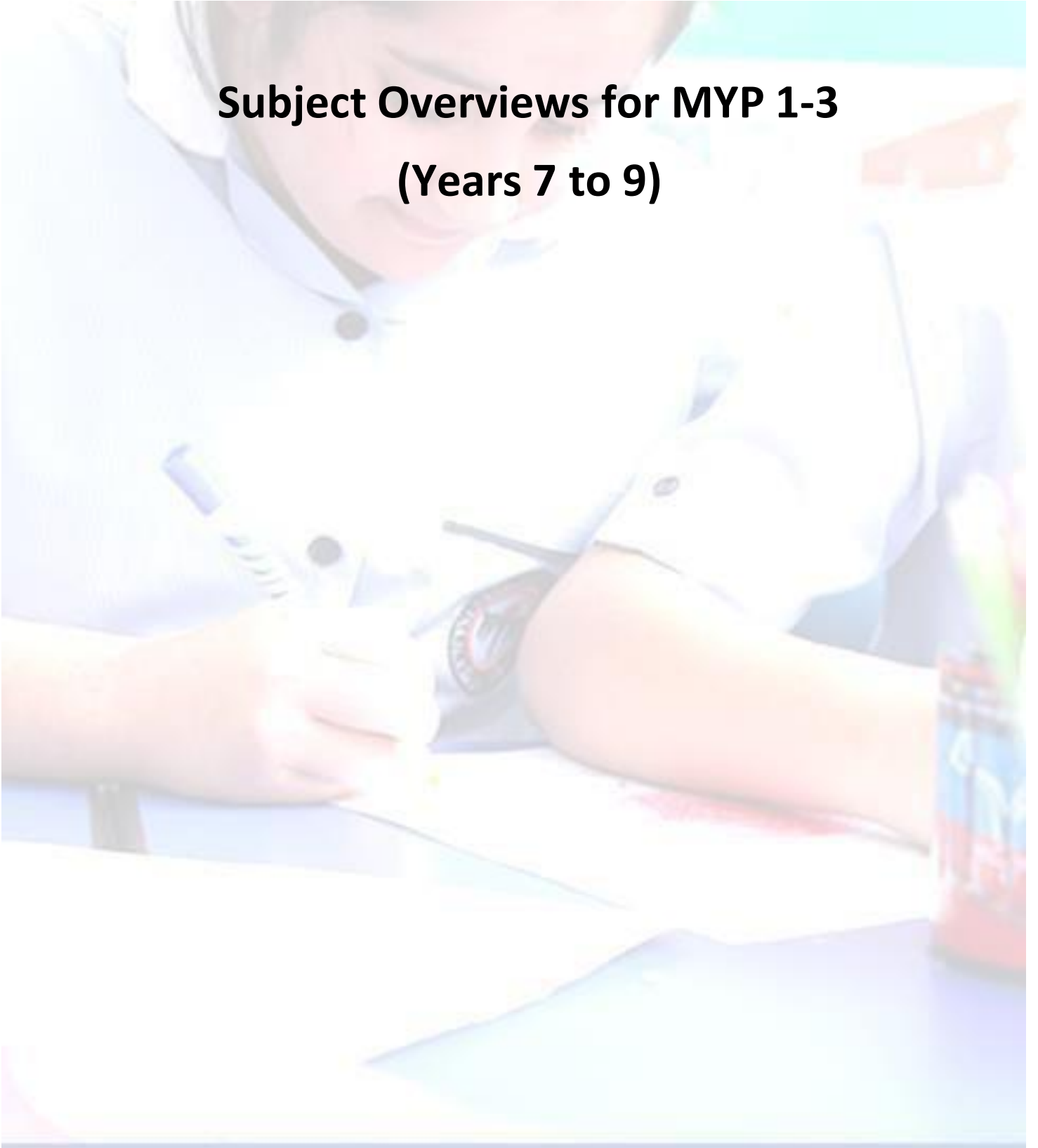




**Subject Overviews for MYP 1-3
(Years 7 to 9)**



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Dear Parents and Students;

This document will provide you with a brief overview of the subjects studied in MYP 1-3 (Years 7 to 9). Each subject of study is organised according to the subject group. For each subject you will find:

- An introductory subject overview
- A list of the units of study taught and
- Approaches to assessment

If you have any further subject specific queries; you will find the contact details of the Head of Department who is responsible for the Curriculum in each subject group. The contact details for each Head of Department can be found below.

