

Grade 9
Academic Guide
2011 to 2012



Emirates International School- Jumeirah



CONTENTS

INTRODUCTION.....	1
EIS-J Mission Statement:	2
Curriculum Overview:.....	2
What is the MYP?	2
Areas of Interaction:	4
Assessment:	5
Timetable Overview	9
After School Activities (ASA)	9
High School Contact List	10
SUBJECT GUIDES:	
English.....	11
Arabic	12
Arabic B	13
French.....	14
History	15
Geography	16
Islamic Education	17
Physical Education	18
Computer Studies	19
Mathematics	20
Sciences.....	21
Arts Rotation	22



INTRODUCTION

EIS-J Mission Statement:

We are here to provide a broad international education in English designed specifically for local and expatriate students, in order to promote excellence in all their academic activities. It is our aim to enhance the educational, social and physical development of our students by encouraging them to think analytically and creatively to prepare them for the next stage of their learning.

We provide a safe, yet challenging, environment for our students to develop their intercultural sensitivity and responsibility towards the people and the environment of our extended community.

Curriculum Overview:

For the academic year 2011-2012 Grades 7-9 students build upon their primary school foundations and prepare for the more rigorous curriculum offered in later grades within the High School. These years are crucial to develop the necessary skills to succeed in the IGCSE programme, in Grades 10 and 11 and the International Baccalaureate Diploma Programme (IBDP) offered in Grades 12 and 13. Therefore in 2011-2012, the Grade 7-9 curriculum has been designed to draw upon the best of international practice, in line with the International Baccalaureate Middle Years Programme (MYP), which has been specifically tailored to suit the requirements of our international student body, in Dubai¹.

What is the MYP?

The MYP (Middle Years Programme) provides a framework of academic challenge that encourages students to not only embrace and understand the connections between traditional subjects and the real world, but also to become critical and reflective thinkers² It will be another exciting and challenging year for us at EIS - Jumeirah as students in Years 7, 8 in the High school continue to follow the Middle Years Programme (MYP). The MYP of the International Baccalaureate (IB) is an International course of study designed to meet the educational requirements of students between the ages of 11 and 16. As a candidate school we are developing a learning environment which enables students to develop and fulfil their potential. To this end we have been creating a teaching approach that fosters individual responsibility for learning in an atmosphere of cooperation amongst students, teachers, support staff and parents. Information regarding the MYP has been obtained from the International Baccalaureate organisation and from their website. For additional information on the Middle Years Programme please visit the IB website at www.ibo.org.

At EIS Jumeirah we follow and incorporate within our school's structure, the IB'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 International Baccalaureate works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.'

'These programmes encourage students across the world to become active, compassionate and life long learners who understand that other people, with their differences, can also be right.'

Embracing the IB Mission statement, the MYP has been devised at EIS Jumeirah to guide students in their search for a sense of belonging in the world around them. The course also aims to help students to develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. We teach students to become independent learners who can recognise relationships between school subjects and the world outside, and learn to combine relevant knowledge, experience and critical thinking to solve authentic problems.

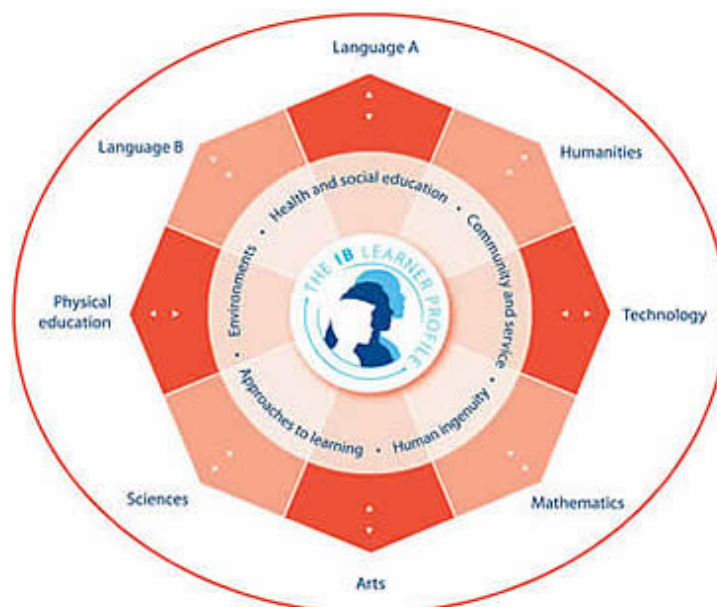
¹ EIS-Jumeirah is a candidate school for the MYP. The school is pursuing authorisation, candidate status gives no guarantee that authorisation will be granted

² Taken from the International Baccalaureate Organisation website: <http://www.ibo.org/myp/>

Three fundamental concepts underpin the Middle Years Programme

- **Intercultural Awareness** – concerned with developing students’ attitudes, knowledge and skills as they learn about their own and others’ social and national cultures. By encouraging students to consider multiple perspectives, intercultural awareness not only fosters tolerance and respect, but also leads to empathy and understanding.
- **Holistic Education** - emphasises the links between the disciplines, providing a global view of situations and issues. Students should become more aware of the relevance of their learning, and come to see knowledge as an interrelated whole. Students should see the cohesion and the complimentary nature of various fields of study, but this must not be done to the detriment of learning with each of the disciplines, which retain their own objectives and methodology.
- **Communication** - the MYP stresses the central importance of communication, which is fundamental to learning, as it supports inquiry and understanding and allows student reflection and expression. The MYP places particular emphasis on language acquisition and allows students to explore multiple forms of expression.

