make a choice later in the year as to which of four – based on your research - Shakespeare dramas you would prefer to read. G9 units explore different forms of travel writing and its impact on the reader-traveller; applaud the creative and artistic choices faced by any director of Shakespeare; and analyse historical speeches in order to develop your understanding of the significance of some of the words that have shaken our world. You will, of course, receive ongoing feedback from your teacher and be asked to reflect on your learning throughout the course.

MYP LANGUAGE AND LITERATURE (ENGLISH)

Grade 10

This course focuses on developing your critical and creative thinking skills; and communication skills through the study, analysis, deconstruction and construction of various works. You will be introduced to a variety of text types including the work of Scott Fitzgerald; the poetry of Carol Ann Duffy, Elizabeth Bishop, Pablo Neruda, Charles Simic to name but a few; and dramatists such as Arthur Miller, J. B. Priestly and Tennessee Williams. You will explore the way in which a work is affected by the context in which they were created and the impact that each has on an audience within various contexts. You will also develop your understanding that through its use of language and ability to depict universal concerns, literature is a powerful tool that can serve as a voice for marginalized groups; connect people across time periods and cultures; and promote open-mindedness, empathy and compassion.

Alongside the prescribed works, a ‘free choice’ reading programme will require you to read independently.

MYP LANGUAGE AND LITERATURE (ARABIC)

Grade 6

يركّز المنهج الدّراسيّ في هذه المرحلة على تطوير مهارات الطّلاب القرائيّة والكتابيّة والتعبيريّة من خلال التركيز على مهارتيّ البحث والاستكشاف . ستتعرف في هذا المنهاج إلى حقوق الفرد وواجباته التي تشكّل العلاقات الإنسانيّة النّاجحة بها من خلال دراسة موضوع عن " حقوق الطفل وواجباته"، كما ستتعرّف إلى فنّ السيرة الذاتية من خلال دراسة السّيّر الغيريّة لبعض الشخصيات " ابن بطوطة - ومارتن لوثر كينغ"، وستنمي مهارتك الكتابيّة عن طريق التعرّف إلى فنّ المقالة وخصائص كتابة المقالة، وسيتمّ تنمية مهارة الكتابة أيضًا من خلال كتابة قصة مكتملة العناصر ، وكذلك تنمية مهارة التعبير الكتابي من خلال تصميم إعلان ، وتنمية مهارات البحث وكتابة بحث قصير عن موضوع معين.

ستتطور مهارات التحليل الشعري لديك من خلال تحليل بعض قصائد الشعر كقصيدة " النحلة الصديقة" لسليمان العيسى كي تتعرف الفرق بين الشعر والنثر وأنواع القصائد الشعرية المختلفة. ستدرس كذلك بعض القواعد النحوية واللغوية لتنمية المهارات المختلفة كالكتابة والإملاء والتحدث الشفهي.

MYP LANGUAGE AND LITERATURE (ARABIC)

Grade 7

يركّز المنهج الدّراسيّ في هذه المرحلة على تطوير مهارات الطّلاب الكتابية من خلال التّركيز على كتابة القصّة القصيرة، وكذلك توظيف الوصف والحوار في الكتابة. ستتعرف إلى أثر الأمثال الشّعبية على المجتمع من خلال قصّة " كيف أعادوك وهذا أثر فأسك"، مع تظّور مهارة التّحليل الأدبي من خلال قصّة عصا الجغرافيا، بالإضافة لتنمية مهارات البحث العلمي من خلال كتابة بحث علمي، مع التّركيز على بعض القواعد الوظيفية وتوظيفها في كتابة فقرات، وكذلك تظّوير مهارة الاستماع من خلال موضوعات الكتاب، مع تنمية القدرة على التّفكير التّقدي من خلال دروس القراءة في الكتاب المدرسي ومنها: هل تهدد الروبوتات الذّكية الجنس البشري، بالإضافة لدرس ظاهرة انتشار الألفاظ الأجنبية بين الشّباب. ستتعرف إلى الاختيارات الأسلوبية من حيث الأدوات اللغوية والأدبية والتعليق على النّصوص الأدبية مثل قصيدة " ورد الرّبيع" في الكتاب المدرسيّ.

MYP LANGUAGE AND LITERATURE (ARABIC)

Grade 8

يطوّر المنهج الدّراسيّ لهذا العام المهارات اللازمة للاستجابة الأدبية لمجموعة مختلفة من النّصوص الأدبيّة، وغير الأدبيّة . ستتطور لديك مهارات الكتابة والنقد، والمناظرة، والإقناع في التعبيرين الشفهي والكتابي. ستتعرّض لمختلف الفنون الأدبية من مقالة، ورسالة، ووصف، إلى فنّ الحكاية الخرافية، كما ستدرس نصوصاً شعريّة ونثرية، وستتطور لديك مهارات نشر النّيات، ومهارات التلخيص، ومهارات قراءة صورة. ستكتسب ثقافة عامة من النصوص التي ستعالجها، والأبحاث التي تجريها. من المحاور التي ستدرسها تلك المتعلقة بتأثير الإعلام والإعلان على الجمهور، ودور القصص الخرافية في توجيه رسائل سياسية واجتماعية غير مباشرة، وخطر التكنولوجيا، ودورها في حماية المعلومات، بالإضافة إلى قصائد وجدانية في حبّ الوطن، وأخرى في أهمية الوقت. ستتعرف هذه السنة الدراسية إلى مزيد من دروس البلاغة، بالإضافة إلى مختلف الأساليب النحوية التي ستفيدك في الكتابة، وتحليل أسلوب الكتاب في النصوص، وستكتسب مزيداً من المفردات والمترادفات والمخزون اللغويّ من النّصوص التي ستدرسها.

MYP LANGUAGE AND LITERATURE (ARABIC)

Grade 9

يركّز المنهج الدّراسيّ في هذه المرحلة على مهارات التّحليل، والتّفكير التّأمليّ النّاقد، كما يعمل على تطوير التواصل الفعّال، وذلك من خلال دراسة بعض الأعمال الأدبية المتنوعة وتحليلها ومحاكاتها والتي تناقش قضايا عالمية، كرواية رجال في الشمس لفسان كنفاني التي تناقش قضيّة البقاء للأفضل، حيث تتعرض من خلالها لموضوع الهجرة غير السّريعة من أجل التّغيير وتحقيق الأفضل، والعواقب والمتاعب المترتبة على ذلك، كما ستتعرض لبعض القصص القصيرة التي تعرض قضية احترام حقوق الطّفل وواجباته من أجل التّغيير في المجتمع، بالإضافة إلى إثراء مهارتي البحث والاطلاع من خلال الفوص في البحث عن نماذج لأدباء استطاعوا بأديهم وبراعاتهم أن ينيروا دروبنا، و ينقلوا ثقافات الشّعوب عن طريق التبادل والتفاعل الثقافي، كما ستتعرض أيضًا إلى دراسة بعض القصائد الشعريّة وتحليلها، والتي ترسّخ فكرة الترابط بين أبناء الوطن ومؤسساته، والتي من خلالها يتحقق الأمن والاستقرار والتقدم .

من خلال تعرّضك لهذه الأعمال الأدبية والقضايا العالمية سوف تُثَمّي مهاراتك الكتابية وقدراتك على عرض الأفكار والقضايا بعمق وتوسع، كما ستثري مخزونك اللّغوي بمجموعة من المفاهيم المتنوعة المطروحة من خلال سياقات تخدم المعنى الهدف.

MYP LANGUAGE AND LITERATURE (ARABIC)

Grade 10

يركّز المنهج الدّراسيّ في هذه المرحلة على مهارات التفكير النقديّ والتواصل من خلال الدراسة والتحليل ، كما يركّز على محاكاة الأعمال الأدبية. ستتعرف إلى مختلف الفنون والأعمال الأدبية كالروايات المعروضة بقالب الرسائل كالعمل الأدبي ألزهايمر لغازي القصبي الذي يعالج قضايا المرض، كما ستتعرف إلى فن الرواية كما في رواية قنديل أم هاشم ليحيى حقي المتعلقة بمحور الصراع بين الشرق والغرب، والسيرة الذاتية كما في سيرة الأيام لطفه حسين، بالإضافة إلى عمل مترجم، وهو رواية مسيو إبراهيم وزهور القرآن، كما ستتطور مهارات التحليل الشعري لديك من خلال تحليل بعض قصائد أحمد شوقي، والتعمق في فهم أنواع الشعر ودلالات الروي والقافية . سوف تكتشف كيف أنّ اختيارات الكاتب لها أثر كبير على القراء، كما ستتعرف إلى قواعد المقارنة الموضوعية بين الأعمال الأدبية. من أهداف المنهج أن يطور مهاراتك الشفهية والكتابية لتتحدث عن القضايا المطروحة بسلاسة، بالإضافة إلى تطوير مهارات البحث بشكل متعمّق.

GROUP 2: LANGUAGE ACQUISITION

(Arabic, French and Spanish)

In the MYP, Language Acquisition is organized in 6 Phases ranging from those who have had no or little exposure to the language (Phase 1) up to proficiency as a fluent reader, writer, and speaker of the language (Phase 6). At the beginning of the year, the teachers determine which phases are suited to the cohort of students enrolled.

The purpose of this course is to develop your skills in Arabic/French/Spanish across all the four language domains: listening, speaking, reading, and writing. You will participate in various writing and speaking activities in order to learn a wide range of vocabulary, a variety of expressions, pronunciation techniques, and grammar concepts through the use of authentic material. The units are all designed to engage and inspire you. This is done by incorporating your personal experiences and interests.

Phases 1-2

This course is designed for those of you with little or no prior knowledge and exposure to the English language. The Phase 1-2 course will help you develop your linguistic ability of the English language in small, personalised learning groups. In order to expand your skills, you will be exposed to the language in many different ways. These include: audio, video, current news articles, songs and short stories. In order to engage you, this will be tailored to your personal interest allowing you to make connections more easily. Group discussions are encouraged for you to actively build on your communicative skills in an authentic setting. In addition to the personalised learning approach, technology is used to enhance engagement and learning.

Phases 3-4

This course is designed to help you continue developing your language skills. In addition, you will deepen and enhance your capacity to communicate effectively. During this course, you will continue to increase your proficiency in all skills: reading, writing, speaking and listening. Besides the exposure to language through audio, video, articles, poetry and prose, this course will expect you to take on a more student-centred learning environment by introducing more student presentations, role-play and group-work. Finally, more reflection-based activities will take place to deepen your learning and create feedback opportunities for both you, as a learner, and your teacher.