If you have any broader Curriculum queries please refer to The Middle Years Curriculum Programme Parent Handbook which can also be found on the school website. Alternatively, please do not hesitate to contact me.

Miss E Weeks

eweeks@eischools.ae

Assistant MYP Coordinator



| MYP subject group | Subject | Head of Department |
|-------------------------------|--|--|
| Language and Literature | English Arabic A | Neelum Nadeem: nnadeem@eischools.ae Mushira Salama: msalama@eischools.ae |
| Language Acquisition | Arabic B French, Spanish | Hala Kamal: hmoustafa@eischools.ae Jose Hernandez: jhernandez@eischools.ae |
| Mathematics | Mathematics | Anthony McIntosh: amcintosh@eischools.ae |
| Sciences | Integrated Science | Lopa Bhatt: lbhatt@eischools.ae |
| Individuals and Societies | Geography, History | Mike Pike: mpike@eischools.ae |
| Arts | Drama, Music and Visual Art | TBC |
| Design | Product Design Food and Nutrition | Sairah Shaukat: sshaukat@eischools.ae Alan Kaid: akaid@eischools.ae |
| Physical and Health Education | Physical and Health Education | Caroline Ogun: cogun@eischools.ae |
| Additional MOE subjects | Islamic Education Moral studies, Social Studies | Mohammed El Awadi: meelawadi@eischools.ae |

Language & Literature (English) MYP 1-3

Head of Department: Ms N Nadeem

Course description:

The MYP Language & Literature programme will provide students with a foundation in critical thinking, close reading and an introduction to increasingly sophisticated texts and text types. Building on critical and inquiry skills of the PYP, students will read, discuss and analyse challenging fiction and non-fiction texts, including a variety of Memoirs, Prose Fiction, Non-Fiction, Media and Poetry. MYP Language & Literature Units of Study develop skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts. They also give students the opportunity to develop critical, creative and personal approaches to studying and analysing literary and non-literary texts.

Units of Study:

| Year 7 Units of study | Year 8 Units of study | Year 9 Units of study |
|---|--|---|
| It's My Life (Autobiographies) Short Stories Poetry Drama Media Studies | Drama (extracts) Poetry Media Studies (Advertising) Novel Study News Media (Digital Texts) | Drama (Full drama) Poetry Non-Fiction Novel Study Media Studies (Persuasive Webpages) |

Assessment:

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

Criterion A – Analysing

Criterion B -Organizing

Criterion C - Producing Text

Criterion D – Using language

Assessments will cover a variety of written mediums such as news articles, reports, diary entries and essays. Students will also be required to demonstrate their communication skills through presentations, debates and group work. They will be expected to work collaboratively as well as independently as they explore each unit through a series of inquiry based questions. Summative assessments will concentrate on a balance between analytical writing, creative tasks, research skills, essay writing and representation. Analysis will also be a focus as we dissect, interpret and explore how authors and creators use figurative language, character and themes to effectively explore the full spectrum of global contexts as proscribed by the IB.

Language & Literature (Arabic) MYP 1-3

Head of Department: Ms M Salama

Course description:

The MYP Arabic A programme provides students with a foundation in critical thinking, comprehensive reading and a continuation of increasingly sophisticated texts. These skills are explored through a variety of text types related to the Arabic A curriculum. Building on and developing critical thinking skills and inquiry skills, students will read, discuss and analyse challenging fiction and non-fiction texts, including a variety of Memoirs, Prose Fiction, Non-Fiction, Media and Poetry in relation to the Arabic Language.

Units of Study:

| Year 7 Units of study | Year 8 Units of study | Year 9 Units of study |
|--|--|--|
| Perfect Communities Arab Morals and Customs Healthy Environment Life and Technology | Against Bullying Family Values The School of Life Development of Technology | Rituals and Traditions Social Relationships Sustainable Environment Artificial Intelligence |

Assessment:

Formative and summative assessments will concentrate on a balance between analytical writing, creative tasks, research skills, essay writing and representation.

Analysis will also be a focus as we dissect, interpret and explore how authors and creators use figurative language, character and themes to effectively explore the full spectrum of global contexts as proscribed by IB.