The programme consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. For 2011-2012 our students in Grade 7-9 will take courses in Arabic, English and French languages, Mathematics, Science, Humanities (including Geography and History), Arts (including Visual Arts, Drama, Food Science and Music), Computer Studies, Physical Education and Health and Social Education.



Areas of Interaction

The areas of interaction give the MYP its distinctive core. These areas are common to all disciplines and are incorporated into the MYP so that students will become increasingly aware of the connections between subject content and the real world, rather than considering subjects as isolated areas unrelated to each other and to the world. The MYP presents knowledge as an integrated whole, emphasising the acquisition of skills and self-awareness, and the development of personal values. As a result, students are expected to develop an awareness of broader and more complex global issues. The areas of interaction are explored through the subjects, thereby fulfilling their integrative function. Some aspects, however, may also be approached as separate modules and interdisciplinary projects throughout the MYP. Student participation in the areas of interaction culminates in the personal project.

Areas of Interaction

- are common interactive organising elements, not subjects.
- provide a focus for teacher planning and instruction.
- help students to see the connections between subjects.
- help students to understand that real world problems are solved using skills and concepts from a variety of disciplines.

The five areas of interaction are:

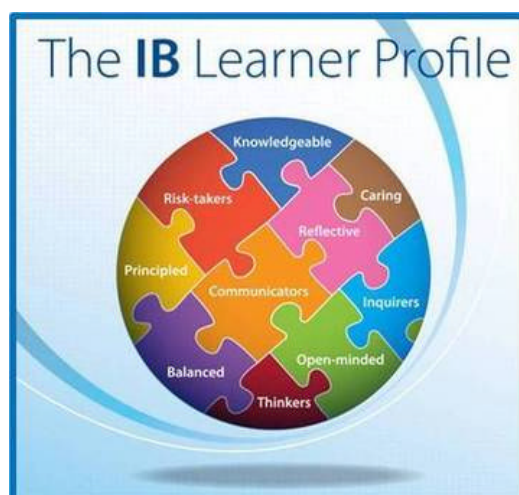
- **Approaches to Learning**
- **Community and Service**
- **Human Ingenuity**
- **Environments**
- **Health and Social Education**

Depending on individual student needs, some students may require supplementary programmes in the English language, such as the English Modified Programme (EMP) or Structured English Language Support (SELS), until reintegration into mainstream English and foreign languages are achieved³.

As a requirement of the Knowledge and Human Development Authority (KHDA), the educational authority of Dubai, all our students must study Arabic. Therefore, we have designed our curricula into first and second language Arabic courses, which follow the MYP Language A and B courses, which ensures all learners to succeed and to achieve their full potential/

We also follow the KHDA requirements to enrol our Muslim students in the mandated Islamic Education course, whilst all Non-Muslim students take two additional periods of Physical Education and one period of a Band, Choir, or practical skills class.

Our students' needs are central to the curriculum designed for the MYP. Through our eight disciplines we endeavour to develop our students' ten key attributes over their course of study, from Kindergarten to Grade 13, as outlined in the IB Learner Profile.



³ Entry into SELS and EMP programmes are dependant upon diagnostic assessments by our ESL coordinator. When students have reached a satisfactory level of English proficiency they will be reintegrated into mainstream courses.



Assessment in the Middle Years Programme:

Assessment at EIS-J is continuous throughout the year. Teachers assess students regularly both formally and informally and information gathered is used to adjust teaching so it meets the needs of our learners.

Assessment in the MYP is an integral part of teaching and learning. Assessment is the collection of information regarding student progress in relation to identified learning outcomes. Assessment is essential to allow teachers and students to identify strengths and areas for improvement. The purpose and means of assessment is clearly explained to students.

The following types of assessment are used at EIS Jumeirah:

Diagnostic Assessment - Also called placement assessment, is used to place students in the appropriate grade level. Teachers also use diagnostic assessment to find out what students already know about a topic before teaching the unit.

Formative Assessment – Ongoing assessment aimed at providing information to guide teaching and improve student learning. Formative assessment is not used in calculating a grade for a student. Examples of formative assessment include homework, class participation.

Summative Assessment – The culminating assessment for a unit of work, designed to provide information on the student's achievement level against specific objectives. Summative assessments are directly based on subject specific criteria. Examples of summative assessment include presentation, extended pieces of writing, tests, research essays, projects, etc.

Formative and summative assessment:

- Allows both the student and teacher to assess what the student can do, and how he/she can use knowledge, concepts and skills.
- Measures the application of knowledge, concepts and skills rather than recalling facts
- Reflects achievement against criteria for the subject
- Involves student participation and reflection.
- Provides students an opportunity to analyse their own learning and to recognise what areas need improvement.
- Is based on agreed standards of performance suitable for the grade level. (Year level)
- Is informative for students, parents and teachers, and provides direction for further instruction.
- Provides equal opportunities for all students to be successful.
- Provides an opportunity for students to take responsibility for their own work, their own learning and their own actions and reflect upon these actions to make improvement.

Adapted from IB Principles Into Practice 2007

Teachers use both formative assessments - which is assessment that promotes student learning- and summative assessments- these are assessments which measures student attainment. Students will be assessed by a variety of methods in order to allow teachers to gain a complete picture of our students' knowledge, understanding and skills. Types of assessment used by teachers include:

- Homework tasks
- Individual Projects and investigations
- Presentations
- Classroom tasks
- In-class tests and quizzes
- Oral presentations
- Group projects
- Written tasks
- Class participation
- Practical assessments
- Performances
- Mid-year and End-of-year examinations

As part of the ongoing summative assessments students at EIS Jumeirah sit mid year examinations in December and end of year examinations in June.



