



مدارس الظهران الأهلية
Dhahran Ahliyya Schools

مجتمع تعليمي غير ربحي
A not-for-profit learning community

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**Every Year We Become
Better
Than the Year Before!**

**Dhahran Ahliyya School is an IB candidate school
to offer the Middle Years Program (MYP)**

DHAHRAN AHLIYYA SCHOOLS VALUES

DAS Mission

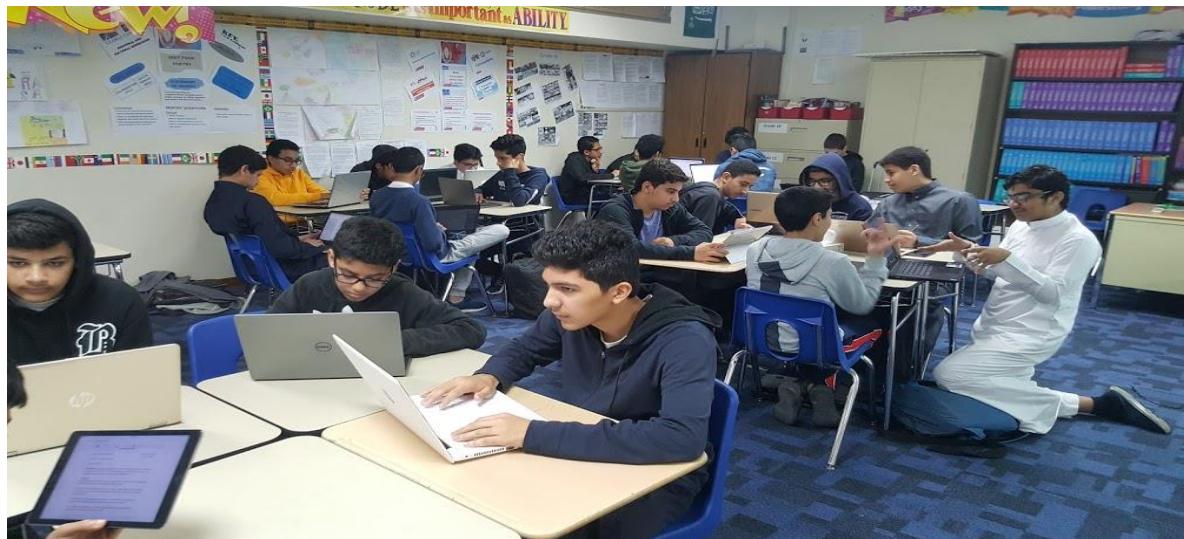
Inspired by the principles of Islam, the mission of Dhahran Ahliyya Schools is to empower each student to be a compassionate, thinking, lifelong bi-lingual learner who makes a positive difference, locally and globally.

DAS Vision

Our vision is to provide a world-class education with an Arab and Islamic identity through a pioneering learning community that is sustainable and socially responsible.

The International Baccalaureate's 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 programs of international education and rigorous assessment. These programs 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

DAS students will learn to become:

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.

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.

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.

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.

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.

THE MYP FRAMEWORK

The MYP aims to foster the attitudes and actions of global citizens, nurture lifelong learning skills, and equip students to adapt to the challenges of an ever more complex world, combined with an academically rigorous programme. Three fundamental principles underpin the MYP framework: holistic education, intercultural awareness and communication.

Holistic learning is based on the principle that all knowledge is interrelated and that the curriculum should cater to the development of the whole person, the attributes of whom are described by the IB Learner Profile/DAS Mission Statement.

*For more information,
please visit the website of
the International
Baccalaureate
Organization
www.ibo.org*

DAS stresses the importance of this principle by encouraging connections across disciplines and generating interdisciplinary activities whenever appropriate on both formal and informal levels. The DAS Values make an explicit link between the mission statement and what we do in practice. Each year, across grade levels and school-wide, we undertake a range of interdisciplinary investigations.

Intercultural awareness is based on the principle that school communities should encourage and promote international mindedness by engaging with and exploring world-wide cultures, a key feature of international education as reflected in the attributes of the IB Learner Profile/DAS Values.

We believe that excellent education touches both the hearts and minds of students, developing their intellectual, personal, emotional and social skills to learn and work in a rapidly changing and globalizing world. Moreover, it should provide them with a sense of belonging in their own country while also an openness to their roles as citizens of the world, committed to taking action to help make their world a better place.

We believe that this kind of education is best provided through a collaborative, constructivist learning process that is based on inquiry, action and reflection. It should result in meaningful, rigorous, interdisciplinary academic learning which students apply to solution of real problems while, at the same time, developing the attributes described in the IB Learner Profile and the attitudes that support lifelong learning. In our approach, assessment plays an important role and must be multi-faceted and integrated in the process of learning and planning.

At DAS, language is central to intellectual, social, cultural, and emotional development of our learning community and, therefore, every teacher is a language teacher. Our goal is to honor and support the development of both Arabic and English. We highlight the transdisciplinary nature of language learning by teaching the academic language through content in both English and Arabic.