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

- Criteria A-** Analyzing
- Criteria B-** Organizing
- Criteria C-** Producing text
- Criteria D-** Using language

Assessments will require students to :

- Outline purpose, audience and context of a text (through increasingly complex literary and non-literary text types).
- Understand authorial choices and overall effects and make inferences from pieces of writing.
- Recognise, analyse and evaluate poetic conventions.
- Use new vocabulary and grammatical constructions and a range of literary and rhetorical devices.
- Summarise skills to reflect on intention and plot/character development.

Each assessment criteria will be assessed summatively at least twice over the academic year. A range of formative tasks will help students prepare for their summative assessments.

Language Acquisition (Spanish/French) MYP 1-3

Head of Department: Mr J Hernandez

Course description:

From years 7 to 9, students will develop their knowledge and understanding of the cultures and ways of living of the Spanish/French speakers. Students will also develop listening, reading, writing and speaking skills in Spanish or French in order to prepare them for their exam years. Students will complete phase one by the end of year 7 and up to phase four by the end of year 9. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

Units of Study:

| Year 7 Units of study | Year 8 Units of study | Year 9 Units of study |
|---|--|--|
| <ol style="list-style-type: none"> Who and what defines me and my family? How does the place where we live define us? What type of activities do we do to be happy? Could the school be my second home? Do festivals represent our culture? Project | <ol style="list-style-type: none"> What defines my identity? Do new cities and urbanization show progress ? How essential are the things we buy? How was information found before the internet? Do we lead a healthy life? Project | <ol style="list-style-type: none"> How do we make relationships? How do we take care of ourselves? How would the world be without the internet? Do we only learn in school? Are we responsible tourists? Project |

Assessment:

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

Criterion A – Listening

Criterion B - Reading

Criterion C - Speaking

Criterion D – Writing

Assessments will cover a variety of multimodal texts and audios such as news articles, podcasts, movies, emails, blogs, reports, diary entries and essays. Students will also be required to demonstrate their communication skills through presentations, picture descriptions, debates and group work. They will be expected to work collaboratively as well as independently as they explore each topic through a series of investigative questions. Each assessment criterion will be assessed at least twice over the academic year.

Language acquisition in the MYP aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip the student with a skills base to facilitate further language learning.

Language Acquisition (Arabic) MYP 1-3

Head of Department: Ms H Kamel

Course description:

The Arabic B Course is designed to enable students to comprehend spoken Arabic, presented in a range of audio and video sources. Students will be able to comprehend written Arabic through a variety of texts. They will develop their communication skills by interacting on a range of topics of personal, local and global interest and significance.

Units of Study:

| MYP 1 (Year 7) Units of Study | MYP 2 (Year 8) Units of Study | MYP 3 (Year 9) Units of Study |
|---|---|--|
| <p>Family: For example; discussing family members, family activities and family plans.</p> <p>Homes: For example; discussing types of homes, rooms and furniture, home responsibilities, directions and transportation.</p> <p>School: For example, discussing school subjects, time and timetable, daily routine and hobbies.</p> | <p>Hobbies For example; discussing types of hobbies, family members' and friends' favourite hobbies and hobbies of celebrities.</p> <p>Work and Professions: For example; discussing types of work, places of work, work experience and life experiences.</p> <p>Health and Illness: For example; discussing body parts, diseases, emergency cases, pharmacy and medicine.</p> | <p>Weather For example; discussing seasons, states of weather, states of nature, clothes and weather and activities and weather.</p> <p>Occasions and Celebrations For example; discussing special occasions, family celebrations, feasts, birthdays, local occasions, UAE National Day, clothes and occasions.</p> <p>Media For example; discussing types of media, types of films and programmes, social media and the advantages and disadvantages of TV and internet.</p> |

Assessment:

The students will be assessed in the following criterion:

Criterion A- Listening

Criterion B - Reading

Criterion C - Speaking

Criterion D - Writing

Each criterion will be assessed formatively throughout the year and summatively twice during the year through a range of speaking, listening, reading and writing activities.

Mathematics MYP 1-3

Head of Department: Mr A McIntosh

Course description

The MYP Mathematics framework encompasses Number, Algebra, Geometry and Trigonometry, Statistics and Probability. MYP Mathematics is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students will see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations. At the end of MYP 3, students are given the opportunity to opt for their choice of Mathematics course - Standard or Extended Mathematics based on their ability and attainment.