Middle Years Programme Assessment Criteria

For the academic year 2011-2012, students will be assessed in eight MYP subject areas. Each subject area has specific criteria to be assessed. Below are the subject groups and the associated assessment criteria. Students are assessed against the work that is produced using clearly explained rubrics. Since the MYP is student centred, students are not assessed against work produced by other students.

ARTS (Visual Arts, Drama, Music)		Maximum level marks for each criteria
Criteria A	Knowledge & Understanding	8
Criteria B	Application	10
Criteria C	Reflection & Evaluation	8
Criteria D	Personal engagement	8

HUMANITIES (Islamic Studies, History, Geography)		Maximum level marks for each criteria
Criteria A	Knowledge	10
Criteria B	Concepts	10
Criteria C	Skills	10
Criteria D	Organisation & Presentation	8

LANGUAGE A (English A , Arabic A)		Maximum level marks for each criteria
Criteria A	Content (receptive and productive)	10
Criteria B	Organisation	10
Criteria C	Style & Language Mechanics	10

LANGUAGE B Foundation, Standard, Advance (Arabic B, French B)		Maximum level marks for each criteria
Criteria A	Speaking & Listening/Oral Communication	8
Criteria B	Speaking Language/Oral Communication	8
Criteria C	Writing Message & Organisation	8
Criteria D	Writing Language	8
Criteria E	Reading Comprehension	16

MATHEMATICS		Maximum level marks for each criteria
Criteria A	Knowledge & Understanding	8
Criteria B	Investigating Patterns	8
Criteria C	Communication in Mathematics	6
Criteria D	Reflection in Mathematics	6

PHYSICAL EDUCATION		Maximum level marks for each criteria
Criteria A	Use of Knowledge	8
Criteria B	Movement Composition	6
Criteria C	Performance	10
Criteria D	Social Skills & Personal Engagement	8

SCIENCES		Maximum level marks for each criteria
Criteria A	One World	6
Criteria B	Communication in Science	6
Criteria C	Knowledge & Understanding of Science	6
Criteria D	Scientific Inquiry	6
Criteria E	Processing Data	6
Criteria F	Attitudes In Science	6

TECHNOLOGY (ICT & Food Technology)		Maximum level marks for each criteria
Criteria A	Investigate	6
Criteria B	Design	6
Criteria C	Plan	6
Criteria D	Create	6
Criteria E	Evaluate	6
Criteria F	Attitudes In Technology	6



General Grade Descriptors

At the **end of a yearly course**, students are assigned a final 1-7 grade. 1-7 grades will be included on all reports in the year as an indicator of individual progression for each subject. However Term 3 report will have the final yearly grade for each subject area. Final 1-7 grades are broad grade descriptors that provide information about the skills and knowledge mastered by a student. Students grades are not based upon ranking, averages or converted from other grades, systems or % figures. Grades are based upon an accumulation of what the student can do and what they can achieve, They are based upon a set of criteria., and overall results are given by the teacher using 'best fit' approach.

Grade 7	The student always produces work of an excellent quality by fully meeting specific subject criteria. A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
Grade 6	The student always produces work of high quality and meets subject specific criteria. A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
Grade 5	The student usually produces work of a high quality and meets most specific subject criteria. A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 4	The student usually produces work of a satisfactory quality and meets some of the specific subject criteria. A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. there is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 3	The student produces work of an inconsistent quality but there is some attempt at meeting specific subject criteria. Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
Grade 2	The student generally produces work of poor quality and does not meet specific subject criteria. Very Limited achievement against objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
Grade 1	None of the standards above has been reached.

Our subject teachers set assessment tasks which are assessed internally by our school. Our internal assessments are moderated by EIS teachers. This is to ensure a consistency of standards being met.



Subject Specific Grade Boundaries

The prescribed IB grade boundaries will be used to determine a final end of year 1-7 grade in each subject. The following page provides an explanation as to how grades are calculated. Where specific criteria are not met during Term 1, these boundaries are re-adjusted internally for the purpose of clarity and consistency.

Language A		Language B	
Grade	Boundaries	Grade	Boundaries
1	0-4	1	0-8
2	5-9	2	9-16
3	10-14	3	17-23
4	15-19	4	24-30
5	20-23	5	31-36
6	24-27	6	37-42
7	28-30	7	43-48
Mathematics		Arts	
Grade	Boundaries	Grade	Boundaries
1	0-4	1	0-6
2	5-8	2	7-10
3	9-12	3	11-14
4	13-17	4	15-21
5	18-21	5	22-25
6	22-25	6	26-29
7	26-28	7	30-34

Humanities		Sciences	
Grade	Boundaries	Grade	Boundaries
1	0-7	1	0-5
2	8-12	2	6-11
3	13-18	3	12-18
4	19-23	4	19-24
5	24-28	5	25-28
6	29-33	6	29-32
7	34-38	7	33-36
Physical Education		Technology	
Grade	Boundaries	Grade	Boundaries
1	0-5	1	0-5
2	6-10	2	6-9
3	11-15	3	10-15
4	16-20	4	16-21
5	21-24	5	22-26
6	25-28	6	27-31
7	29-32	7	32-36

For more information please contact Mr Martin McCurrach, MYP Coordinator and the Dean of Studies for Grades 7 to 9, at gmccurrach@eischools.ae



TIMETABLE OVERVIEW

The timetable reflects a rotating schedule of 6 periods per day, 60 minutes each.	
Subjects	Periods per week
English/ English modified program	3
Arabic A or B	4
Arabic A/ Computer Studies	1
Science	4
Mathematics	4
French/ SELS	3
Arts Rotation	2
Islamic Education/ Band/ Choir/ Practical skills	1
Islamic Education/ Physical Education	1
History	2
Geography	2
Computer Studies	1
Physical Education	1
Life Skills and Form Period	1
TOTAL	30

After School Activities (ASA)

Our strong ASA programme has something for every child and has been recognised as one of the best programmes of its type in Dubai.

