



IB MIDDLE YEARS PROGRAMME

MYP Arabic Language and Literature Subject Overview 2026-2027

MYP Arabic Language and Literature Subject Overview 2026-2027

Grade	Unit Number 1	Unit Number 2	Unit Number 3	Unit Number 4	Unit Number 5	Unit Number 6
Grade 6 MYP 1	Title/Focus: The Essay	Title/Focus: The Story	Title/Focus: Informational Books	Title/Focus: Poetry	Title/Focus: Translated World Literature	Title/Focus: The Art of Dialogue/Communication
	Standards: (Dr. Hanada Taha) 1 / 2(A) / 3(F, G, H, I, K)/ 4(C, D, G, H, I, J, K) / 6(A,B,C,D,E,K,L,M) / 7(A,E) / 8(A,B,C,D,E,F) / 9(A,B,C,D,E) / 10(A, C, E, G)	Standards: (Dr. Hanada Taha) 1 / 2(A,C,E) / 3(B,C,F,G,H) 5(B,C,E,F,H,I) 6(A,D,E,H,K,L,M) / 8(A,B,C,F,G)/ 10(A)	Standards (Dr. Hanada Taha) 1 / 2(F) / 3(A,F,G,H,I) / 4(A,C,D,E,G,I) / 6(A,B,F,H,I,J,K,L,N) / 7(D) / 8(A,B,C,F,G) / 9(A,B,C,D,E) / 10(C,H)	Standards: (Dr. Hanada Taha) 1 / 2(A,C) / 3(E,F,G,H,K) / 5(D) / 6(A,K,L) / 7(B) / 8(A,B,C,F,G) / 10(D)	Standards: (Dr. Hanada Taha) 1 / 2(B,E,F) / 3(A,B,C,D,F,G,H,I) / 5(A,B,C,E,F,H,I) / 6(A,F,G,K,L) / 7(B,C) 8(A,B,C,D,F,G,H) / 10(E,G)	Standards: (Dr. Hanada Taha) 1 / 2(B) / 3(A,D,E,F,G,H) 4(C,H,I,K) / 5(D) / 6(A,C,G,H,I,K,N) / 7(C,D) 8(A,B,C,E,F,G,H) / 9(A/B/C/D/E) / 10(B,D,H)
	Literary Form: The Essay	Literary Form: The Story	Literary Form: Informational Books	Literary Form: Poetry	Literary Form: Translated World Literature	Literary Form: Dialogue/ Discussion/Debate
	Number of Weeks: 7 Weeks	Number of Weeks: 6 weeks	Number of Weeks: 5 Weeks	Number of Weeks: 7 Weeks	Number of Weeks: 7 Weeks	Number of Weeks: 6 Weeks
	Key Concept: Communication	Key Concept: Creativity	Key Concept: Connections	Key Concept: Creativity	Key Concept: Perspective	Key Concept: Communication
	Related Concepts: Purpose – Self-Expression	Related Concepts: Character – Theme	Related Concepts: Structure – Purpose	Related Concepts: Genre – Style	Related Concepts: Character – Setting (Place or Time of Events)	Related Concepts: Point of View – Self-expression
	Global Context: Personal and Cultural Expression Exploration: Social constructions of reality, philosophies, ways of life, belief systems, rituals, and play.	Global Context: Personal and Cultural Expression. Exploration: Social constructions of reality, philosophies, ways of life, belief systems, rituals, and play.	Global Context: Scientific and Technical Innovation Exploration: Alternative Solutions	Global Context: Personal and Cultural Expression Exploration: Fundamental knowledge, languages and linguistic systems, the history of ideas, fields and disciplines, analysis and argument	Global Context: Orientation in Space and Time Exploration: Peoples, borders, exchange, and interaction	Global Context: Identities and Relationships Exploration: Identity formation, self-esteem, status, roles, and ideals
	Statement of Inquiry: The writer achieves his/her purpose by writing an essay, communicating with others to express his/her identity, personality, and culture regarding social and life issues	Statement of Inquiry: Through creativity in portraying characters, the writer can convey values and emotional beliefs that change an idea held by the reader.	Statement of Inquiry: Scientific and technical progress contributes to understanding various environmental connections and improving human responses to them through informational texts with different structures and purposes.	Statement of Inquiry: The creative poet uses different techniques in their texts to express their ideas, feelings, and the culture of their society.	Statement of Inquiry: The writer's choice of place, time, and characters' situations strongly reflects the heritage, culture, and features of the historical era.	Statement of Inquiry: Effective communication and self-expression of different perspectives contribute to enhancing our understanding of identities and building strong relationships with others.
