



DWIGHT
SCHOOL
DUBAI

MYP 4 & 5 OPTIONS BOOKLET

2025 - 2026

A young woman with brown hair tied in a bun, wearing a red polo shirt with a crest and clear safety goggles, is focused on a task in a workshop. The background is blurred, showing shelves with various items. A large red curved line frames the text on the left side of the page.

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The Middle Years Program for Grades 9 and 10:

MYP E-Assessment:

The MYP program at Dwight School Dubai is authentic, full of real world connections and academic rigour. We provide the platform for students to obtain the MYP Certificate issued by the International Baccalaureate Organisation (IBO). This certificate is part of our school's requirement for access to the DP program. The MYP E-assessments are composed of two parts- online exams and e-portfolios.

The online exams provide a dynamic platform for students to demonstrate their knowledge and skills in real-time, utilizing interactive formats that assess critical thinking and problem-solving abilities.

In addition to online exams, e-portfolios serve as a vital component of the e-Assessment process, allowing students to curate and showcase their work over time.

These digital portfolios encourage reflective learning, enabling students to collect evidence of their achievements, skills, and growth throughout the MYP. By incorporating both online exams and e-portfolios, the MYP e-Assessment offers a thorough evaluation that aligns with the program's focus on inquiry, creativity, and global citizenship, preparing students for future academic challenges in a digital world.

The E-Assessments are evaluated as follows:

- The exams and portfolios are given a level of 1-7 bringing the total possible points to 56
- Students must achieve a total of 28 points to obtain the certificate
- All results must be a 3 or higher to obtain the certificate.
- Exams are externally marked by the IBO, portfolios are internally marked and externally moderated by the IBO.

In addition to completing the exams and portfolios students must complete the service as action requirements and a personal project.



Curriculum Choices:

Dear Parents,

At Dwight School Dubai, our Middle Years Programme (MYP) offers students a broad selection of subjects, allowing them to tailor their educational journey to their individual interests. In grades 6, 7, and 8 students engage with a diverse curriculum that includes Language and Literature, Individuals and Societies, Language Acquisition, Sciences, Design, Mathematics, Physical and Health Education, and the Arts (Visual Arts and Performing Arts). While these subjects form the core of our curriculum, we also offer specialized option blocks in the Arts, Design, and Physical and Health Education. This structure enables students to focus on specific areas, developing the skills necessary for success in the MYP Certificate in Grades 9 and 10, and later in the Diploma Programme (DP) in Grades 11 and 12. At Dwight School Dubai, we are committed to providing a robust and flexible MYP experience that prepares students for their future academic endeavors.

You must choose one subject from each of the options below:

OPTION GROUP 1 SCIENCES:

Grade 9 students will choose one of the science courses from Biology, Chemistry or Physics.

OPTION GROUP 2 E-PORTFOLIO:

In addition, Grade 9 students will choose one subject from Physical Health Education, Design, Drama, Art or Music.

OPTION GROUP 3 REQUIRED ELECTIVE:

Chemistry, Design, or Physical Health Education.

OPTION GROUP 4 LANGUAGE:

French, Arabic, Spanish, Mandarin or German (students will continue with the same language they studied in grade 8). Note: Arabic A students will be encouraged to take Arabic Language and Literature leading to a Bilingual MYP Certificate. In grade 10 Arabic Language students will have the option to continue with an additional language such as French, Spanish, Mandarin or Ge

We very much look forward to supporting your child in their choice. Please get in touch if you require any further information.

Best regards,

Katherine Filkins

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Curriculum Overview:



Onscreen examination subjects	<div>Mathematics</div> <div>Language and literature</div> <div>Sciences</div> <div>Language acquisition</div> <div>Individuals and societies</div> <div>Interdisciplinary</div> <div><i>individually, externally marked</i></div>	Optional eAssessment
Course work ePortfolio	<div>Language acquisition</div> <div>Physical and Health Education</div> <div>Design</div> <div>Arts</div> <div><i>internally marked, externally moderated (dynamic sampling)</i></div>	
Personal project	<div><i>internally marked, externally moderated (dynamic sampling)</i></div>	

Sciences



Overview of course

The MYP sciences curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

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

Please note: The MYP sciences are designed as two year courses and switching between grades 9 and 10 is not advisable.