Sign-up for activities take place during form time, with form teachers filling in the student selections. The activities offered at our school aim to develop well-balanced, motivated and independent young people. We advise you to encourage your child to be involved in as many activities as possible. Participation in after school activity will enable your child to expand their horizons, learn new skills, develop competences and is a great way for them to stay active and healthy.

For more information on each activity check out the ASA page on our school website <http://www.eischools.ae/Jumeirah/activities.html> or contact Mr Stephen Munnery, the ASA coordinator at smunnery@eischools.ae.



HIGH SCHOOL CONTACT LIST

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Dr Rose Kamath School Counsellor rkamath@eischools.ae
Dr Jinane Chalouhi High School Doctor jchalouchi@eischools.ae

All subject teachers are available via e-mail by typing their first initial and last name followed by @eischools.ae

We actively encourage teachers to communicate directly with parents and we invite parents to communicate directly with your son or daughter's subject teacher. If you are unable to contact your child's teacher directly, please contact the Head of Department for contact details or further information.



LANGUAGE A ENGLISH

ENGLISH LANGUAGE AND LITERATURE

Grade 9 is seen as a preparatory year for the IGCSE courses which begin in Grade 10. Students are expected to consolidate the work of the previous two years, and to develop new literary skills, acquiring the terminology and concepts necessary for their continued study of English language and literature.

ASSESSMENT CRITERIA

Listening and Speaking	To further develop the students' ability to speak with awareness of audience and context, and listen thoughtfully to the opinions of others.
Reading	To continue to develop the students' ability to appreciate and enjoy fiction and non-fiction writing, and to introduce them to the idea of structured critical appraisal of written material, particularly fiction.
Writing	To consolidate the students' ability to write clearly and appropriately in given contexts. To enable the students to produce more sustained writing in which technical language and literary terms will be used with increased confidence.

PROGRAMME OF STUDY

Listening and Speaking

Students will be expected to listen courteously and carefully to others. They will be required to speak with confidence, clarity and fluency in a variety of contexts and for different purposes. Activities will include formal and informal discussions and debates, play-reading, presentation of a variety of prepared material and production of oral work on an individual, group and class basis.

Reading

Students will be presented with increasingly challenging texts. They will study one novel and one Shakespeare play in class, and will be expected to read more demanding fiction works out of class. There will be increased emphasis on the structure, purpose and effectiveness of texts studied. Students will be able to comment on features of fiction writing such as character and conflict. They will begin to be aware of comparisons between texts.

Writing

Students will consolidate the skills acquired in Grade 7 and 8 and go on to develop a more mature approach to written work in many contexts. Their work will become more comprehensive and show a greater awareness of structure and control of content. They will begin to be comfortable with some of the literary terms needed to write effectively about works of fiction, and have sufficient awareness to produce well-crafted creative writing.

LANGUAGE A ARABIC

Our Arabic Language programme is based on the Ministry of Education curriculum and is divided into two sections. Our native speakers are enrolled in Arabic A while our Non-native speakers are enrolled in Arabic B. Students are taught classical Arabic in both sections. MYP Language B aims enable students to communicate via reading, writing, speaking and listening in languages other than their own. The course also enables students to understand the nature of language and the process of total language learning. Furthermore learning a foreign language allows students to develop an appreciation of other cultures and alternative perspectives.

ASSESSMENT CRITERIA

A: Content	How well can the student understand and analyse language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts? Can they compare and contrast works, and connect themes across and within genres? Are they able to analyse the effects of the author's choices on an audience? Can they express an informed and independent response to literary and non-literary texts? Can they compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention? Do they know how to apply Arabic terminology in context?
B: Organisation	How well can the student create work that employs organizational structures and language-specific conventions throughout a variety of text types? Can they organize ideas and arguments in a sustained, coherent and logical manner? Are they able to employ appropriate critical apparatus?
C: Style and Language Mechanics	How well can the student use appropriate and varied register, vocabulary and idiom? Can they use correct grammar and syntax? Can they use appropriate and varied sentence structure? Are they able to use correct spelling/writing? Can they use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings? Do they use language accurately?

PROGRAMME OF STUDY

Term 1	Term 2	Term 3
<p>القراءة أحب أمي وأبي ماركوني</p> <p>النصوص من هدي القرآن الكريم حنين في الحكمة</p> <p>النحو الأسماء الخمسة أنواع الخبر - -الأفعال الخمسة المفرد والمثنى والجمع</p> <p>القصة الأبوة في حياة المصطفى صلى الله عليه وسلم</p> <p>التعبير كتابة موضوع محدد الفقرات التعليق الرسالة الشخصية</p> <p>مراجعة عامة قبل الامتحان</p>	<p>القراءة زايد والاتحاد في القلب ياراشد الجزر العربية في الخليج من هدي السنة</p> <p>النحو - الفعل المبني للمجهول - نائب الفاعل - نصب الفعل المضارع المعلن الآخر جزم الفعل المضارع- -المقصود والممدود والمنقوص - تدريبات تعزيزية</p> <p>القصة الثبات في حياة المصطفى صلى الله عليه وسلم الرحمة في حياة المصطفى صلى الله عليه وسلم</p> <p>التعبير التعبير الإبداعي تلخيص كتابي أبو البنات السبع التقرير</p>	<p>القراءة الجزر العربية في الخليج (تتمة) -رداء من صوف -حماية البيئة من التلوث</p> <p>النصوص من هدي السنة</p> <p>النحو الحال المفردة النعث العطف</p> <p>امتحان آخر العام</p>



LANGUAGE B ARABIC

Our Arabic Language programme is based on the Ministry of Education curriculum and is divided into two sections. Our non-native speakers are enrolled in Arabic B. Students are taught classical Arabic in both sections. MYP Language B aims enable students to communicate via reading, writing, speaking and listening on other languages than their own. The course also enables students to understand the nature of language and the process of total language learning. Furthermore learning a foreign language allows students to develop an appreciation of other cultures and alternative perspectives. Learning Arabic at EIS-J will foster communication, understanding and an appreciation of the Arab world in which students live. Students are encouraged in their development of Arabic no matter what their previous experience with the language. Classes are devised to suit all students from absolute beginners through to native speakers.