	MYP Objectives A – Analysing (A/B/C/D) B – Organizing (A/B/C) D – Producing Text (A/B/C) D – Using Language (A/B/C/D/E)	MYP Objectives: Language and Literature: A – Analysing (A/B/C/D) C – Producing Text (A/B/C) D – Using Language (A/B/C/D/E)	MYP Objectives: A – Analysing (A/B/C/D) B – Organizing (A/B/C) D – Producing Text (A/B/C) D – Using Language (A/B/C/D/E)	MYP Objectives: A – Analysing (A/B/C/D) B – Organizing (A/B/C) C – Producing Text (A/B/C) D – Using Language (A/B/C/D/E)	MYP Objectives: A – Analysing (A/B/C/D) B – Organizing (A/B/C) C – Producing Text (A/B/C) D – Using Language (A/B/C/D/E)	MYP Objectives: A – Analysing (A/B/C/D) B – Organizing (A/B/C) C – Producing Text (A/B/C) D – Using Language (A/B/C/D/E)
	Approaches to Learning (ATL) Skills: - Reflection Keeping a journal/blog to record reflections Using the timeline strategy, where the student writes the positives and the things needing improvement before, during, and after the task. - Critical Thinking Considering multiple ideas and points of view Proposing and evaluating a range of solutions Using the negotiation strategy, p. 11	Approaches to Learning (ATL) Skills: - Communication Skills Exchanging ideas and knowledge with peers and teachers using the negotiation strategy, p. 11 - Organization Skills Keeping and using a weekly organizer for homework and assignments using the writing-for-different-purposes strategy, p. 5 - Critical Thinking Gathering and organizing relevant information to formulate the statement using the card strategy (known documentation methods) - Social Skills (Collaboration) Practicing empathy The student demonstrates positive, empathetic behavior toward one of the previously mentioned segments of society and the resulting impact	Approaches to Learning (ATL) Skills: - Reflection Skills Considering the content Using a learning journal - Information Literacy Skills Collecting, recording, and verifying data Using an information-verification chart, p. 117	Approaches to Learning (ATL) Skills: -Affective Skills Practicing positive thinking Using the questioning and negotiation strategy, p. 11 -Communication Skills Using a range of media to reach a wide audience Using the presentation strategy	Approaches to Learning (ATL) Skills: -Social Skills Listening – actively listening to others' viewpoints and ideas Using negotiation strategies, p. 11 -Affective Skills: Practicing recovery after hardships, mistakes, and failure Using a self-assessment and peer-assessment form.	Approaches to Learning (ATL) Skills: -Communication Skills Using intercultural understanding to interpret communication Using the intercultural-understanding strategy to interpret communication, p. 1. Research Skills (Media Literacy Skills) Effectively conveying information and ideas to multiple audiences using a range of media and formats. Using the presentation-skills strategy, p. 2, and the multimedia-communication strategy, p. 7
	Summative Assessment with Criteria: Writing an analytical essay based on a specific essay that has been practiced. MYP Objectives: A – Analysing (Ai, ii, iii, iv) B – Organizing (Bi,ii,iii) C – Producing Text (Ci,ii,iii) D – Using Language (Di, ii, iii, iv, v)	Summative Task with Criteria: * Final Exam: Critically analyzing a story according to the MYP Language and Literature criteria. MYP Objectives: A – Analysing (Ai, ii, iii, iv) C – Producing Text (Ci,ii,iii) D – Using Language (Di, ii, iii, iv, v)	Summative Task with Criteria: Writing a research report on an environmental issue, in which the student applies the inquiry cycle that has been practiced. MYP Objectives: A – Analysing (Ai, ii, iii, iv) B – Organizing (Bi,ii,iii) C – Producing Text (Ci,ii,iii) D – Using Language (Di, ii, iii, iv, v)	Summative Task with Criteria: Writing an analytical essay on a poem the student has not read before. MYP Objectives: A – Analysing (Ai, ii, iii, iv) B – Organizing (Bi,ii,iii) C – Producing Text (Ci,ii,iii) D – Using Language (Di, ii, iii, iv, v)	Summative Task with Criteria: Writing an analytical essay on a translated story, demonstrating the ability to construct paragraphs each containing a main idea supported by details and