Phases 5-6

During this course, you will be exposed to a variety of literature in the form of plays, prose and poetry. These forms are used as a vehicle to deepen your receptive and productive skills. You will explore figurative language in spoken and written form. The Phase 5-6 course is the highest level of all Language Acquisition courses and, therefore, this level requires a strong command of the language. The Phase 5-6 course is a student-led course

integrating many opportunities for debate, role-play, presentations and discussions. In addition, student reflection takes on an integral role in this course to deepen and better your learning. When you have reached Phase 6, you will make the transition into a Language and Literature course.

ARABIC, FRENCH AND SPANISH ACQUISITION

The Language Acquisition programme allows you to develop your skills and to become an inquiring learner; it ensures you navigate the MYP framework with confidence using a concept-driven and assessment-focused approach to Arabic French and Spanish language, presented in global contexts. You will be able to develop conceptual understanding; to learn by asking questions and to understand how to extend your learning through research projects and interdisciplinary opportunities. You will be encouraged to think internationally with units of inquiry and concepts set in global contexts.

Phase 1

In Phase 1, you will begin a unit that looks at the concept of ‘culture’, exploring how our cultural identity can be revealed through the place where we live, the people around us and the relationships we establish. You will develop your communication skills by interacting on a range of written and spoken simple texts of personal and local interest using a wide range of vocabulary, and simple grammatical structures. The second unit of inquiry will look at the concept of ‘communication’ through which you will learn to communicate information and to describe the world around you using simple sentence structures and connectors. As the year continues, you are invited to apply the skills acquired to explore the concept of ‘creativity’ and learn how culture can be expressed through leisure. You will express your opinions, your likes and dislikes using a variety of structures, strategies and techniques. The final unit looks at the concept of ‘culture’ in which you will explore how the festivals and events that we celebrate, provide us with the opportunity to express and share our values and beliefs. You will be able to develop your communication skills by interacting on a range of texts of social and cultural events, with the support of spoken and visual texts in the target language.

Phase 2

In this phase, the course reinforces the basics of the Arabic, French and Spanish language to emergent learners. It encourages students to use the language effectively as a mean of communication and offers insight into the cultural characteristics of the Arab, Francophone and Hispanophone world while, at the same time, fostering curiosity and lifelong interest and enjoyment in language learning.

You will study a unit that looks at the concept of ‘connections’, exploring how education allows us to grow and offer us all different opportunities. At the end of this unit, you will be able to compare and contrast different school systems, to express your preferences and to promote your school. The second unit of the year will look at the concept of ‘culture’. In this unit, you are invited to explore how identity and culture can be reflected through culinary art. The third unit will look at the concept of ‘communication’ through which you will learn to explain, comment and argue on how innovative means of communication affect our daily lives. Later in the year, you will reflect on how our journey allows us to satisfy our curiosity and you will have the opportunity to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in written, spoken multimodal texts. We will also address vocabulary building, grammar concepts, together with an exploration of a variety of reading, writing, speaking and listening activities.

Phase 3

In Phase 3, you will be able to understand and respond to a variety of spoken and written texts. Your language proficiency will be such that you will be able to understand specific information, main ideas and most details presented in a range of spoken and written language. You will also be able to engage in conversation and write structured texts to express your ideas, opinions and experiences in a range of familiar and some unfamiliar situations and in a limited range of interpersonal and cultural contexts. You will also be able to speak and write in

different ways for different purposes and audiences and to think internationally with chapters and concepts set in global contexts.

In the first unit, you will consolidate your debatable skills in spoken and written forms by looking at the concept of ‘culture’ and exploring the challenges and opportunities of immigration. In the second unit, you will be encouraged to think critically, search and offer creative and innovative solutions for global environmental problems. Furthermore, you will be invited to develop your sense of responsibility towards global health issues and to consolidate your debatable and presentation skills. In our unit about “impacts of technology”, you will practice to structure your point of view, widen your reasoning, and support your evidence, resulting in planning and writing an argumentative essay. You will continue to increase your proficiency in all skills by exploring how communication enriches human relationships by introducing more student presentations, role-play and group-work.

Phase 4

In Phase 4, you will have the opportunity to develop your creative and critical thinking skills. You will begin by exploring the important elements of verbal and non-verbal communication. You will develop your understanding of this through conducting and analyzing a variety of different types of texts. You will engage in reflection to discover identity and reflect on significant social relationships and cultural experiences exploring journal writing and personal letters. In our unit about “impacts of technology”, you will practise to structure your point of view, widen your reasoning, and support your evidence, resulting in planning and writing an argumentative essay. You will continue to deepen your understanding of persuasive and argumentative language by exploring speeches, role-play and essays. You will also be given the opportunity to ‘dig deeper’ into the world of critical media literacy and to analyze and think creatively and critically about what is read and viewed, and to be aware of the diversity of opinions, attitudes and cultural references presented in written, spoken and multimodal texts. In your final unit of the year, you will practise reading comprehension and you will learn skim-and-scan techniques to deepen your understanding of authentic complex texts on global issues; you will learn to make connections, draw conclusions and infer meaning; you will identify explicit and implicit information (facts, opinions, messages and supporting details), analyze conventions and connections.

Phases 5 & 6

During this course, you will be exposed to a variety of literature in the form of plays, prose and poetry. These forms are used as a vehicle to deepen your receptive and productive skills. You will explore figurative language in spoken and written form. The Phase 5-6 course is the highest level of all Language Acquisition courses and, therefore, this level requires a strong command of the language. The Phase 5&6 course is a student-led course integrating many opportunities for debate, role-play, presentations and discussions. In addition, student reflection takes on an integral role in this course to deepen and better your learning. When you have reached Phase 6, you will make the transition into a Language and Literature course.

GROUP 3: INDIVIDUAL AND SOCIETIES

MYP INDIVIDUALS AND SOCIETIES

Grade 6

In this MYP course, you will be given an opportunity to learn more about the world in which we live. At the same time, you will be encouraged to develop further as inquirers. The course offers learning experiences intended to enable you to explore issues from a range of perspectives. You are encouraged to be open-minded and collaborative learners as you combine learning about the past with exploring the challenges which face the world today. All of you will develop critical and creative thinking skills as you learn more about being responsible global citizens. Learning in the Individuals and societies course also includes the development of written and oral communication skills as you are given the opportunity to demonstrate your learning by using a range of styles and formats. All students engage in regular opportunities for peer and self-reflection to promote the development of effective learning strategies which will support their future studies. Units of inquiry may include:

- a unit that explores the personal, community and global impact of food production over time.
- a unit that explores the changing nature of medicine and the impact of innovation on our local, regional and global communities.

You will also spend one lesson a week studying Qatar History. In these lessons, you will learn more about the history, culture and development of Qatar as well as develop further your understanding of the role of Qatar within the region and the wider global community. These lessons provide you with the opportunity to become more knowledgeable about the community in which you live, both its heritage and its contributions.

MYP INDIVIDUALS AND SOCIETIES

Grade 7

The second year of the MYP Individuals and societies course allows students to further develop their understanding of the connections between past and present. You will be given the opportunity to explore how our world has been shaped by a range of political, social and cultural changes. There will be opportunities for you to develop further important critical and creative thinking skills as you investigate the connection between local and global communities. You will investigate the short- and long-term consequences of change from a range of perspective and will be encouraged to be open-minded when exploring why different social groups may hold diverse views about the same event. You will continue to develop your communication, inquiry and reflection skills as you undertake a range of learning experiences. All of you will be encouraged to develop not only your skills, but also your international-mindedness as members of the global community. You will continue to use peer- and self-reflection activities to support your growth as learners. Units of inquiry may include:

- a unit that explores the impact of inequity on local, regional and global communities.
- a unit that explores the development of Qatar and its identity from local, regional and global perspectives.

You will also spend one lesson a week studying Qatar History. In these lessons, you will learn more about the history, culture and development of Qatar as well as develop further your understanding of the role of Qatar within the region and the wider global community. These lessons provide you with the opportunity to become more knowledgeable about the community in which you live, both its heritage and its contributions.

MYP INDIVIDUALS AND SOCIETIES

Grade 8

The third year of the MYP Individuals and societies continues to promote opportunities for you to investigate the world in which you live. You will be given the opportunity to explore contemporary global challenges while examining how you can become an agent of change. All students will be encouraged to consider their role as global citizens and reflect on how they can contribute to meaningful change which will make the world a better place to live. You will continue the development of IB learner attributes by reflecting on your learning and exploring how it can be applied to addressing real-world problems. All students will engage in a diverse range of activities and opportunities provided for them to extend their research, communication and thinking skills. In addition, you will continue to engage in peer- and self-reflection. Students are also encouraged to explore issues from different perspectives and given the freedom to investigate areas of personal interest within the units of inquiry. Units of inquiry may include:

- a unit that explores the impact of globalisation on local, regional and global communities.
- a unit that explores how to achieve a balance between global consumption and sustainability.
- a unit that explores the protection and promotion of human rights.

You also spend one lesson a week studying Qatar History. In these lessons, you will learn more about the history, culture and development of Qatar as well as develop further your understanding of the role of Qatar within the region and the wider global community. These lessons will provide you with the opportunity to become more knowledgeable about the community in which you live, both its heritage and its contributions.

MYP INDIVIDUALS AND SOCIETIES

Grade 9

The Global Perspectives course which begins in Grade 9 is part of a two-year course exploring globally relevant issues from a range of perspectives. The concepts and content studied in Grade 9 are linked to those explored in Grade 10. The course also allows you to gain an insight into the relationship between different humanities disciplines such as Business, Geography, History, Politics and Psychology. This not only helps you to see the real-world connections between these subjects, but will also enable you to make more informed choices for Grades 10 and 11. Throughout the course, you have the opportunity to work independently as well as in collaboration with others to investigate issues that impact contemporary society. Assignments are focused on addressing real-world problems and allow students to explore their role as agents of change. In this course, you will be expected to involve yourself in class discussion; plan and carry out research projects; produce extended written responses and develop creative and engaging presentations. You will make use of your communication, time-management and organizational skills as well as demonstrating creative and critical thinking. Units of inquiry may include the following:

- a unit that explores the local, regional and global impact of human migration.
- a unit that explores the impact of specific events in shaping the world we live in.
- a unit that explores the local, regional and global impact of historic and contemporary conflicts.