ASSESSMENT CRITERIA

A: Speaking and Listening - Message and interaction	Assesses the speaker's clarity and effectiveness in communicating the required message and maintaining the flow of the discussion.
B: Speaking – language	Assesses accuracy, appropriateness and fluency of the language used, taking into account vocabulary, use of idioms, grammatical structures.
C: Writing - message and organisation	Clarity and effectiveness of writer's presentation of ideas and information and the correct use of language conventions are assessed.
D: Writing - language	Assesses the writer's vocabulary, idioms, grammatical structures and accuracy in spelling, as well as the use of the written language to communicate a message effectively.
E: Reading Comprehension	Focuses on the ability to understand specific factual information, opinions and attitudes from a written text.

Term 1	Term 2	Term 3
Welcome, Arab greetings Introducing my self Shaker's family members Our house Interactive Practice Numbers The time School subjects Month	Directions Practice with cardinal numbers Adjectives Shopping Present tense	The state of the weather Weather news Tourism Hotels Traveling Food and drinks Free time In the hospitals Sports and hobbies Writing letters Media



LANGUAGE B FRENCH

Learning an additional language expands students' cognitive and analytical abilities. It fosters communication and an appreciation of other cultures. The learning of French in Grade 7 is part of a three-year comprehensive programme from Grades 7-9 which prepares students for success in the required future studies in I/GCSE (grades 10 and 11) and IBDP (grades 12 and 13).

ASSESSMENT CRITERIA

A: Speaking and Listening - Message and interaction	Assesses the speaker's clarity and effectiveness in communicating the required message and maintaining the flow of the discussion.
B: Speaking - language	Assesses accuracy, appropriateness and fluency of the language used, taking into account vocabulary, use of idioms, grammatical structures.
C: Writing - message and organisation	Clarity and effectiveness of writer's presentation of ideas and information and the correct use of language conventions are assessed.
D: Writing - language	Assesses the writer's vocabulary, idioms, grammatical structures and accuracy in spelling, as well as the use of the written language to communicate a message effectively.
E: Reading Comprehension	Focuses on the ability to understand specific factual information, opinions and attitudes from a written text.

PROGRAMME OF STUDY

Term 1	Term 2	Term 3
<p>Unit 1: Des jeunes Francophones</p> <ul style="list-style-type: none"> -Giving personal information -Talking about families -Describing everyday life <p>Unit 2: Bienvenue à Paris</p> <ul style="list-style-type: none"> -Places in town or city -Understanding information in tourist materials. -Talking about places visited -Weather <p>Unit 3: ça me passionne</p> <ul style="list-style-type: none"> -Talking about leisure activities -Recognising and using time clues -Understanding descriptions of TV programmes and films. 	<p>Unit 4: Au Travail</p> <ul style="list-style-type: none"> -Talk about school life. -Discuss plans for work experience. -Talk about different careers -Give opinions on choice of a particular career <p>Unit 5 : Une visite à Planète Futuroscope.</p> <ul style="list-style-type: none"> -Talking about a theme park. -Staying at a hotel and enquiring about hotel services. -Understand and discuss the weather forecast. 	<p>Unit 6 : En forme</p> <ul style="list-style-type: none"> -Discussing healthy eating, healthy lifestyles and general fitness. -Identifying parts of the body. -Asking and understanding advice at the chemist's. <p>Unit 7 : Vive les vacances</p> <ul style="list-style-type: none"> -Talking about holiday plans. -Describing things to take on holiday. -Booking at a campsite. -Understanding campsite notices.



HUMANITIES HISTORY

The History course allows students to examine the values and human experiences of different periods through to the present day. Students are encouraged to consider issues from an international perspective. History develops a range of skills in the students that extend their factual knowledge, comprehension; analytical; inquiry and thinking skills. These skills will be revisited and developed throughout history studies at all levels in the school. The focus of MYP Humanities is the idea of enquiry-based learning. Students are encouraged to develop an understanding of the world they live in through connecting the historical topics they study to contemporary events and issues. MYP Humanities is aimed at developing students' interest in historical events and encouraging them to use independent research and inquiry to engaging in learning beyond the classroom. The intention of the course is to enable students to gain the confidence to investigate historical events and concepts by defining and refining their own areas of investigation. Students learn to ask questions as well answering them.

ASSESSMENT CRITERIA

A: Knowledge	This criterion examines student understanding of historical facts and examples, the ability to make appropriate use of relevant historical terminology, and the ability to recall, describe and explain events.
B: Concepts	This criterion assesses student understanding of the key ideas in History. Areas of focus include time, place and space, change, systems, and global awareness. Students learn about concepts such as the causes of change; continuity; and how location can affect opportunity and experience. Students are also expected to apply the concepts they have studied to new situations.
C: Skills	This criterion assesses how well students are able to develop and apply key historical skills such as the ability to evaluate a range of sources; the ability to carry out effective research; thinking skills and decision-making skills.
D: Organisation and Presentation	This criterion assesses how effectively students can present and structure their ideas; whether they can identify the most suitable approach to a specific task; their ability to organise their arguments clearly; whether they can present information in a form which is appropriate for the intended audience.