Aims and Objectives

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

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

Biology

The Grade 9-10 Biology course is designed to introduce students to the fundamental principles and concepts of biology. It aims to foster an understanding of the living world, from cellular processes to ecological systems, and promote an appreciation for the interconnections between organisms and their environment. Through engaging activities, discussions, essay, debates, reflections and laboratory investigations, students develop scientific inquiry skills and gain a solid foundation in biological knowledge.

Chemistry

Grade 9-10 Chemistry is a laboratory-oriented course. The course will cover the following concepts: Science as inquiry, chemical nomenclature, moles concepts, reaction types, stoichiometry, kinetics, periodic law, and acid base chemistry. Chemistry in the MYP emphasizes the role of inquiry and encourages the development of scientific inquiry skills. It provides students with opportunities to explore the role of science in historical and contemporary contexts.

Physics

Physics Grade 9-10 promotes conceptual understanding and will include experimental design and investigations, processing and evaluating data, inquiry, research and reflection. The course key concepts are change, relationships and systems. This includes the following topics: astrophysics, atomic physics, energy, thermal physics, dynamics, waves, electricity and electromagnetism. Physics MYP guides students using research, mathematical equations, discussion and experimentation through real world applications and progressions of science.

Assessment criteria

Each sciences objective corresponds to one of four equally weighted assessment criteria.

Criterion A: Knowing and understanding

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.

Criterion B: Inquiring and designing

Students develop intellectual and practical skills through designing, analysing and performing scientific investigations.

Criterion C: Processing and evaluating

Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached.

Criterion D: Reflecting on the impacts of science

Students evaluate the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language is applied to demonstrate understanding. Students should become aware of the importance of documenting the work of others when communicating in science.

Approaches to Learning (ATL) Skills

Thinking skills

- Critical thinking in evaluating scientific claims
- Creative thinking in designing scientific investigations

Social skills

- Collaborating effectively with peers in scientific investigations
- Respecting and understanding different perspectives in science

Communication skills

- Reading, writing, and using language to gather and communicate scientific information
- Using multiple media to communicate scientific ideas

Self-management skills

- Organizational skills in managing scientific projects
- Affective skills in dealing with challenges in scientific research

Research skills

- Information literacy skills in scientific inquiry

Sciences End of Year Assessment

MYP 4: Students must complete an end of year exam using taught content and all criteria.

MYP 5: Students must complete an end of course on screen examination using all content and criteria.

SCIENCES



UNITS STUDIED IN MYP 4/5 SCIENCES

Biology

MYP 4

- Cells and microscopes
- Genetics
- Evolution
- Ecology

MYP 5

Plants
Human Physiology
Biochemistry
Metabolism

Chemistry

MYP 4

- Matter and Materials
- Periodic table and bonding
- Endothermic and exothermic reactions

MYP 5

- The mole
- Acids and Bases
- Reaction Kinetics
- Organic Chemistry

Physics

MYP 4

- Forces and motion
- Energy
- Waves
- Atomic/nuclear physics

MYP 5

- Astrophysics
- Thermal Physics
- Electricity and Magnetism

SCIENCES





Drama



Overview of course

Theatre within the MYP is a practical subject that develops students' understanding of theatre as an art form, as well as giving students the opportunity to function as artists themselves. It encourages the exploration of theatre and theatre practices from different times and cultures. It develops students' creative and theatre skills, enabling them to create, rehearse and perform pieces of theatre. It develops students' ability to reflect on, evaluate and critique their own work and their development as young artists.

Aims and Objectives

This course meets the prescribed learning outcomes MYP aims and objectives as described by the International Baccalaureate Organisation.