You also spend one lesson a week studying Qatar History. In these lessons, you will learn more about the history, culture and development of Qatar as well as develop further your understanding of the role of Qatar within the region and the wider global community. These lessons will provide you with the opportunity to become more knowledgeable about the community in which you live, both its heritage and its contributions.

MYP INDIVIDUALS AND SOCIETIES (GLOBAL PERSPECTIVES)

Grade 10

The Global Perspectives course in Grade 10 is a continuation of the two-year course exploring globally relevant issues from a range of perspectives. The concepts and content studied in Grade 10 are linked to those explored in Grade 9. The course also allows you to gain an insight into the relationship between different humanities disciplines such as Business, Geography, History, Politics and Psychology. This not only helps you to see the real-world connections between these subjects but will also enable you to make more informed choices for Grade 11. Throughout the course you have the opportunity to work independently as well as in collaboration with others to investigate issues that impact contemporary society. Assignments are focused on addressing real-world problems and allow students to explore their role as agents of change. In this course you will be expected to involve yourself in class discussion; plan and carry out research projects; produce extended written responses and develop creative and engaging presentations. You will make use of your communication, time-management and organizational skills as well as demonstrating creative and critical thinking. Units of inquiry may include the following:

- a unit that explores the impact of natural hazards on local, regional and global communities and investigates ways to mitigate this impact.
- a unit that explores the local, regional and global impact of globalization and investigates ways to develop a more ethical approach.
- a unit which explores the local, regional and global impact of social issues and investigates how we can promote social responsibility and become agents of change.

MYP INDIVIDUAL AND SOCIETIES (EXTENDED GLOBAL PERSPECTIVES)

Grade 10

The Extended Global Perspectives course is an opportunity for you to explore globally relevant issues from a range of perspectives. You gain an insight into the relationship between different humanities disciplines such as Business, Geography, History, Politics and Psychology. You have the opportunity to work in collaboration with others to investigate issues that impact contemporary society. This course is suitable for those of you who enjoy

discussion and debate; independent and group inquiry; and who wish to extend your understanding of the world around them. This is also a course that may appeal to those of you intending to study two Humanities subjects at the Diploma level. Units of inquiry may include the following:

- a unit that explores the causes of both historic and contemporary protest.
- a unit that explores the impact that digital technology has had on modern society.
- a unit that explores the role of media in today’s society.
- a unit that provides you with an opportunity to practise your research and communication skills through a personal research inquiry.

GROUP 4: SCIENCES

MYP SCIENCES

Grade 6

In MYP Sciences, you are introduced to the apparatus used in the science laboratory, along with the safety measures to be taken in the laboratories while performing experiments. Being an inquirer is paramount as you will be conducting experiments either independently or collaboratively, and researching to explore connections between science and our everyday lives. Integrated Science in Grade 6 includes some Physics, Chemistry and Biology. In the next unit, you will investigate the states of matter and what prompts the changes. You will be amazed at the classification systems and the logic and analysis of scientists used to develop it. Finally, we will explore force and motion. and the connections to changes in energy.

MYP SCIENCES

Grade 7

This course enables you to build on your exposure to scientific inquiry initiated in Grade 6, and further develop your practical skills and understanding of the fundamental principles of Science. The units of study address the three Science disciplines of Chemistry, Physics and Biology and target the development of your critical thinking, communication and research skills. Exploring the development of the Atomic Model theories and the Periodic Table of elements, you will appreciate Science as ‘work in progress’, each cornerstone the result of many scientists building on each other’s work. Reflecting on the impacts of using a chosen element, you will cultivate your research and information literacy skills. While studying the properties of waves through a multitude of hands-on activities, you will have the opportunity to apply and extend your practical skills to investigate light’s properties and behaviour. Moving on to earth and space, you will explore our dynamic solar system and create a model to investigate the prevailing conditions on the planets of our cosmic neighbourhood. You will continue to study two human systems, the digestive and the cardiovascular, through contexts which are relevant to your health and well-being, as well as your life-style choices. Throughout your Grade 7 Science studies, you will collaborate in groups and benefit from peer assessment to gain a deeper understanding of the MYP assessment criteria.

MYP SCIENCES

Grade 8

In the third year of the MYP programme, you will continue to build practical foundations in experimental science across units from Chemistry, Physics and Biology. All students will engage in many ‘hands-on’ experiments intended to develop your skills and competencies when using materials and lab equipment and for broadening awareness and responsible approaches to safety. The year begins with an extended appreciation of chemistry by looking further into chemical reactions, the idea of mass conservation, balancing reactions and basic naming conventions. You will learn new techniques of measuring and identifying both reactants and products. From here, you will begin the journey towards an interdisciplinary unit on Eco-tourism integrating the disciplines of Science with Individuals and Societies. This science-based component looks initially at plants, their structures and associated functions from root tip to leaves and the global role that all plants play in photosynthesis. These concepts are carried forward through a group project in which you develop an Eco-friendly travel package to be

moderated against a set of Interdisciplinary Unit criteria. Following this project, you shift gears into Physics and explore the ideas of thermal energy, articulating how heat is transferred through conduction, convection and radiation. There are a number of fun explorations and activities aimed to reinforce these understandings and to further develop your focussed skills in analysis, critical thinking, research and communication.

MYP BIOLOGY/CHEMISTRY/PHYSICS

Grade 9

Biology

The MYP Biology course focuses on providing opportunities to deepen your understanding of the living system around you and within yourself. The course focuses on understanding how a multicellular organism is developed and the in-depth understanding of the cell and its interactions within the cell and between cells. The next unit focuses on understanding how everyone can develop a sustainable, healthy balanced diet that will provide nutrients and how they are digested, absorbed and assimilated within an organism. The course is a combination of theoretical and practical skills and knowledge. The course is structured to allow you to develop and apply the knowledge, skills and understanding to the IB Diploma Biology course.

Chemistry

In your MYP Chemistry course, you will have the opportunity to delve deeper into the world of Chemistry. You will discover how each step along the chemistry journey prepares you for the next step - rungs on a ladder of chemical discovery. You will see how each concept that you meet during the year, will enable you to unlock and understand the one that follows. The course begins with the structure of the atom, leading on to chemical bonding, metallic bonding, balancing chemical equations, types of chemical reactions. This course is a combination of the theoretical and practical. It is the intention of this course to give you a feel for what Chemistry is all about and to help you decide if this is a branch of science that you would like to continue with. This course is designed to ignite your interest in this subject and allow you to develop theoretical knowledge and practical skills to succeed in the IB Diploma Chemistry course.

Physics

Modern industrial societies rely heavily on the use of electricity for running factories and communication and information systems, as well as general household purposes. In the Grade 9 Physics course, you will take the journey from charges inside the atom, conductors and insulators, until all the components add up to a circuit. On this journey, you will become familiar with the concepts of current, potential difference and resistance. You will also be able to connect your own circuit, using cells (power supplies), ammeters, bulbs and voltmeters. All students will investigate the factors that have an effect on resistance, and study the differences between series and parallel circuits. Finally, you will conclude the unit by looking into electrical energy and power; and living with electricity. The course is a combination of theory and practical work, which promises to provide you with an insight into the wonderful world of Physics.

MYP BIOLOGY/CHEMISTRY/PHYSICS

Grade 10

Biology

The MYP Biology course continues to develop and apply the knowledge, skills and understanding that is required for the IB DP Biology course. This year, you will explore how the genetic units, along with the environment, influences the variation within a population; how activities influence adaptation and changes within all living organisms. You will also explore the impact of technology and advancements in society influences artificial and natural selection; and the way in which an organism achieves internal balance through homeostasis, and coordinates with external stimuli using the nervous system and endocrine system. Your learning and understanding will be strengthened through various theoretical and practical skills-based experiences.

Chemistry

In your MYP Chemistry course, you will briefly review the fundamentals of chemistry from Grade 9 before using these keys to open the next doors into new chemical concepts: stoichiometry: the mathematical relationships in chemistry; fundamentals of organic chemistry; chemical kinetics; acids and bases; redox. Your course is designed

to develop your fascination for this subject further; and allow you to gain the theoretical knowledge and practical skills to succeed in the IB Diploma Chemistry course.

Physics

The Grade 10 Physics course is designed to give you an insight into some of the topics studied in Physics in the IB Diploma Programme (DP), and provide you with a solid background. The course begins with a module on forces and motion, introducing concepts such as speed and velocity (there is a difference!); acceleration and free-fall. By introducing friction, Newton’s laws, vectors and scalars, you will be able to explore the reasons why you will not hit the ground, when you next ‘bungee jump’. We will then move on to the topic of magnets and currents, studying the physics behind appliances such as transformers, electric motors and generators, which are used daily. The last module covers the wonderful world of waves and sounds, covering the different wave types and effects; and the spectrum of electromagnetic waves. The course is designed to cover all the important theoretical concepts, as well as enhance your practical skills.

GROUP 5: MATHEMATICS

MYP MATHEMATICS

Grade 6

In MYP Grade 6 Mathematics, you will develop your knowledge and understanding of our number system by considering its origin. You will explore what lies on the other side of zero, and consider how natural resources can be quantified with directed numbers; positives and negatives. Modelling real-life problems will help enhance your understanding further, as you consider the accuracy of the work you produce. Use of units, and different scales, will help you to develop your graphing skills, and allow for a wider range of forms of mathematics to be used when you wish to support your ideas with evidence. Your study of the equivalence between forms, such as fractions, decimals and percentages will help you to compare and contrast quantities. During Grade 6, you will also develop your problem-solving skills and consider how symbolic (algebraic) notation can lead to a concise and rigorous argument, with a particular focus on geometry; the study of angles. Your learning experiences will be augmented by the introduction of some features of google, including google forms, drive, and sheets.

Learning efficient computer skills is an important element of the Grade 6 curriculum and will be modelled by your teachers, who will provide regular feedback through conversations, your classbook, annotations of work, and through the use of ManageBac. You will also use peer- and self-assessment to begin to understand the MYP assessment criteria and you will have access to myimaths.com for additional support outside of class. During the year, you will be assessed against four criteria using a combination of projects, investigations, explorations, and tests.