PROGRAMME OF STUDY:

Term 1	Term 2	Term 3
Unit 1: Twentieth Century Warfare <ul style="list-style-type: none"> • Different types of warfare – total, limited, civil, guerrilla • Case Study: First World War <ul style="list-style-type: none"> - Long and short-term causes - Why trench war? - How did the Great War become a world war? - Nature of fighting - Impact of technology - Role of propaganda - The Middle East and the First World War • Impact of Warfare on Civilians • Media and Warfare • Peacekeeping – the Treaty of Versailles 	Unit 2: Democracy and Dictatorship in the Twentieth Century <ul style="list-style-type: none"> • What is Democracy? • What is Dictatorship? • Why do people decide to overthrow their governments? • Case study: Russia <ul style="list-style-type: none"> - Long and short-term causes of the Russian Revolution - The nature of Tsarism - The impact of Rasputin - The Impact of the First World War on Russia - The February Revolution • The rise of the dictators in Europe • The impact of the Great Depression • Case study: Germany <ul style="list-style-type: none"> - Hitler's Rise to power - Life in Nazi Germany 	Unit 3: Twentieth Century Protest <ul style="list-style-type: none"> • Politics and Protest <ul style="list-style-type: none"> - Suffragettes - USA and Vietnam - Protest methods • Society and Protest <ul style="list-style-type: none"> - The Civil Rights movement in the USA - The anti-apartheid movement in South Africa • Modern day protest <ul style="list-style-type: none"> - Research projects on contemporary protest movements <p>Revision for the end of year examination</p>



HUMANITIES GEOGRAPHY

The Geography course is intended to provide students with knowledge and skills which are revisited throughout Grades 7-9 and create a foundation for the study of Geography at IGCSE and IBDP levels. Enquiry-based learning is an integral part of MYP Humanities courses. Students are encouraged to develop an understanding of the world they live in through connecting their geographical studies to contemporary events and issues. Geographical issues are used to explore ethics and responsible citizenship. Issues are examined at local, national and global levels to help students understand the challenges that face the world and the role they can play in responding to these challenges.

ASSESSMENT CRITERIA

A: Knowledge	This criterion examines student understanding of historical facts and examples, the ability to make appropriate use of relevant historical terminology, and the ability to recall, describe and explain events.
B: Concepts	This criterion assesses student understanding of the key ideas in History. Areas of focus include time, place and space, change, systems, and global awareness. Students learn about concepts such as the causes of change; continuity; and how location can affect opportunity and experience. Students are also expected to apply the concepts they have studied to new situations.
C: Skills	This criterion assesses how well students are able to develop and apply key historical skills such as the ability to evaluate a range of sources; the ability to carry out effective research; thinking skills and decision-making skills.
D: Organisation and Presentation	This criterion assesses how effectively students can present and structure their ideas; whether they can identify the most suitable approach to a specific task; their ability to organise their arguments clearly; whether they can present information in a form which is appropriate for the intended audience.

PROGRAMME OF STUDY:

Term 1	Term 2	Term 3
<p>Unit 1: Ecosystems</p> <ul style="list-style-type: none"> Global distribution of biomes Factors affecting climate Equatorial rainforest Hot desert Savannah biome Human interference with biomes <p>Unit 2: Hazards</p> <ul style="list-style-type: none"> Plate tectonics Earth structure Volcanoes and Earthquakes Case studies 	<p>Unit 3: Tourism</p> <ul style="list-style-type: none"> Importance of tourist industry Employment and tourist industry Mass tourism Eco-tourism Case studies (Spain, Peru) <p>Unit 4: Globalisation, Fashion and Sport</p> <ul style="list-style-type: none"> Globalisation Location of stadiums Changing fashion industry Transnational corporations Globalisation of sport 	<p>Unit 5: World Development</p> <ul style="list-style-type: none"> North-South divide Measures of wealth Trade and development Millennium development goals Development and aid <p>Revision for end of year examination</p> <p>Unit 6: The EU and Italy</p> <ul style="list-style-type: none"> Members and functions of the EU Physical characteristics of Italy Italian culture Italy's North-South divide



ISLAMIC STUDIES

Islamic Education is a part of the compulsory education for a Muslim student by the Ministry of Education in the United Arab Emirates. The EIS programme is designed to satisfy the need of both Arabic speakers and non-Arabic speakers.

Native speakers of Arabic language are taught in Arabic, while non-native speakers are taught in English language with explanations of the important Arabic terms. The intention of this course is to enable students to understand their Islamic belief and know more about the life of Prophet Muhammad (P.B.U.H). Students are expected to apply their knowledge to prove their role as members of their own community.

ASSESSMENT CRITERIA

A: Knowledge	This criterion examines student understanding of historical facts and examples, the ability to make appropriate use of relevant historical terminology, and the ability to recall, describe and explain events.
B: Concepts	This criterion assesses student understanding of the key ideas in History. Areas of focus include time, place and space, change, systems, and global awareness. Students learn about concepts such as the causes of change; continuity; and how location can affect opportunity and experience. Students are also expected to apply the concepts they have studied to new situations.
C: Skills	This criterion assesses how well students are able to develop and apply key historical skills such as the ability to evaluate a range of sources; the ability to carry out effective research; thinking skills and decision-making skills.
D: Organisation and Presentation	This criterion assesses how effectively students can present and structure their ideas; whether they can identify the most suitable approach to a specific task; their ability to organise their arguments clearly; whether they can present information in a form which is appropriate for the intended audience.