We believe that the consistency of a positive, supportive climate of respect, safety, and responsibility is essential. All our students deserve equal opportunity and should be treated with equal respect and dignity. However, we also recognize that to be fair to all, we need to differentiate in kinds and amounts of instruction and learning support.



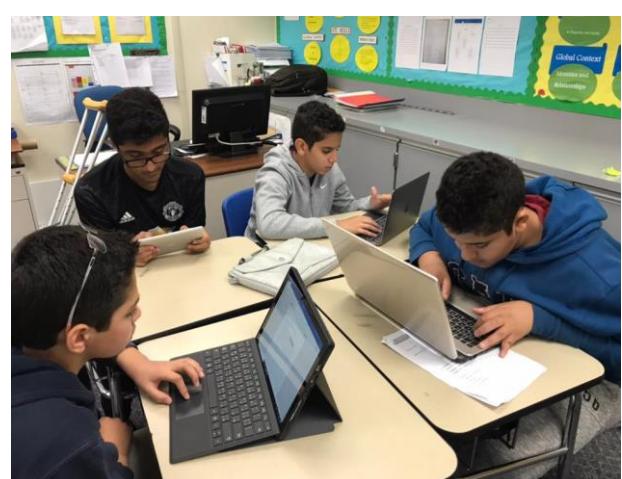
THE IB MIDDLE YEARS PROGRAMME MODEL

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.

The MYP is flexible enough to accommodate most national or local curriculum requirements. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Programme (CP).

The IB Middle Years Programme:

- addresses holistically students' intellectual, social, emotional and physical well-being
- provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in eight subject groups
- requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others
- empowers students to participate in service within the community
- helps to prepare students for further education, the workplace and a lifetime of learning.



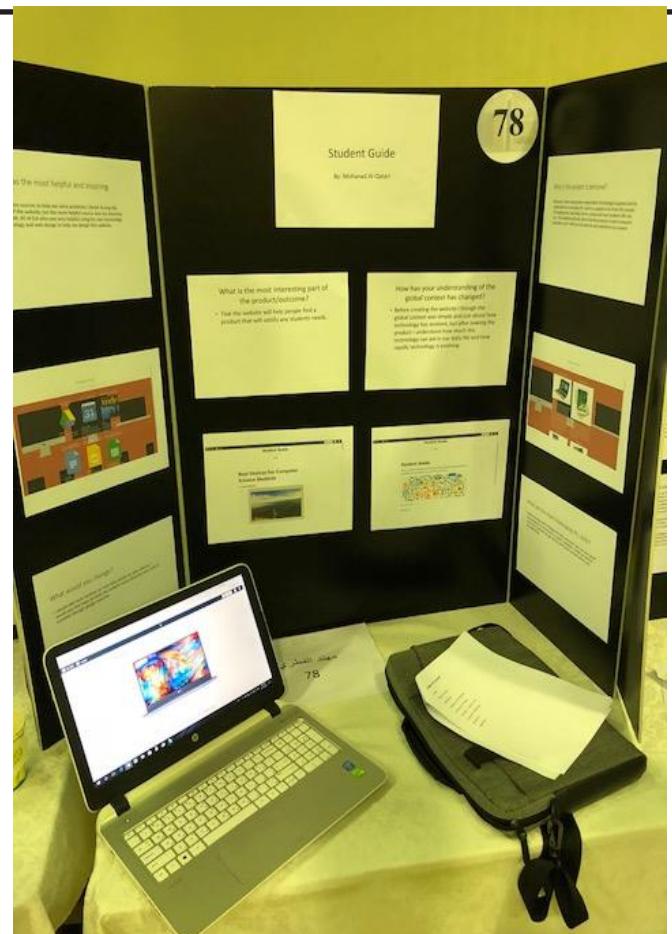
SERVICE AND ACTION

Service and action is a required component of the IB MYP, which goes hand in hand with our DAS mission statement, *“inspired by the principles of Islam, the mission of Dhahran Ahliyya Schools is to empower each student to be a compassionate, thinking, lifelong bi-lingual learner who makes a positive difference, locally and globally.”*

Through their engagement with service and action, MYP students will continue to increase their awareness of their own strengths and areas for growth, undertake new challenges, plan and initiate activities, work collaboratively with others, show perseverance and commitment, engage with locally and globally significant challenges and consider the ethical implication of their actions.

At DAS, students are provided with numerous opportunities for service involvement in each year of the programme, which are in turn aligned with the MYP learning outcomes. Action becomes part of the MYP unit plans, which demonstrate appropriate opportunities, through inquiry, to participate in service as action.

All MYP students must fulfil the DAS expectations for participation in community service, which is a requirement of the IB MYP Certificate.