MYP MATHEMATICS

Grade 7

In Grade 7, you will continue to develop your algebraic manipulation skills through the forming and solving of linear equations using a variety of geometrical contexts. You will also enhance your ability to move between different forms of mathematics including graphs and equations in order to develop your ability to support your ideas with evidence. Through investigation, you will learn about the relationships formed between parallel and transversal lines. Knowledge, first developed in Grade 5, about lengths and areas will be developed to include research and practical work exploring circles and quadrilaterals. You will then use your knowledge and inquiry skills to redesign a playground and consider the use of drones to replace teacher supervision at break times! You will use persuasive writing techniques, supported with mathematical evidence to write a report into the use of technology in this way. By considering the real life flaws in your model, you will begin to understand how careful one must be when using mathematics to solve a real problem. You will also look at shopping sales, and best buy problems whilst learning about ratio, direct and inverse proportion. Students will be encouraged to develop their equation editing skills on typed pieces of work and have an introduction to graphing software. During the year, you will be assessed against four criteria using a combination of projects, investigations, explorations, and tests.

MYP MATHEMATICS

Grade 8

In Grade 8, students move from two dimensional analysis of space into 3 dimensions, by exploring prisms, pyramids, spheres and cylinders. This provides context for the development of your algebra skills, too. The structure of linear sequences are examined, providing additional tools for you when generalising patterns you see. Previous work on coordinates and directed numbers are used to explore straight line graphs. Online graphing tools augment the teaching and learning in this topic through inquiry based activities. Real-life problems, including designing sail-shades for a swimming pool, analysing whether an event may be cancelled based on weather data, and a service project based on the needs of our community, provide purpose and authentic evidence tasks throughout the year. During the year, you will be assessed against four criteria using a combination of projects, investigations, explorations, and tests. You will continue to learn more about the use of technology to support your mathematics through explicit teaching and use of google forms and google sheet. The computer and mathematical skills developed throughout Grade 8, will be useful in many aspects of your future study at ISL Qatar.

MYP MATHEMATICS

Grade 9

In Grade 9, there are two pathways of study; Standard Level and Extended Level. Placement is based on your academic record and potential in this subject. In Standard Level, you will develop more formal skills to form and solve linear, quadratic and simultaneous equations. These algebra topics also link to the graphing of functions and an exploration of car stopping distances provides a point of evidence of your mathematical growth. The data collected during the Grade 8 Maths Service Project is analysed further with new skills relating to quartiles, percentiles, scatter-graphs, cumulative frequency and linear regression used. Your knowledge of spreadsheets is developed in Grade 9 to include more use of formulae to support your understanding of correlation. Previous work on exponentials (for example, cubes and squares) are now formalised to include the exponential laws, and negative exponentials. Innovation through maths and science are explored through a historical look at The Dam Busters 1943 Bouncing Bomb mission during the study of right angled trigonometry. All of the Grade 9 content and skills feed into the two Diploma Mathematics courses offered at ISL Qatar, and mastery of these are considered prerequisites for success in Grades 11 and 12. Students who own a graphical display calculator will be encouraged to use them throughout the year, and explicit teaching into their functionality will be provided on an individual basis, in readiness for the Diploma Programme. During the year, you will be assessed against four criteria using a combination of projects, investigations, explorations, and tests.

MYP EXTENDED MATHEMATICS

Grade 9

In Grade 9, there are two pathways of study; Standard Level and Extended Level. Placement is based on your academic record and potential in this subject. During Grade 9, you will explore functions, and be introduced to quadratic, exponentials and simultaneous equations. This algebra work will draw on all of the skills of manipulation that you have learned in previous years. You will use graphing software to explore the links between the algebraic and graphical representations of these different functions, and consider their use in modelling real world problems. The Grade 8 Service Project data will be analysed further using new techniques involving quartiles, percentiles, linear regression, correlation and cumulative frequency. These concepts will be used to demonstrate your use of formulae on Google Sheets. You will undertake a research project into Euler’s Number to enhance your knowledge of the usefulness of exponentials and also explore the meaning of negative or fractional exponents. The year ends with an introduction to right-angled trigonometry, where you will learn more about the functionality of a graphical display calculator, through the use of school owned calculators. Students who own their own graphical display calculator will be encouraged to use them throughout the year, and explicit teaching into their functionality will be provided on an individual basis in readiness for the Diploma Programme. All of the topics covered this year should be mastered to allow for success in the Diploma Programme. During the year, you will be assessed against four criteria using a combination of projects, investigations, explorations, and tests.

MYP MATHEMATICS

Grade 10

In Grade 10, there are two pathways of study; Standard Level and Extended Level. Placement is based on your academic record and potential in this subject. During Grade 10, you will continue to improve your ability to reflect on the accuracy of the mathematical models you develop through the use of trigonometry (including non-right angled triangles), quadratic equations and probability. The units will focus on scientific and technical innovations that are possible through the development of mathematical models. The different forms of quadratics previously studied will now be extended to consider the vertex form, and the use of the discriminant. Transformation of quadratic and trigonometric graphs will also be studied through inquiry-based learning and the use of graphing software. Your new experiences of non-right angled trigonometry will lead to you designing a new car logo, including a dimensionless patent formula, and consider the material required to make a 3D version for the front of a car. This work will allow you to explore how technology can support the communication of your plans, for example with the use of geogebra. During the year, you will be assessed against four criteria using a combination of projects, investigations, explorations, and tests. Two exam sessions will be held with formal written exams taking place, to help practise your exam skills in readiness for the Diploma Programme. All of the work undertaken this year should be mastered to allow for success in the Diploma Programme.

MYP EXTENDED MATHEMATICS

Grade 10

In Grade 10, there are two pathways of study; Standard Level and Extended Level. Placement is based on your academic record and potential in this subject. During Grade 10, you will further your knowledge and understanding of functions. You will learn more about domain and range, and function notation through the exploration of quadratic, trigonometric, exponential, and logarithmic functions. Desmos will prove to be a powerful tool in this and the concept of noise cancelling headphones, and musical notes being represented as sine waves will be used to ground this work in real-life examples. You will also learn how to use a range of diagrams to communicate your use of probability laws, and develop new strategies to work with arithmetic and geometric sequences. Your knowledge of sequences and exponentials will then be used to solve problems such as the Wheat and Chess-board problem. The formal use of algorithms, such as the iterative process used in generating Koch’s Snowflake, will be introduced to you; and you will begin to consider the field of linear programming to solve complex problems involving more than two variables. The challenge and attention to detail required to write a mathematical proof will be enhanced through the study of circle geometry, and in particular circle theorems. During the year, you will be assessed against four criteria using a combination of projects, investigations, explorations, and tests. Two exam sessions will be held with formal written exams taking place, to help practise your exam skills in readiness for the Diploma Programme. All of the work undertaken this year should be mastered to allow for success in the Diploma Programme at Higher Level.

GROUP 6: THE ARTS

MYP THE ARTS (PERFORMING ARTS/VISUAL ARTS)

Grade 6

Performing Arts

MYP Performing Arts is a combined Music/Drama/Dance course, designed to outline the skills and knowledge required in each Art form and help you to explore your individual identities in relation to Performing Arts. You have the option to study instruments (as an extra paid activity) and to participate in choirs, musical ensembles, concerts and shows throughout the school year.

In Grade 6, the units of inquiry include the Instruments of the Orchestra; the Elements of Music; and how Performing Arts moulds identity, drama tableaux, and respect for space and improvisations in drama.

In addition, you will engage in combined Musical Theatre modules including choreography, character development and singing and have the opportunity to consolidate your studies through designing group performances which can lead to participation in the RockschooL UK Musical Theatre examinations.

Visual Arts

Marking the start of your MYP Visual Art education, we feel it is important to lay out the foundation skills of the subject. You will explore drawing and painting, looking at cultures, portraiture and begin the discovery of your own art style. You will be encouraged to express your understanding through rich class discussions, oral peer analysis and written analysis in your journals. Starting each lesson with a group demonstration brings the class together to discover new techniques and also gives you the platform to ask any questions when they arise.

MYP THE ARTS (PERFORMING ARTS/VISUAL ARTS)

Grade 7

Performing Arts

MYP Performing Arts is a combined Music/Drama/Dance course, designed to outline the skills and knowledge required in each Art form and to aid you as you explore your individual identities in relation to Performing Arts. All of you have the option to study instruments (as an extra paid activity) and to participate in choirs, musical ensembles, concerts and shows throughout the school year.

In Grade 7, the units of inquiry include Film Music; World Music (African); Elements of Performance; and Myths and Legends across Cultures.

In addition, you will engage in combined Musical Theatre modules including choreography, character development and singing and have the opportunity to consolidate your studies through designing group performances which can lead to participation in the RockschooL UK Musical Theatre exams. In Grade 7, you will expand your prior learning in this area to include cultural performances, exploring your own cultural backgrounds in Singing, Drama and Dance.

Visual Arts

In MYP Visual Arts, you will study the following units: Ancient Egyptian Art, Decorative and Expressive Art and Painting – Medium and Viewpoint. Within all the units, you will start to understand and recognise the Principles of Art and develop your self-confidence and self-awareness through art experiences. You will understand how to apply skills to create your own stained-glass concept piece, explore the development of symbols in communicating ideas and learn how to apply a digital element into a painting. As the year develops, you will appreciate how the arts innovate and communicate across time and cultures whilst also becoming informed and reflective practitioners of the arts.

MYP THE ARTS (PERFORMING ARTS/VISUAL ARTS)

Grade 8

Performing Arts

MYP Performing Arts is a combined Music/Drama/Dance course, designed to outline the skills and knowledge required in each Art form and to you as you explore your individual identities in relation to Performing Arts. All of you will have the option to study instruments (as an extra paid activity) and to participate in choirs, musical ensembles, concerts and shows throughout the school year.

In Grade 8, the units of inquiry include Protest Songs; World Music (Indian and South American); Explorative Drama Strategies and Theatrical Roles.

In addition, you will engage in combined Musical Theatre modules including choreography, character development and singing and have the opportunity to consolidate your studies through designing group performances which can lead to participation in the RockschooL UK Musical Theatre exams. In Grade 8, you will expand your prior learning in this area by designing Mini-Mama Mia musicals based on an artist of your choice.