examples. MYP Objectives: A – Analysing (Ai, ii, iii, iv) B – Organizing (Bi,ii,iii) C – Producing Text (Ci,ii,iii) D – Using Language (Di, ii, iii, iv, v)	Summative Task with Criteria: The student writes an analytical essay on a literary dialogue text, in which he/she demonstrates his/her ability to write well-construct paragraphs that highlight the main and supporting ideas, while deconstructing the text by identifying the objectives of the dialogue, its types, and its linguistic and communicative methods, supporting his analysis with direct examples and evidence from the text, taking into account the use of appropriate vocabulary, structures, and sentences according to MYP Criteria. MYP Objectives: A – Analysing (Ai, ii, iii, iv) B – Organizing (Bi,ii,iii) C – Producing Text (Ci,ii,iii) D – Using Language (Di, ii, iii, iv, v)

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Grade	Unit Number 1	Unit Number 2	Unit Number 3	Unit Number 4	Unit Number 5	Unit Number 6
Grade 7 MYP 2	Title/Focus: Articles from Newspapers and Magazines	Title/Focus: Translated World Literature	Title/Focus: Informational Books	Title/Focus: Historical Novels	Title/Focus: Modern Poetry	Title/Focus: Biography
	Standards: (Dr. Hanada Taha)	Standards: (Dr. Hanada Taha)	Standards: (Dr. Hanada Taha)	Standards: (Dr. Hanada Taha)	Standards: (Dr. Hanada Taha) 1 / 2(B,E,F) / 3(A,B,C,D,F,G,H,I) / 5(A,B,C,E,F,H,I) / 6(A,F,G,K,L) / 7(B,C) 8(A,B,C,D,F,G,H) / 10(E,G)	Standards: (Dr. Hanada Taha) 1 / 2(B) / 3(A,D,E,F,G,H) 4(C,H,I,K) / 5(D) / 6(A,C,G,H,I,K,N) / 7(C,D) 8(A,B,C,E,F,G,H) / 9(A/B/C/D/E) / 10(B,D,H)
	2(A) / 3(A, D) /5(A) / 6(C, E, G, L) / 8(A, B, C) / 9(A, B, C, E)	2(A)/ 3(B, C, D) / 5(A, C, H) / 6(E, G, L) / 7(B) / 8(A, B, C) /	2(A) / 3(A, E, F) / 4(B, C) / 6(A, B, C, D, E, H) / 9(A, B, C, E)	2(A) / 3(C) /5(A, D, H)/ 6(C, E, G)/ 8(A, B, C)		2-A, E
					2-A, B, E	3-A, B, D
	Number of Weeks: 6 Weeks	Number of Weeks: 7 Weeks	Number of Weeks: 4 Weeks	Number of Weeks: 6 Weeks	Number of Weeks: 7 Weeks	Number of Weeks: 4 Weeks
	Key Concept: Communication	Key Concept: Perspective	Key Concept: Communication	Key Concept: Connections	Key Concept: Creativity	Key Concept: Connections
	Related Concepts: Purpose – Audience Needs	Related Concepts: Context – Point of View	Related Concepts: Topic (Subject) – Genre	Related Concepts: Structure – Intertextuality	Related Concepts: Self-Expression – Style	Related Concepts: Character – Setting (Place and Time of Events)
	Global Context: Fairness and Development	Global Context: Identities and Relationships	Global Context: Scientific and Technical Innovation	Global Context: Orientation in Space and Time	Global Context: Personal and Cultural Expression	Global Context: Orientation in Space and Time
	Statement of Inquiry: One of the most important purposes of writers is to consider the needs of the audience, becoming a link between themselves and the ideas and views of society	Statement of Inquiry: Reading translated world literature opens horizons for readers to learn about other cultures in their different contexts and to determine the point of view that suits our customs, traditions, and norms.	Statement of Inquiry: Informational texts help the researcher arrive at facts and concepts derived through discussing data, investigating causes, and following the scientific method in inquiry and reasoning.	Statement of Inquiry: Historical novels can reflect the social relationships, beliefs, customs, and traditions that societies represent across an era of time.	Statement of Inquiry: The creative process requires choosing the appropriate style for the purpose of self-expression, reflecting artistic skill, craftsmanship, innovation, and beauty.	Statement of Inquiry: Turning points in a character are influenced by the historical periods they go through and the relationships between them and society or living beings
	MYP Objectives:	MYP Objectives:	MYP Objectives: A – Analysing (A, B, C, D)	MYP Objectives:	MYP Objectives:	MYP Objectives:
	B – Organizing (A, B, C) C – Producing Text (A, B, C)	A – Analysing (A, B, C, D) C – Producing Text (A, B, C)	B – Organizing (A, B, C) C – Producing Text (A, B, C)	A – Analysing (A, B, C, D) B – Organizing (A, B, C)	A – Analysing (A, B, C, D) C – Producing Text (A, B, C)	B – Organizing (A, B, C) C – Producing Text (A, B, C)
