# good cause? **Global Context Language Development** Winter Holidays

# Title of Unit: How might stickers help a

#### **Statement of Inquiry**

The products we own communicate a lot about our beliefs and values

**Key Concepts -> Communication** Related Concepts -> Innovation

Personal and Cultural expression

ATL Skills Assessed -> Transfer+ Communication + Information literacy + Critical thinking + Creative thinking

IB Learner Profile -> Caring

Incorporating techniques such as utilizing relevant command terms and refining communication skills during the presentation of work will significantly enhance students'

#### Mid Term: 16th Oct—18th Oct

#### No. of Weeks: 11

## Reflection (format/timeframe)

In their written reflections, students will contemplate their ATL skills twice and the Learner Profile once. Additionally, they will engage in introspection regarding their work throughout the term, incorporating both peer and teacher feedback.

#### **Summative Assessment:**

At the term's end, there will be a Design Exhibition. Students will display their digital skills, how they relate to product design, and discuss their use of the design cycle and SDGs to improve. Teachers will also meet the reporting requirements.

11th Dec—2nd Jan

Internal Assessment Jan

# Subject Overview



Year Group: 7

Subject: MYP Design

Mid Term:

#### 5 weeks

#### (1 week to Assessments)

#### Topic: Voices of Change Statement of Inquiry

Through effective communication and design, young individuals can influence their peers, promoting awareness and advocating for the Sustainable Development Goals (SDGs).

Key Concept -> Communication

Related concepts -> Innovation

Global Context -> Globalization and Sustainability

**ATL Skills Assessed** 

Communication and thinking

IB Learner Profile ->

# Communicator & Principled

#### 5 weeks

#### (Ramadan wb 11th Mar)

Language Development Incorporating techniques such as utilizing relevant command terms and refining communication will significantly enhance students' language development

## No. of Weeks: 9

## Reflection (format/timeframe)

In their written reflections, students will contemplate their ATL skills twice and the Learner Profile once. Additionally, they will engage in introspection regarding their work throughout the term, incorporating both peer and teacher feedback.

#### Summative Assessment (format/timeframe)

Students will demonstrate their growth in digital skills, addressing each of the four criteria

#### Language Development

Incorporating techniques such as Vocabulary Building, use of command terms and refining communication skills during the presentation of work will significantly enhance students' language development.

#### No. of Weeks:

#### Reflection (format/timeframe)

Throughout the unit, students will engage in regular reflections on their design process, challenges faced, and the connections between their designs and environmental impact.

### Summative Assessment (format/

#### timeframe)

Through the MYP Design Cycle, students will document research on local bird species, formulate a bird feeder design with a rationale. present their design process, and produce prototype diagrams and or model of the bird feeder, addressing each of the MYP design criteria

## Summer Assessment (Y7-13)

Summer Term: 15th April—1st July

#### TBC

#### Topic: Bird Feeder

#### Statement of Inquiry

Statement of Inquiry: The products we own communicate a lot about our beliefs and values Key Concepts -> development + System and Communication

#### Related Concepts -> Sustainability

System + Intertextuality + Audience imperative **Global Context** 

Identities and Relationship

#### ATL Skills Assessed

Research + Communication + Collaboration

IB Learner Profile -> Thinker + Inquirer

**Spring Holidays** 25th March—5th Apr **Eid Holiday** 9th Apr—15th Apr

Spring Term:2nd Jan—9th Feb

Spring Term:14th Feb—22nd Mar

# Subject Overview



Year Group: 8

Subject: MYP Design

5 weeks

(Ramadan wb 11th Mar)

No. of Weeks: 5

Reflection (format/timeframe)

In their written reflections, students will contemplate their ATL skills twice and the Learner Profile once. Additionally, they will engage in introspection regarding their work throughout the term, incorporating both peer and teacher feedback.

**Summative Assessment:** 

Using the MYP Design Cycle—covering Criteria A to D—students will

**Spring Holidays** 25th March—5th Apr **Eid Holiday** 9th Apr-15th Apr

Language Development

Reflection (format/timeframe)

No. of Weeks: 6

Incorporating techniques such as Vocabulary Building, use of com-

mand terms and refining communication skills during the presentation

of work will significantly enhance students' language development.

In their written reflections, students will contem-

plate their ATL skills twice and the Learner Profile

once. Additionally, they will engage in introspec-

tion regarding their work throughout the term,

incorporating both peer and teacher feedback.

Summative Assessment: For the summa-

tive assessment, students will produce short

documentaries addressing the issue and its

solutions, utilizing all the specified criteria.