Visual Arts

In MYP Visual Arts, you will study the following units: Greek Art in a Modern Context; Painting Lichtenstein; and Animals in Art. During this year, you will learn many facets of the Visual Arts. You will research into Greek ceramics from the Archaic, Classical and Hellenistic periods, particularly the vases of Athens. The various shapes

of vases, from the 5th-6th Century Attic, are explored and their functions discussed together with their Greek names. Within the Painting Lichtenstein unit, you will discuss and explain the influence that Roy Lichtenstein had on the Pop Art movement. Towards the end of the year, you will investigate animals and visual elements from your own culture, collating a collection of photos of animals and symbols of your culture and create observational drawings. You will continue to self-reflect and peer-assess through written reflection and annotation compiled during the lessons.

MYP DRAMA

Grades 9 and 10

Drama is a 2-year programme in Grades 9 and 10. In Drama, you will extend your understanding and use of characters, relationships and situations; develop your use of voice and movement on stage; study and experiment with different theatre forms and theorists’ styles to gain a greater appreciation and understanding of how theatre has developed and impacted audiences over time; experiment with various production elements; critically analyse and reflect on the processes in developing your own performances and characters; work collaboratively and independently with all peers in the class; and develop your communication, listening and empathy skills. This course requires you to keep a process journal, perform in front of audiences and be willing to creatively challenge yourself.

MYP MUSIC

Grades 9 and 10

The Grades 9 and 10 Music course encourages you to explore both your practical and inquiry skills.

A thread of the knowledge and understanding criterion runs throughout the projects introduced. You will be invited to maintain a video/reflection portfolio to demonstrate the development of your skills through performances and/or your progress at learning a new instrument.

In addition, you will explore a number of genres such as Jazz, Rock, Reggae, Blues, Classical Eras and World Music; and consider the influences, environments, history and major artists that inspired the genre evolution. You will explore their creativity through composition to given stimuli, such as using software to create music that matches a given animated film scene or composing Cafe Del Mar lounge music. The inquiries are designed to be interpreted both creatively and be relevant to you, both culturally and in terms of your personal experience.

You will be encouraged to become involved in all aspects of music-making across the school and participate in bands, choirs and school musicals.

MYP VISUAL ARTS

Grades 9 and 10

The Visual Arts course is an opportunity for you to explore a range of techniques and the work of many different artists from around the world. You will gain the vocabulary needed to analyse and discuss your own work and the work of others, along with gaining the knowledge of the frameworks by which you can critique art.

When you make the decision to take Visual Arts at Grade 9, you are entering into a two-year course that will prepare you for the Diploma Programme (DP). There is an emphasis on process notes and linking artists to your own work. New techniques and skills, along with inquiry-based learning, are vital components of the course. During Grade 9, you will study units that are designed to expose you to a variety of different perspectives and genres with art, while exploring techniques such as printmaking, pencil drawing, watercolour painting, multi-media wire-work and textiles.

It is expected that you have a keen interest in Visual Arts and understand the importance of keeping a visual journal, with up-to-date process notes. Final pieces are often expected to be worked on at home in order for your work to be completed to the highest standard.

GROUP 7: DESIGN

MYP DESIGN

Grade 6

In this MYP Design course, you will cover a wide range of skills and design-related units. In Grade 6, you will explore a variety of hand graphical skills from rendering techniques, one point perspective, two point perspective, scaled drawing and logo design in the first unit called “Designer in Action”. Thereafter, you will rotate to a unit on Digital Design or Computer science. In Digital Design, you will explore 3D Computer Graphics, where you will take a 2D hand drawn sketch and, using 3D software, create the object in 3D. For those of you who rotate to the Computer Science unit, you will cover the basics of coding or programming an EV3 Robot to follow certain commands. Other than getting your hands on new and innovative technology from Grade 6, this subject will definitely involve learning new theoretical as well as practical skills, such as analyzing, researching, reflecting and evaluating.

MYP DESIGN

Grade 7

In this MYP Design course, students will delve deeper into Digital Design, Product Design and Graphic Design. In the Graphic Design unit, you will use those drawing and graphic design skills learnt in Grade 6, to design and create a pop-up book. This will allow you to personally express yourself and learn the art of pop-up and the skill required to develop it. The second unit is based on Digital Design and Product Design. Students will design and create a 3D model of a product in a sophisticated 3D Autodesk software. Thereafter the 3D model is printed using state-of-the-art 3D printing technology. You will then use various varnishes and paints to learn the skill of detail painting a 3D-printed object.

MYP DESIGN

Grade 8

In this MYP Design course, students will focus on two types of design units: Architectural Design and Digital Design. In the Architectural Design unit, you will explore the design process from inquiring and researching the problem, to solving it and, finally, evaluating it. The unit is based around the context of Qatar and analysing the migrant worker’s living conditions, then using the information obtained to design and create an architectural model and floor plans of a living space for the migrant worker. The second unit will focus on Digital design and computer science when you will learn how to design and create a working and interactive website.

MYP DESIGN

Grade 9

The Design course is a subject of creativity and innovation, structured around using design to solve problems. The G9 and G10 Design course will take you through the MYP design cycle of inquiry: analysing, developing ideas, creating the solution and then testing and evaluating your solution.

In G9, you will explore a Digital Design unit and a Product Design unit.

MYP DESIGN

Grade 10

Throughout this year, you will be challenged further when invited to solve the global problem of waste. In doing so, you will create an upcycled household item for IKEA made only from household waste materials. The final unit will focus on an ‘open unit’, one in which you will explore your own problem and develop your own justified solution.

GROUP 8: PHYSICAL AND HEALTH EDUCATION

MYP PHYSICAL AND HEALTH EDUCATION (PHE)

Grade 6

You will begin your MYP PHE journey by consolidating the interpersonal and practical skills you have learnt throughout your primary years. Starting with your ‘Health-related Fitness Unit’ (HRF), you will recognise and think about your current health and fitness choices. Through this investigation, you will start to identify your goals and plan towards living a healthy and active lifestyle. Having a clear understanding on ‘why we move our body’, you will be motivated to refine your gross and locomotor skills in different areas of movement. You will look at different ways to get better and perform with an improving level of success. You will do this by communicating and forming effective relationships with others, relying on your broadened knowledge and understanding when demonstrating ways to recall and apply fundamental skills and strategies in game situations.

MYP PHYSICAL AND HEALTH EDUCATION (PHE)

Grade 7

Your learning this year will focus on further developing your interpersonal skills and practical skills by participating in a range of different activities. In the first ‘Health-related Fitness Unit’ (HRF) having analysed your own lifestyle, you will choose and develop personal training methods to improve your own health and well-being. Your interpersonal skills and approaches to learning will be developed by participating in a movement composition unit in which you will be communicating through movement in the form of gymnastics, parkours or dance. While working on your individual skills and performance in different invasion games, you will be given the opportunity to express your ideas on the development of rules within games and their influence on the function and success of a team. Throughout all the units, you will continue to develop effective relationships with others in the group and apply problem-solving skills and resilience when applying skills and strategies in the units.

MYP PHYSICAL AND HEALTH EDUCATION (PHE)

Grade 8

The focus, this year, will be on developing your ability to be an independent, resilient and responsible learner. By designing, planning and performing your own ‘Health-related Fitness Unit’ (HRF), you will develop the ability to research, problem-solve and adapt sessions for you personally. Effective communication and creative thinking skills are developed through personal and cultural expression. You will be given the opportunity to adapt your own gymnastics, dance or parkour movements into a linked sequence that expresses your idea of the concept of change. To build upon your relationships, communication and leadership skills, you will be able to develop your own knowledge and understanding of the necessary skills to play a selected invasion game. You will also develop responsibility for analysing a peer by planning a coaching session and working with them to improve and develop their performance in the game. Throughout all the units, you will continue to develop your interpersonal skills and reflect upon your goals set at the beginning of the year.

MYP PHYSICAL AND HEALTH EDUCATION (PHE)

Grade 9

This phase of your learning focuses on your ability to recognise the value of your knowledge, skills and understanding as a leader within the community setting. The transition from being a participant to becoming a sports leader will give you the opportunity to contribute towards the betterment of not only your own interpersonal and practical skills; but the whole of the PYP students at ISL Qatar. You will use your ability to break down a skill to help you, and others, participate and perform better in a variety of sports and games. By the end of the year, your experience as a participant, an official and a sports leader will lead you to perform effectively in all areas of the PHE strands; and with an increasing level of control, fluidity, and advanced skills and techniques.

MYP PHYSICAL AND HEALTH EDUCATION (PHE)

Grade 10

In your final year of the MYP PHE programme, you will continue to design and develop a plan allowing you to continue making adjustments in transforming your fundamental skills into advancing skills, techniques and tactics. This phase of learning will continue to promote student agency where each of you will have the opportunity to formulate your learning units. For example, in the invasion games unit, you can make the choice between football, netball, handball and basketball through which to develop further your background knowledge and skill-set. By doing so, you will be able to execute, both consistently and successfully, a range of techniques and strategies in various game situations. As always, all units of work are designed to support you as you continue to develop your interpersonal and academic skills. The end of your MYP PHE journey will lead to your having the practical and interpersonal skills in order to help you develop lifelong attitudes and behaviours which will, in turn, allow you to live a healthy, balanced and active lifestyle.

The Projects

COMMUNITY PROJECT

The Community Project focuses on community and service and is a requirement for all students in Grade 8. It encourages students to explore their right and responsibility to implement service as action in the community. This project allows students at ISL Qatar an opportunity to develop awareness of needs in various communities and addresses those needs through service learning.

As a consolidation of learning, the Community Project engages in a sustained, in-depth inquiry leading to service as action in the community. The project may be completed individually or by groups of a maximum of three students.

PERSONAL PROJECT

The Personal Project is a significant student-directed inquiry produced over an extended period, completed during the final year of the programme. It holds an important place in the MYP and reflects the students’ experience of the programme. Students are required to produce a personal and creative work of their choice and to demonstrate the skills they have developed through the approaches to learning skills (ATL). It includes a process journal, an outcome or product, a written or oral report and a presentation.

The Personal Project is an opportunity for students to develop their known strengths and discover new ones. Standing as it does on its own, the Personal Project is the culminating work for the MYP.