	D – Using Language (A, B, C, D, E)	D – Using Language (A, B, C, D, E)	D – Using Language (A, B, C, D, E)	D – Using Language (A, B, C, D, E)	D – Using Language (A, B, C, D, E)	D – Using Language (A, B, C, D, E)
	Approaches to Learning (ATL) Skills: - Communication Skills	Approaches to Learning (ATL) Skills: - Communication Skills	Approaches to Learning (ATL) Skills: - Communication Skills	Approaches to Learning (ATL) Skills: - Thinking (Critical) Skills	Approaches to Learning (ATL) Skills: - Communication Skills	Approaches to Learning (ATL) Skills: - Communication Skills
	* Reading and writing to gather and convey information	* Exchanging ideas, messages, and information effectively through interaction:	* Reading, writing, and using language to gather and convey information:	* Analysing and evaluating issues and ideas:	* Reading and writing using language to gather and convey information:	* Reading and writing using language to gather and convey information:
	- Writing for different purposes	-Using intercultural understanding to interpret communication	- Reading multiple references to obtain information, and for enjoyment, inference, and deduction.	- Considering multiple ideas and points of view	- Reading critically for understanding	- Taking useful notes in class.
			- Using a range of organizational tools for academic writing tasks.			
	Research Skills	Social (Collaboration) Skills		Thinking (Creative) Skills	Thinking (Creative) Skills	Research Skills (Media Literacy)
	Finding, interpreting, judging, and creating information	Working effectively with others:	Self-Management Skills – Organization	* Generating new ideas and considering new points of view:	* Generating new ideas and considering new points of view:	* Engaging with media to use and create ideas and information:
	- Collecting, recording, and verifying data.	- Practicing empathy	Managing time and tasks effectively:	- Speculating and asking "what if" questions, and formulating testable hypotheses.	- Making unexpected or unusual connections between objects or ideas.	- Seeking a range of perspectives from multiple and varied sources
	- Evaluating and selecting information sources and digital tools based on their suitability for specific tasks.		Maintaining an organized and logical filing system for "information notebooks"			
	- Citing references and quotations, using footnotes, and creating a bibliography according to a recognized system.	- Reflection Skills			Reflection Skills:	Reflection Skills:
	- Identifying primary and secondary sources.	* Reconsidering the learning process, choosing and applying ATL skills:			* Reconsidering the learning process, choosing and applying ATL skills:	* Reconsidering the learning process, choosing and applying ATL skills:
		- Identifying strengths and weaknesses in personal learning strategies (self-assessment)			- Considering content	- Focusing on the process of creating by imitating the work of others.
					What did I learn today?	
	Summative Task with Criteria: Summative task: the student writes a research essay exploring the rights, duties, and responsibilities toward one of the issues facing his/ her society.	Summative Task with Criteria: A performance task consisting of writing a critical analytical essay on a translated short story, through which the students expresses their viewpoint on the cultures and customs addressed by the author.	Summative Task with Criteria: Writing an informational report about a city the student has visited or would like to visit, drawing on a range of supporting sources	Summative task: the student writes an analytical essay about one of the characters in the novel "The Wounded Knight," highlighting the connections between the historical period in which the events took place and our contemporary time.	Summative Task with Criteria: Writing a critical analytical essay on a poem from modern emotional/lyrical poetry.	Summative Task with Criteria: The students will write a biography about an influential figure in their community.