PROGRAMME OF STUDY:

The school complies with the curricula, books, and teaching hours approved by the Ministry of Education.

As students develop from Grades 7-13, they cover all areas of study tested below in increasing depth in accordance with their mental, emotional and intellectual development.

The Islamic Studies syllabus covers the following major areas of study:

- Tawheed (Islamic Monotheism)
- Quran with tafseer (commentaries)
- Hadeeth (The Prophetic Traditions)
- Fiqh (Islamic Law)
- Sirah (the Prophet's life) and Islamic history
- Tahzeeb (Islamic Ethics & Etiquette)

The order of topics has been arranged in the Islamic Studies books from Grades 7 to 13. Discussion of each topic is encouraged among the students and reasoned explanations are given to their questions, where possible.



PHYSICAL EDUCATION

The Physical Education curriculum is influenced by a number of teaching factors including the timetable, the facilities and the available equipment. The year is divided into six quarters of work which last for approximately seven weeks each. The students follow a programme of both team games and individual sports shown in the table below to give a broad and balanced curriculum.

ASSESSMENT CRITERIA

A: Use of Knowledge	Students demonstrate some knowledge of physical education terminology in context and an understanding of basic concepts, strategies ,techniques and rules related to a variety of physical activities, and apply them in simplified contexts. They can describe and explain basic principles that contribute to fitness, and their importance in various contexts and use their knowledge to identify and assess the impact of factors that influence situations, and solve simple problems in familiar situations.
B: Movement Composition	Students explore simple movement possibilities and variations according to the basic principles of a particular aesthetic activity, with guidance from the teacher. They compose basic aesthetic movements and link movements in order to compose simple aesthetic sequences, taking into account the concepts of space, time, level, force and flow, with guidance from the teacher.
C: Performance	Students demonstrate the basic skills and techniques necessary for active participation in modified performance situations in a variety of physical activities apply basic tactics, strategies and rules in modified performance environments in both individual and group situations perform simple interpretations of movement concepts and basic movement sequences in a variety of physical contexts.
D: Social Skills and Personal Engagement	Students express themselves effectively, including basic verbal and nonverbal forms of communication and demonstrate a positive attitude by supporting and encouraging others. They show respect and sensitivity to their own and different cultures and show enthusiasm and commitment when taking part the activity. Students reflect upon their own achievements in terms of strengths and weaknesses, set simple goals to enhance learning and devise a basic plan for achieving them.

PROGRAMME OF STUDY

Term 1	Term 2	Term 3
Fitness (Boys) Netball (Girls) Table-tennis (Boys) Football (Girls & Boys) Fitness / aerobics / dance(Girls) Basketball (Boys)	Athletics (Girls & Boys) Rounders (Girls) Gymnastics/ trampolining (Boys) Dance/ badminton / trampolining(Girls) Rugby / outdoor volleyball (boys)	Swimming strokes/ synchronised swimming / water aerobics (girls) Badminton (boys) Swimming strokes/ synchronised swimming / water aerobics (boys) Volleyball (girls)

School Sports available in the After School Activities Programme

For those students who are not only capable performers but who have also shown a high level of positive behavior and effort in Physical Education lessons, the PE department runs a number of school teams. These teams play against other schools in regular leagues and competitions in the following sports:

- Aquathon (swim/run)
- Athletics
- X-country
- Swimming
- Rugby
- Rounders
- Netball
- Football
- Cricket
- Basketball



TECHNOLOGY COMPUTER STUDIES

Computers have become an integral part of modern day life, and are becoming increasingly important as teaching and training tools. In the workplace and in many educational institutions, computers and networks have become commonplace. Today, the use of computer-based training and education covers a very broad spectrum. Computers can be used as a resource to present information because of presentation programs such as MS PowerPoint. This subject area is valuable for reinforcing and integrating skills learned in other disciplines, especially in the presentation and handling of data and the processes involved in the design and manufacture of a product.

ASSESSMENT CRITERIA

A: Investigate	Students are able to formulate and discuss appropriate questions that guide the investigation. They can identify and acknowledge a range of appropriate sources of information, collect, analyze, select, organize and evaluate information and evaluate the sources of information.
B: Design	Students are able to generate several feasible designs that meet the design specification. They can evaluate the designs against the design specification and select one design and justify its choice.
C: Plan	Students are able to construct a plan to create the product/solution that has a series of logical steps. They can construct a plan to create the product/solution that makes effective use of resources and time and evaluate the plan and justify any modifications to the design.
D: Create	Students are able to use a range of appropriate techniques and equipment competently and ensure a safe working environment for themselves and others
E: Evaluate	Students are able to carry out tests to evaluate the product/solution against the design specification. They can evaluate the success of the product/solution in an objective manner based on testing, personal views and the views of the intended user. They are also able to evaluate the impact of the product/solution on individuals and on society.
F: Attitudes in Technology	Students are able to carry out units of work in technology using materials and techniques safely and responsibly. They can work effectively as members of a team, collaborating, acknowledging and supporting the views of others. They provide evidence of personal engagement with the subject (motivation, independence, general positive attitude) when working in technology.

PROGRAMME OF STUDY:

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Computer technology (Chapter 7) • Information Systems and applications (chapter 9) • Graphics Productions and Image manipulation (chapter 12) • Database Management Systems (second section of Chapter 13) • Data Logging and Control Software (Chapter 14) • General IT tasks (Chapter 15) 	<ul style="list-style-type: none"> • Cell referencing – relative and absolute references • Conditional formatting • Functions – SUM, LOOKUP, IF and HYPERLINK functions • Working with multiple worksheets / workbooks • Workbook security 	<ul style="list-style-type: none"> • Creating a database ,Setting the Primary key, Entering data into database • Inserting and deleting fields • Data validation: Field size, Default value, Validation rule, Validation text, etc. • Designing a custom form for data entry • Queries • Creating and customizing reports • Project work • Animation software



MATHEMATICS

In the teaching and learning of Mathematics at EIS-J, we provide a wide range of learning opportunities that will challenge the students to apply knowledge and skills, solve problems of a practical and investigative nature, and communicate their ideas to others using appropriate mathematical language.