The aims for this course are to:

- demonstrate an ability to internalise the experiences of another while supporting their own identity
- concentrate on role while sustaining and developing situations
- apply vocal and physical techniques to create role and character
- consistently use precise language to reflect on experiences both in and out of role
- apply stage vocabulary and theatrical conventions to dramatic forms
- select technical elements to create mood and atmosphere
- represent concepts from original and scripted work through presentation
- realise, in production, relevant issues of cross-cultural importance
- create drama that demonstrates a responsibility to the community
- use knowledge of diverse cultures and historical periods in developing work

Units studied in MYP 4 Drama

- Abstract and Literal Mime
- Documentary Theatre
- Collaborative Theatre and Devising
- Mock E-portfolio Unit: Artistic innovations in puppetry

Units studied in MYP 5 Drama

- Collaborative Theatre and Devising: Through refined collaboration and intentional artistic choices, theatre-makers can craft innovative performances that challenge conventions and provoke deeper audience engagement.
- E-portfolio Unit- shared by the IB

Assessment criteria

Students are assessed throughout the course on different criteria which culminate in an ePortfolio assessment in Grade 10. Assessment for arts courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria.

A: Investigating

Through the study of art movements or genres and artworks/performances, students come to understand and appreciate the arts. They use their research skills to draw on a range of sources, and they develop information literacy skills to evaluate and select relevant information about the art movement or genre and artworks/performances.

B: Developing

- Students develop ideas through practical exploration, which
- provides the opportunity for active participation in the art form.
- Practical exploration requires students to acquire and develop
- skills/techniques and to experiment with the art form.
- Students use both practical exploration and knowledge
- and understanding of art and artworks to purposefully inform artistic intentions and decisions.

C: Creating/Performing

- The students' command of skills and techniques is demonstrated through the creation or performance of a finalised artwork that is summatively assessed.

D: Evaluating

- Through reflecting on their work and on themselves, students become more aware of their own artistic development and the role that the arts play in their lives and in the world.

Drama E-portfolio

i. The IB shares a partially completed unit planner for the eportfolio.

The completed assessments for this unit are presented as an ePortfolio. This is a collection of work submitted to the IB for eAssessment.

ii. Students seeking IB MYP course results for arts courses must complete an ePortfolio.

iii. This should demonstrate students' achievement of the subject group's objectives.

iv. The resulting portfolio of student work is marked by the student's teacher(s), based on the school's internal standardization of judgments against MYP arts assessment criteria for year 5/Competent stage.

Approaches to Learning (ATL) Skills

Throughout this course, we will be using various approaches to learning, these include:

Communication skills

Listen actively and endorse the views or opinions of others.

Social skills

Work collaboratively in a production team with assigned roles and responsibilities.

Self-management skills

Plan the rehearsal schedule for a performance or plan the time needed to prepare a scene.

Research skills

Create storyboards or sketches which translate an idea into practice.

Thinking skills

Map the creative thought process

Music



Overview of course

Music within the MYP is a practical subject that develops students' understanding of music as an art form, as well as giving them the opportunity to develop as artists themselves. It encourages the exploration of music and music practices from different times and cultures. It develops students' creative and musical skills, enabling them to create, rehearse and perform music. It develops students' ability to reflect on, evaluate and critique music and their development as young artists.

** Student need to be at a competent music level to be admitted this course.

Aims and Objectives

This course meets the prescribed learning outcomes MYP aims and objectives as described by the International Baccalaureate Organisation.

The course equips students with:

- Traditions and musical heritage from different parts of the world, for example, popular music, the music industry, musical theatre
- Developments in music technology
- Current and emerging musical practices
- Methods of recording and communicating musical ideas such as notation systems

What skills might students develop in music?

- Their ability to develop and carry out (live) performances
- Skills, techniques and processes to create their own music, finding ways to capture it in performance, notation, recording or presentation
- An ability to experiment with sound sources, improvisation, practice and rehearsal routines

How might students think creatively in music?