MYP PROJECTS

MYP projects provide students the opportunity to demonstrate what they have learned in the MYP. In schools that include MYP years 5, all students must complete the personal project. In programmes that include MYP years 4 or 5, schools may offer students the opportunity to do both the community project and the personal project. In schools that include MYP year 3 or 4, students must complete the community project.

Community project encourages students to explore their right and responsibility to implement service as action in the community. Students may complete the community project individually or in small groups.

The aims of the **MYP Projects** are to encourage and enable students to:

- Participate in a **sustained, self-directed inquiry** within a global context
- Generate creative new insights and **develop deeper understandings** through in-depth investigation
- **Demonstrate the skills, attitudes and knowledge** required to complete a project over an extended period of time
- **Communicate effectively** in a variety of situations
- **Demonstrate responsible action** through, or as a result of, learning
- **Appreciate the process of learning** and take pride in their accomplishments.

Personal project encourages students to practice and strengthen their ATL skills, to connect classroom learning engagements with personal experience, and to develop their own interests for lifelong learning. Each personal project objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

A) Investigating

- Students define a clear goal and global context for the project, based on personal interests.
- Students identify prior learning and subject-specific knowledge relevant to the project.
- Students demonstrate research skills.

B) Planning

- Students develop criteria for the product/outcome.
- Students plan and record the development process of the project.
- Students demonstrate self-management skills.

C) Taking action

- Students create a product/outcome in response to the goal, global context and criteria.
- Students demonstrate thinking skills.
- Students demonstrate communication and social skills.

D) Reflecting

- Students evaluate the quality of the product/outcome against their criteria.
- Students reflect on how completing the project has extended their knowledge and understanding of the topic and the global context.
- Students reflect on their development as IB learners through the project.

THE CURRICULUM

The MYP consists of eight subject groups: language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design. Student study is supported by a minimum of 50 hours of instruction per subject group in each academic year. In years 4 and 5, students have the option to take courses from six of the eight subject groups, which provides greater flexibility.

Conceptual understanding: concepts are big ideas, which form the basis of teaching and learning in the MYP. They ensure breadth and depth in the curriculum to promote learning within and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically. The MYP prescribes sixteen key interdisciplinary concepts along with related concepts for each discipline.

Approaches to Learning (ATL): a unifying thread throughout all MYP subject groups, are skills which help students manage their own learning. They provide a foundation for independent learning and success in further education and the world beyond the classroom. Developing and applying these communication, social, self-management, research and thinking skills helps students learn how to learn.

The ATL skills that students are encouraged to develop in the MYP are:

- communication skills
- social: collaboration skills
- self-management: organization, affective and reflection skills
- research: information literacy and media literacy skills
- thinking: critical-thinking, creative and transfer skills

Global Contexts: provide shared starting points for inquiry into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement. Students learn best when their learning experiences have context and are connected to their lives and the knowledge gained from the world they have experienced.

Using global contexts, MYP students develop an understanding of their common humanity and shared guardianship of the planet through developmentally appropriate explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development

Presentations are given by the MYP Coordinator to introduce the MYP to parents in early September. Parent-teacher and student-led conferences and further MYP information meetings (curriculum, assessment, reporting, electives, Personal Project, etc.) are scheduled throughout the school year. Please refer to the school calendar for details.

HOME-SCHOOL LINKS

Homework

Homework is an integral part of the DAS academic programme. Homework provides all students with meaningful opportunities to reinforce their learning at school and to develop appropriate attitudes, habits and commitment to learning. It is important that all students maintain a record of homework set and planned.

Homework activities are an important means for teachers to check and support students' understanding of concepts, knowledge and skills. Homework encourages organization, planning, and self-discipline; furthermore, homework demonstrates a commitment to academic work.

If your son or daughter was absent from school when homework was set or was due, he/she must meet with his/her teacher immediately to determine ways to cover missed work.

The teachers also post the daily activities and homework on the learning portal Moodle which helps students be aware of deadlines and daily homework.

Student Support

We expect students to demonstrate behavior that reflects the school's philosophy and DAS Values and recognize that students learn by example.

Students should:

- show respect, understanding and sensitivity towards other cultures and the rights of others
- grow in their capacity to exercise sound moral judgements
- learn and demonstrate self-discipline through mutual respect and concern for the local and global community
- accept personal responsibility for their actions and account to their teachers and parents/ guardians for their conduct
- be diligent in pursuing their studies and attend school regularly and punctually
- comply with the school guidelines and expectations to achieve this,

DAS:

- provides a learning support structure in which all students feel secure and are able to progress and be successful
- provides a clear rewards system to promote a positive learning environment and reward those students who demonstrate high achievement, exceptional effort, outstanding service, excellent behavior and other significant contributions to the school
- makes clear our expectations and deals with breaches of school guidelines in a fair, consistent and timely manner

These structures are designed to ensure that we have a safe environment in which all students can learn and succeed and in which they are rewarded for outstanding performance.