	MYP Objectives:	MYP Objectives:	MYP Objectives: A – Analysing (Ai,ii,iii, iv)	MYP Objectives:	MYP Objectives:	MYP Objectives: A – Analysing (Ai,ii,iii, iv)
	B – Organizing (Bi,ii,iii)	A – Analysing (Ai,ii,iii,iv,v)	B – Organizing (Bi,ii,iii)	A – Analysing (Ai,ii,iii,iv,v)	A – Analysing (Ai,ii,iii,iv,v)	B – Organizing (Bi,ii,iii)
	C – Producing Text (Ci,ii,iii)	C – Producing Text (Ci,ii, iii)	C – Producing Text (Ci,ii,iii)	C – Producing Text (Ci,ii, iii)	C – Producing Text (Ci,ii, iii)	C – Producing Text (Ci,ii,iii)
	D – Using Language (Ai, ii, iii, iv, v)	D – Using Language (Ai, ii, iii, iv, v)	D – Using Language (Di, ii, iii, iv, v)	D – Using Language (Ai, ii, iii, iv, v)	D – Using Language (Ai, ii, iii, iv, v)	D – Using Language (Di, ii, iii, iv, v)

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Grade	Unit Number 1	Unit Number 2	Unit Number 3	Unit Number 4	Unit Number 5	Unit Number 6
Grade 8 / MYP3	Unit Title/Focus: Reflective Pieces	Unit Title/Focus: Stories and Novels from Life	Unit Title/Focus: Newspaper Articles (IDU)	Unit Title/Focus: Poems	Unit Title/Focus: Author Study	Unit Title/Focus: Translated Literature (The Story)
	Standards: (Dr. Hanada Taha) (1) / 2(A,B,D,E) / (3.-A,F,H)/ 4 (B,C,D,E,F,G) / 5(A,B,-E,F,G,H) / 6. (A,B,C,D,F,G,I,J,L) / 7.(A,B) / 8. (A,B,C,D,E,F,G) / 10.(A,B,C,D,E,F,G,H)	Standards: (Dr. Hanada Taha) (1) / 2(A,B) / 3(B,D,E,F) / 4(B,C,D,F,G) / 5(A,B,C,D,E,G,H) / 6(A,B,C,D,E,F,G,H,I,J,L,M) / 7(A,B,E) / (8.A,B,C,D,E,F,G,H).10(A,C,E,G)	Standards: (Dr. Hanada Taha) 2(A,B,C) / 3(A,B,D,F) / 4 (B,C,D,E,F,G) / 5.(G) / 7.(B)8 (B,D,F,H) / 9(A,B,C,D,E) / 10.(A,B)	Standards: (Dr. Hanada Taha) 2(A,B,D) / 3(F) / 4 (B,F,H,G) / 5.(G,E) / 6.(A,B,C,D,E,F,G) / 7. (A,B-) / 8.(B,D,F,H) / 9.(C,D)/ 10.(A,D,F)	Standards: (Dr. Hanada Taha) (2.D,E). ,(3.3-A,D,E,F),(4-B) (5-A) (10.10-A,B,G). (6.6-A,B,C,F,G) (7.A,B,E) 8_A,B,C,D,F,G,H(9.9-A,B,C,D,E).	Standards: (Dr. Hanada Taha) 2_A,B,E 3_A,B,C,D,F 5_A,B,C,D,G,H 6_A,B,C,G,L 7_B,C 8_A,B,C,H
	Literary Form: The Reflective Piece	Literary Form: The Story	Literary Form: The Essay/Article	Literary Form: Poetry	Literary Form: Biography	Literary Form: Translated Story
	Number of Weeks: 5 weeks (20 hours)	Number of Weeks: 6 weeks (24 hours)	Number of Weeks: 5 weeks (20 hours)	Number of Weeks: 7 weeks (28 hours)	Number of Weeks: 6 weeks (24 hours)	Number of Weeks: 5 weeks (20 hours)
	Key Concept: Communication	Key Concept: Connections	Key Concept: Communication	Key Concept: Perspective	Key Concept: Perspective	Key Concept: Connections
	Related Concepts: Purpose	Related Concepts: Character – Setting (Place and Time of Events)	Related Concepts: Audience Needs and Style	Related Concepts: Point of View – Style	Related Concepts: Point of View	Related Concepts: Setting (Place and Time of Events) – Context
	Global Context: Personal and Cultural Expression Exploration: Artistic skill, craftsmanship, innovation, and beauty	Global Context: Identities and Relationships (Identity formation, self-esteem, status, roles, and ideals)	Global Context: Globalization and Sustainability – Exploration: Human impact on the environment	Global Context: Personal and Cultural Expression – Exploration: Artistic skill, craftsmanship, innovation, and beauty.	Global Context: Fairness and Development – Exploration: Inequality, difference, and inclusion	Global Context: Orientation in Space and Time. (Exploration examples: identity formation, self-esteem, roles, status, and human ideals and dignity)
	Statement of Inquiry: Through the reflective piece, the writer can communicate with others to convey their personal experience, which requires skill and craftsmanship to master.	Statement of Inquiry: Narrative work reveals the traits of characters, the nature of the relationships between them, social structures, and values within their temporal and spatial contexts.	Statement of Inquiry: The article writer seeks to communicate with the audience in a style suited to them, taking into account their needs and individual differences.	Statement of Inquiry: A poetic text reflects the poet’s perspective and vision, which corresponds to the style used and requires artistic skill.	Statement of Inquiry: Through their perspective and the various points of view in studying a particular author, a critic can fairly assess and develop ideas about them.	Statement of Inquiry: World literature reveals social connections in places and times across their different contexts.