- By experimenting with the artistic processes involved in making music
- By initiating, exploring and developing projects that are rewarding and challenging
- By creating their own music or improvising sections added to published musical scores
- How might students respond to, or through, music?
- By developing their own musical style inspired by a particular genre or artist
- Through participating in "listen and respond" activities
- By creating music that demonstrates their exposure to various musical cultures

Assessment criteria

Students are assessed throughout the course on criteria which culminate in an E-portfolio assessment in Grade 10. Assessment for arts courses in all years of the programme is criterion-related, based on four equallyweighted assessment criteria.

A: Investigating

- Through the study of art movements or genres and artworks/performances, students come to understand and appreciate the arts.
- They use their research skills to draw on a range of sources, and they develop information literacy skills to evaluate and select relevant information about the art movement or genre and artworks/performances.

B: Developing

- Through the study of art movements or genres and artworks/performances, students come to understand and appreciate the arts.
- They use their research skills to draw on a range of sources, and they develop information literacy skills to evaluate and select relevant information about the art movement or genre and artworks/performances.

C: Creating/Performing

- The students' command of skills and techniques is demonstrated through the creation or performance of a finalized artwork that is summatively assessed.

D: Evaluating

- Through reflecting on their work and on themselves, students become more aware of their own artistic development and the role that the arts play in their lives and in the world.

Music E-portfolio

i. The IB shares a partially completed unit planner for the eportfolio

ii. The completed assessments for this unit are presented as an ePortfolio. This is a collection of work submitted to the IB for eAssessment.

iii. Students seeking IB MYP course results for arts courses must complete an ePortfolio.

iv. This should demonstrate students' achievement of the subject group's objectives.

v. The resulting portfolio of student work is marked by the student's teacher(s), based on the school's internal standardization of judgments against MYP arts assessment criteria for year 5/Competent stage.



Units studied in MYP 4 Music

- Song composition and analysis
- Improvising music
- Plagiarism in music
- Mock E-portfolio

Units studied in MYP 5 Music

- Influence of Jazz
- Early global music
- 20th century music
- E-portfolio Unit- shared by the IB

Approaches to Learning (ATL) Skills

Throughout this course, we will be using various approaches to learning, these include:

Communication skills

Listen actively and endorse the views or opinions of others.

Social skills

Work collaboratively in a production team with assigned roles and responsibilities.

Self-management skills

Plan the rehearsal schedule for a performance or plan the time needed to prepare a scene.

Research skills

Create storyboards or sketches which translate an idea into practice.

Thinking skills

Map the creative thought process.



the keys
the black shows
through life's journey
black keys also makes



Visual Arts



Overview of course

Visual arts within the MYP is a practical subject that develops students' creative and artistic skills, enabling them to create and present their work. It encourages the exploration of visual art and art practices from different times and cultures. Visual arts develop students' understanding of the visual arts, as well as giving them the opportunity to function as artists themselves. It develops students' ability to reflect on, evaluate and critique their own work and their development as young artists.

Aims and Objectives

This course meets the prescribed learning outcomes, MYP aims and objectives as described by the International Baccalaureate Organisation.

Assessment criteria

Students are assessed throughout the course on different criteria which culminate in an E-portfolio assessment in Grade 10. Assessment for arts courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria.

A: Investigating

Through the study of art movements or genres and artworks/performances, students come to understand and appreciate the arts.

They use their research skills to draw on a range of sources, and they develop information literacy skills to evaluate and select relevant information about the art movement or genre and artworks/performances.

B: Developing

Through the study of art movements or genres and artworks/performances, students come to understand and appreciate the arts.

They use their research skills to draw on a range of sources, and they develop information literacy skills to evaluate and select relevant information about the art movement or genre and artworks/performances.

C: Creating

The students' command of skills and techniques is demonstrated through the creation or performance of a finalized artwork that is summatively assessed.

D: Evaluating

Through reflecting on their work and on themselves, students become more aware of their own artistic development and the role that the arts play in their lives and in the world.