Counselling

DAS tries to provide academic and emotional support to all students through the counsellor, staff or teacher(s). If a student requires further support, this can be provided by the Learning Support team or outside agencies.

Learning Support

At DAS we provide students with the support they need in order to set and meet individual learning targets. Differentiation is an integral part of teaching and learning. This may involve utilizing collaborative and cooperative learning, a variety of learning practices, creative approaches to teaching and learning, differing formats and modes of exploring and presenting knowledge and understanding being made available to the students. However, in those cases where students require instruction beyond regular teaching practices, learning support is provided. Following the school's Inclusion Policy, the student's learning needs are considered on an individual basis and, when necessary, studentsupport is provided by our successful StudentSupport Unitat an additional cost.

MYP YEARS 1-5 COURSE OVERVIEWS

GROUP 1: LANGUAGE AND LITERATURE (ALSO KNOWN AS LANGUAGE A)

At Dhahran Ahliyya Schools, we teach both Arabic and English as language A. Language and Literature is an academically rigorous study of both language and literature, which aims to equip students with linguistic, analytical and communicative skills.

All IB programmes value language as central to the development of critical thinking, which is essential for cultivating intercultural understanding and responsible membership in local, national and global communities.

Language is integral to exploring and sustaining personal development and cultural identity and provides an intellectual framework that supports the construction of conceptual understanding.

As MYP students interact with a range of texts, they generate insight into moral, social, economic, political, cultural and environmental domains. They continually grow in their abilities to form opinions, make decisions, and reason ethically—all key attributes of an IB learner.

Aims

The study of MYP Language and Literature is to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction
- develop critical, creative and personal approaches to studying and analyzing literary and non-literary works
- develop a lifelong interest in reading widely and apply language skills in a variety of real-life contexts

Language and Literature – Arabic and English

In MYP, the study of literature and language is integrated and organized within a framework of the key literary genres: prose fiction, prose non-fiction, poetry, drama and media. Both departments recognize the importance of language in establishing links between subjects, cultures and other areas of experience, and as a vehicle for thought, communication, creativity, and self-expression.

In order to build and extend their language skills, students are given opportunities to communicate in a variety of styles and forms for a range of purposes and audiences. Oral skills are developed through presentations and interpretations and through formal/informal discussion such as literature circles, talks and speeches. Grammar, spelling and punctuation are taught in context and according to the individual needs of students.

As they progress through the MYP the focus shifts more towards literary analysis and response through the study of a range of genres, enabling a clearly defined progression from the MYP to the Diploma. Emphasis in literature is on encouraging students to relate their work to the real world and own world experiences. At MYP this is achieved through inquiry based on the Global Contexts. Reading and responding to texts gives students the opportunity to view the world through different cultures and different perspectives, and to recognize that there is a common link amongst humans regardless of distance, time, or culture.

In all courses and across all grades the aim is promoting an enjoyment of literature and language. Students are encouraged and expected to develop their love of literature and language through their own independent reading across a range of literary genres.

There is also an emphasis on the teaching and learning of non-fiction texts which help the students to understand and analyze real-life texts and be able to read and think critically.

MYP Objectives

A) Analyzing

In order to reach the aims of studying language and literature, students should be able to:

- analyze the content, context, language, structure, technique and style of text(s) and the relationships between texts
- analyze the effects of the creator's choices on an audience
- justify opinions and ideas, using examples, explanations and terminology
- evaluate similarities and differences by connecting features across and within genres and texts

B) Organizing

In order to reach the aims of studying language and literature, students should be able to:

- employ organizational structures that serve the context and intention
- organize opinions and ideas in a sustained, coherent and logical manner
- use referencing and formatting tools to create a presentation style suitable to the context and intention

C) Producing text

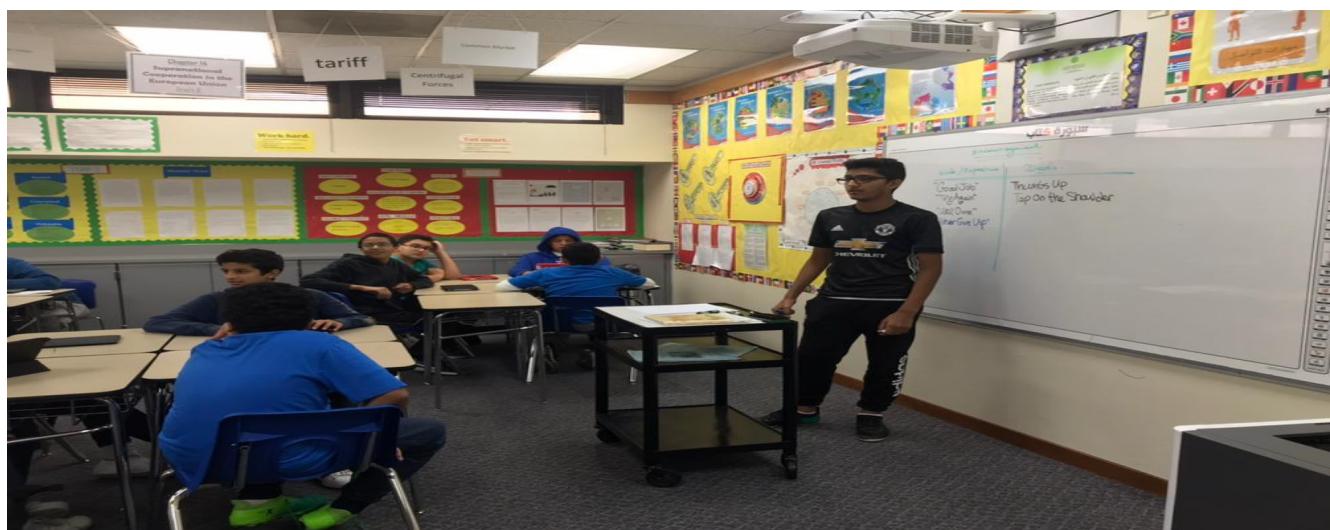
In order to reach the aims of studying language and literature, students should be able to:

- produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- select relevant details and examples to develop ideas

D) Using language

In order to reach the aims of studying language and literature, students should be able to:

- use appropriate and varied vocabulary, sentence structures and forms of expression
- write and speak in a register and style that serve the context and intention
- use correct grammar, syntax and punctuation
- spell (alphabetic languages), write (character languages) and pronounce with accuracy
- use appropriate non-verbal communication techniques



MYP YEARS 1-5 COURSE OVERVIEWS

GROUP 3: INDIVIDUALS AND SOCIETIES (ALSO KNOWN AS HUMANITIES)

Integrated Humanities

The MYP individuals and societies subject group incorporates disciplines traditionally studied under humanities and social sciences. This subject group encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments.

The study of individuals and societies helps students to appreciate critically the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognize that both content and methodology can be debatable and controversial, and for practicing the tolerance of uncertainty.

The IB's approach to this subject area includes a strong focus on inquiry and investigation. Students collect, describe and analyze data; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group.

The aims of the teaching and learning of MYP Individuals and Societies are to encourage and enable the student to:

- appreciate the range of human and environmental commonalities and diversities
- understand the interactions and interdependence of individuals, societies and environments in different contexts
- understand how both environmental and human systems operate and evolve over time
- identify and develop a concern for human and environmental well-being
- act upon opportunities to be a responsible global citizen
- develop effective inquiry skills to achieve conceptual understanding in humanities

Main Objectives

A) Knowing and understanding

Students develop factual and conceptual knowledge about individuals and societies. In order to reach the aims of individuals and societies, students should be able to:

- use terminology in context
- demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples

B) Investigating

In order to reach the aims of individuals and societies, students should be able to:

- formulate a clear and focused research question and justify its relevance
- formulate and follow an action plan to investigate a research question
- use research methods to collect and record relevant information
- evaluate the process and results of the investigation

C) Communicating

In order to reach the aims of individuals and societies, students should be able to:

- communicate information and ideas using an appropriate style for the audience and purpose
- structure information and ideas in a way that is appropriate to the specified format
- document sources of information using a recognized convention

D) Thinking critically

In order to reach the aims of individuals and societies, students should be able to:

- discuss concepts, issues, models, visual representation and theories

- synthesize information to make valid arguments
- analyze and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations
- interpret different perspectives and their implications

MYP YEARS 1-5 COURSE OVERVIEWS

GROUP 4: SCIENCES

General Science, Biology, Chemistry and Physics

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

The MYP sciences group aims to encourage and enable students to:

- develop inquiring minds and curiosity about science and the natural world
- acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts
- develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions
- communicate scientific ideas, arguments and practical experiences accurately in a variety of ways
- think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts
- appreciate the benefits and limitations of science and its application in technological developments
- understand the international nature of science and the interdependence of science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors
- demonstrate attitudes and develop values of honesty and respect for themselves, others, and their shared environment

Main Objectives

A) Knowing and understanding

In order to reach the aims of sciences, students should be able to:

- explain scientific knowledge
- apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- analyze and evaluate information to make scientifically supported judgments

B) Inquiring and designing

In order to reach the aims of sciences, students should be able to:

- explain a problem or question to be tested by a scientific investigation
- formulate a testable hypothesis and explain it using scientific reasoning
- explain how to manipulate the variables, and explain how data will be collected
- design scientific investigations

C) Processing and evaluating

In order to reach the aims of sciences, students should be able to:

- present collected and transformed data
- interpret data and explain results using scientific reasoning
- evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- evaluate the validity of the method
- explain improvements or extensions to the method

D) Reflecting on the impacts of science

In order to reach the aims of sciences, students should be able to:

- explain the ways in which science is applied and used to address a specific problem or issue
- discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue
- apply communication modes effectively
- document the work of others and sources of information used



MYP YEARS 1-5 COURSE OVERVIEWS

GROUP 5: MATHEMATICS

Mathematics, Algebra 1 & 2, Geometry

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. The MYP mathematics and extended mathematics courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school.