The MYP Mathematics framework encompasses Number, Algebra, Geometry and Trigonometry, Statistics and Probability. MYP Mathematics is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students will see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations. At the end of MYP 3, students are given the opportunity to opt for their choice of Mathematics course - Standard or Extended Mathematics based on their ability and attainment.

Units of Study:

| Year 7 Units of study | Year 8 Units of study | Year 9 Units of study |
|--|---|---|
| <p>Numerical Reasoning For example; Representing numbers, Number systems, Powers, Indices and Roots</p> <p>Abstract Reasoning For example; Algebraic expressions and equations, and simple linear equations.</p> <p>Spatial Reasoning For example; Geometric constructions, Angles formed by parallel lines and Angles in Triangles.</p> <p>Reasoning with Data For example; analysing graphs, reading, interpreting and drawing conclusions from primary and secondary sources of data.</p> | <p>Numerical Reasoning For example; Integers, Time zones, clocks and timetables.</p> <p>Abstract Reasoning For example; Linear equations and inequalities, Flowcharts and simple algorithms</p> <p>Spatial Reasoning For example; Space of Polygons, Circles, and Prisms (including nets).</p> <p>Reasoning with Data For example; Data collection and generation and Stem and Leaf diagrams.</p> | <p>Numerical Reasoning For example; Rational and Irrational numbers including Number system and notations.</p> <p>Abstract Reasoning For example; Linear relationships, and Parallel and Perpendicular lines.</p> <p>Spatial Reasoning For example; Metric Conversions, Space in 3D shapes and Geometric transformations of shapes.</p> <p>Reasoning with Data For example; Population Sampling and Bivariate data.</p> |

Assessment:

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

Criterion A - Knowing and understanding

Criterion B - Investigating patterns

Criterion C - Communicating

Criterion D - Applying mathematics in real-life contexts

Assessment tasks promote both inquiry and application, helping students to develop problem solving techniques that transcend the discipline and are useful in the world outside school. Criterion A tasks assess students' knowledge and understanding of mathematics, whereas Criterion C tasks assess student's ability to move confidently between different forms of mathematical representation. Students will also be required to demonstrate their communication skills through presentations, projects and group work. The Criterion D tasks assess students' ability to apply mathematics in a real-life context. Investigative skills in mathematics will be assessed through Criterion B tasks. Each assessment criterion will be assessed at least twice over the academic year.

Science MYP 1-3

Head of Department: Ms L Bhatt

Course description:

The MYP Science course will introduce several topics from each of the main disciplines: Biology, Chemistry and Physics; in order to begin laying the foundation for future in-depth studies within the IB Diploma Programme. Students will explore scientific language, learn through inquiry, and develop critical thinking skills that build an awareness of the benefits and limitations of science through real-life contexts and practical activities.

Units of Study:

| Year 7 Units of study | Year 8 Units of study | Year 9 Units of study |
|--|--|--|
| <ol style="list-style-type: none"> 1. What do scientists do? 2. What changes? 3. How do living things work? 4. What makes change happen? 5. How can we study the living worlds? 6. Where do we fit into the world? | <ol style="list-style-type: none"> 1. Where are we now and where might we be going? 2. How do we map matter? 3. Who are we? 4. What does a wave tell us? 5. How does our planet work? 6. How do we respond to our world? | <ol style="list-style-type: none"> 1. How do we make it work? 2. How do humans impact the natural world? 3. What should I eat? 4. How do we put electricity and magnetism to work? 5. How can we connect? 6. How do our bodies work? |

Assessment:

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

Criterion A – Knowledge and Understanding

Criterion B - Inquiring and designing

Criterion C - Processing and evaluating

Criterion D – Reflecting on the impacts of science

Assessments will cover a variety of written mediums such as news articles, lab reports and essays. Students will also be required to demonstrate their communication skills through presentations, debates and group work. They will be expected to work collaboratively as well as independently as they explore each topic through a series of laboratory investigations. To think critically is an essential skill for scientists and students will be assessed on their ability to analyze sources of information such as data, graphs, experimental findings and documentary clips to determine their validity and usefulness to their investigations. Each assessment criterion will be assessed at least twice over the academic year.