Summer Assessment (Y7-13)

TBC

Statement of Inquiry -> Exploring how the

creation of a 3-minute film can transform

Related Concepts -> Representation, Per-

Global Context -> Globalization and Sus-

ATL Skills Assessed -> Research + Communi-

societal perspectives on climate change and

**Topic:** Transformation Through Film

**Key Concepts ->** Communication

its impact on the UAE.

tainability

cation + Thinking

Summer Term: 15th April—1st July

Topic :Technolnnovate

nologies to create innovative solutions and experiences

Related concepts -> Innovation

ATL Skills Assessed

Language Development Incorporating techniques such as utilizing relevant command terms and refining communication

Spring Term:2nd Jan—9th Feb

Spring Term:14th Feb—22nd Mar

#### Statement of Inquiry

Exploring the integration of Microbit kits and AI tech-

Key Concept -> Function

Global Context -> Scientific and Technical Innovation

Communication and thinking

IB Learner Profile -> Communicator & Principled

5 weeks (1 week to Assessments)

Term:

Mid

use digital tools to research, design, and refine their social media posts, emphasizing their significance

Internal Assessment Winter Holidays 11th Dec—2nd Jan

Jan

Statement of Inquiry -> Creating innovative products, especially designed for an individual's need, can help lessen inequalities

ration + Organization + Information Literacy + Critical and Creative thinking

Incorporating techniques such as Vocabulary Building, use of command terms and refining communication skills during the presentation of work will significantly enhance students' language

#### Mid Term: 16th Oct—18th Oct

Reflection -> In their written reflections, students will contemplate their ATL skills twice and the Learner Profile once. Additionally, they will engage in introspection regarding their work throughout the term, incorporating both peer and teacher feed-

**Summative Assessment -> The Summative** Assessment will take the form of a Design Exhibition towards the end of the term. During this exhibition, students will discuss their journey in developing digital skills and how these skills contribute to the process of Subject Overview



Year Group: 9

Subject: MYP Design

Mid Term:

Language Development -> . Through the use of MYP command terms, persuasive language, and descriptive language

No. of Weeks:

Reflection (format/timeframe)

Reflective Journals / Presentation

Summative Assessment (format/ timeframe)

Prototypes/Drawings—highlighting the development and learning centered on SDGs while encompassing all design criteria.

Summer Assessment (Y7-13)

Summer Term: 15th April—1st July

TBC

Topic: Sustainable packaging Designs

Statement of Inquiry -> In a rapidly globalizing world, sustainability and innovation can converge to inspire communities and promote ecoconsciousness through practical, consumercentered solutions.

Key Concepts -> Innovation + Sustainability Related Concepts -> Community engagement Global Context -> Globalization and Sustainability ATL Skills Assessed -> Critical + Collaboration + Communication + Creativity + Transfer

IB Learner Profile -> Thinker + Caring + Reflective

5 weeks

(1 week to Assessments)

Topic: Technolnnovate around Al

Statement of Inquiry -> How does the innovation in artificial intelligence (AI) technology influence global industries, societies, and individuals, and what are the implications for future developments?

Key Concept -> Innovation

Related concepts -> Systems, Relationships, Consequences, Interaction, Patterns,

Global Context -> Scientific and technical innovation ATL Skills Assessed -> Research + Critical + Communication + Self management + Information Literacy

IB Learner Profile -> Inquirer + Knowledgeable + Thinker + Communicator

Language Development No. of Weeks: 10

Reflection (format/timeframe)

Journal / Presentation

Summative Assessment (format/timeframe)

Students will choose a sub-topic on AI innovation and craft a report or presentation highlighting its importance and prospective consequences, utilizing all MYP design cycle criteria.

5 weeks

(Ramadan wb 11th Mar)