Mathematics in the MYP is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students should see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations.

The aims of the MYP Mathematics are to enable students to:

- develop their mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment
- apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them
- develop an understanding of mathematical principles and flexible strategies for problems of which solutions are not obvious
- develop an ability to apply mathematics in other subjects, particularly science and technology
- develop the abilities to reason logically, to classify, to generalize and to prove
- appreciate patterns and relationships in mathematics

Main Objectives

In MYP Mathematics, the four main objectives support the IB Learner Profile, promoting the development of students who are knowledgeable, inquirers, communicators and reflective learners.

A) Knowing and understanding

In order to reach the aims of mathematics, students should be able to:

- select appropriate mathematics when solving problems
- apply the selected mathematics successfully when solving problems
- solve problems correctly in both familiar and unfamiliar situations in a variety of contexts

B) Investigating patterns

In order to reach the aims of mathematics, students should be able to:

- select and apply mathematical problem-solving techniques to discover complex patterns
 - describe patterns as general rules consistent with findings
 - prove, or verify and justify, general rules
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C) Communicating

In order to reach the aims of mathematics, students should be able to:

- use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- use appropriate forms of mathematical representation to present information
- move between different forms of mathematical representation
- communicate complete, coherent and concise mathematical lines of reasoning
- organize information using a logical structure

D) Applying mathematics in real-life contexts

In order to reach the aims of mathematics, students should be able to:

- identify relevant elements of authentic real-life situations
- select appropriate mathematical strategies when solving authentic real-life situations
- apply the selected mathematical strategies successfully to reach a solution
- justify the degree of accuracy of a solution
- justify whether a solution makes sense in the context of the authentic real-life situation



MYP YEARS 1-5 COURSE OVERVIEWS

GROUP 6: ARTS

Visual Art, Drama

In MYP arts, students function as artists as well as learners of the arts. Artists have to be curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem-solvers. Students create, perform and present arts in ways that engage and convey feelings, experiences and ideas. Through this practice, students acquire new skills and master those developed in prior learning.

Development in the arts is a dynamic process, and not necessarily linear. Students move freely through a creative process towards a deeper understanding of the arts. The process of creating artwork, as well as the product, demonstrates what students have experienced, learned and attempted to convey.

Arts in the MYP stimulate young imaginations, challenge perceptions, and develop creative and analytical skills. The course encourages students to understand the context and cultural histories of artworks, supporting the development of an inquiring and empathetic world view.

Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.

MYP arts has four objectives of equal importance and value: knowing and understanding; developing skills; thinking creatively; responding. Although the objectives can be addressed separately to scaffold learning, collectively they enrich teaching and learning of the arts.

Aims

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

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

Drama

Drama engages students in an active relationship with theatre and encourages autonomous learning and exploration. It encourages the growth of creative, reflective and communication skills through practical work. Emphasis is placed on the artistic process and the students' understanding of this process as an essential component to their artistic development through continuous investigation, planning, goal setting, rehearsing, performing, reflection and evaluation.

Visual Art

Visual Art is designed to develop the students' ability to express their ideas, their personalities, their interpretation of the world and the sense of pride that comes with mastering media skills and producing unique work. The creative cycle is used. Research, selection, learning media skills, and evaluation give the student tools to express themselves and a way of working.

There should always be space for the student to independently explore and extend projects. Students gain enormous self-confidence when they have successfully used the creative cycle to produce an effective artwork and when the work is displayed and appreciated by peers and the learning community. Students are encouraged to study how other artists have used artistic techniques and explore these techniques in their own creative work.

Main Objectives

The MYP Arts objectives interrelate with each other and form the basis of the student's experience in the arts. Personal engagement surrounds the student at the center and connects directly with each of the other objectives. The course objectives are closely aligned to the four Arts assessment criteria:

A) Knowing and understanding

In order to reach the aims of arts, students should be able to:

- demonstrate knowledge and understanding of the art form studied, including concepts, processes and the use of subject-specific terminology
- demonstrate an understanding of the role of the art form in original or displaced contexts
- use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

B) Developing skills

In order to reach the aims of arts, students should be able to:

- demonstrate the acquisition and development of the skills and techniques of the art form studied
- demonstrate the application of skills and techniques to create, perform and/or present art

C) Thinking creatively

In order to reach the aims of arts, students should be able to:

- develop a feasible, clear, imaginative and coherent artistic intention
- demonstrate a range and depth of creative-thinking behaviors
- demonstrate the exploration of ideas to shape artistic intention through to a point of realization

D) Responding

In order to reach the aims of arts, students should be able to:

- construct meaning and transfer learning to new settings
 - create an artistic response which intends to reflect or impact on the world around them
 - critique the artwork of self and others
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MYP YEARS 1-5 COURSE OVERVIEWS