Islamic Studies

Grade 6

يركّز المنهج الدراسي في هذه المرحلة على عدّة مجالات، أولها: مجال القرآن الكريم، حيث يتنوع هذا المجال ما بين تلاوة بعض الآيات من سورة السجدة وتجويدها، و حفظ آيات من سورتي: النبا والذاريات، وتفسير بعض الآيات من سورة الملوك، ثانيًا: مجال الحديث الشريف، الذي يناقش موضوع أكبر الكبار، وأخلاق النبي عليه الصلاة والسلام. ثالثًا: مجال العقيدة الإسلامية الذي يلقي الضوء على الإيمان بالقدر. رابعًا: الفقه الإسلامي الذي يوضح أحكام سجود الشهو، وأحكام صلاة الجماعة، خامسًا: السيرة والبحوث الإسلامية، الذي يعرض تفاصيل غزوة أُحُد وسيرة السيدة نسيبة بنت كعب الأنصارية سادسًا: الآداب والأخلاق الإسلامية، الذي يرشّخ قيمتي الإحسان، والمحافظة على البيئة.

Grade 7

يركّز المنهج الدراسي في هذه المرحلة على عدّة مجالات، أولها: مجال القرآن الكريم، حيث يتنوع هذا المجال ما بين تلاوة وتجويد بعض الآيات من سورة السجدة، وحفظ سورتي: المدثر والقيامة، وتفسير بعض الآيات من سورة الحجرات، ثانيًا: مجال الحديث الشريف، الذي يناقش بعض القيم، كأهمية النصيحة، والنهي عن الغضب والغش، ثالثًا: مجال العقيدة الإسلامية الذي يلقي الضوء على أشرار الساعة الصغرى والكبرى، رابعًا: الفقه الإسلامي الذي يوضح أحكام الصيام، والاعتكاف، وزكاة الفطر، خامسًا: السيرة والبحوث الإسلامية، الذي يعرض تفاصيل الحياة في دولة المدينة والقبائل اليهودية آنذاك، وتفصيل صلح الحديبية، سادسًا: الآداب والأخلاق الإسلامية، الذي يرشّخ قيمتي الشجاعة، وأهمية التعلّم والتّعليم.

Grade 8

يركّز المنهج الدراسي في هذه المرحلة على عدّة مجالات ، أولها : مجال القرآن الكريم ، حيث يتنوع هذا المجال ما بين حفظ لسورتي " المعارج - نوح " وتلاوة لسورة " الكهف " وتفسير لسورتي " فصلت - النحل " وتجويد " حكم تفخيم وترقيق اللام في لفظ الجلالة " لله " ، ثانيًا : مجال الحديث الشريف ، والذي يركّز على بعض القيم مثل (قيمة العمل) وكذلك الآداب العاقبة ، مثل (أدب الاستئذان - والنهي عن التشبه بين الرجال والنساء) ، المجال الثالث : وهو مجال العقيدة الإسلامية يتمّ التركيز على الأمور الخاطئة بالغيب ، مثل البعث والنشور والإيمان بالجنة والنار ، المجال الرابع : الفقه الإسلامي ، يركّز هذا المجال على صلوات التطوع المستحبّة والواجبة ، مثل (صلاة الجمعة - والسنن الرّواتب في اليوم واللييلة - والصلوات المخصوصة كالعديدين ، والاستسقاء والكسوف ، والخسوف ، والجنائز) المجال الخامس وهو متعلّق بالسيرة والبحوث الإسلامية : فيتناول رسائل النبي (صلى الله عليه وسلّم) إلى الملوك والأمراء (٧هـ) ، ويتناول فتح مكة (٨ هـ) المجال السّادس والأخير يتعلّق بالآداب والأخلاق الإسلامية وهو يتناول متطلبات المرحلة العُمرية ، مثل غصّ البصر ، والعناية بالصّحة في التّصور الإسلامي .

Grade 9

يركّز منهج التربية الإسلامية في هذه المرحلة على تدريس الطلاب بعض أحكام التّجويد مثل أنواع المدّ (المدّ المتصل والمدّ المنفصل والمدّ العارض للسكون والمدّ اللازم) ، في مجال القرآن الكريم يتعرفون إلى تفسير بعض من آيات "سورة الفرقان " وسورة "الأعراف " و يحفظ الطلاب آيات من السور التالية : "التحریم" و"الملک" و"الطلاق" و"التغابن" أما بالنسبة إلى مجال الحديث فيدرسون حديث "المسؤولية الاجتماعية" وحديث "أفضل الأعمال عند الله تعالى" بالإضافة إلى حديث «عاقبة من يعتدي على غيره» ، وفي مجال السيرة النبوية يدرسون "حجة الوداع ووفاة النبي محمد صلى الله عليه وسلم" ، وفي مجال العقيدة يدرسون "الإيمان بالقضاء والقدر" و "الشرك" ، وفي ما يخص مجال الفقه فيدرسون "الحج والعمرة" و "مصاريف الزكاة" ، وأخيرًا بالنسبة إلى مجال الآداب والأخلاق الإسلامية فيدرسون «الحياء» و«التفأول وحسن الظن بالله تعالى» و«الصبر أهميته وثماره».

Grade 10

يركّز المنهج الدراسي في هذه المرحلة على عدّة مجالات، أولها: مجال القرآن الكريم، حيث يتضمّن هذا المجال تلاوة بعض آيات من سورة الفرقان وتجويدها، و حفظ آيات من سورة المنافقون، وتفسير بعض الآيات من سورة الإسراء، ثانيًا: مجال الحديث الشريف، الذي يناقش موضوع التّقوى وخُسن الخُلُق، ووسائل التّقرب من الله سبحانه وتعالى. ثالثًا: مجال العقيدة الإسلامية الذي يلقي الضوء على حقيقة المنافقين وأثرهم، وأحوال الناس يوم القيامة رابعًا: الفقه الإسلامي الذي يوضح أحكام الطلاق، وأحكام العدّة، خامسًا: السيرة والبحوث الإسلامية، الذي يعرض مكانة المرأة في الإسلام. سادسًا: الآداب والأخلاق الإسلامية، الذي يعرض لموضوع المحذّرات وأثره على المجتمع، بالإضافة إلى موضوع التوبة.

Genius Hour

Grades 6 to 10

Genius Hour at ISL Qatar is based on the 80/20 idea adopted by many innovative technology companies such as Google, where employees were allowed to use 20% of their time pursuing passion projects. Gmail is a Google product that came about through this programme. Genius hour has been adopted throughout education as a way to facilitate students' agency and to enable students to pursue passion projects of their own.

Genius Hour in Grades 6-10 is an opportunity for you to learn and further develop ATL skills and strategies in a project-based format that allows you to pursue areas of personal interest outside of the MYP programme. Genius hour units may include community service, problem-based learning, event planning and hosting, all within the realm of personalised and individually chosen passion projects.

Starting from the Academic Year 2020-2021, Genius Hour will be delivered through the platform of TED-ed, which aims to ignite and celebrate the ideas of every student worldwide. The development of ATL skills lies at the core of this educational platform. Developing further and practising your self-management skills, you will be encouraged to research and discover, think critically and communicate your ideas in the form of TED-style talks, while socially connecting to a global community.

While there is no formal assessment of Genius Hour projects, you will have the opportunity to organize and contribute to a TED-ed event that will be shared with the ISL Qatar community and will enable you to receive feedback from a wide segment of the community. You will be supported by your teacher(s) through checkpoints that will offer formative feedback on your progress and there will be set deadlines that need to be met.

Genius Hour is included on report cards and you may be invited to compose your own report comment with the support of your teacher(s).

Homeroom

Grades 6 to 10

The homeroom programme provides a weekly contact time for each class with one teacher dedicated to your well-being. Each of you is assigned a homeroom teacher who can provide you with a range of general support strategies for everyday concerns (academic or personal/social) as well as being able to mediate issues between you, your parents and the school (for example, helping to schedule 3-Way Conversations). Your homeroom teacher is a parent's first point of contact with the school should they have any concerns or questions.

The Secondary School has a curricular personal and social education programme/well-being programme. The content of your homeroom programme addresses the following areas which all explored through different activities in the five years of the MYP:

- Digital Citizenship
- Beyond the Classroom
- Health and Relationships
- International Mindedness

Library Services

ACADEMIC INTEGRITY

RATIONALE

ISL Qatar believes that academic integrity is respect for self, respect for others and respect for learning. ISL Qatar’s academic integrity policy applies to all subjects and aims to fulfil the school’s Mission Statement by “empowering students to maximise their learning opportunities and to fulfil their potential.” Academic integrity is part of a process which involves effective inquiry, dedicated teaching and personalised learning in which students understand how knowledge is constructed. Students will become lifelong inquirers who engage with their information rich environment. Academic integrity is “making knowledge, understanding and thinking transparent.” (IBO, Academic Honesty ¹).

The teaching and learning of academic integrity speaks to ISL Qatar’s commitment to social and civic responsibility and the respect of self and others (ISL Qatar, ‘Core Values’). In our community, we cite to give credit to original authors and to help readers distinguish between our work and the work of others that we have used to support our ideas.

STUDENT RESPONSIBILITIES

Students at ISL Qatar:

- use research to build on their own knowledge and to form their own conclusions and opinions.
- seek advice and support when in difficulty.
- ensure all work submitted is authentically their own.
- fully and correctly acknowledge the work and ideas of others.
- in Secondary and for the MYP Personal Project, sign an academic integrity affirmation/checklist before submitting an assignment/Personal Project.

PARENT RESPONSIBILITIES

Parents are aware of, and support, ISL Qatar’s Academic Integrity Policy. This is achieved by:

- encouraging their child to submit work that is their own.
- Early communication with the school when there are questions or concerns.

EFFECTIVE CITING AND REFERENCING

“When we acknowledge the use of materials or ideas that are not ours, the reader must be able to clearly distinguish between our own words, illustrations, findings and ideas and the words and work of other creators” (IBO, “Effective Citing and Referencing” 4).

At ISL Qatar, the MLA style must be followed. In addition to this policy, students and teachers at ISL Qatar will be guided by the following documents and resources:

Noodletools
OWL@ Purdue
Academic Honesty in the IB
Effective Citing and Referencing

Academic Integrity instruction will be integrated into teaching and learning throughout the school as part of the school’s approaches to learning (ATL) programme.

IF THE ACADEMIC INTEGRITY OF ANY WORK IS IN DOUBT: TEACHER ACTIONS

The teacher will lodge a ticket in the Student Tracking Form. After a meeting with the teacher, the student will be given the opportunity to amend and resubmit the assignment. The assignment will be assessed and levels of achievement awarded.