	MYP Objectives: A – Analysing (A, B, C, D) D – Using Language (A, B, C, D, E)	MYP Objectives: A – Analysing (A, B, C, D) B – Organizing (A, B, C) C – Producing Text (A, B, C)	MYP Objectives: B – Organizing (A, B, C) C – Producing Text (A, B, C) D – Using Language (A, B, C, D, E)	MYP Objectives: A – Analysing (A, B, C, D) B – Organizing (A, B, C) D – Using Language (A, B, C, D, E)	MYP Objectives: B) Organizing (A, B, C) C – Producing Text: (A, B, C) D – Using Language: (A, B, C, D, E)	MYP Objectives: A – Analysing: (A, B, C, D) B – Organizing (A, B, C) C – Producing Text (A, B, C) D – Using Language (A, B, C, D, E)
	Approaches to Learning (ATL): Communication Skill (using forms of writing appropriate to different purposes and audiences) Social Skill (practicing empathy)	Approaches to Learning (ATL): Affective Skill (practicing recovery after failure) Thinking Skill (proposing and evaluating a range of solutions)	Approaches to Learning (ATL) Skills: Thinking (gathering and organizing relevant information to formulate an argument) Research (identifying primary and secondary sources)	Approaches to Learning (ATL) Skills: Media Literacy (seeking a range of perspectives from multiple sources) Creative Thinking (creating metaphors and analogies)	Approaches to Learning (ATL): Critical Thinking Skill (considering different ideas and points of view) Research Skill (collecting, recording, and verifying data)	Approaches to Learning (ATL) Skills: Media Literacy (effectively conveying information and ideas to multiple audiences using a range of media and formats) Communication: (using intercultural understanding to interpret communication)
	Summative Task with Criteria: Writing a critical comparative analytical essay on two reflective pieces MYP Criteria: A) Analyzing: Ai, ii, iii, iv B) Organizing: Bi, ii, iii C) Text Production: Ci, ii, iii D) Language Use: Di, ii, iii, iv, v	Summative Task with Criteria: Writing an analytical essay on a story MYP Criteria: A) Analyzing: Ai, ii, iii, iv B) Organizing: Bi, ii, iii C) Text Production: Ci, ii, iii D) Language Use: Di, ii, iii, iv, v	Summative Task with Criteria: Writing a research essay on an issue facing the local community. MYP Criteria: B) Organizing: Bi, ii, iii C) Text Production: Ci, ii, iii D) Language Use: Di, ii, iii, iv, v	Summative Task with Criteria: Writing a critical analytical essay on a modern poem MYP Criteria: A) Analyzing: Ai, ii, iii, iv B) Organizing: Bi, ii, iii D) Language Use: Di, ii, iii, iv, v	Summative Task with Criteria Summative task: Writing a critical essay presenting critics’ views on a particular author through a study of their biography. MYP Criteria: B) Organizing: Bi,ii,iii C) Text Production: Ci,ii,iii D) Language Use: Di,ii,iii,iv,v	Summative Task with Criteria: Summative task: writing an analytical essay on a work of translated literature MYP Criteria: A – Analysing (A, B, C, D) B – Organizing (A, B, C) C – Producing Text (A, B, C) D – Using Language (A, B, C, D, E)

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Grade	Unit Number 1	Unit Number 2	Unit Number 3	Unit Number 4	Unit Number 5	Unit Number 6
Grade 9 MYP 4	Title/Focus: Modern Poetry	Title/Focus: The Essay	Title/Focus: Theatre Arts	Title/Focus: Mass communication		
	Standards: (Dr. Hanada Taha) 2(A,B,E) / 3(B) /5(D,F,E) / 8(A,B,C,D,F,H) 10(A,B,D,G)	Standards: (Dr. Hanada Taha) 2(A,B,E) / 3(A,B,D,E,F) / 4(A,B,C,D,E,F) / 6(A,B,C,D,E,F,G,L) / 7(A,E) / 8(A,B,C,D,F,H)	Standards: (Dr. Hanada Taha) 2(A,B,C) / 3(A,B,C,D,E) / 5(A,B,C,D,E,F,G) / 6(A,B,C,D,E,F,G,L) / 7(A,B) 8(A,B,C,D,F,H) / 10(A,B,D,G)	Standards: (Dr. Hanada Taha) 2(C) / 4(E) / 6(A,B,C,D,E,F,G,K,L) / 7(E,G) / 8(A,B,C,F) / 10(A,B,C,D,E)		
	Number of Weeks: 9 Weeks	Number of Weeks: 8 Weeks	Number of Weeks: 9 Weeks	Number of Weeks: 8 Weeks		
	Key Concept: Creativity	Key Concept: Communication	Key Concept: Connections	Key Concept: Communication		
	Related Concepts: Self-Expression – Purpose – Style	Related Concepts: Audience Needs – Structure – Topic/Subject	Related Concepts: Setting (Place and Time of Events) – Character – Genre	Related Concepts: Structure – Context		