GROUP 7: DESIGN

Digital and Product Design

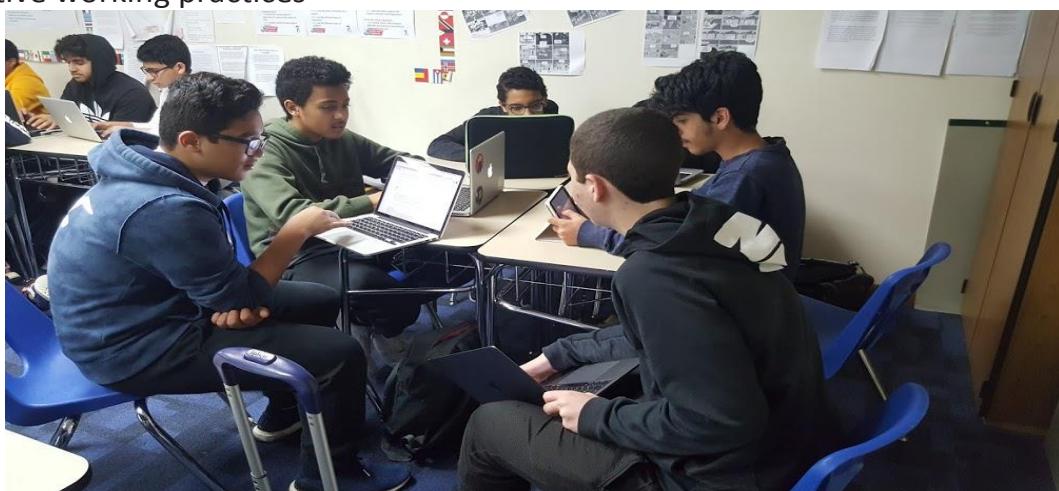
Design, and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, adapt our environment, communicate with others, solve problems, work and live. MYP design challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action. Inquiry and problem-solving are at the heart of design.

MYP design requires the use of the design cycle as a tool, which provides: the methodology to structure the inquiry and analyze problems; the development of feasible solutions; the creation of solutions; and the testing and evaluation of the solution. In MYP design, a solution can be a model, prototype, product or system independently created and developed by students. MYP design enables students to develop not only practical skills but also strategies for creative and critical thinking.

Aims

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

- enjoy the design process, and develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices



MYP YEARS 1-5 COURSE OVERVIEWS

GROUP 7: DESIGN

Main Objectives

The course objectives are aligned to the four Design assessment criteria:

A) Inquiring and analyzing

In order to reach the aims of design, students should be able to:

- explain and justify the need for a solution to a problem for a specified client/target audience
- identify and prioritize the primary and secondary research needed to develop a solution to the problem
- analyze a range of existing products that inspire a solution to the problem
- Develop a detailed design brief, which summarizes the analysis of relevant research

B) Developing ideas

In order to reach the aims of design, students should be able to:

- develop a design specification, which clearly states the success criteria for the design of a solution
- develop a range of feasible design ideas, which can be correctly interpreted by others
- present the final chosen design and justify its selection
- develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution

C) Creating the solution

In order to reach the aims of design, students should be able to:

- construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- demonstrate excellent technical skills when making the solution
- follow the plan to create the solution, which functions as intended
- fully justify changes made to the chosen design and plan when making the solution
- present the solution as a whole, either in electronic form, or through photographs of the solution from different angles, showing details

D) Evaluating

In order to reach the aims of design, students should be able to:

- design detailed and relevant testing methods, which generate data, to measure the success of the solution
 - critically evaluate the success of the solution against the design specification
 - explain how the solution could be improved
 - explain the impact of the solution on the client/target audience
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MYP YEARS 1-5 COURSE OVERVIEWS

GROUP 8: PHYSICAL AND HEALTH EDUCATION (ALSO KNOWN AS PE)

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes contributing to a balanced and healthy lifestyle.

Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, as well as positive social interaction. Physical activity and health are of central importance to human identity and global communities, creating meaningful connections among people, nations, cultures and the natural world.

Through physical and health education, students learn to appreciate and respect the ideas of others and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility and intercultural understanding.

The aims of MYP physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.



Main Objectives

The course objectives are closely aligned to the four PHE assessment criteria:

A) Knowing and understanding

In order to reach the aims of physical and health education, students should be able to:

- explain physical health education factual, procedural and conceptual knowledge
- apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations
- apply physical and health terminology effectively to communicate understanding

B) Planning for performance

In order to reach the aims of physical and health education, students should be able to:

- design, explain and justify plans to improve physical performance and health
- analyze and evaluate the effectiveness of a plan based on the outcome

C) Applying and performing

In order to reach the aims of physical and health education, students should be able to:

- demonstrate and apply a range of skills and techniques effectively
- demonstrate and apply a range of strategies and movement concepts
- analyze and apply information to perform effectively

D) Reflecting and improving performance

In order to reach the aims of physical and health education, students should be able to:

- explain and demonstrate strategies that enhance interpersonal skills
- develop goals and apply strategies to enhance performance
- analyze and evaluate performance

ASSESSMENT

The aim of MYP assessment at DAS is to support and encourage student learning. It is a collaborative process, which is varied and continuous. Assessment is used to provide feedback on the learning process and evaluate the effectiveness of both learning and teaching. Teachers organize continuous assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group.