The homeroom teacher will keep a record of students’ academic infringements and notify the affected teachers for second and subsequent offences in any subject. A second infringement will result in a zero being recorded for all achievement levels for the assigned task, this will be actioned by the subject teacher.

If multiple cases of academic misconduct are reported to the homeroom teacher, the homeroom teacher will contact parents/guardians, the teachers affected and the Programme Coordinator to arrange a meeting. The student will be asked to complete a formal written reflection on the subject of academic integrity.

WORKS CITED

IBO. Academic Honesty in the IB Educational Context. Cardiff: International Baccalaureate Organization, 2014. Print.

--. Effective Citing and Referencing. Cardiff: International Baccalaureate Organization, 2014. Print.

ISL Qatar. “Core Values.” International School of London Qatar. International School of London Qatar, n.d. Web. 13 Feb. 2015.



Principles of Evidence for Learning

The purpose of evidence for learning (assessment) is to support and promote student learning. Evidence for learning is an integral element in the cycle of planning, teaching and learning.

ASSESSMENT IN THE MYP IS:

- criterion-related – student success is measured by relating student work to predetermined criteria and linked to the subject-specific objectives.
- continuous – as students engage with subject content, they are assessed by the teachers who identify individual learning needs in order to inform the teaching and learning process.

Teachers assess the work of students internally and the assessment tasks, strategies and tools are designed and applied by teachers working with students.

Teachers are best placed to assess the work of their students and in deciding the achievement levels of individual students to determine final internal grades.

Subject-specific criteria are used to assess student work in each year of the programme.

Within each subject group, teachers participate in standardization practices to determine the achievement levels awarded.

The school’s system for reporting on student progress includes achievement level for the MYP assessment criteria.

MYP grades are based on criterion totals according to MYP criteria and determined using grade level boundaries.

RECORDING ASSESSMENT DATA

At ISL Qatar, teachers document assessment data on all their students. During the course of MYP units, teachers record assessment data using ManageBac to support the determination of an achievement level. All the data is taken into account when determining a summative achievement level for a student in each of the four criteria. Evidence of achievement is gathered from the performance of the student in a range of learning experiences and performance tasks carried out over the duration of the MYP units of inquiry. Students experience varying levels of support in their units of inquiry ranging from peer conferencing to teacher feedback. Teachers also carefully document the input of individuals working in a group situation so that the achievement levels for individual students can be determined.

INTERNAL STANDARDIZATION

Where more than one teacher teaches the same subject group, a process of Standardization takes place throughout the year and before final achievement levels are awarded. This ongoing process, which starts at the beginning of the school year, involves teachers meeting to come to a common understanding on subject-specific criteria and achievement levels; and how they are applied. In so doing, teachers increase the reliability of their judgments.

LEARNING CONVERSATIONS

Twice a year, every student from Grade 6 through to Grade 10 will be engaged in learning conversations. These highly focused coaching sessions are designed to help our students expand their capacities for learning. The learning conversation, involving a student and a teacher coach, will focus the student’s attention not only on learning and the mastery of particular topics, behaviours and skills, but on the process of learning itself - on meta-learning, or learning how-to-learn. The student will explore their learning stories – those significant events that have shaped and continue to shape their learning. Powerful questions and prompts enable the student to improve the quality of their inner dialogue. Working in partnership with their coach, the student will be helped to clarify and refine their learning goals and, in turn, their performance outcomes.

REPORTING STUDENT ACHIEVEMENT

The aim of reporting is to communicate to the student, parent/guardian, other teachers and other institutions the knowledge the teacher has gained from his/her assessment of student learning. Clear and comprehensive reports are prepared by teachers twice a year; and issued mid-year (Grade 10 – December and Grades 6 to 9 - February) and end-of-school year (all students - June). The MYP views the purposes of assessment as a support for learning. This happens at the end of a learning period. The grade reported at the end of the school year, and recorded on the student’s final report, is a cumulative achievement level using the individual subject criteria from the beginning of, and throughout, the school’s reporting year.

Three-Way conversations are scheduled for all families once a year when teachers communicate approaches to learning skills and subject-specific content.



Subject Grade boundaries and Final Grades (2020-2021)

LANGUAGE AND LITERATURE (FORMERLY LANGUAGE A) *Arabic, English, French, Spanish, Portuguese*

CRITERIA		MAX
A	Analysing	8
B	Organizing	8
C	Producing text	8
D	Using language	8

MATHEMATICS *Extended Mathematics, Standard Mathematics*

CRITERIA		MAX
A	Knowing and understanding	8
B	Investigating patterns	8
C	Communicating	8
D	Applying mathematics in real-life contexts	8

THE ARTS *Drama, Music, Visual Arts*

CRITERIA		MAX
A	Knowing and understanding	8
B	Developing skills	8
C	Thinking creatively	8
D	Responding	8

INDIVIDUALS AND SOCIETIES (HUMANITIES) *Humanities (G6-8); Humanities: History and Geography (G9); Global Perspectives (G10)*

CRITERIA		MAX
A	Knowledge and understanding	8
B	Investigating	8
C	Communicating	8
D	Thinking critically	8

SCIENCES *Integrated Sciences, Biology, Chemistry, Physics*

CRITERIA		MAX
A	Knowing and understanding	8
B	Inquiring and designing	8
C	Processing and evaluating	8
D	Reflecting on the impacts of science	8

DESIGN

CRITERIA		MAX
A	Inquiring and analysing	8
B	Developing ideas	8
C	Creating the solution	8
D	Evaluating	8

LANGUAGE ACQUISITION (FORMERLY LANGUAGE B) *Arabic, Spanish, French*

CRITERIA		MAX
A	Knowing and understanding	8
B	Investigating	8
C	Thinking critically	8
D	Communicating	8

THE PROJECTS *Grades 8 and 10 only*

CRITERIA		MAX
A	Investigating	8
B	Planning	8
C	Taking action	8
D	Reflecting	8

PHYSICAL AND HEALTH EDUCATION (PHE)

CRITERIA		MAX
A	Knowing and understanding	8
B	Planning for performance	8
C	Applying and performing	8
D	Reflecting and improving performance	8

Subject groups **must** address **all** strands of **all** four assessment criteria **at least twice** in each year of the MYP.

GRADE DESCRIPTORS

GRADE 7

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.

GRADE 6

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.

GRADE 5

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.

GRADE 4

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.

GRADE 3

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.

GRADE 2

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.

GRADE 1

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.

THE ISL QATAR CERTIFICATE OF PARTICIPATION IN THE IB MYP

All students who attend Grade 10 for the full year are eligible for the ISL Qatar Certificate of Participation in the IB Middle Years Programme subject to the following conditions: This award is presented in recognition of those students who have:

- met or exceeded the minimum attendance requirements of the school;
- completed a **personal project** as required by the school;
- fulfilled the **Service as Action** requirements of the school.

ENTRY INTO THE IB DIPLOMA PROGRAMME (DP)

Attendance of at least 90%

- A total of a minimum of **33** points out of a total of **63** (including the Personal Project).
- A total of at least **15** points from those subjects that students have elected to study at Higher Level (see exceptions below).
- A total of at least **11** points from those subjects that students have elected to study at Standard Level (see exceptions below).
- At least a **Grade 4** in the Personal Project;
- Completion of the **Service as Action** programme to the satisfaction of the school.
- Subject teacher recommendations for all chosen DP courses.
- A successful interview with the DP Leaders.
- At least a **Grade 4** in a Language and Literature course.



EXCEPTIONS (HIGHER LEVEL)

Science

Students who wish to study two sciences at Higher Level will be required to achieve a **Grade 6** in both their MYP science courses. In such cases, a total of at least **17** points is required from those subjects that students have elected to study at Higher Level.

Mathematics

Students who wish to study Higher Level Mathematics, will need to achieve at least **Grade 5** in MYP Extended Mathematics or a **Grade 7** in MYP Standard Mathematics. In the latter case, a total of at least **14** points is required from those subjects that students have elected to study at Standard Level.

EXCEPTIONS (STANDARD LEVEL)

Mathematics

All students must take Mathematics at either Standard or Higher Level. To gain entry to the Standard Level course, students must achieve at *least* a **Grade 4**.

Please note that acceptance onto the full Diploma or any of the Diploma courses is at the discretion of the Head of Secondary.

STUDENT LEARNING SUPPORT

Grades 6 to 10

We recognise all children as individuals with a wide range of abilities and learning needs, but we also have a responsibility to address any concerns that may arise during a student's school career. The ISL Qatar code of practise for special needs and learning support is designed to ensure that appropriate provision is made for every student to realise his/her maximum potential in all areas of development. Our main aims are to work positively with students, parents and carers, to keep them informed and acknowledge any issues.

The middle school learning support team consists of the Learning Support Coordinator and one Learning Support teacher who works with secondary students. Referrals are generally made by class teachers and support is provided on an individual or small group basis according to the Learning Support policy. The Learning Support Coordinator is available for consultations and advice.

In certain circumstances, we may be able to provide the appropriate learning support for students with very specific learning needs. In this case, the school will work with parents to find alternative schooling.