**Spring Holidays** 25th March—5th Apr **Eid Holiday** 9th Apr—15th Apr

Winter Holidays 11th Dec—2nd Jan Internal Assessment

Spring Term:2nd Jan—9th Feb

Spring Term:14th Feb—22nd Mar

TBC

back. 9th Oct—8th

Subject Overview Title of Unit: How can access to artificial light improve lives? Statement of Inquiry -> Increase access to certain resources and commodities can have a huge impact on how communities develop **Language Development:** The development Key Concepts -> Development of linguistic skills, vocabulary, and structures Related Concepts -> Resources required to communicate effectively on the Global Context -> Globalization and Sustainability radio. Radio Jockeys (RJs) often have a unique style and vocabulary that sets them ATL Skills Assessed -> Communication, Collaboration, Critical, Creative thinking apart. IB Learner Profile -> Inquirer No. of Weeks: 6 Language Development -> Incorporating tech-Reflection (format/timeframe) niques such as utilizing relevant command terms and refining communication skills during the presentation of work will significantly enhance Summative Assessment (format/ students' language development timeframe) No. of Weeks: 11 Students are required to conceptualize, script, and then broadcast a 3minute radio segment using the skills and concepts they've acquired during the course. Additionally, students will submit a written report that elaborates on the creation process. Mid Term: 16th Oct—18th Oct Summer Assessment (Y7–13) Year Group: 10 Reflection -> In their written reflections, students will contemplate their ATL skills twice and the Learner Profile once. Addi-Subject: MYP Design tionally, they will engage in introspection Topic: "Waves of Expression: Crafting Radio Shows regarding their work throughout the term, and the Art of Becoming Radio Jockeys" Statement of Inquiry -> Exploring how the creaincorporating both peer and teacher feedtion of radio shows enhances communication effectiveness, promoting connections across Summative Assessment -> diverse audiences. Key Concepts -> Communication Related Concepts -> Function , Connection Global Context -> Personal and Cultural Expres-ATL Skills Assessed -> Communication, Social and 5 weeks 5 weeks Self Management skills IB Learner Profile -> Communicator, Reflective and Open Minded (1 week to Assessments) (Ramadan wb 11th Mar) Topic: Transforming Spaces: Redesigning School Facilities for Function and Innovation Language Development -> students will enhance their architectural Statement of Inquiry -> Investigating how redesigning and design vocabulary, engage in peer discussions to refine verbal Internal Assessment an existing school facility challenges students to apply articulation of their ideas, and craft written proposals to communicate design principles, innovation, and sustainability considtheir design intentions effectively. **Spring Holidays** erations to create functional and user-centric spaces 25th March—5th Apr Key Concept -> Change Reflection: In their reflections, students will evaluate their ATL skills Winter Holidays Related concepts -> Function, Form and ConnectionRetwice and the Learner Profile once, integrating feedback from peers, **Eid Holiday** 11th Dec—2nd Jan teachers, and their term's work. sources Global Context -> Identities and Relationships 9th Apr-15th Apr

Spring Term:2nd Jan—9th Feb

ATL Skills Assessed -> Communication, Thinking, Self-

IB Learner Profile -> Inquirer, Thinker and Principled

Spring Term:14th Feb—22nd Mar

Students will redesign an area of the school by employing design

principles, innovation, and sustainability. This project will culminate in a presentation detailing their process and the functional, user-centric

**Summative Assessment:** 

	Title of Unit: Designing for dignity  Statement of Inquiry: Helping others navi-	Subject Overview	
Autumn Term 28th Aug—13th Oct	gate challenges can foster a sense of dignity.  Key Concepts: Development Related Concepts: Function  Global Context: Identities and relationships  ATL Skills Assessed: Organisational skills, Information Literacy skills, Creative and Critical thinking skills  IB Learner Profile -> Inquirer Language Development -> Incorporating techniques such as utilizing relevant command terms and refining communication skills during the presentation of work will significantly enhance students' language development  Summative Assessment: Criterion A and B  Mid Term: 16th Oct—18th Oct	STANDER CONTRACTOR OF THE STAND	E assessment exam continues till end of May 2023  June 2023: Level up lessons for year 12 DP  Summer Assessment (Y7–13)
Autumn Term 19th Oct—8th Dec	Students continue to work on Project-1 till end of October 2023.  First week of November: EPortfolio project starts and continue till December 2023  Summative Assessment:	Year Group: 11 Subject: MYP Design	Summer Assessment (Y7–13)  TBC  E assessment Mock exam practice in April  May 2023: E assessment exam starts
	Eportfolio Criterion A: Inquiring and analysing Teacher provides feedback for criterion A and ask students to do the necessary changes	5 weeks (1 week to Assessments)  5 weeks (Ramadan wb 11th Mar)	
	Winter Holidays 11th Dec—2nd Jan	Eportfoio Task to complete Criterion B: Developing ideas Criterion C: Creating the solution Teacher provides feedback for criterion B and C and ask students to do the necessary changes  The provided feedback for criterion B and C and ask students to do the necessary changes  The provided feedback for criterion B and C and ask students to do the necessary changes  The provided feedback for criterion B and C and ask students to do the necessary changes  The provided feedback for criterion B and C and ask students to do the necessary changes  The provided feedback for criterion B and C and ask students to do the necessary changes  The provided feedback for criterion B and C and ask students to do the necessary changes  The provided feedback for criterion B and C and ask students to do the necessary changes  The provided feedback for criterion B and C and ask students to do the necessary changes  The provided feedback for criterion B and C and ask students to do the necessary changes  The provided feedback for criterion B and C and ask students to do the necessary changes	Spring Holidays 25th March—5th Apr
		Spring Term:2nd Jan—9th Feb Spring Term:14th Feb—22nd Mar	