Individuals & Societies (Geography) MYP 1-3

Head of Department: Mr M Pike

Course description:

From years 7 to 9; students will develop their knowledge, understanding and skills in Geography in order to prepare them for their exam years. Students will complete phase one by the end of year 7 and phase two by the end of year 9. They will explore a variety of human and physical issues and events; develop their map, graph and source analysis and solve problems to become better local and global citizens. We encourage the use of technology with our students, they will use GIS (Global Information Systems) in many different contexts and explore online tools such as ARC GIS, ESRI and Google Earth to help them investigate the world around them.

Units of Study:

| Year 7 Units of study | Year 8 Units of study | Year 9 Units of study |
|--|--|--|
| <ol style="list-style-type: none"> 1. Map Skills 2. Weather and Climate 3. Development 4. Energy | <ol style="list-style-type: none"> 1. Globalisation 2. Ecosystems: The importance of natural environments to individuals and Societies 3. The Interactions between People and the Coast 4. Climate Change: Causes, consequences and management | <ol style="list-style-type: none"> 1. Population: Process, Change and Management. 2. Vulnerability and natural hazards 3. Global tourism 4. Urbanisation |

Assessment:

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

Criterion A – Knowledge and Understanding

Criterion B - Investigating

Criterion C - Communication

Criterion D – Critical Thinking

Assessments will cover a variety of written mediums such as news articles, reports, diary entries and essays. Students will also be required to demonstrate their communication skills through presentations, debates and group work. They will be expected to work collaboratively as well as independently as they explore each topic through a series of investigative questions. To think critically is an essential skill for geographers and students will be assessed on their ability to analyse sources of information such as maps, graphs, cartoons and documentary clips to determine their validity and usefulness to their investigations. Students will experience a number of formative activities to develop their skills. Each assessment criterion will be assessed at least twice summatively over the academic year.

Individuals & Societies (History) MYP 1-3

Head of Department: Mr M Pike

Course description:

Studying the diversity of human experience helps us appreciate cultures, ideas, and traditions that are not our own – and to recognize them as meaningful products of specific times and places. Throughout years 7 to 9; students will develop their knowledge, understanding and skills in History in order to prepare them for their exam years and also to gain a global understanding of the world they live in. Students will complete phase one by the end of year 7 and phase two by the end of year 9. Students will explore the changes that have occurred in the world since ancient times and develop their critical thinking skills through primary and secondary source analysis. We encourage the use of technology with our students, they will use AssessPrep, Google forms, Kahoot, Class Kicks and Booklet.

| Year 7 Units of study | Year 8 Units of study | Year 9 Units of study |
|---|---|---|
| 1. What can we learn from Ancient Civilisations? 2. What was life like in the Middle Ages? 3. Can individuals make a difference in shaping the world? | 1. What are the significant innovations in science and technology from the prehistoric era to the 21st Century? 2. What were the causes and consequences of Revolutions? 3. Why do nations go to war? | 1. What are the important innovations in medical knowledge and public health from the prehistoric era to the 20th Century? 2. How were societies governed? 3. What were the causes and consequences of WW2? |

Assessment:

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

Criterion A – Knowing and Understanding

Criterion B - Investigating

Criterion C - Communication

Criterion D – Thinking Critically

Students will be assessed through multiple choice questions, question and answers, diary entries and essays. Students will also be required to demonstrate their communication skills through presentations, debates and group work. The use of primary sources is vital to Historians. Students will need to analyse primary sources such as books, newspapers, interviews, speeches, artifacts, and documentary clips. Each assessment criterion will be assessed at least twice over the academic year.

Arts MYP 1-3

Head of Department: TBC

Course description:

In the Arts courses; students will explore and understand the process of creating, performing and presenting artwork. These courses give students opportunities to function as artists and to develop as learners. They will learn to use the Arts to convey feelings, experiences and ideas about the world, while learning the value of reflection and evaluation as a means of developing their ideas, their skills and their work. These soft skills will prepare them for life outside of the classroom while also preparing them for a world where they may be required to be flexible, innovative and entrepreneurial. Students will take all 3 subject areas.