ASSESSMENT CRITERIA

The students will:

- Experience a balanced range of mathematical activities as an integral part of the whole school curriculum
- Have opportunities to develop basic mathematics skills, concepts, attitudes and knowledge appropriate to the development of the child.
- Have opportunities to acquire, practice and develop mathematical skills
- Have opportunities to work in a variety of ways, class, group, individually, depending on the task
- Have access to practical tasks which will enable them to develop mathematical language
- Be able to perform basic operations and apply them in a variety of situations.

PROGRAMME OF STUDY

Number and Algebra:

- Like terms, Addition, Subtraction, Multiplication and Division of variables, Index notation, Grouping symbols, Factorizing, Algebraic fractions, Calculator and its applications, Equations, Formulae, Inequalities, Ratio, Rates and Scale drawing, Integers, Roots, Fractions, Decimals, Percentages, Number operations, estimations, Set notation and language, Lower and Upper limits .

Shape, Space & Measures:

- Pythagoras theorem, Straight line graphs, finding the equation of a straight line, Regions, Inequalities in two variables.



SCIENCES

The primary objectives in Grade 9 are the development of skills necessary to work in a scientific environment; including safe handling of materials, experimental techniques, observation, recording of experimental results and drawing of conclusions. The skills of making predictions and planning are introduced throughout the course of the year. Basic scientific concepts are studied through the use of investigative work. Interdisciplinary aspects include reading for content, summary work, and application of mathematical skills. Learning science relies on understanding and using the language of science, which involves more than simply learning technical scientific terminology.

ASSESSMENT CRITERIA

A: One World	One world enables students to gain a better understanding of the role of science in society and allows them to explore how scientific developments and applications are applied and used to address specific problems or issues in local and global contexts.
B: Communication in Science	Communication in science enables students to develop the communication skills to become competent and confident when communicating information in science.
C: Knowledge and Understanding of Science	Knowledge and understanding of science enables students to demonstrate their understanding of science by applying scientific knowledge to construct scientific explanations, solve problems and formulate scientifically supported arguments.
D: Scientific Enquiry	This criterion enables students to design and carry out scientific investigations independently.
E: Processing Data	Processing data refers to enabling students to organize process and interpret quantitative and qualitative data.
F: Attitudes in Science	Attitudes in science encourage students to develop safe, responsible and collaborative working practices when carrying out experimental work in science.

PROGRAMME OF STUDY

Biology

- Unit 1: Classification of living things, cellular structure and function.
- Unit 2: microbes, food and diseases.

Chemistry

- States of matter
- Pure substances from mixtures
- The atom
- Elements and compounds
- Introduction to organic chemistry

Physics

- Measurements
- Forces
- Light
- Sound



ARTS ROTATION

The arts are a universal form of human expression and a unique way of knowing that engage us in affective, imaginative and productive activity. Learning through the arts helps us to explore, shape and communicate our sense of identity and understanding of the world, while providing opportunities to develop self-confidence, resilience and adaptability. During the course of the year students in Grades 7, 8 and 9 participate in the Arts Rotation, during which they study Drama, Art and Food Science (Technology) in blocks of six weeks. This lively rotation schedule provides all students with the opportunity to sample the wide range of exciting practical activities available in these three subjects. By the end of the year they will have completed two blocks of Art, two of Drama and one of Food Science, ensuring they will have been engaged in important activities that have involved experimenting, exploring, applying terminology, planning and organising, demonstrating ability and knowledge, presenting, discussing, appraising and reflecting on work, accepting feedback and criticism, self-motivation, initiative, creativity, sensitivity and encouragement of peers.

ASSESSMENT CRITERIA

A: Knowledge and understanding	Students build knowledge and understanding of art and artistic processes in relation to societal, cultural, historical and personal contexts. Students will demonstrate knowledge of specialised language, concepts and processes and will be able to communicate a critical understanding of works.
B: Application	This focuses on the students' practical application in the creation of artwork. This will be informed by their knowledge and understanding of art. The student will investigate and experiment with different artistic skills, processes and concepts.
C: Reflection and Evaluation	Students reflect critically on their choices and evaluate their work. Students are asked to think and feel like an artist. They need to be able to seek feedback from others and consider how this feedback can help them to confirm, clarify or modify their own artistic work.
D: Personal Engagement	Students develop attitudes essential to engage with the artistic process and the art form studied. They develop personal and interpersonal skills that enable them to initiate, explore and negotiate with others to take informed risks about their artistic process. They are also mindful of their own and others' cultures.

PROGRAMME OF STUDY

Each rotation is 6 weeks in length

Subject	
Visual Art	The art department aims to develop Grade 9 students' creativity by using a range of skills in a wide variety of contexts. Work on design, painting and craft projects helps students develop an awareness of the inspiration offered by their man-made and natural surroundings. A strong emphasis on drawing perceptively and creatively ensures observation and investigative skills are developed during these three years. Further skills of analysis and reflection are developed through students' exploration of ideas.
Drama	The Physical Theatre and developing character through a set text.
Music	Music in the Media – Students will study how similar musical ideas are used within the media.
Food Tech (Technology Criteria)	What is a healthy snack? Project on healthy eating and a design task to improve the school's canteen.