	Global Context: Personal and Cultural Expression – Exploration (Artistic skill, craftsmanship, innovation, and beauty).	Global Context: Globalization and Sustainability	Global Context: Orientation in Space and Time	Global Context: Globalization and sustainability		
	Statement of Inquiry: One manifestation of literary creativity is the poet’s ability to express themselves, their culture, and their society, conveying their message and purpose to the audience through artistic techniques characterized by beauty, craftsmanship, and innovation.	Statement of Inquiry: The essay is one of the tools of communication; it has its own structure, and within it the writer expresses topics and ideas of global scope and sustainability, taking into account the needs of the audience.	Statement of Inquiry: The play is a distinct creative literary art form in which the writer expresses connections and human issues across time and place, and the connections that arise as a result of this interaction.	Statement of Inquiry: Mass communication enables creators to convey messages through structured forms, using context and subject matter to effectively influence an audiencee influence on the audience.		
	MYP Objectives: Analysing (A, B, C, D) Organizing: (A, B, C) Producing Text: (A, B, C, D) Using Language: (A, B, C, D, E)	MYP Objectives: Analysing (A, B, C, D) Organizing: (A, B, C) Producing Text: (A, B, C, D) Using Language: (A, B, C, D, E)	MYP Objectives: Analysing (A, B, C, D) Organizing: (A, B, C) Producing Text: (A, B, C, D) Using Language: (A, B, C, D, E)	MYP Objectives: Analysing (A, B, C, D) Organizing: (A, B, C) Producing Text: (A, B, C, D) Using Language: (A, B, C, D, E)		
	Approaches to Learning (ATL) Skills: 1. Communication Skills: – (Reading and writing using language to gather and convey information) * Reading critically for understanding. 2. Reflection Skills: – (Reconsidering the learning process; choosing and applying ATL skills). * Identifying strengths and weaknesses in personal learning strategies (self-assessment). 3. Thinking Skills (Creative Thinking): – (Generating new ideas and considering new points of view). * Speculating and asking questions ("what if?") and formulating testable hypotheses. * Practicing visible-thinking methods and strategies.	Approaches to Learning (ATL) Skills: 1. Communication Skills: – (Reading and writing using language to gather and convey information) * Reading a range of references to obtain information and for enjoyment. 2. Social Skills: (Collaboration Skills): – (Working effectively with others) * Reaching consensus of opinion. 3. Research Skills: – (Finding, interpreting, judging, and creating information). * Making connections between multiple information sources * Collecting and analyzing data to identify solutions and make informed decisions. 4. Thinking Skills: (Creative Thinking): – (Generating new ideas and considering new points of view). * Creating novel solutions for real-world problems.	Approaches to Learning (ATL) Skills: 1. Communication Skills: – (Reading and writing using language to gather and convey information) * Paraphrasing accurately and concisely. 2. Reflection Skills: – (Reconsidering the learning process; choosing and applying ATL skills). – Considering the development of ATL skills: * What can I already do? * How can I share my skills to help peers who need more practice? * What will I work on next? 3. Thinking Skills (Critical Thinking): – (Analysing and evaluating issues and ideas) * Formulating factual, topical, conceptual, and debatable questions. 4. Thinking Skills: (Creative Thinking): – (Generating new ideas and considering new points of view). * Creating metaphors and analogies.	Approaches to Learning (ATL) Skills: 1. Communication Skills: – (Exchanging ideas, messages, and information effectively through interaction). * Exchanging ideas and knowledge with peers and teachers. 2. Social Skills: (Collaboration Skills): – (Working effectively with others) * Making fair and equitable decisions. * Advocating for and defending rights and needs. 3. Thinking Skills (Critical Thinking): – (Analysing and evaluating issues and ideas) * Proposing and evaluating a range of solutions.		