Units of Study:

| Year 7 Units of study | Year 8 Units of study | Year 9 Units of study |
|---|--|---|
| <p>Music</p> <ol style="list-style-type: none"> 1. The Building Blocks 2. My World in Music 3. Battling with the Elements <p>Theatre</p> <ol style="list-style-type: none"> 1. The Building Blocks 2. Revolting Rhymes 3. Tableaux <p>Visual Arts</p> <ol style="list-style-type: none"> 1. The Building Blocks 2. Inside Out 3. Abstract Art | <p>Music</p> <ol style="list-style-type: none"> 1. Expanding Our Horizons 2. Protest Music 3. Everything Old is New Again <p>Theatre</p> <ol style="list-style-type: none"> 1. Radio Drama 2. Costume Design 3. Monologues <p>Visual Arts</p> <ol style="list-style-type: none"> 1. Art History 2. Ceramic Coral Reefs 3. The Matchbox project | <p>Music</p> <ol style="list-style-type: none"> 1. Film Music 2. Fusion <p>Theatre</p> <ol style="list-style-type: none"> 1. Theatre in Education 2. Physical Theatre <p>Visual Arts</p> <ol style="list-style-type: none"> 1. Portraiture 2. Memory |

Assessment:

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

Criterion A – Investigating

Criterion B – Developing

Criterion C – Creating/Performing

Criterion D – Evaluating

Assessments will cover a variety of practical and written tasks such as research, small group work, rehearsal and studio work, performances, and reflections. Students will also be required to demonstrate their communication and collaboration skills by working with other developing understanding of the power of multiple perspectives and the value of diversity. Students are encouraged to look at art in its various contexts, historical and present, and make connections with theory and practice. Through the various tasks, students will begin to work through the creative process and inquiry cycle.

Design MYP 1-3

Head of Department: Ms S Shaukat

Course description:

In MYP 1-3, Students will study both Design and Food and Nutrition. Both courses require the use of the design cycle as a tool to structure an inquiry. Students will be asked to identify and analyse problems; develop and create feasible solutions and test and evaluate their approaches. A solution can be a model, prototype, product or system independently created and developed by students. All students should become actively involved in the whole design process rather than on the final product/solution.

Units of Study:

| Design | | |
|--|---|---|
| Year 7 Units of study | Year 8 Units of study | Year 9 Units of study |
| 1. Online safety 2. Bridge design & Robotics 3. Emojis | 1. Toy for a refugee child 2 Robotics: Dragon Boats 3. Access to clean water. | Product to support people with limited mobility. Computational App Development Robotics: Watering Vehicle |
| Food and Nutrition/Textiles | | |
| Year 7 Units of Study | Year 8 Units of Study | Year 9 Units of Study |
| 1. Healthy Eating 2. Food and Nutrition | 1. Food Waste 2: Textiles Design | 1. Culinary Journey 2. Textile Design (Recycling project) |

Assessment:

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

Criterion A – Inquiring and Analysing - Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem and suggest a possible design brief.

Criterion B - Developing ideas - Students write a detailed specification of the development of a solution which is then presented in planning, drawing diagrams and accurate sketches.

Criterion C - Creating the solution - Students plan the creation of the chosen solution, then follow the plan to create a prototype/solution sufficient for testing and evaluation.

Criterion D – Evaluating - Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. They identify areas where the solution could be improved and explain how their solution will impact on the client or selected target audience.

Physical & Health Education MYP 1-3

Head of Department: Ms C Ogun

Course description:

Physical Education contributes to the overall education of young people by facilitating learning that leads to success and achievement. It provides the opportunity for students to lead full and valuable lives, through engaging in purposeful physical activity. Through a broad and balanced programme, students will be taught to be physically active; developing coordination, control and body management, whilst being involved in problem-solving, communication with others and team-building. Students will be encouraged to understand the importance of a healthy lifestyle through participation in and enjoyment of a variety of activities and environments.

Units of Study:

| Year 7 Units of study | Year 8 Units of study | Year 9 Units of study |
|--|--|---|
| Focus on introduction to key performance skills and basic gameplay | Focus on developing basic and complex skills within gameplay | Focus on developing leadership gameplay and team strategies |
| 1. Health and fitness (Including baseline testing) 2. Invasion games: basketball, football & netball, 3. Aesthetic activities: parkour, gymnastics & dance 4. Athletics 5. Striking and fielding games: rounders, cricket & softball 6. Net and wall games: volleyball, badminton & table tennis 7. Swimming activities: swimming, water polo & lifesaving | | |

Assessment:

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

Criterion A – Knowledge and Understanding

Criterion B - Planning for performance

Criterion C - Applying and performing

Criterion D – Reflecting and improving performance

Assessments will cover a range of formats; through verbal questioning and answering in lessons, written quizzes, student performance plans in specific activities, observations of student practical performances and coaching skills and written and verbal reflection tasks.