Approaches to Learning (ATL) Skills

Throughout this course, we will be using various approaches to learning, these include:

Communication skills

Listen actively and endorse the views or opinions of others.

Self-management skills

Plan the creation of their artistic outcome.

Research skills

Research art history, artists and artworks, their role and impact.

Thinking skills

Map the creative thought process in their process journal.

Units Studied in MYP 4/5 Art

MYP 4

Self portrait skills

Still Life Techniques

Technical skill development in the Arts

MYP 5

Artistic skills and Impressions

Triptych Art (conveying stories using 3 panels)

eportfolio unit shared by the IB

Visual Arts E-portfolio

i. The IB shares a partially completed unit planner for the eportfolio. The completed assessments for this unit are presented as an ePortfolio. This is a collection of work submitted to the IB for eAssessment.

ii. Students seeking IB MYP course results for arts courses must complete an ePortfolio.

iii. This should demonstrate students' achievement of the subject group's objectives.

iv. The resulting portfolio of student work is marked by the student's teacher(s), based on the school's internal standardization of judgments against MYP arts assessment criteria for year 5/Competent stage.



VISUAL ARTS



Design



Overview of course

Students will showcase all their skills and understanding of the design process in the final year of the Middle Years Program. Students will be tasked to develop their technical modelling skill initially in a mini project that seems them undertake a brief which sets them up for their official IB e-portfolio brief which is disclosed in grade 10. Students have to be able to analyze research, ideate innovative designs, manufacture confidently using the skills nurtured in the workshop in previous years and then finally evaluate the overall impact and effectiveness of their design solutions.

Aims and Objectives

This course meets the prescribed learning outcomes MYP aims and objectives as described by the International Baccalaureate Organisation.

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

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



Assessment criteria

Students are assessed throughout the course on different criteria A-D. In Grade 10, students will then be assessed on an e-Portfolio based on the same criteria, following the design cycle.

The objectives of this course are:

A – Inquiring and Analysing - students should be able to:

1. explain and justify the need for a solution to a problem for a specified client/target audience
2. identify and prioritise the primary and secondary research needed to develop a solution to the problem
3. analyse a range of existing products that inspire a solution to the problem
4. develop a detailed design brief which summarises the analysis of relevant research.

B – Developing Ideas - students should be able to:

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

C – Creating the Solution - students should be able to:

1. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
2. demonstrate excellent technical skills when making the solution
3. follow the plan to create the solution, which functions as intended
4. fully justify changes made to the chosen design and plan when making the solution

D – Evaluating - students should be able to:

1. design detailed and relevant testing methods, which generate data, to measure the success of the solution
2. critically evaluate the success of the solution against the design specification
3. explain how the solution could be improved
4. explain the impact of the solution on the client/target audience.

DESIGN



Approaches to Learning (ATL) Skills

Throughout this course, we will be using various approaches to learning, these include:

Communication skills

Develop detailed design drawings for a manufacturer as well as sharing and communicating design ideas (through 2D and 3D visuals).

Social skills

Demonstrate active listening when interviewing clients as well gaining feedback on how designs can be improved

Self-management skills

Plan the creation of a solution

Research skills

Find out how to translate existing technologies into new and exciting innovative designs.

Thinking skills

Analyse products and suggest how to improve them. Develop prototypes that require deeper thinking in order to constantly make iterative improvements.

Design E-portfolio

i. The IB shares a partially completed unit planner for the eportfolio. The completed assessments for this unit are presented as an ePortfolio.

ii. This is a collection of work submitted to the IB for eAssessment.

iii. Students seeking IB MYP course results for Design courses must complete an ePortfolio.

iv. This should demonstrate students' achievement of the subject group's objectives.

v. The resulting portfolio of student work is marked by the student's teacher(s), based on the school's internal standardization of judgments against MYP arts assessment criteria for year 5/ Competent stage.