	Summative Task with Criteria: Writing a critical comparative analytical essay on two poems MYP Criteria: A) Analyzing: Ai, ii, iii, iv B) Organizing: Bi, ii, iii C) Text Production: Ci, ii, iii D) Language Use: Di, ii, iii, iv, v	Summative Task With Criteria: Writing an analytical research essay on a social issue. (Using the text-analysis form) MYP Criteria: A) Analyzing: Ai, ii, iii, iv B) Organizing: Bi, ii, iii C) Text Production: Ci, ii, iii D) Language Use: Di, ii, iii, iv, v	Summative Task with Criteria: Writing a critical analytical essay on a selected play. MYP Criteria: A) Analyzing: Ai, ii, iii, iv B) Organizing: Bi, ii, iii C) Text Production: Ci, ii, iii D) Language Use: Di, ii, iii, iv, v	Summative Task with Criteria: Writing a position speech and analyzing it using the text-analysis form. MYP Criteria: A) Analyzing: Ai, ii, iii, iv B) Organizing: Bi, ii, iii C) Text Production: Ci, ii, iii D) Language Use: Di, ii, iii, iv, v		

MYP Arabic Language and Literature Subject Overview 2026-2027

Grade	Unit Number 1	Unit Number 2	Unit Number 3	Unit Number 4	Unit Number 5	Unit Number 6
Grade 10 Year 5	Title/Theme: Pre-Islamic Literature	Title/Theme: Literature of the Early Islamic Era and Umayyad Literature	Title/Theme: Abbasid and Andalusian Literature	Title/Theme: Literary Genres		
	Standards: (Dr. Hanada Taha) 1- 2(a,c,d,e) / 3(a,b,d,f,g) / 4(b,c,d,g) / 5(d,g,h) / 6(a,b,c,e,f,g,h,y,l,m,n) / 7(a,e,f) / 8(b,d,e,h,m) / 10(a,c,d,e,g)	Standards: (Dr. Hanada Taha)1- 2(a,c,d,e) / 3(a,b,d,f,g) / 4(b,c,d,g) / 5(d,g,h) / 6(a,b,c,e,f,g,h,y,l,m,n) / 7(a,e,f) / 8(b,d,e,h,m) / 10(a,c,d,e,g)	Standards: (Dr. Hanada Taha) 1- 2(a,c,d,e) / 3(a,b,d,f,g) / 4(b,c,d,g) / 5(d,g,h) / 6(a,b,c,e,f,g,h,y,l,m,n) / 7(a,e,f) / 8(b,d,e,h,m) / 10(a,c,d,e,g)	Standards: (Dr. Hanada Taha) 1- 2(a,c,d,e) / 3(a,b,d,f,g) / 4(b,c,d,g) / 5(d,g,h) / 6(a,b,c,e,f,g,h,y,l,m,n) / 7(a,e,f) / 8(b,d,e,h,m) / 10(a,c,d,e,g)		
	Literary form: poetry and prose	Literary form: poetry and prose	Literary form: poetry and prose	Literary (written) formats: blog, email, questionnaire, proposal, diary (daily journal), letter, set of instructions, publication		
	Number of weeks: 9 weeks	Number of weeks: 8 weeks	Number of weeks: 9 weeks	Number of weeks: 8 weeks		
	Key concepts: Communication	Key concepts: Links	Key concepts: Perspective	Key concepts: Creativity		
	Related concepts: self-expression / subject	Related concepts: purpose/audience needs	Related concepts: point of view / place and time of events / character	Related concepts: Genre / Structure / Style		