Students will be assessed through their practical performance in each sporting activity within the curriculum (Criterion C). In addition to this students will either be assessed in at least one other criterion within that activity. This could be Criterion A (knowledge of key terminology and rules of the game), Criterion B Planning (a dance routine, a warm up or a skill session to lead to others) or Criterion D Reflecting and Evaluating (own or a peer's performance within chosen activity).

Each assessment criterion will be assessed at least twice summatively over the academic year.

Islamic Studies

Head of Department: Mr M El Awadi

Course description:

Years 7 - 9 of the Islamic programme promotes intelligent debate and an understanding of Islam and the role of Muslims in the contemporary world. Students will have the opportunity to broaden, deepen, and enrich their understanding of Islam, based on authentic sources and comparative methods of study. They will develop their understanding of the position of the Qur'an in Islam. Students will gain a general understanding of Islam and How to be a Muslim and an awareness of the History of Islam. Students will gain an appreciation of Islamic ethics and etiquette through a code of personal practice. The Course prepares students to contribute to both Muslim and multi-cultural environments and equips them to be lifelong learners.

Students will demonstrate their ability to analyse, create, and evaluate a series of genres and texts. They will be able to interpret meanings of verses of the Quran surahs included in the curriculum.

.Units of Study:

| Year 7 Units of study | Year 8 Units of study | Year 9 Units of study |
|---|---|--|
| <ol style="list-style-type: none">1. Qur'an Topics2. Islamic Morals and Customs3. Healthy Environment4. Life and Manners | <ol style="list-style-type: none">1. Surah Qaaf2. Family Values3. The Islamic School4. Contemporary Issues and Identity (Qaḍāyā wa Huwiyyah) | <ol style="list-style-type: none">1. Surah Yassin2. Islamic Social Relationships3. Sustainable Environment4. Islamic Values |

Assessment:

Students will be assessed against the following Criterion:

Criteria A- Analyzing

Criteria B- Organizing

Criteria C- Producing text

Criteria D- Using language

Assessments will cover a variety of themes of Islamic education and the concepts of the Qur'anic Surahs.

Non-Islamic Studies:

Non-Islamic students undertake an alternative curriculum during Islamic lessons. These are not MYP subjects however they do allow students to develop both their ATL skills and IB learner profile skills through a range of practical work and independent projects.

Arts Award – Year 7

Students will explore an interest or issue of their choice through the medium of Visual Art, Theatre or Music. They will undertake three projects throughout the year. Students will develop their own timeline and approaches that will culminate in a final product and presentation. Students are encouraged to think creatively, be problem solvers and reflect on their decisions throughout each project. Examples of projects chosen by students include:

- Creating a Virtual Sculpture Exhibit in a Museum
- Designing a Theme Park
- Fashion for Homes
- Self-taught Guitar/Piano

Design Award – Year 8

Students develop an understanding of the implications of technology in society and the ways Information and Communication Technology (ICT) can help at home, work and the wider world. Through practical and theoretical studies, students solve problems using a variety of common software such as Microsoft applications , Google Sketchup and Python programming

Units of Study:

1. Microsoft Excel
2. HTML and CSS
3. Python programming
4. Google Sketchup

Students will be assessed through a variety of tasks and projects that require the demonstration of communication, quality of work, team work, effort and critical thinking.

Cultural Studies – Year 9

Students will explore what culture is and how it can be expressed in a variety of ways. They will also explore the concept of multiculturalism and understand the value of tolerance, which is one of the founding principles of the UAE.

In addition, students will investigate how different businesses/ organisations can create a culture of their own. Students will then use their critical thinking skills to decide whether the culture of a business is responsible for its success.

Throughout the course, students will prepare and deliver a series of presentations which will be assessed on the following ATL Skills:

- Communication
- Creative Thinking
- Transfer Skills.