Units Studied in MYP 4/5 Design

MYP 4

- Figurine marketing
- Board game design

MYP 5

- Fairness and development-Are students able to have a nutritious start to their day?
- Unit title and project statement released by IB.

DESIGN





Physical Health Education



Overview of course

In PHE, students will engage in a collaborative coach and client model within which both students undertake a journey of improvement in both their interpersonal skills and fitness/performance levels. The course is split into four criteria and tasks, focusing on Fitness testing and analysis, goal setting and fitness and nutrition programming, practical performance, and reflective practice. The course is engaging and varied, and will suit students who are interested in improving their own fitness levels and health knowledge, and also those who play sport to a competitive level. Students should be able to communicate high level PHE knowledge, comfortably undertake practical fitness testing and performances across a variety of sports, have strong IT/computer skills and willing to engage collaboratively with peers to develop knowledge.

Aims and Objectives

This course meets the prescribed MYP aims and objectives and learning outcomes as described by the International Baccalaureate Organisation.

Physical and health-related knowledge:

such as components of fitness, training methods, training principles, nutrition, lifestyle, biomechanics, exercise physiology, skill analysis, reflective practice and goal setting.

Chosen sports for the MYP4/5 programs and E-portfolio:

In MYP4, students will study a wide range of team, invasion, net and target games in a broad curriculum. In MYP5 for the E-portfolio, the chosen sport is Badminton. Badminton can be facilitated easily on campus and natural, authentic progress can be shown over time. The skills in badminton are also easy to learn, improve and identify and all of the above is crucial to ensure success for students in the E-portfolio. Students should consider if they are willing to engage in competitive badminton as part of the E-portfolio process.

Additional considerations: Despite seeming a lighter workload in comparison to other subjects, the course relies on students' ability to write analytically and concisely within a short page count. This course is both practical and theoretical, and students will need to develop in both areas.



Assessment criteria

Students are assessed throughout the course on different criteria and Grade 10 will include an e-Portfolio assessment.

Criterion A: Knowing and Understanding

Students should be able to:

- outline physical and health education-related factual, procedural and conceptual knowledge
- identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations
- apply physical and health terminology to communicate understanding
- Assessment: 5 page document presenting knowledge of client fitness levels and fitness testing results, movement concept analysis, nutrition analysis and initial practical performance analysis

Criterion B: Planning for Performance

Students should be able to:

- construct and outline a plan for improving health or physical activity
- describe the effectiveness of a plan based on the outcome
- Assessment: 5 page document presenting a plan to improve client fitness levels, including SMART goals for a performance and wellbeing goal, 5 day fitness program and 5 day nutrition plan, with adaptations for both plans

Criterion C: Applying and Performing

Students should be able to:

- recall and apply a range of skills and techniques
- recall and apply a range of strategies and movement concepts
- recall and apply information to perform effectively
- Assessment: A 3 minute video (as a client) demonstrating the practical performance in Badminton

Criterion D: Reflecting and Improving Performance

Students should be able to:

- identify and demonstrate strategies to enhance interpersonal skills
- identify goals and apply strategies to enhance performance
- describe and summarise performance
- Assessment: A 5 page document presenting evidence of the implementation of interpersonal skills and reflective practice throughout the training plan and within the coach-client model



Units studied in MYP 4 PHE

- Sports Psychology
- Factors affecting health
- Fitness program design

Course also includes:

- Mixed invasion games (football, basketball, netball)
- Net games (volleyball and badminton)
- One sport chosen for the E-portfolio sports performance in G10.

Units studied in MYP 5 PHE

- Coaching
- Fitness goal setting
- Fitness and nutrition program design,
- Sports performance
- Reflective practice

Course also includes:

- Mixed invasion games (football, basketball, netball)
- Net games (volleyball and badminton)
- One sport chosen for the E-portfolio sports performance in G10.