Contact Details

LEADERS, COORDINATORS & COUNSELORS

INTERIM HEAD OF SCHOOL

Sergio Pawel spawel@islschools.org

DEPUTY HEAD OF SCHOOL

David Bryan dbryan@islqatar.org

HEAD OF SECONDARY

Helen Jeffery hjeffery@islqatar.org

IB PYP COORDINATORS

Daniele Robertson drobertson@islqatar.org

IB MYP COORDINATOR

Tala Al Massarweh talmassarweh@islqatar.org

PERSONAL PROJECT LEADER

Tala Al Massarweh talmassarweh@islqatar.org

IB DP LEADERS

Jackie Isherwood jisherwood@islqatar.org
curriculum

Jennifer Besford jbesford@islqatar.org
Pastoral

GLOBAL CITIZENSHIP AND COMMUNITY ACTION

Robert Nidsjö rnidsjo@islqatar.org

TEACHER LIBRARIAN

Cindy Coleson ccoleson@islqatar.org

DIRECTOR OF ACTIVITIES

Robert Nidsjö rnidsjo@islqatar.org

PASTORAL CARE AND ACCESS

Marieke Scholten mscholten@islqatar.org
G5 & G6 Leader of Student Development

Sophia Kritsineli skritsineli@islqatar.org
G7 & G8 Leader of Student Development

Lynette Brink lbrink@islqatar.org
G9 & G10 Leader of Student Development

Ahmed El Hadidi aelhadidi@islqatar.org
Whole School Arabic Liaison & Culture

WHOLE SCHOOL COUNSELLOR

Jennifer Heathcote-Osborne jheathcoteosborne@islqatar.org

COLLEGE COUNSELLORS

Annemiek Bailey abailey@islqatar.org

Heather Charlton hcharlton@islqatar.org

SUBJECT TEACHERS

LANGUAGE AND LITERATURE: ARABIC

Maher Barhoumi mbarhoumi@islqatar.org
Leader of Learning

Ahmed El Hadidi aelhadidi@islqatar.org

Buseyna Gazal bgazal@islqatar.org

Somaia Ibrahim Ahmed sahmed@islqatar.org

Fatima Khattab fkhattab@islqatar.org

Nadine Loubany nloubany@islqatar.org

Hend Maria hmaria@islqatar.org

Naglaa Moharam nmoharam@islqatar.org

LANGUAGE ACQUISITION: ARABIC

Nadine Loubany nloubany@islqatar.org

Mariam Najib Moussa mmoussa@islqatar.org

LANGUAGE AND LITERATURE: ENGLISH

Shaun Mistry smistry@islqatar.org
Leader of Learning

David Bryan dbryan@islqatar.org

Ellen Hoogendoorn ehoogendoorn@islqatar.org

Michael Demaranville mdemaranville@islqatar.org

Daniela Ceballos dceballos@islqatar.org

Jonathan Hambly jhambly@islqatar.org

Helen Jeffery hjeffery@islqatar.org

Jai Sportun jsportun@islqatar.org

ISLAMIC STUDIES

Maher Barhoumi mbarhoumi@islqatar.org
Leader of Learning

Imal Al-Gamal iaal-gamal@islqatar.org

Buseyna Gazal bgazal@islqatar.org

Ahmed El Hadidi aelhadidi@islqatar.org

Asmaa Ibrahim aibrahim@islqatar.org

Naglaa Moharam nmoharam@islqatar.org

Somaia Ibrahim Ahmed sahmed@islqatar.org

LANGUAGE AND LITERATURE: MOTHER TONGUE LANGUAGES

Dutch MT, French MT, Greek MT, Italian MT, Japanese MT, Portuguese A and Spanish MT.

Odile Hajjar oyouneshajjar@islqatar.org
Leader of Learning

Mary Bouri mbouri@islqatar.org
Greek MT

Perrine Cazet pcazet@islqatar.org
French MT

Derya Gok dgok@islqatar.org
Dutch MT

Asa Karlsson akarlsson@islqatar.org
Swedish MT

Julio Cesar jcesar@islqatar.org
Spanish MT

Birgit Narayanan bnarayanan@islqatar.org
German MT

Nicoletta Pillon npillon@islqatar.org
Italian MT

Larisa Razova lrazova@islqatar.org
Russian MT

Dilek Ustaoglu dustaoglu@islqatar.org
Turkish MT

Vanessa Zilio vzilio@islqatar.org
Portuguese MT

LANGUAGE ACQUISITION: ENGLISH, FRENCH, SPANISH

Odile Hajjar oyouneshajjar@islqatar.org
Leader of Learning

Berenice Al Haddad balhaddad@islqatar.org
French

Leila Belhaj lbelhaj@islqatar.org
French

Ana Bravo abravo@islqatar.org
Spanish

Silvia Castell mbouri@islqatar.org
Spanish

Perrine Cazet pcazet@islqatar.org
French

Farah El Mokadam felmokadam@islqatar.org
French

Eider Lopez Garay elopezgaray@islqatar.org
Spanish

Maria Pilar Martin mmartin@islqatar.org
Spanish

INDIVIDUALS AND SOCIETIES

Meenakshy Venkiteswaran <i>Leader of Learning</i>	mvenkiteswaran@islqatar.org
Jenny Besford	jbesford@islqatar.org
Jonathan Hambly	jhambly@islqatar.org
Portia Holmes	pholmes@islqatar.org
Jackie Isherwood	jisherwood@islqatar.org
Shaun Mistry	smistry@islqatar.org
Karl Sloane	ksloane@islqatar.org
Jai Sportun	jsportun@islqatar.org

SCIENCE

Ruth Bradley <i>Leader of Learning</i>	rbradley@islqatar.org
Tala Al Massarweh	talmassarweh@islqatar.org
Ferdi Kaya	fkaya@islqatar.org
Sophia Kritsineli	skritsineli@islqatar.org
Damon McDonald	dmcdonald@islqatar.org
Smita Shetty	sshetty@islqatar.org
Lynette Brink	lbrink@islqatar.org
Mari Lou Sedano <i>Lab Technician</i>	msedano@islqatar.org

MATHEMATICS

Angela Furniss <i>Leader of Learning</i>	afurniss@islqatar.org
Ljiljana DjinoVIC	ldjinovic@islqatar.org
Ferdi Kaya	fkaya@islqatar.org
Craig Furniss	cfurniss@islqatar.org
Owen Haywood	ohaywood@islqatar.org
Marieke Scholten	mscholten@islqatar.org
Adeeba Qazi	aqazi@islqatar.org

DESIGN

Moneeb Minhas <i>Leader of Learning</i>	mminhas@islqatar.org
Jonn Nicholson	jnicholson@islqatar.org

PHYSICAL AND HEALTH EDUCATION

Gaida Erlano <i>Leader of Learning</i>	gerlano@islqatar.org
Ruslan Gafurov	rgafurov@islqatar.org
Hanna Gildan-Clark	hgildanclark@islqatar.org
Ciaran Smithers	csmithers@islqatar.org

THE ARTS: DRAMA, MUSIC, VISUAL ARTS, PERFORMING ARTS

Claire Daniels <i>Leader of Learning Performing Arts</i>	cdaniels@islqatar.org
Mary Ascione <i>Performing Arts</i>	mascione@islqatar.org
Jonn Nicholson <i>Design and Visual Arts</i>	npillon@islqatar.org
Cailin O'Connor <i>Leader of Learning for Visual Arts</i>	coconnor@islqatar.org
Anny Ku <i>Artist-in-Residence</i>	aku@islqatar.org

LEARNING SUPPORT SERVICES

Alison Alberghini <i>Whole School Coordinator</i>	aalberghini@islqatar.org
Anne Amisi	aamisi@islqatar.org
Eugenia Kyriakopoulou	ekriakopoulou@islqatar.org

ENGLISH LANGUAGE SUPPORT (ELS)

Samir Valiyev <i>Leader of Learning</i>	svaliyev@islqatar.org
Washiela Casper	wcasper@islqatar.org
Ellen Hoogendoorn	ehoogendoorn@islqatar.org
Arlam Said <i>ELS Learning Assistant</i>	asaid@islqatar.org

To notify the school regarding school attendance, retrieve forms, records and transcripts, and seek appointment with any staff member

Nisreen Abilmona <i>Secondary Admin Assistant</i>	nabilmona@islqatar.org
--	--

For pastoral care and disciplinary matters

Marieke Scholten <i>G5 & G6 Leader of Student Development</i>	mscholten@islqatar.org
Sophia Kritsineli <i>G7 & G8 Leader of Student Development</i>	skritsineli@islqatar.org
Lynette Brink <i>G9 & G10 Leader of Student Development</i>	lbrink@islqatar.org
Ahmed El Hadidi <i>Whole School Arabic Liaison & Culture</i>	aelhadidi@islqatar.org

For questions on the DP Course of Study

Jackie Isherwood <i>IB DP Coordinator (Curriculum)</i>	jisherwood@islqatar.org
Jenny Besford <i>IB DP Pastoral</i>	jbesford@islqatar.org

For questions on the MYP Course of Study and about the MYP Personal Project (G10) and Community Project (G8)

Tala Al Massarweh <i>MYP Coordinator & IB MYP Projects Leader</i>	talmassarweh@islqatar.org
--	--

For questions on school policies

Sergio Pawel <i>Interim Head of School</i>	spawel@islschools.org
David Bryan <i>Deputy Head of School</i>	dbryan@islqatar.org

For inquiries on student discipline and attendance

Helen Jeffery <i>Head of Secondary</i>	hjeffery@islqatar.org
---	--

Other permissions

Please contact the Homeroom Teacher, Teacher or the Interim Head of School

Glossary of MYP Terms

APPROACHES TO LEARNING	Concerned with the development of thinking skills, strategies and attitudes and the ability to reflect on one’s own learning.
DP	Diploma Programme (IB curriculum for 16-18/19 year olds)
ELS	English Language Support
FORMATIVE ASSESSMENT	On-going assessment aimed at providing information to guide teaching and improve student performance.
GLOBAL CONTEXTS	<ul style="list-style-type: none">• Individuals and relationships• Orientation in space and time• Personal and cultural expression• Scientific and technical innovation• Globalization and sustainability• Fairness and development
HOLISTIC LEARNING	One of the fundamental concepts of the MYP; it stresses the interrelatedness of various disciplines and issues, and education of the whole person.
IB	International Baccalaureate
LEARNER PROFILE	Aims to develop internationally-minded people
LEARNING SUPPORT	<p>Students requiring learning support may</p> <ul style="list-style-type: none">• display difficulties or live with conditions that are a barrier to learning and therefore need particular teaching strategies for classroom management and effective learning.• display a higher than average aptitude in one or more subjects that requires adaptation of the curriculum to cater for their accelerated learning needs.
MYP	Middle Years Programme (IB curriculum for 11-16 year olds)
MYP COORDINATOR	The pedagogical leader of the MYP in the school who oversees the effective development of the programme. The MYP coordinator ensures effective communication about the programme within the school, and between the school and IB.
PERSONAL PROJECT	Culminating project for Year 5 students

SUBJECT GROUP

The programme model for the MYP includes eight subject groups. They are:

- Language and Literature
- Language Acquisition
- Individuals and Societies
- Sciences
- Mathematics
- Design
- Visual Arts and Performing Arts
- Physical and Health Education

SUMMATIVE ASSESSMENT

The culminating assessment for a unit, term or course of study, designed to provide information on the student’s achievement level against specific objectives.