The MYP offers a criterion-referenced model of assessment. This means that students' results are determined by performance against set standards, not by each student's position in an overall rank order.

Assessment strategies, both formative and summative, provide feedback on the thinking processes as well as the finished piece of work. Formative assessment means that students will be given assessed feedback on their work, providing them with an opportunity to analyze their own learning and to recognize what areas need improvement. Students are actively involved in this form of assessment, often evaluating their peers and/ or themselves.

Summative assessment is internally designed by the teacher to provide evidence for evaluating student achievement using required MYP subject-group-specific assessment criteria.

Teachers develop varied and authentic assessment tasks that allow students to demonstrate achievement according to the required objectives within each subject group. These may include open-ended, problem-solving activities and investigations, organized debates, hands- on experimentation, analysis, reflection, tests and examinations. Assessment strategies and tools (rubrics, performance records, checklists, portfolios) are designed to allow the students to show real understanding through flexible and appropriate application in new contexts.

Recording and reporting provides students with detailed feedback on their level of achievement according to the criteria of the subjects.

GRADING WITHIN THE MYP

Final grades for a subject are presented on the MYP 1 – 7 scale used throughout IB programmes. This grade reflects a student's overall performance and level in that subject at the end of a period of learning. On the completion of the MYP programme, as a whole, students receive an MYP Record of Achievement with a grade for each individual subject.

DAS internal assessment uses a “best fit” approach in which teachers must make judgements on their students' achievement levels in each subject-group criterion. The 1- 7 grade is arrived at by determining student's marks for each criterion within each subject, to give a total out of the possible maximum for the subject.

The IB publishes assessment criteria and grade boundaries for each individual subject and the student's attainment levels are measured against these boundaries to give a final grade for the subject of between 1 and 7. Grades 1, 2, and 3 are considered to be failing grades.

MYP ASSESSMENT CRITERIA & BOUNDARIES

(ALL CRITERIA ARE MARKED OUT OF 8)

Language & Literature (Language A)	A. Analysing	B. Organising	C. Producing Text	D. Using Language
Language Acquisition (Language B)	A. Comprehending Spoken & Visual Text	B. Comprehending Written & Visual Text	C. Communicating	D. Using Language
Individuals & Societies (Humanities)	A. Knowing & Understanding	B. Investigating	C. Communicating	D. Thinking Critically
Sciences	A. Knowing & Understanding	B. Inquiring & Designing	C. Processing & Evaluating	D. Reflecting on the Impacts of Science
Mathematics (Standard & Extended)	A. Knowing & Understanding	B. Investigating Patterns	C. Communicating	D. Applying Mathematics in Real World Contexts
Arts	A. Knowing & Understanding	B. Developing Skills	C. Thinking Creatively	D. Responding
Physical & Health Education	A. Knowing & Understanding	B. Planning for Performance	C. Applying & Performing	D. Reflecting & Improving Performance
Design (Technology)	A. Inquiring & Analysing	B. Developing Ideas	C. Creating the Solution	D. Evaluating
Projects	A. Investigating	B. Planning	C. Taking Action	D. Reflection

MYP GRADE BOUNDARIES FOR ALL SUBJECT AREAS

AND THE MYP PROJECTS

IB MYP Grade						
1	2	3	4	5	6	7
0-5	6-9	10-14	15-18	19-23	24-27	28-32

Please note: The final marks presented in the school MYP reports provide descriptions of current attainment levels in each subject; they represent a “best fit” mark.

REPORTING

MYP assessments are done internally using the IB objectives and aligned assessment criteria for each subject. Teachers are to create tasks and assignments in light of the IB criteria to help their students reach the objectives.

In MYP each student’s performance is measured against predetermined criteria for each subject. MYP’s goal is to increase the depth of knowledge in all the subject areas for each student by having the teachers and students actively engage in assessing the student’s progress.

As the MYP assessments are criterion based our assessment practices during PLC teams as mentioned above play a vital role in order to create a common understanding about the criteria and how it is applied. This process builds a common understanding and provides the teachers with the support they need throughout the implementation process.

FURTHER INFORMATION

Much of this information is extracted from the IB MYP subject guides, IB MYP Subject Briefs, and from Principles into Practice and the Handbook of Procedures (2015).

For more information about how the programme is structured, the aims and philosophy of the programme and the assessment process, visit the IB website: <http://ibo.org/myp/> or contact our MYP coordinator: Bilal Basha.