PHE E-portfolio

- i. The IB shares a partially completed unit planner for the eportfolio. The completed assessments for this unit are presented as an ePortfolio.
- ii. This is a collection of work submitted to the IB for eAssessment.
- iii. Students seeking IB MYP course results for elective courses must complete an ePortfolio.
- iv. This should demonstrate students' achievement of the subject group's objectives.
- v. The resulting portfolio of student work is marked by the student's teacher(s), based on the school's internal standardization of judgments against MYP PHE assessment criteria for year 5/ Competent stage.

PHYSICAL
HEALTH
EDUCATION





Language Acquisition



FRENCH • SPANISH • MANDARIN • GERMAN • ARABIC

Overview of course

In all of the offered languages students will follow the language acquisition curriculum. This means that depending on their proficiency phase they will be exploring units to support their growth in understanding both the language itself and the cultural contexts in which it is used. A central emphasis of the MYP language curriculum is on fostering conceptual understanding. This means that students will not only focus on grammar and vocabulary but will also explore key concepts such as communication, connection, creativity, and culture. Inquiry remains at the heart of MYP language learning, and aims to support students' understanding by providing them with opportunities to independently and collaboratively investigate, take action and reflect on their learning. The course results are available in three levels of fluency: emergent, capable and proficient. These levels reflect a student's development in language skills, from initial understanding to advanced fluency. In all three levels, the four skills such as listening, reading, speaking and writing remain at the core of the MYP programme giving students the possibility of becoming skillful communicators who can use the language in authentic contexts.

Aims and Objectives

A. Listening

- Identify explicit and implicit spoken information in multimodal texts
- Analyse conventions
- Analyse connections

B. Reading

- Identify explicit and implicit spoken information in multimodal texts
- Analyse conventions
- Analyse connections

C. Speaking

- use a wide range of vocabulary
- use a wide range of grammatical structures generally accurately
- use clear pronunciation and intonation in a comprehension manner
- during interaction, communicate all or almost all the required information clearly and effectively

D. Writing

- use a wide range of vocabulary
- use a wide range of grammatical structures generally accurately
- organise information effectively and coherently in an appropriate format using a wide range of complex cohesive devices
- communicate all required information with a clear sense of audience and purpose to suit the context

Approaches to Learning (ATL) Skills

Thinking skills

- Interpret data
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Create original works and ideas; use existing works and ideas in new ways

Social skills

- Practise empathy
- Use social media networks appropriately to build and develop relationships

Communication skills

- Use a range of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Read a variety of sources for information and for pleasure

Self-management skills

- Use appropriate strategies for organising complex information
- Understand and use sensory learning preferences (learning styles)

Research skills

- Use memory techniques to develop long-term memory
- Seek a range of perspectives from multiple and varied sources
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Units Studied in MYP 4&5 Languages

In line with the current Language Acquisition curriculum, units studied include:

- Identity and culture - self, family, friends etc.
- Education and the world of work - school life, future plans, jobs etc.
- The world we live in - the weather, the environment, global issues etc.
- Local area travel and tourism - house & home, local area, holidays, culture and communities etc.
- Technology and the media - mobile technology, media



Languages MYP 5 E-assessment

Students must complete:

- 1) an end-of-course on-screen examination based on a global context shared by the IB
There are mainly three tasks and may include any topics from the language acquisition list.
Task 1 - comprehension of an audio-visual text in the target language.
Task 2 - comprehension of a written-visual text in the target language.
Task 3 - produce written text in the target language

AND

- 2) an internally assessed IB moderated speaking examination. The speaking is based on describing a visual based on the global context and then an interactive discussion with the teacher.

MYP language acquisition courses are formally assessed at one of three proficiency levels: Emergent, Capable, Proficient

Assessment criteria

Assessment for language acquisition in all years of the programme is criterion-related, based on four equally weighted assessment criteria.

- Criteria A: Listening
- Criteria B: Reading
- Criteria C: Speaking
- Criteria D: Writing







DWIGHT SCHOOL DUBAI

IGNITING THE **SPARK** OF GENIUS IN EVERY CHILD